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Cover photo courtesy of Lacey L. Schmidt, City of Houston
**A rare rainstorm passing over Lake Powell in the Glen Canyon National
Recreation Area, in southern Utah—very near Rainbow Bridge National
Monument.**

A Message From Your President



Tammy Allen
University of South
Florida



In previous columns I have shared information about the “Connections” theme and some of the initiatives underway this year. In this column I’d like to briefly explore the connections theme in terms of our connection with psychology and share information on a new SIOP ad hoc committee.

The I-O Psychology–Psychology Publication Gap

The number of doctoral and master’s degrees earned in I-O psychology continues to grow, suggesting the vitality and sustainability of the field is strong. However, stories of decreased support and resource loss within psychology departments also continue. Concern about the future of I-O psychology within psychology departments is not new (e.g., Costanza, 2006; Highhouse & Zickar, 1997; Ryan & Ford, 2010). Costanza notes that one reason for a lack of support for I-O within psychology departments is because I-O is intellectually disconnected with other areas of psychology. Highhouse and Zickar refer to this as the I-O psychology–psychology gap. Indicators of such a disconnect can be found in the journals in which we publish. I-O psychologists are much more likely to publish in general business journals such as *Academy of Management* and *Journal of Management* than in general psychology journals such as *Psychological Bulletin* and *Psychological Science*. One way to nurture our connection with and increase our influence within the broad discipline of psychology is to publish in general psychology journals such as *Psychological Bulletin* and the *American Psychologist* (published by APA) and *Psychological Science* and *Current Directions in Psychological Science* (published by APS). Publishing in these journals can help demonstrate our scientific relevance to the broader discipline of psychology beyond I-O.

In previous columns I discussed an initiative to build a map of I-O science. A major impetus for the creation of

this map is to help determine where our scientific influence lies. The SIOP Foundation has graciously agreed to sponsor this project. If you would like to support this effort, contributions can be made to the Foundation and designated for the I-O Map of Science Fund (www.siop.org/foundationdonation/).

New Committee for Licensing, Certification, and Credentialing Issues

At any given time SIOP is monitoring and involved in influencing a number of licensing, certification, and/or credentialing (LCC) issues. Some issues are ongoing (e.g., APA MLA) but others emerge often by surprise (e.g., requirement for coaches involved in government work to be ICF certified). For example, ongoing and new LCC issues and events include APA guidelines on telepsychology, an ASPPB taskforce on licensure of I-O and consulting psychologists, and ISO 10667 certification.

Historically responsibility for addressing these issues has been distributed across various persons and committees within SIOP, including the current president, State Affairs Committee, Professional Practice Committee, Practice Portfolio Officer, APA Council Reps, and ad hoc committees. The frequent rotation of these roles can make it difficult to develop and maintain a deep and historically rich base of knowledge. Moreover,

the spread of responsibility across different committees and volunteers can result in the loss of an integrative and strategic approach to LCC issues. Further complicating the landscape is that the various LCC issues span local as well as global jurisdictions.

To better enable SIOP to strategically monitor and respond to LCC issues as they arise, at the September 2013 meeting the Executive Board (EB) decided to form an ad hoc committee that will serve as an umbrella structure for all LCC issues. To help ensure there is a ready reservoir of knowledge, members will serve staggered 5-year terms. The new committee will be housed within the Professional Practice portfolio. State Affairs will become a subcommittee within the larger LCC structure.

The EB believes that this approach will better serve our members and has several advantages that include:

- Broader and deeper bench strength and greater assurance of institutional knowledge on issues that pertain to LCC
- Enhanced ability to engage in environmental scanning in addition to reacting to issues as they occur
- Centralization of efforts resulting in a more integrative and planful approach to LCC

- Facilitation of the ability to develop meaningful relationships with external partners (e.g., ASPPB)
- One active body that has the “complete” picture with regard to various LCC issues impacting SIOP

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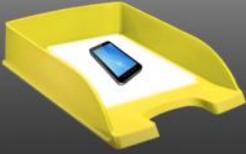
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The 29th Annual SIOP Conference

May 15-17, 2014
 Hawai`i Convention Center and
 Hilton Hawaiian Village
 Honolulu, Hawai`i (Oahu)



The Editor's Out-Box



Morrie Mullins
Xavier University



Looking Ahead

There are a lot of exciting things on the horizon for SIOOP, with Honolulu being perhaps the most salient (especially in January, for those of us who live in places like Ohio!). I don't know about the rest of you, but I was more than a little stunned when I went to the conference page the night conference acceptances went out (amazingly fast for a record number of submissions—huge thanks to **Evan Sinar** and his team!) and saw that there were not only rooms available, there were *inexpensive* rooms available. (This being a relative thing, of course...) I'll admit that even I, who knew that he would be going to the conference regardless, delayed booking until I had word that something I was on got accepted. Apparently, even teaching Tversky and Shafir (1992) every fall doesn't fully inoculate a person against common flaws in decision making.

So, one of the things we have to look forward to is the annual conference, but that's far from the only thing. We can also look forward to a revitalized Leading Edge Consortium, if this fall's offering is any indication; a new and improved version of my.SIOOP; and ongoing changes and additions to *TIP* itself. Very soon you will be receiving a survey about your experience with our first two digital issues (so please, fill it out!) . There are still changes we're looking to make, and I've had some great conversations, both with members of the editorial board and with readers like you, about how we can continue to improve your experience with *TIP*. We need your feedback, though.

One of the initiatives I'm particularly excited about, with respect to *TIP*, is a new series of feature articles focusing on innovative approaches to teaching practitioner skills. The first article in that series appears in

this issue, and the second was submitted to me just days prior to this column's due date. As an academic who mainly trains future practitioners, I'm passionate about how those of us in universities can better prepare our students to engage in the practice that is central to our field because without that practice, there would be no field at all. As such, I'm putting out the call: If you are part of a program that does something interesting, unique, or just flat-out effective in training future practitioners, or if you graduated from such a program, consider contributing to this series. The more we share, the more we all benefit.

Speaking of sharing, how about we share some content?

This issue starts with a message from our president, **Tammy Allen**, who revisits the gap between I-O psychology and psychology at large, and updates us on a new committee related to licensing, certification, and credentialing. Our own **Paul Muchinsky** shares his experiences with the River Cities I-O Conference in a letter to the editor; graduate students who look at Honolulu, then at their graduate stipends with a sad sense of resignation, take heart! Between RCIO and IOOB, there are great options for networking and professional development on a budget.

A pair of papers on "Big Data" carry forward the theme started with October's

"The Modern App" column. The first, by **Daniel Maurath**, works to further define I-O's place at the big data "table" and offers a number of practical recommendations, both in terms of tools/resources that will aid in dealing with big data, and beyond. The second, by Institutional Research Committee Chair **Charles Scherbaum**, discusses the type and quantity of data that exist within SIOP alone; you may not be surprised by how much data SIOP collects, but how much do you know about how to access it? And, at this point, is it actually "big data?"

Anna Sackett and **William Weyhrauch** approach the familiar topic of the academic-practitioner gap from a new perspective, that of organizational stakeholders, and how those stakeholders may contribute to the gap. The authors do more than just point out another source of the disconnect, though, by offering potential solutions.

Up next, **Angela Beiler**, **Lauren Zimmerman**, **Alexa Doerr**, and **Malissa Clark** provide a timely update to a topic that's been covered in *TIP* in the past, though not recently. Their examination of research productivity across I-O doctoral programs offers a fresh snapshot of one way we can rank doctoral programs in our field. This leads nicely into the sixth installment of the SIOP Graduate Program Benchmarking survey. In this issue, **Robert Tett**, **Benjamin Walser**, **Cameron**

Brown, Scott Tonidandel, and Daniel Simonet examine data on assistantships, fellowships, and resources.

Last, but certainly not least, is the first article in the new series I mentioned previously. I saw an early version of this paper at the SIOP conference in Houston, and was very pleased when the authors chose to submit it to *TIP*. In their paper, **Kortney Peagram, Nancy Newton, and Keith Carroll** describe how individual assessment skills are taught in their doctoral program and offer a number of resources they have developed along the way.

Another new(-ish?) element of *TIP* is a pair of guest editorial columns. **Scott Highhouse** asks us to critically examine the publishing norms that have developed in I-O, over the years, and **Nathan Gerard** points out a somewhat glaring absence in SIOP's publications: We don't tend to talk much about capitalism. (I was, however, happy that **Joel Lefkowitz's** paper in our October issue allowed me to say, "But wait! *TIP* has had the word 'capitalism' in its pages very recently!") Both brief columns raised important questions, and I welcome both guest editorials and letters to the editor in the future; the primary functional difference will be that any guest editorials will undergo peer review, whereas letters to the editor only have to make it through me!

The editorial columns start off with a holiday-themed entry for the **History**

Corner, with **Jeff Cucina** stepping in to offer us insights into one of the earliest appearances of an I-O psychologist (perhaps?) in a major motion picture, none other than the classic *Miracle on 34th Street*. A different historical perspective is offered by **Rob Silzer** and **Chad Parson**, who track the evolution of the Leading Edge Consortium and offer compelling data on trends in the level of success the LEC has experienced since its inception. (Not unrelated, congratulations to **Jeff McHenry** and everyone else involved in this year's successful LEC!)

In **The Modern App**, **Tiffany Poepelman** and **Nikki Blacksmith** offer advice on personal branding; this piece will be required reading for all of my graduate students, starting now. **Marcus Dickson**, in **Max Classroom Capacity**, makes some interesting points about how I-O is getting applied in academia that made me sit up and take notice, and **Tori Culbertson** shares several pieces of (probably) well-intentioned but (potentially) flawed pieces of advice untenured faculty members may hear.

Lori Foster Thompson and **Alex Gloss** present an interview with Dr. Ike Onyishi in their **Spotlight on Humanitarian Work Psychology**. The discussion of what role I-O can play in sustainable development in places like Nigeria should push all of us to think more broadly about our field. Along those lines, **Kristen Shockley** and **Ashley Walvoord's**

current installment of **Yes You Can** deals with finding interdisciplinary partners; their interview with **Paul Spector, Michele Gelfand**, and **Wai-Ying Chow** offers multiple perspectives on how I-Os can seek out partnerships, including a particular call from Dr. Chow for I-Os to collaborate with researchers from education fields on funded research.

Our **TIP-TOPics** team—**Frankie Guros, Joe Sherwood, Layla Mansfeld**, and **Lale Yaldiz**—asks us to consider (or reflect back on!) one of those questions with which we all must deal: You got into graduate school... now what? (I suspect it's not just me who finds the "Now what?" question cropping up every time I reach a new milestone!)

M. K. Ward and **Bill Becker's** **Organizational Neuroscience** column features a fascinating interview with **Professor Nick Lee**, and in the **Practitioners' Forum**, **Karina Hui-Walowitz, Maya Yankelevich, Charu Khanna**, and **Megan Leasher** offer a review of SIOP's Practitioner Mentoring Program and where it will be headed. After **Tracy Kantrowitz** updates us on the Professional Practice Committee, **Alex Alonso** and **Mo Wang** take the **International Practice Forum** across the border into Canada, exploring the chilly wilds of employee engagement.

Paul Muchinsky introduces us to two "siblings" of meta-analysis, and I've got

to say – Paul may be on to something with ortho-analysis. In the age of Twitter, it could work.... **Eric Dunleavy** and **Art Gutman** update us on new regulations that relate to both the ADA and protected veterans. **Tom Giberson** and **Suzanne Miklos**, in **Good Science–Good Practice**, explore the linkage between HRM practices and various outcomes. Finally, in his **Foundation Spotlight**, **Milt Hakel** offers a number of exciting new possibilities for projects the SIOP Foundation might be able to support, if interest and funding were present. There are some really interesting possibilities there, and I'd like to add one to the list: I would love to see a grant established through the SIOP Foundation to help universities develop and support consulting centers. Many universities have formal centers as part of their programs, which provide great opportunities for students to get applied experience, for the programs to do outreach, and (important from any university's perspective) to potentially generate revenue. Getting these kinds of centers off the ground isn't always easy, though, and it strikes me as the kind of undertaking it would be perfect for the Foundation to support.

Our committee reports start with much more about Honolulu: **Robin Cohen** offers a welcome from the conference chair, **Evan Sinar** talks about the conference program, and **Silvia Bonaccio** de-

scribes the Friday Seminars. The sessions may end by mid-afternoon, but we're starting early, and there's a ton of great content coming our way!

Liberty Munson, from the Visibility Committee, discusses how to increase I-O's media presence, SIOp's United Nations team (**John Scott**, **Deborah Rupp**, **Lise Saari**, Lori Foster Thompson, and **Mathian Osicki**) describe a number of I-O-relevant initiatives that are underway, and **Zack Horn** announces the revamp of my.SIOp! All of this and we still have room for IOTAs, courtesy of **Becca Baker**, a recap of SIOp members in the

news from Clif Boutelle, and upcoming Conferences and Meetings, courtesy of **Marianna Horn**. And yes, this is the first issue in quite a while where **David Pollock's** name doesn't appear above that list of conferences; I'd like to thank David for his years of service to SIOp in working on that column, and welcome Marianna and Becca aboard!

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Did you know that as a SIOp member you have access to a premier database of the publications, audio, and video files most highly sought after by members?

The SIOp Research Access service (SRA) makes three EBSCO Host research databases—Business Source Corporate, Psychology and Behavioral Science Collection, and SocIndex—as well as the SIOp Learning Center available exclusively to SIOp members at one low rate.

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*Letter to
the
Editor*



This is an open letter to the graduate student members of SIOP, especially those in terminal master degree programs. I just returned from the River Cities I-O (RCIO) conference (<http://www.utc.edu/psychology/rcio/>) hosted by the I-O faculty in the Department of Psychology at the University of Tennessee at Chattanooga: **Chris Cunningham, Mike Biderman, Brian O'Leary, and Bart Weathington**. This was the sixth year they have hosted the conference. The conference is specifically directed toward graduate students, not the established members of our profession. The attendees are typically first and second year graduate students from universities in the region. It is held on a Saturday in late October, and every year there is a theme to the conference. The theme for 2013 was "Trends in Training." I have found the conference to be a true educational delight! There are posters authored by students and professors, as well as two tracks of sessions offered by faculty presenters from various universities. There is also a panel discussion by the faculty presenters on the theme of the conference. I host a Q&A session over the luncheon where I talk about issues that we all face in our careers but are rarely aired publicly, as the types of things that professionally give us the highest highs and the lowest lows. Students ask me all manner of questions to which I reply as honestly as I can. In my opinion, RCIO strives to offer a "RCP"—a realistic career preview. The highest accolade I can give RCIO is to say I wish I could have attended such a conference 45 years ago when I was a beginning graduate student.

Registration for the conference is minimal, \$20. In 2013, they had over 130 attendees, including graduate students, faculty and I-O professionals. While you can contact the folks who hosted the conference for formal feedback, I can safely attest that everyone had a

good experience, and just like PBS, it is "time well spent." The conference is learning the old fashioned way---the kids learn from the village elders in a welcoming environment. I urge all first and second year graduate students in SIOP to make the trek to RCIO in October 2014 when the theme will be "Perspectives on Personality." If faculty wish to serve as presenters in educating the next genera-

tion of our profession, your participation would be welcomed. I have met people at the SIOP conference who were first "baptized" into I-O at the RCIO conference. They think highly of the conference, and I believe you will too.

Sincerely,
Paul Muchinsky

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A Critical Incident for Big Data

Daniel Maurath

San Francisco State University

The rise of big data did not produce a desire for businesses to analyze data, identify patterns, build models, and better understand the world. No, this desire for analytics has been around for a long time, with the only changes being the tools that are used and the increased ease of data acquisition (Asay, 2013). Big data both requires and enables new approaches to long-established and contemporary problems. I-O psychologists are capable of handling big data analyses but are not as involved as engineers and hard scientists who dominate the field of big data analytics, even in the domain of human resource analytics. To improve I-O psychology's contribution, I-O psychologists must better market their current data analytics skills and take steps towards acquiring new skills. An important first step is being informed as to what the term "big data" really means. In the following discussion, we review an emerging definition of big data and the process of big data analytics to outline how I-O psychologists can market their current skills and build the necessary skills that big data organizations seek.

Big Data Defined

In their October 2013 article, "The Modern App: 'Big Data' Technologies: Problem or Solution?" Poepelman, Blacksmith, and

Yang offered an excellent starting point for understanding "big data." To expand on their work, I offer a definition used by big data practitioners, which will allow I-O psychologists to have a shared understanding of big data with current practitioners and enable them to be more marketable for big data analytics positions. Big data is precisely defined using the three Vs: volume, variety, and velocity (Eaton, Deutsch, Deroos, Lapis, & Zikopoulos, 2012). In considering big data, *volume* refers to the amount of data and implies that the data is too large to fit into a single computer's memory. The volume characteristic is similar to Poepelman et al.'s definition of big data, but variety and velocity represent the breadth of the big data definition. *Variety* refers to the number of different types of data, from unstructured social media data to ordered data in databases and Excel tables. *Velocity* refers to the speed of the incoming data, which in big data comes as a concurrent stream from myriad sources, moving much too fast for traditional chunk-sized data-analysis methods to analyze. Consider two examples. First is Google's self-driving car, which takes in 750 megabytes (volume) of data per second (velocity) from a laser, GPS, four radars, camera, inertial measurement unit, and a wheel encoder that tracks the vehicle's movements (variety), and must analyze

this data as fast as it's arriving in order to respond accurately to an erratic environment (Guizo, 2011). In an employment setting, consider an application that takes in all the data available to human resource and uses it to predict turnover among other important outcomes. Normally, regression analyses are conducted in chunks to make such a prediction, but in big data the analyses would be conducted persistently, as fast the data arrived. The data would be of a wide *variety*, consisting of applicant tracking system (ATS) data, survey data, point-of-sale data, financial data, employee social media and email data, performance management data, and customer feedback data, which amount to a large *volume* of the 1.8 million gigabytes of data created with a high *velocity* every second (McAfee & Brynjolfsson, 2012). In sum, "big data" is a lot of data that is too varied and too fast for traditional analyses.

Now that a precise definition of what "big data" actually means has been established, who designs the analyses? Analyzing the large, varied, and fast-changing big data requires data scientists, who IBM describes as individuals with "a solid foundation typically in computer science and applications, modeling, statistics, analytics and math" and "a strong business acumen, coupled with the ability to communicate findings to both business and IT leaders in a way that can influence how an organization approaches a business challenge" (Eaton et al., 2012). The I-O psychologist is a

domain expert in human behavior and has strong analytical skills. With further training in computer programming, advanced mathematics, and large-scale data analytics, an I-O psychologist could become an ideal human resource (HR) analytics data scientist. Even if such training is impractical, an I-O psychologist could benefit from learning the capabilities of the latest data analytics tools and then partner with data science experts to implement HR analyses. Dr. B. J. Gonzalvo, a PhD in I-O psychology and regular contributor to *Data Science Central*, outlined the relationship of HR analytics and big data in a personal correspondence:

Big data brings plenty of opportunities to investigate relationships between HR variables such as job satisfaction, attrition, demographics, etc., and overall business productivity. HR doesn't have to have big data but it's the automation and digitization of business transactions that opened up these opportunities for analytics and data science in HR. (B. Gonzalvo, personal communication, October 15, 2013)

However, most HR analytics companies have been founded by computer scientists and engineers, who possess the technical background and business acumen but not the human behavior expertise. Gild, TalentBin, RemarkableHire, Identified, and Entelo (Google 2013) are just a few examples of companies founded by non-human-resource profes-

sionals that are leading the way in HR analytics. Instead of using employer-generated content (e.g. a job analysis) typical of valid selection assessments, these companies rely on user-generated content from social networks, blogs, and online communities to assess individuals, which raises questions about the veracity of the data, legality of its use, and the ability of such data to reliably predict future performance. Prophecy Science, a recruitment startup founded by neuroscientists, uses physiological responses such as heart rate, eye tracking, and electrodermal activity during a 30-minute test to make predictions about individuals (Empson, 2013), which possibly violates the American with Disabilities Act (1991) prohibition of preemployment medical examinations. Therefore, it's important for I-O psychologists to become more involved, but if they are to be more involved, they need to augment their skill set. A recent review of graduate curriculum demonstrates an I-O psychologist's expertise in statistics, evaluation, and psychometrics, but there is a lack of courses on even basic information technology literacy (Tett, Walser, Brown, & Simonet, 2011). Meanwhile, other professional programs such as MBA programs and law schools are recognizing the need for more technical training. A search on the Law School Admissions Council reveals 113 law schools that offer technology courses, and MBA programs offer technology-centered degrees, business ana-

lytics electives, and data science programs (Bednarz, 2011; Durupt & Natale, 2013). Although there is a need to review the utility of technology integration into graduate programs in I-O psychology, this article will instead focus on how I-O psychologists can market their current skills and gain new skills to conduct the analyses themselves or at least gain the knowledge needed to partner with data science experts.

New York University's Center for Data Science describes the big data analysis process as occurring in four major stages: acquire and parse, filter and mine, analyze and refine, and interaction (New York University, 2013). These stages have been used as the basis for the big data analysis stages discussed in this article. Specifically, the stages are asking the right question, mining and refining, and data interpretation. Each stage will be presented along with the recommendations for I-O psychologists to apply their current skills and learn new ones.

Stage 1: Asking the Right Question

Every worker in the U.S. is a prolific data creator, but much of this voluminous resultant data is unstructured and often publicly available despite ethical concerns. The first important step in managing big data is asking the right research question, which involves determining the data to collect or analyze if it's already collected and determining ethical methods of col-

lecting and handling data. In determining how to choose and acquire human performance data, an I-O psychologist can draw upon his or her expertise in human behavior, business, and ethics to best meet the needs of an organization while retaining the trust of employees. Studying an employee's data has privacy implications, and the resulting decisions can affect employees' lives and trust in the organization; hence, much care is needed in handling it. The recent spotlight on government data collection from private citizens has only magnified these concerns. Applicant characteristics such as gender, ethnicity, and political affiliation can be easily collected with a cursory Google search (if they're not already evident in an application), but the use of any of that data to differentiate candidates for hiring or promotion decisions poses serious legal implications. Similarly, the collection and use of the physiological data or publically available data by recruitment startups presents serious issues of privacy, fairness, and legality.

In addition to ethical and legal concerns, there are concerns of scientific integrity. Handler (2013), president and founder of Rocket-Hire.com, argued that pure statistical models without support of theory are just "dustbowl empiricism" and unscientific. According to C. James Goodwin, author of *Research in Psychology* (2010), statistical models deprived of theory do not meet the goals of psychological research or of scientific progress. Generating hypotheses to match findings impedes the devel-

opment of general theories that can explain divergent findings within different contexts. Without stated hypotheses, such models are unfalsifiable, and an unfalsifiable theory is a useless theory, argues Popper (1959). The falsification process is also crucial to developing comprehensive theories that can be applied to more than a single data set and can move towards the ultimate goals of psychological research: prediction and explanation of phenomena. An example of generating a hypothesis to match findings comes from Cognizant, an information technology (IT), consulting, and business process outsourcing company, which used social networking data to discover that employees who were highly active online performed almost 100% better than those who were not active online (Davenport, Harris, & Shapiro, 2010). However interesting the findings may be, they were not based on a theoretical model. Because many other unknown variables likely confound the relationship, the utility of the finding is minimal. Therefore models firmly grounded in human performance theory, and individuals with expertise in human performance, are needed to guide data collection. Data does not speak for itself; it is influenced by human biases and can be only as good as the people who manage it. As statistician Nate Silver states in his 2012 book *Signal and Noise*, "Before we demand more of our data, we need to demand more of ourselves....unless we work actively to become aware of the biases we introduce, the returns to additional information may be minimal—

or diminishing.” I-O psychologists are experts in recognizing human biases and preventing them from influencing data. This is a key advantage I-O psychologists can sell to clients and use to convince business leaders that I-O psychologists have an important role to play in any big data projects.

I-O psychologists must seek to bring together science and business, advocating for the building of models that move both the business and science ahead. One example of achieving this is through a strategic literature review aimed at improving a product or aspect of the business. As a graduate student interning at Bright.com, a big data startup that automates person-job fit predictions, the author’s first project was an extensive review of the person-environment fit literature. The company had built a tool to predict person-job fit and recognized the need for theory but had not yet taken it into consideration. So the author reduced the vast corpus of literature into an outline summarizing each article and explicitly stating the direct relevance to the business’s primary product, while identifying potential new directions to study and advance theory. The review became a reference tool for the data side of the business going forward, grounding product design in theory and providing substantiated science-backed claims for the marketing team. In addition, the literature review led to the development of a thesis project to further advance the science. Literature reviews are a common task for I-O psychologists

and can be quite useful if targeted towards specific business or client needs. Gonzalvo recommended a broadening of I-O psychology’s understanding of human behavior: “There’s an even bigger opportunity to know social psychology and even behavioral economics. Big data needs interpretation and psychologists can put to use their understanding of psychological theories to interpret the findings” (B. Gonzalvo, personal communication, October 15, 2013). So when it comes to asking the right question, it’s less about I-O psychologists acquiring new skills and more about highlighting their current skill set, asserting their expertise, and continually monitoring and communicating advances in both psychology and related fields.

Stage 2: Mining And Refining

The second stage in analyzing big data is mining and refining, or acquiring and cleaning the data. Once the source of data has been chosen, methods for collecting, filtering, analyzing, and refining the data are needed. I-O psychologists are skilled in choosing the right analyses for large datasets and in building predictive models. Like other scientists, I-O psychologists are trained to scrutinize the findings for confounds or other explanations, to identify and apply different strategies to solving a problem, and to implement a correct solution. They are trained, however, in an imprecise science, which forces them to always be skeptical and questioning of the data and to be

comfortable with uncertain findings and imperfect models, placing them at a distinct advantage when managing big data.

Mining and refining is a familiar intermediary step of model development in I-O psychology research, but a crucial difference exposes a skill gap. Model development in I-O psychology is slow and can take years of debate and synthesized research to unfold. With big data, results must emerge much sooner—in the Google car, for example, within milliseconds. Automated tools are essential to streamline the collection of data and analyze it on the fly, but I-O psychologists lack explicit training in computer programming, advanced mathematics, and automatized data analytics, which are necessary to develop and tweak the tools for continuous analyses and scalable data manipulations. In reviewing the admissions requirements for three graduate programs in data science at NYU, Illinois Institute of Technology and UC Berkeley, three common applicant requirements emerged: knowledge of linear algebra, advanced calculus, and at least one programming language (other preferred coursework included probability, algorithms, and relational databases). Linear algebra and calculus are courses often offered as part of a general education requirement in undergraduate programs, but computer programming is less common. Like survey design or SPSS, computer programming is a data analysis tool. Powerful high-level computer languages like Python, more versatile statisti-

cal packages like R, and distributed computing platforms like Hadoop are a few examples of tools that I-O psychologists could learn to diversify their skill sets and improve their value for companies. The easiest way to acquire these additional skills is through free online sources. Any of the programming languages commonly used in data analysis and courses in linear algebra, probability, algorithms, and relational databases are all available for free online. There are self-paced tutorials on sites like Code Academy or Khan Academy, or there are more traditional massive open online courses (MOOCs) taught by leading academics or industry experts on the Coursera and Udacity platforms. In fact, Sebastian Thrun, who developed Google's self-driving car and founded Udacity, just announced a new data science track on Udacity, which "will help you go from beginning analysts all the way to big data experts" (Thrun, 2013). This review is only a small subsection of all the free course offerings that are available, and while most are targeted at beginners, more advanced courses are available as a learner progresses. There is much opportunity to improve one's skill set with the only cost being time. A few hours a day is all it takes to acquire the basics of any computer language or to gain a basic understanding of the important subjects within big data analytics. Even if it's not practical to complete numerous courses, the first few lectures in any class provide an adequate basis for understanding the tools well enough to design analyses that

data science experts can implement. Table 1 provides a partial listing of the many tools and resources available that may be helpful in addressing big data.

Stage 3: Data Interpretation

At the third stage of big data analysis, data interpretation, I-O psychologists could provide insight into presenting and visualizing data. As applied researchers, I-O psychologists are practiced in presenting data in digestible formats such as expectancy tables or lucid presentations, or in terms of pragmatic business strategy. Although there still exists much work yet to bridge scientists and practitioners in I-O psychology, I-O psychologists' experience in writing for business publications and practitioner journals put them ahead of other scientists who remain entrenched in esoteric journals and business-impractical research topics.

Ignored findings are a failure; thus the responsibility is upon the scientist to present data in a way that is suitable for their audience and his or her findings. Eric Doversberger is a member of Google's Personnel Analytics department, where he uses visualization techniques to clearly communicate his team's findings to the entire company. The visualizations engender trust between employees and the people analytics team, and win the praise of managers who can apply the findings to improve their effectiveness (Bryant, 2011). As in data collection, establishing trust is

important when explaining findings and will become more important as big data is used to make business decisions, presenting a major challenge for organizations. I-O psychologists can draw on the social identity approach and other models of trust to help businesses gain trust from employers and clients.

I-O psychologists would benefit from improving data presentation skills, using new computer programming methods such as Data-Driven Documents (D3), a JavaScript library designed to "help bring data to life," (Bostock, 2013) or the text summarization tool TextTeaser to point out a couple of examples. The D3 project (<http://d3js.org/>) is open source and allows the creation of everything from basic bar graphs to complex collapsible trees. Data visualizations not only help a business interpret results for its own need but also are also useful in communicating findings to current and potential clients. Another data science solution for quick interpretation is automated text summarization. Perhaps one needs to quickly summarize a large report for a client; the TextTeaser tool could be used exactly for that purpose. The online application called TextTeaser (<http://www.textteaser.com>) takes a block or text or hyperlink and, in a few seconds, returns a summary of the text. The tool is best used for news articles, but the underlying technology is intelligent and soon to be open sourced (Shu, 2013), meaning an enterprising I-O psy-

Table 1

Big Data Tools

Tools	Resources
Theory	
Courses	
Economics and sociology	coursera.org
Business	udacity.com coursera.org
Analysis	
Courses	
Linear algebra	khanacademy.org coursera.org
Calculus	khanacademy.org coursera.org udemy.com
Probability	khanacademy.org coursera.org
Algorithms	udacity.com coursera.org
Relational databases	udacity.com coursera.org sql.learncodethehardway.org
Programming languages	
R	coursera R-Inferno (http://www.burns-stat.com/pages/Tutor/R_inferno.pdf)
Python	codecademy.com udacity.com learnpythonthehardway.org
Hadoop	udacity.com bigdatauniversity.com
Interpretation	
Programming languages	
Javascript	codecademy.com
Jquery	codecademy.com
Tools	
Data-Driven Documents	d3js.org
DataWrangler	vis.stanford.edu/wrangler
Many Eyes	www-958.ibm.com/software/analytics/manyeyes/
iCharts	icharts.net

chologist could make some tweaks to the algorithm and model to optimize it for reports or research. Learning to program visualizations and summarizations provides the researcher with the most versatility but may not always be necessary. Tools such as DataWrangler from Stanford, Many Eyes from IBM, or iCharts allow researchers to upload and interact with data through a user interface instead of through programmed commands. They have been designed to facilitate the data visualization process for nontechnical professionals and are not any more difficult to use than Excel. Working in an applied field, psychologists are better prepared for translating their findings into coherent and clear business-relevant presentations but could use further training in learning to use or at least understand live data visualization and summarization techniques.

Implications

Managing big data requires creativity; just as I-O psychologists must be creative in their solutions to the complicated problems of work. In the *Harvard Business Review* article “Competing Talent Analytics,” the authors recommended I-O psychologists as key candidates for data science teams, due to skills in psychometrics, human resource management systems, employment law, and creating analytical initiatives (Davenport, Harris, & Shapiro, 2010). John Merrill, who leads a team of data scientists at Zest Finance,

cited psychologists as one of the key members of a data science team (Merrill, 2013). In early 2012, General Motors hired Michael Arena to lead its global talent and organizational group specifically because he was an organizational psychologist with a strong analytics background (Overby, 2013). I-O psychology has the attention of some leaders in big data analysis, but there is still more work to be done to better market I-O psychology’s current skills and develop new ones. With an improved technical skill set or at least improved technology literacy, I-O psychologists could become more valuable assets in the emerging field of big data human resource analytics.

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How “Big” Are SIOP’s Data?

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Big data is everywhere. One cannot navigate the business media without encountering at least some mention of big data and analytics. The rate at which news stories (e.g., Target, Amazon, Google), articles (e.g., McAfee & Brynjolfsson, 2012), and books (e.g., Mayer-Schonberger & Cukier, 2013) about big data are appearing is truly astounding. Based on all of the attention, one could argue that *Moneyball* is replacing the *Art of War* as a “must read” business book. As the articles in the previous and current issues of *TIP* demonstrate, the interest is not surprising as big data can be transformative and a key source of competitive advantage in today’s business environment.

As I-O psychologists, it is interesting to consider the implications of a big data world for organizations. Take for example, Tom Davenport and colleagues’ (Davenport & Harris, 2007; Davenport, Harris, & Morison, 2010) typology of the developmental states of analytical competitiveness. In this typology, companies can be classified in categories ranging from analytically impaired to those that are 100% analytical competitors. According to this view, it is the

use of big data and analytics as a core strategy that will define the winners in marketplace. It is reminiscent of work closer to I-O on OD and strategy typologies (e.g., Miles & Snow, 1978; Porter, 1980). If organizations are going to compete this way, I-O psychologists will have a role to play.

The question of how big data impacts organizations led *TIP* Editor Morrie Mullins and me to ask how big data is impacting SIOP and where SIOP fits into this world of big data. Does SIOP have big data and is it competing in it? Although SIOP would not be classified as 100% analytic competitor by Davenport, SIOP is taking a number of steps to prepare itself for the big data world and in some ways is already competing on it. One of these steps was the forming of the Institutional Research Committee (IRC) to help SIOP manage and use its data. The IRC members currently include **Anne Herman**, **Corinne Donovan**, **Angela Heavey**, **Charles Scherbaum** (current chair), and **Mariangela Battista** (past chair).

SIOP’s Big Data

As Battista (2013) described in her *TIP*

column introducing the IRC, the IRC's role is to assist with maintaining SIOP's survey data and other data collected from our members as well as the administration of guidelines regarding the use of SIOP data by SIOP members or third-party researchers. Although SIOP does not collect what many consider "big data" in the sense of web click data from Google, there is a lot of data available to address substantive research questions as well as those issues directly related to the mission of SIOP.

Currently, SIOP sponsors a number of regular surveys including an exit survey for those who do not renew their SIOP membership, the membership survey, the salary survey, the conference survey, and the CE surveys. In addition, SIOP conducts some more targeted surveys such as the SIOP Science Survey, the SIOP/SHRM survey, and the I-O and SIOP brand awareness survey. Typically, a couple of targeted surveys are executed each year. These targeted surveys are often described in *TIP* articles presenting the findings.

The data collected from these surveys are not what we would consider "big data" as at best they only include a thousand respondents or less. Nevertheless, the available data are just as useful as big data. SIOP committees regularly draw on the data from these surveys to carry out their work and make decisions

on SIOP's behalf. It is not uncommon for committees to turn to the historical data as a starting point in addressing new questions and issues. Researchers pursuing substantive research questions or questions more focused on I-O psychology or SIOP are also using these data. The data collected by SIOP have no expiration date. These data can be used for longitudinal analyses and examining trends over time. For most surveys, the data exist at the individual level of analysis. However, these surveys are not identified. At this point, it is not possible to examine the links between surveys at the individual level or with external individual level data. The available demographic information is limited to what was collected in the survey.

Requests for SIOP Data

SIOP actively encourages researchers to use its data. Researchers wishing to use these data can make a formal request to the IRC for access to the data. The requests must include a research plan detailing the hypotheses and the data needed to test the hypotheses. As part of that plan, the researcher needs to describe the plans to publish the research results in a forum that benefits the SIOP membership (e.g., submit to the annual conference or *TIP*, publish on the SIOP blog, publish in *TIP*, etc.). Researchers must also sign and submit a SIOP Research Agreement. A minimum of two

IRC members will evaluate the research plan using the following criteria:

- The rigor and quality of the research plan
- The extent to which the proposed research can benefit the SIOP membership
- The extent to which SIOP data can address the research hypotheses

If approved, the IRC will notify the researchers and facilitate access to the data. If the research plan is not approved, the IRC will notify the researchers with feedback. Researchers may then revise and resubmit their proposal.

The Future of SIOP and Big Data

Big data is here to stay. As SIOP grows and evolves, so will its data and its connection to the big data era. The current data are not big data, but over time they will get closer. SIOP's data have already proven valuable to SIOP and researchers, and will only become more valuable. Those pursuing substantive research questions and questions focused on I-O psychology or SIOP are strongly encouraged to consider using SIOP's data to support their work. Increased use by researchers will help spur the need to develop systems and resources (e.g., a data ware-

house) to support the regular use of SIOP's data and prompt discussion about how we should collect and integrate our data to ensure that big data type insights are possible. All of this will push SIOP a little closer to being a 100% analytical competitor.

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The Role of Stakeholders in the Academic–Practitioner Gap

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In industrial and organizational (I-O) psychology, the gap between research produced by academics and the application of that research in practice has been recognized for decades (e.g., Dunnette, 1990; Hyatt et al., 1997). The academic–practitioner gap is the phenomenon that academic research tends to be imperfectly (or not at all) applied in practice. Conversely, practitioners assert that applied settings are not adequately modeled in academic studies, and field studies are undervalued.

One factor not yet discussed in the literature is the influence of organizational stakeholders on the academic–practitioner gap. We propose that the practitioner–stakeholder relationship, specifically the dynamics of balancing needs, circumstances, and resources against research ideals, contributes to the academic–practitioner gap. To the extent that stakeholder requirements and academic research ideals conflict, practitioners must find a compromise that balances both interests. This compromise likely contributes to the academic–practitioner gap by pulling practi-

tioners away from the most rigorous research approaches, which may be unfeasible from the stakeholders’ perspective. A fuller understanding of the practitioner–stakeholder relationship provides context for potential solutions to address the academic–practitioner gap.

To clarify our terms, we define “practitioners” as professional organizational researchers working with stakeholders to conduct applied research, whereas “academics” are researchers conducting research for the primary purpose of scientific advancement. Many academics may also engage in applied research, thereby filling both the academic and practitioner role. For this discussion, we consider these individuals as practitioners when engaging in research outside of academia. Practitioners can serve internally or externally to an organization. “External practitioners” do not work directly for the organization but are hired from another organization to conduct research. “Internal practitioners” are members of the organization conducting the applied research. The size and structure of the organization

can create perceptions of being an outsider. For example, the lead author is a civilian working for the Army, but because civilians are not in uniform (not active duty), some uniformed members of the organization (active duty) may perceive civilians as “outside expertise.”

“Stakeholders” represent the needs of the organization and make organizational decisions. Stakeholders determine feasibility and resources for the research approach proposed by practitioners. Sometimes practitioners also have an organizational stakeholder position; in this case, a higher organizational authority would represent the stakeholder. By “applied research,” we refer to scientific research activities undertaken by organizational leaders to answer an empirical question or develop or evaluate a new procedure in some area of personnel management (e.g., training, leadership, performance management, compensation, selection, promotion).

Context may affect how stakeholders influence the academic–practitioner gap. For example, the dynamics between stakeholders and practitioners may be different in the private sector than in the public sector. Another consideration is whether the practitioner is internal or external to the organization. Typically, internal practitioners tend to be more accessible to organizational stakeholders, and they have a quicker start-up time because they already un-

derstand the nuances of the organization. Further, internal practitioners do not require additional labor costs because they already work within the organization.

Conversely, external practitioners are specifically selected for a given project. Stakeholders may consider several proposals from numerous external practitioners and then select the one that is the best fit for their needs. Unless previous work has been done, external practitioners may need more time to get acquainted with the organization and may not understand the nuances of the stakeholder’s organizational culture and history. Because of the nature of the work, external practitioners tend to have a better gauge on benchmarking with other organizations than internal practitioners who may have little exposure to other organizations. Motivation to conduct high quality applied research also tends to differ. Internal practitioners are motivated to conduct strong applied research because it is in their best interest for the organization to succeed, whereas external practitioners want to build their reputation and develop an ongoing relationship with the organization for future work. Although the effect of practitioner’s internal versus external status on the stakeholder–practitioner relationship has not been thoroughly investigated, implications are discussed below as appropriate.

The collaborative relationship between research practitioners and organizational stakeholders can vary in its effectiveness and efficiency. The shared goal of these parties should be to address the needs of the organization by conducting sound research. In theory, these interests are not competing. Kurt Lewin (1951, p. 169) famously argued that “there is nothing so practical as a good theory.” Likewise, there is nothing so practical for organizational stakeholders as reliable and valid answers to their empirical questions. However, in practice the relationship is usually more complicated. In this article, we will clarify how the practitioner–stakeholder relationship contributes to the academic–practitioner gap by discussing some of the challenges faced by practitioners when conducting applied research. Three common challenges are managing resource constraints, balancing expert judgment, and publishing results. Potential solutions are also discussed.

Challenges

Managing Resource Constraints

Practitioners may compromise their research ideals as a result of practical concerns such as time constraints and access to participants. When there is a tight project timeline and stakeholders place little value on emerging theories, practitioners are likely to skip conducting a thorough literature review to ensure they meet stakeholders’ timelines. This may slow the

implementation of new methods and techniques emerging in academic literature. Furthermore, some have noted that the academic–practitioner gap can be a result of academic research being insufficiently translated into the publications most widely read by practitioners (Rynes, Giluk, & Brown, 2007). Therefore, even in the time dedicated to literature review, practitioners may never encounter the newest practices of academics, which may widen the academic–practitioner gap.

Restrictions in accessing participants under the desired conditions during applied research can also hinder a practitioner’s use of ideal methods. For example, a fully experimental design may be ideal for validating a new training course. However, for convenience and cost control, practitioners may have to compromise with a quasi-experimental design, based on preexisting groups. Often, the more complex and thorough the research design, the higher the cost to the organization, which stakeholders must consider.

Related to this point is the tendency for some research projects to take on an unreasonable scope. Stakeholders understandably want to get as much from a research effort as they can. When stakeholders are engaged and interested in the research, there can be pressure to stretch the focus of the project to account for new questions and applications of interest to that particular stakeholder. Stake-

holders may fail to understand the impact of additional scope on the systemic research design, which may result in a need for more resources or a compromise of research methodology, widening the academic–practitioner gap.

Negotiating ideal versus minimally necessary requirements is a critical process for practitioners. The point at which concerns of methodological rigor exceed the stakeholder’s expected benefits from the research is rarely clear. Stakeholders rely on practitioners to clarify this risk–benefit threshold. However, stakeholders are also ultimately accountable to project completion rather than scientific integrity. Therefore, practitioners may have to compromise their ideal research methodology to fit stakeholders’ time and resource constraints to create a balance between the level of confidence in the research findings and the capabilities of the organization to fully support the research. Any compromise from what the practitioner knows to be the ideal perpetuates the academic–practitioner gap.

Although academics conducting research in their own labs are faced with many of the same constraints, academics tend to have greater freedom to re-specify the project timeline, focus, goals, and so on. Practitioners can ensure stakeholders’ interests remain aligned with good scientific practice by clarifying and discussing issues related to project

timelines, participation, research scope, and other resourcing issues.

Balancing Expert Judgment

Another resource provided by the stakeholder that may also play a role in the academic–practitioner gap is expert judgment. Stakeholders are the experts on the organization, its history and culture, as well as the priorities and needs of the organization in regard to the research project. Practitioners’ organizational understanding will likely vary depending on if they are internal or external to the organization. Although internal practitioners tend to have greater organizational understanding, external practitioners may have greater understanding of the project if they have conducted a similar project for another organization. For example, imagine a training needs analysis project for a sales department. An external practitioner may specialize in training and have done similar projects for other organizations, whereas an internal practitioner may have a breadth of experience but not specialize in training needs analyses. However, an internal practitioner would have the advantage of greater contextual understanding about the organization.

In either case, stakeholders’ will ultimately have a more detailed understanding of the needs of the research project and the subject matter needed to conduct the research, whereas internal and external practitioners have the

expert judgment regarding research methods. When both practitioners and stakeholders bring differing backgrounds and expertise, the research project can be strengthened. However, as noted in work team literature, diversity can have costs as well as benefits (Jackson & Joshi, 2011). Conflicting basic assumptions, values, and jargon can all hinder the ability of practitioners and stakeholders to view an issue from the other perspective. Practitioners face the challenge of determining whose judgment is the most important or relevant for a particular decision. In some cases, a more intimately involved stakeholder may want final approval on the majority of research decisions (e.g., survey questions, evaluative criteria). This increases the burden on practitioners to justify and explain research choices.

Stakeholders' intimate involvement in the research can have consequences for the objectivity of the research. Any implicit or explicit agenda for the outcome of the research may result in the introduction of bias. In this case, practitioners may have to balance stakeholders' judgment and experience regarding research priorities against the need to be open to all possibilities. Practitioners must be ready to clarify how bias can manifest itself in the conduct of research but also work to collect data that sufficiently addresses stakeholders' research questions.

Ultimately, both parties must jointly balance their concerns and come to a shared judgment. The stakeholder has the best judgment on project priorities and expected benefits to the organization from investigating a topic. On the other hand, the practitioner's judgment is best regarding the potential consequences of, for example, fatigue and cognitive load in a complex, lengthy survey. The research team must determine where the balance lies.

In some cases, stakeholders may also need/want to be involved in data collection activities (e.g., conducting interviews or focus groups to assess the opinions of an organization's membership). This poses another challenge to avoiding bias. For example, consider the effect of organizational hierarchy. Freedom in responding for participants may be limited, as the presence of an organizational peer or superior may inhibit honesty. As with compromises based on resource constraints, compromises involving stakeholders' priorities and practitioners' scientific judgment can lead to a widened academic–practitioner gap.

Publishing Results

One final point of contention between practitioners and stakeholders involves who controls data both during the research and after it is concluded. During research, stakeholders often request preliminary results as a progress check.

Doing so may be required if the stakeholder insists; however, prematurely analyzing research trends may result in biased perceptions and potentially misleading expectations.

Knowledge gained from applied research can benefit the practitioner's academic field, which then potentially tightens the academic-practitioner gap. However, the freedom of the practitioner to keep copies of research data and publish and/or present results may be restricted by stakeholders or the stakeholder organization. When practitioners are unable to publish or present data from applied research projects, this prohibits practitioners from sharing their knowledge with the academic community.

Proposed Solutions

Managing Expectations

Many of the potential conflicts between practitioners and stakeholders that affect the academic-practitioner gap arise from a lack of clarification and negotiation of the expectations of both parties. Issues may arise with resource constraints, research scope, priorities, roles, and any other assumptions about the effort.

Early on, practitioners can engage in a detailed capabilities brief in which stakeholders provide context on their organization (which is more important when the practitioner is external), the re-

search problem, and the expertise and resources they can provide to the project. Knowing resource constraints at the onset may help practitioners maximize the research design by accounting for such constraints from the start of the project. Likewise, practitioners should also give a description of their expertise, highlighting previous research projects and their background and training in related areas. Stakeholders may not be familiar with the training and skill set of professional research practitioners. Therefore, it is important to explain any relevant expertise such as research methodology, survey and test development, training development, or other skills that the practitioners can offer. This will provide stakeholders a fuller understanding of practitioners' capabilities and may help give stakeholders perspective when practitioners insist on following sound research methodology. For example, stakeholders may then be more willing to standardize data collection procedures and participate in training for conducting interviews and focus groups if they are participating in data collection. This perspective may reduce some of the pressure placed on practitioners to compromise their academic training, thus helping to address the academic-practitioner gap.

Establishing expectations about timelines and deliverables is often critical, especially to the stakeholder. The value

of a research project may depend largely on when the answer can be provided. Clarifying how a research project fits into an organization's tempo and strategic plans can help establish shared expectations and allow for practitioners to design the research accordingly.

The initial capabilities brief should be followed by frequent calibration meetings to reinforce and manage expectations. Both practitioners and stakeholders must be flexible when conducting applied research because there are many uncontrolled factors that influence research plans. If expectations are well established from the onset, practitioners may be able to reduce any potential constraints on the academic relevance of the research project.

Building Trust

Another solution to shrink the academic–practitioner gap is to build trust and maintain quality relationships with stakeholders. Many collaborative problems can be resolved or prevented if there is a positive, trusting, collegial relationship between practitioners and stakeholders. Implications for building trust vary based on whether practitioners are internal or external to the organization. For example, external practitioners may have to work harder to build trust because they are being outsourced by the organization and must maximize profits from a business per-

spective. This may cause stakeholders to mistrust external practitioner's motives when requesting more resources or making judgments about research design. On the other hand, external practitioners may have an easier time convincing stakeholders of their expertise because they typically undergo a more rigorous selection process when being awarded a research project. Building trust for internal practitioners may depend on their reputation within the organization, which can make it easier or more difficult.

Building relationships and reducing conflict between stakeholders and practitioners may help reduce the academic–practitioner gap because stakeholders will be more likely to trust practitioners' judgment about research methodology and exert less pressure to compromise those ideals. In addition, stakeholders may be more likely to find ways to make practitioners' research requests more feasible if a strong relationship is established. Building trust in the relationship can help resolve conflicts over research decisions and facilitate future research collaborations.

Building trust and support among as many stakeholders as possible will also benefit practitioners. If turnover in the organization significantly alters who practitioners are regularly collaborating with, the work on managing expectations must start all over again unless

practitioners develop a network of relationships in the organization. This may be easier for internal practitioners than external practitioners because internal practitioners are working within an already established network. By developing a network, expectations and plans will be more easily maintained during periods of stakeholder turnover. This helps ensure the project remains on track with the research design established at the onset and reduces the likelihood of more compromises with changing stakeholder involvement.

Conclusion

The interests of organizational stakeholders are the primary concern of applied practitioners, as it is practitioners' job to provide a service to the organization. However, good practitioners are aware that quality research practices are in the interest of the organization and that they have an ethical obligation to conduct sound research in the name of their academic community. Unfortunately, there are circumstances in which practitioners are pulled between the most sound research methodology (e.g., a fully experimental research design) and what the stakeholder organization can provide (e.g., a quasi-experimental design in which conditions are not randomly assigned). It is no wonder that a gap exists between the research practices of a full-time academic and a prac-

itioner, as there are a different set of forces exerted on practitioners via their relationship with organizational stakeholders.

This discussion is not meant to excuse any failings among practitioners in applying the most sound research practices when feasible. Rather, we argue that those parties concerned with shrinking the academic–practitioner gap, perhaps through educational opportunities, special topic sessions at annual conferences, or any of the potential solutions described above, could benefit from a consideration of the stakeholder relationship that exerts an influence on the research produced by practitioners. We believe that practitioners can and should take an active role in shrinking the academic–practitioner gap by adequately preparing for the challenges of stakeholder relationship management, most notably by managing expectations before and during projects and building trust in the collaborative process.

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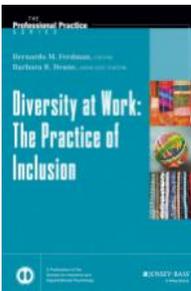
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New Year, New Research

Diversity at Work: The Practice of Inclusion



Nonmember Price: \$80.00
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Bernardo Ferdman and Barbara Deane outline key issues involved in framing, designing, and implementing inclusion initiatives for organizations and groups. The book also includes information from topic experts, including internal and external change agents and academics.

An Evaluation of Research Productivity Among I-O Psychology Doctoral Programs

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Alexa J. Doerr, and Malissa A. Clark
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Abstract: There are various ways in which one can evaluate the quality of a doctoral program. Program quality is important to gauge because this information enables those within the field to better understand the dynamics contributing to the contemporary research environment. Evaluations may be utilized by prospective students to make decisions of where to apply, by schools to attract new faculty, and by the general public as a preview into the field. Previous studies have drawn upon both subjective indicators of program quality (e.g., *US News and World Report*, 2013) and objective indicators of program quality (e.g., Roy, Roberts, & Stewart, 2006). The present study seeks to provide an updated and expanded investigation of faculty research productivity associated with industrial-organizational (I-O) psychology doctoral programs. Using a multifaceted approach, we focused on various objective indicators of performance including faculty publications and program presence at national conferences.

It is essential to note that productivity is multidimensional. Previous studies have examined productivity using numerous

indicators, including the average number of publications produced by graduates of each program (Roy, Roberts, & Stewart, 2006), student ratings of quality (Kraiger & Abalos, 2004), and institutional representation in the SIOP conference program (Payne, Succa, Maxey, & Bolton, 2001). *US News and World Report* (2013) ranks programs based upon the opinions of psychology department chairs regarding reputations of graduate programs. Some of the most comprehensive objective evaluations of program productivity include efforts by Gibby, Reeve, Grauer, Mohr, and Zickar (2002), and Oliver, Blair, Gorman, and Woehr (2005). However, both of these studies have now become outdated. Gibby et al.'s study only examined publications through 2000 and Oliver et al.'s study only examined publications through 2003. In the decade since previous examinations of program research productivity, numerous changes have occurred within programs (e.g., faculty movement, programs created or dissolved); thus, it is imperative that this information is periodically updated.

The purpose of this paper is to update and extend previous objective evalua-

tions of I-O psychology doctoral programs in the United States conducted by Gibby et al. (2002) and Oliver et al. (2005). Both of these studies examined program research productivity using multiple indices: (a) publications in the top 10 I-O journals over the past 5 years, (b) publications in the top 10 I-O journals over the entire career of a faculty member, (c) total research output for the past five years, and (d) total research output for the entire career of a faculty member. However, both of these studies used 5-year assessments of recent productivity. In this study, we expanded this to a 10-year period (2003-2012) in order to provide a more stable index of recent productivity. In addition, this study integrated information beyond publications. Specifically, using methodology similar to that of Payne et al. (2001), we examined institutional representation (including both faculty and students) over the past 10 years at the SIOP conference.

Overall, this study contributes to existing literature by assessing program quality using multiple objective measures of performance (i.e., faculty publications and program presence at SIOP). Although some studies have examined these measures separately, this study is the first to combine several objective indicators of program performance into the same analysis. Given that performance is multidimensional, we chose to

include several different aspects of objective performance in order to better capture the criterion domain. An update to the existing research productivity studies is greatly needed, and this study sought to do just that.

Method

Overview

In accordance with previous studies, the SIOP official web page was used to access a list of current I-O and related psychology programs. Schools were included if they met the following criteria:

- The university offered a Doctor of Philosophy (PhD) degree in Industrial-Organizational Psychology or a similar program (including Organizational Psychology, Organizational Science, Applied Psychology, and Social-Organizational Psychology). Doctor of Psychology (PsyD) programs were excluded, as were Consulting and Health Psychology programs included on the official SIOP site.
- The program was not identified as a web-based (online) program.

This study analyzed both U.S. based and international schools included on the SIOP web site. Utilizing these criteria, 62 programs were included in the current study. Listings of core program faculty members as of fall 2012 were gathered from official university websites, and an initial e-mail was sent out

to each program's director or coordinator, if identifiable, to confirm its accuracy. Emeritus faculty members, visiting professors, and any faculty member not receiving at least part of his or her salary from the Psychology department were excluded. This correspondence also requested contact information for any faculty members who were not listed or the program's webpage did not provide an e-mail address. A reminder was sent out to any programs who failed to confirm their program's faculty. If a program did not respond to this second request, only faculty listed on the official program webpage were included.

Next, all core faculty members were contacted with a request for their updated curriculum vitae (CV), and a reminder was sent out approximately 2 weeks later if no response was received. Of 316 identified faculty members, 164 responded with the information requested, comprising a 51.9% response rate. All CVs were reviewed to check the date of the most recent citation. If this citation was 2011 or earlier, a PsychInfo database search was performed to ensure each faculty member's citations were current. A PsychInfo database search was also performed for any faculty member who did not provide a CV.

Our first step was to narrow down our database to a set of 40 schools for in-depth analyses. To do this, our first in-

dex was based on core faculty publications in the top 10 I-O journals as established by Zickar and Highhouse (2001) over the past 10 years (2003–2012). (See Appendix A for a list of included journals.) In accordance with prior studies, errata, editorials, comments, obituaries, and book reviews were excluded (Gibby et al., 2002). We also excluded introductions to special issues. Each qualifying journal article was assigned points based on a weighting scheme incorporating both authorship order and number of authors, utilizing Howard, Cole, and Maxwell's (1987) formula:

$$\text{credit} = (1.5^{n-i}) / \left(\sum_{i=1}^n 1.5^{i-1} \right)$$

where n indicates the number of authors on the article and i refers to the position of a specific target author among all authors on the article.

After points were determined for each article, points were summed to create a point total for each faculty member. The total points of each program's core faculty members were then summed to obtain the total number of points for each program.

We then calculated four additional indices for the top 40 schools: (a) publications in the top 10 I-O journals over the entire career of a faculty member, (b) total publications over the last 10 years of a faculty member, (c) total publications over the entire career of a faculty

member, and (d) institutional presence at the SIOP conference for the past 10 years. Finally, an overall productivity score across all of these assessments was calculated utilizing the methodology of Oliver et al. (2005). In addition, we calculated per-capita scores by dividing a program's overall score by the number of core faculty in that respective program.

Results

Productivity points for all schools in our database based upon publications in the top 10 I-O journals over the past 10 years (the first index), and comparisons between current scores and previous ranking data from Gibby et al. (2002) and Oliver et al. (2005) are presented in Table 1.

Tables 2 through 5 present further analyses for the top 40 schools only (as determined by the first index). For the second index, productivity points based upon publications in the top 10 I-O journals over a faculty member's entire career were calculated using the same exclusion criteria and weighting formula as outlined in the first index, and points were summed for each program (see Table 2).

For the third index, total publications (including all peer-reviewed journal publications, books, book chapters,

and edited books) over the past 10 years was calculated. Encyclopedia entries, publications in journals that are not peer reviewed, and publications with the same exclusion criteria as the previous two indices (obituaries, commentaries, etc.) were excluded from this index. Each qualifying publication was again weighted using Howard et al.'s (1987) formula, although no differential weight was given for varying types of publications (book, chapter, article, etc.). After points were determined, they were summed within each program to determine total program points. The fourth index expanded upon the third index by including total publications over the entire career of a faculty member. All procedures for this index were identical to those of the third index (see Table 3 for the third and fourth indices).

For the fifth index, we examined institutional presence at SIOP, including faculty and students, for the past 10 years. SIOP programs from 2003–2012 were compiled for data entry, and an individual search was performed for each of the 40 programs. In accordance with Payne et al. (2001), we did not differentiate between roles in a session (e.g., presenter, chair, host, discussant, panelist, coordinator, etc.). Submitters were not included in the present analysis. Due to the variety of session types

Table 1.

Initial Productivity Point Values for All Schools and Comparisons With Prior Productivity Studies

Productivity points	University	Ranking for		
		Total points in top 10 journals: 2003-2012	publication in top 10 journals:	Publication in top 10 I-O journals:
			1996-2000 (Gibby et al., 2002)	1999-2003 (Oliver et al., 2005)
1	University of South Florida	22.17	8	2
2	University of Georgia	19.71	9	8
3	Michigan State University	17.58	1	1
4	University of Minnesota	16.25	3	5
5	Purdue University	13.83	19	24
6	Texas A&M University	13.74	18	12
7	University of Akron	13.35	7	11
8	George Mason University	12.87	10	7
9	Rice University	12.05	(NL) ^a	31
10	University of North Carolina - Charlotte	10.56	(NL)	(NL)
11	Bowling Green State University	10.20	2	4
12	University of Illinois at Urbana - Champaign	10.02	4	6
13	University of Maryland	9.36	(NL)	9
14	Georgia Institute of Technology	9.29	15	17
15	University of Houston	8.75	5	50
16	Baruch College, CUNY	8.19	(NL)	15
17	North Carolina State University	7.94	(NL)	37
18	The Pennsylvania State University	7.56	6	3
19	Portland State University	7.44	(NL)	20
20	Wright State University	7.09	(NL)	43
21	University of Western Ontario	6.77	(NL)	16
22	Central Michigan University	6.49	(NL)	18
23	Wayne State University	6.04	(NL)	14
24	Ohio University	5.99	(NL)	40
25	De Paul University	5.76	(NL)	42
26	University of Waterloo	5.57	11	30
27	Florida International University	5.55	(NL)	22
28	University of Missouri - St. Louis	4.49	(NL)	25
29	University of Central Florida	4.41	20	23
30	University at Albany, SUNY	4.27	(NL)	34
31	Illinois Institute of Technology	4.02	(NL)	36
32	Griffith University	3.90	(NL)	(NL)
33	Teacher's College, Columbia University	3.82	(NL)	19
34	University of Calgary	3.78	(NL)	35
35	University of Guelph	3.53	(NL)	(NL)
36	Florida Institute of Technology	3.43	(NL)	51
37	Colorado State University	3.09	12	38
38	Old Dominion University	2.87	(NL)	52
39	Clemson University	2.72	(NL)	27
40	Auburn University	2.65	(NL)	48
41	Northern Illinois University	2.01	(NL)	(NL)
42	Saint Louis University	1.99	(NL)	59
43	University of Tulsa	1.86	(NL)	39
44	University of Oklahoma	1.77	(NL)	29
45	Virginia Polytechnic Institute and State University	1.40	(NL)	32
46	University of Connecticut	1.39	16	47
47	Kansas State University	1.34	(NL)	44
48	Claremont Graduate University	1.04	(NL)	57
49	University of Tennessee Knoxville	1.01	(NL)	13
50	George Washington University	1.00	(NL)	46
51	Hofstra University	0.94	(NL)	(NL)
52	Roosevelt University	0.71	(NL)	(NL)
53 ^b	Alliant International University - Los Angeles	0.60	(NL)	21
53	Louisiana Technical University	0.60	(NL)	(NL)
55	University of Texas - Arlington	0.28	(NL)	(NL)
56	University of Nebraska - Omaha	0.24	(NL)	45
57	Seattle Pacific University	0.08	(NL)	(NL)

Notes: Schools with zero points were not included in the current table.

^a (NL) indicates a program not listed in the previous study.

^b Alliant University LA and Louisiana Technical University had identical scores, and are listed in alphabetical order.

Table 2

Research Productivity Based on Publications in the Top Ten I-O Psychology-Oriented Journals

Rank	School	Total points in top 10 journals: 2003-2012	Total points in top 10 journals: Career
1	University of South Florida	22.17	59.83 (2)
2	University of Georgia	19.71	35.99 (5)
3	Michigan State University	17.58	62.83 (1)
4	University of Minnesota	16.25	51.18 (3)
5	Purdue University	13.83	16.33 (22)
6	Texas A&M University	13.74	22.51 (14)
7	University of Akron	13.35	36.12 (4)
8	George Mason University	12.87	29.10 (8)
9	Rice University	12.05	31.15 (7)
10	University of North Carolina - Charlotte	10.56	19.91 (17)
11	Bowling Green State University	10.20	25.81 (10)
12	University of Illinois at Urbana - Champaign	10.02	27.22 (9)
13	University of Maryland	9.36	22.71 (13)
14	Georgia Institute of Technology	9.29	32.96 (6)
15	University of Houston	8.75	21.83 (15)
16	Baruch College, CUNY	8.19	15.87 (23)
17	North Carolina State University	7.94	14.22 (24)
18	The Pennsylvania State University	7.56	23.38 (12)
19	Portland State University	7.44	13.14 (26)
20	Wright State University	7.09	8.11 (35)
21	University of Western Ontario	6.77	20.45 (16)
22	Central Michigan University	6.49	24.21 (11)
23	Wayne State University	6.04	17.86 (20)
24	Ohio University	5.99	19.25 (18)
25	De Paul University	5.76	9.84 (30)
26	University of Waterloo	5.57	8.52 (33)
27	Florida International University	5.55	11.99 (27)
28	University of Missouri - St. Louis	4.49	17.20 (21)
29	University of Central Florida	4.41	18.09 (19)
30	University At Albany, SUNY	4.27	8.46 (34)
31	Illinois Institute of Technology	4.02	8.92 (31)
32	Griffith University	3.90	4.37 (37)
33	Teacher's College, Columbia University	3.82	13.78 (25)
34	University of Calgary	3.78	4.85 (36)
35	University of Guelph	3.53	4.23 (38)
36	Florida Institute of Technology	3.43	3.61 (39)
37	Colorado State University	3.09	10.7 (28)
38	Old Dominion University	2.87	10.38 (29)
39	Clemson University	2.72	8.76 (32)
40	Auburn University	2.65	3.45 (40)

Table 3

Research Productivity Based on All Publications

Rank	School	All publications: 2003-	
		2012	All publications: Career
1	Michigan State University	149.33	374.40 (1)
2	University of Minnesota	127.93	218.62 (3)
3	University of South Florida	125.68	277.78 (2)
4	University of Central Florida	86.78	144.68 (6)
5	Griffith University	84.11	128.76 (8)
6	Rice University	80.36	117.76 (11)
7	George Mason University	78.61	145.62 (5)
8	University of Georgia	71.53	158.14 (4)
9	Teacher's College, Columbia University	65.29	141.38 (7)
10	University of Akron	59.68	123.20 (9)
11	University of North Carolina - Charlotte	58.51	90.46 (19)
12	University of Calgary	57.30	92.60 (18)
13	Portland State University	52.27	93.50 (17)
14	Bowling Green State University	50.59	102.72 (15)
15	University of Maryland	49.49	83.23 (21)
16	University of Waterloo	48.02	64.71 (25)
17	Old Dominion University	46.50	77.13 (23)
18	Purdue University	45.79	63.30 (26)
19	The Pennsylvania State University	44.84	97.91 (16)
20	Georgia Institute of Technology	41.16	122.37 (10)
21	Texas A&M University	41.09	85.79 (20)
22	University of Illinois at Urbana - Champaign	40.24	104.97 (14)
23	Central Michigan University	38.48	105.83 (13)
24	Florida Institute of Technology	38.07	49.96 (33)
25	Wright State University	37.17	45.15 (34)
26	Baruch College, CUNY	37.09	61.44 (29)
27	North Carolina State University	36.03	62.35 (28)
28	University of Western Ontario	34.59	82.38 (22)
29	University of Missouri - St. Louis	33.26	72.82 (24)
30	Colorado State University	32.55	57.21 (31)
31	Florida International University	31.89	57.91 (30)
32	University of Houston	28.71	108.55 (12)
33	Clemson University	27.78	53.05 (32)
34	Wayne State University	23.01	62.57 (27)
35	De Paul University	22.67	43.47 (36)
36	University of Albany, SUNY	20.86	33.14 (39)
37	University of Guelph	19.46	24.13 (40)
38	Auburn University	16.67	38.35 (37)
39	Ohio University	16.65	44.96 (35)
40	Illinois Institute of Technology	16.48	33.47 (38)

Table 4

Research Productivity Based on Institutional Presence at SIOP Conference From January 2003 to December 2012

Rank	School	SIOP presence:	
		2003-2012	1986-2001 (Payne et al., 2001)
1	Michigan State University	1020	690 (1)
2	University of Central Florida	898	56 (45)
3	George Mason University	854	238 (12)
4	University of Minnesota	748	329 (5)
5	University of South Florida	686	217 (14)
6	Texas A&M University	567	270 (7)
7	University of Georgia	520	253 (10)
8	University of Houston	498	214 (16)
9	University of Maryland	496	393 (4)
10	The Pennsylvania State University	479	319 (6)
11	Bowling Green State University	475	469 (2)
12	University of Akron	431	432 (3)
13	Portland State University	426	67 (41)
14	University of Illinois at Urbana - Champaign	413	262 (8)
15	Wayne State University	384	107 (29)
16	Wright State University	345	72 (40)
17	Clemson University	338	(NL)
18	Central Michigan University	337	107 (29)
19	Florida Institute of Technology	333	(NL)
20	Purdue University	325	257 (9)
21	North Carolina State University	324	51 (47)
22	Colorado State University	309	157 (20)
23	Rice University	307	139 (23)
24	Baruch College, CUNY	287	107 (29)
25	Florida International University	251	192 (17)
26	University of Western Ontario	224	(NL)
27	Georgia Institute of Technology	223	155 (21)
28	Old Dominion University	207	116 (25)
29	University of North Carolina - Charlotte	192	(NL)
30	University of Albany, SUNY	181	224 (13)
31	De Paul University	179	(NL)
32	Illinois Institute of Technology	171	94 (35)
33	Ohio University	136	48 (48)
34	University of Missouri - St. Louis	132	61 (43)
35	Auburn University	130	33 (58)
36	University of Waterloo	115	(NL)
37	University of Calgary	111	(NL)
38	Teacher's College, Columbia University	88	42 (52)
39	University of Guelph	61	(NL)
40	Griffith University	16	(NL)

Table 5

Overall and Per Capita Scores of Research Productivity

Rank	School	Overall scores	Number of faculty	Per capita scores
1	Michigan State University	83.75	8	10.47 (9)
2	University of South Florida	77.26	8	9.66 (16)
3	University of Minnesota	71.99	5	14.40 (3)
4	University of Georgia	62.87	8	7.86 (29)
5	George Mason University	61.95	7	8.85 (21)
6	University of Akron	57.12	8	7.14 (32)
7	Rice University	55.89	7	7.98 (28)
8	Teacher's College, Columbia University	54.71	9	6.08 (38)
9	Texas A&M University	53.85	6	8.98 (18)
10	Bowling Green State University	53.13	5	10.63 (8)
11	University of Illinois at Urbana-Champaign	52.00	4	13.00 (6)
12	University of Maryland	51.73	3	17.24 (2)
13	Georgia Institute of Technology	51.40	5	10.28 (10)
14	The Pennsylvania State University	51.00	6	8.50 (24)
15	University of Houston	50.66	5	10.13 (12)
16	University of Central Florida	50.40	6	8.40 (25)
17	Purdue University	50.21	5	10.04 (13)
18	University of North Carolina - Charlotte	49.84	6	8.31 (27)
19	Portland State University	49.22	5	9.84 (14)
20	Central Michigan University	49.09	5	9.82 (15)
21	Griffith University	46.71	7	6.67 (35)
22	Baruch College, CUNY	46.50	7	6.64 (36)
23	University of Western Ontario	46.48	5	9.30 (17)
24	North Carolina State University	46.43	7	6.63 (37)
25	Wayne State University	45.77	8	5.72 (39)
26	Wright State University	44.79	5	8.96 (19)
27	Old Dominion University	44.59	5	8.92 (20)
28	Florida International University	43.84	5	8.77 (22)
29	University of Missouri - St. Louis	43.64	6	7.27 (31)
30	University of Waterloo	43.41	5	8.68 (23)
31	University of Calgary	43.10	4	10.78 (7)
32	Ohio University	42.55	2	21.27 (1)
33	Clemson University	42.39	6	7.06 (33)
34	De Paul University	41.76	5	8.35 (26)
35	Florida Institute of Technology	41.32	6	6.89 (34)
36	Colorado State University	40.99	4	10.25 (11)
37	University of Albany, SUNY	40.41	3	13.47 (4)
38	Auburn University	40.24	3	13.41 (5)
39	University of Guelph	38.51	7	5.50 (40)
40	Illinois Institute of Technology	38.48	5	7.70 (30)

Table 6
Correlations Between Indices

	Mean	SD	1	2	3	4	5	6	7
1. Top 10 Journals (2003-2012)	8.18	4.90	—						
2. Top 10 journals (entire career)	19.98	14.19	.87**	—					
3. Total research output (2003-2012)	50.41	30.66	.67**	.76**	—				
4. Total research output (entire career)	98.64	67.47	.71**	.87**	.93**	—			
5. SIOP presence (2003-2012)	355.43	234.61	.65**	.72**	.66**	.71**	—		
6. Overall productivity score	50.00	10.00	.87**	.94**	.89**	.95**	.77**	—	
7. Number of faculty	5.65	1.59	.38*	.36*	.47*	.47**	0.28	.48*	—

Notes: *Correlation is significant at the .05 level. ** Correlation is significant at the .01 level.

(e.g., symposium/forum, poster session, panel discussion, etc.), authorship was not weighted. One point was given each time an individual listed the university as their affiliation. The total points for each university were summed to obtain the total number of SIOP points for each program. These findings are compared with Payne et al.'s (2001) point values for academic institutional presence at SIOP from 1986–2001 (see Table 4).

Last, we calculated each program's overall scores based on the methodology of Oliver et al. (2005). Specifically, scores within each index were converted to z-scores to account for differing measurements (i.e., authorship weights in indices 1 through 4 versus no weights in index 5), and average z-scores were calculated across all indices to determine an overall productivity score. These scores were then transformed into t-scores to remove any negative values. As a final analysis, we examined the impact that a program's number of faculty members has on its overall score. Each program's overall score was divided by its number of faculty members to create a per-capita score. Overall and per capita scores are included in Table 5.

Table 6 presents the intercorrelations between all indices. Most of the indices were highly correlated with one another (average intercorrelation of .71), and only one correlation was nonsignificant (i.e., $r = .28$ between number of faculty and SIOP presence). These findings are consistent with prior research, as all of our correlations between indices are within .08 of those found by Oliver et al. (2005), with only one exception. The sole discrepancy is the correlation between publications in the top 10 I-O journals from 2003–2012 and total output from 2003–2012 ($r = .67$ in the present study compared with $r = .85$ in Oliver et al.). In addition, presence at the [SIOP](#) conference, which was not included in Oliver et al.'s study, was significantly correlated with all other indices. This may suggest that SIOP presence should be incorporated into measures of program productivity.

Discussion

As described earlier, productivity can be measured in numerous ways. This study differed from previous studies (Gibby et al., 2002; Winter, Healy, & Svyantek,

1995) in a few ways. Both Gibby et al. and Winter et al. classified articles by program affiliation (including faculty and students) rather than core faculty. In contrast, this study (similar to Oliver et al., 2005) included only core faculty output for those working in the programs as of fall 2012 in indices 1 through 4. Both methods of data collection offer information regarding program productivity, and neither is without its limitations. Examining program affiliation provides an assessment of both faculty and student publications, and it accounts for retrospective productivity of a program. However, the fluid nature of academia and faculty positions may not allow for an accurate representation of a program's productivity based on the program's current faculty. A limitation of using program affiliation is that a university receives credit for publications for a faculty member who is no longer employed at that university. One key advantage of our approach is that our assessments capture the productivity of a program based on faculty who are currently affiliated with a given I-O program rather than who was there in the past.

Due in part to the fluidity of academic programs, but in some cases due to program inclusion criteria (e.g., University of North Carolina Charlotte), there are several notable differences between the present findings and Gibby et al.'s (2002) and Oliver et al.'s (2005) results. Of the programs included in all three studies, some have shown marked increases in produc-

tivity point standings since prior productivity studies (e.g., the University of South Florida, the University of Georgia, Purdue University), whereas others have shown decreases in productivity point standings since prior productivity studies (e.g., The Pennsylvania State University, Bowling Green State University), and still others have fluctuated widely (e.g., University of Houston). In addition, Tulane University, which held a ranking of 13th (Gibby et al., 2002) and 10th (Oliver et al., 2005) in the previous studies, no longer maintains an I-O program. These specific examples are just a sampling of the many differences found within productivity studies over time, supporting the need for more regular analyses of program productivity.

By including all peer-reviewed publications and SIOP presence, this study presents a broader assessment of overall program productivity across a variety of different criteria. The third and fourth indices account for programs whose faculty members may publish frequently in journals outside of those specific to I-O (*Psychological Bulletin*, *Psychological Methods*, etc.). The fifth index broadens the scope of the analysis by including conference representation of those associated with each institution, allowing for the incorporation of both faculty and graduate student work. It is important to note, however, that the SIOP program does not specify departmental affiliations (e.g., psychology vs. management). Thus, I-O program scores for SIOP pres-

ence are inflated to the extent that the particular institution has a strong SIOP presence from members of other departments within that university. This should be considered a limitation of this study. Furthermore, this study evaluated programs on the basis of faculty rather than student productivity and did not collect data on the number of graduate students who were enrolled within each program. Although the fifth index, SIOP presence, is certainly influenced by student performance, future research could benefit from evaluating student productivity within I-O psychology programs, as well as per capita student productivity, which may yield interesting findings.

The use of the contribution formula has both advantages and disadvantages. One advantage is that we use the same contribution formula as prior productivity studies, which facilitates comparisons across studies. By using author order to determine weight, however, individuals (and programs) that place a minimal role on collaboration are rewarded. Authors who publish alone receive maximum credit, whereas authors working on collaborative projects receive less credit. For example, an individual who publishes alone earns one point using Howard et al.'s (1987) formula, whereas the first author on a paper with five total authors earns .38 points. One might argue, though, that an individual actively collaborating will coauthor more publications (i.e., strength in numbers), causing the equation to balance out in the end.

Our focus on a specific set of 10 I-O journals may be considered a limitation of the present study. Indeed, some very reputable faculty members publish frequently in top psychology journals besides the 10 utilized in the initial analysis of this study (e.g., *Psychological Bulletin*, *Psychological Methods*) or prestigious journals in a specialty area (e.g., *Leadership Quarterly*), which were not captured in this first index (although this was captured in later indices). In addition, the specific list of top 10 I-O journals used in this study (as well as previous productivity studies) was determined in 2001 by assessing SIOP members' perceptions of the top 10 I-O journals (Zickar & Highhouse, 2001). What I-O psychologists consider a premier I-O journal may certainly have changed over time. In addition, when compared to Oliver et al. (2005), the correlation between publications in the top 10 I-O journals from 2003–2012 and all other indices decreased, including total research output. This may signal changes in publication trends. Thus, we believe an update of the top 10 I-O psychology publications is necessary. It is also critical to note that I-O programs vary in the emphasis they place on academic research and publications as compared to applied experience. Programs with a strong applied focus may need to be identified and examined with alternate methods (e.g., ability to prepare graduate students for applying I-O internships in the workplace) in order to fully assess productivity within that domain.

It is important to note that this study focused on objective assessments of program productivity; however, performance is a multidimensional construct (Campbell, McCloy, Oppler, & Sager, 1993), and as such, there are many other viable methods of assessing the performance/quality of a program. For example, programs could be evaluated based on reputation, grant support obtained, quality of jobs obtained by graduates, number of SIOP fellows produced, and many other methods.

Even with its limitations, this study provides the most comprehensive examination of program productivity using objective criteria to date. By incorporating both publications and program conference representation (which includes faculty and student output), this study aims to offer a multifaceted perspective that provides a more well-rounded representation than previous productivity studies. In line with previous studies (Winter et al., 1995; Gibby, 2002), it is recommended that these types of studies are frequently updated, in order to keep pace with the vast changes that often occur within and between academic programs.

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The 2011 SIOP Graduate Program Benchmarking Survey

Part 6: Assistantships, Fellowships, and Resources

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In this, the sixth installment of the 2011 survey of I-O psychology graduate programs, we present norms on assorted features of student assistantships, fellowships/scholarships, and resources. Funding is an important part of graduate student education. In addition to providing financial subsistence (e.g., to pay the rent), assistantships and fellowships support work that contributes to students' professional development as researchers and teachers. The American Psychological Association (APA; Mulvey, Wicherski, & Kohout, 2010) reported that 91% of doctoral psychology programs offer some form of financial assistance, 91% offer teaching assistantships, 91% research assistantships, and 72% merit-based fellowships/scholarships to graduate students beyond their first year of study. This section of the benchmarking survey sought details of funding and other resources offered by I-O psychology graduate programs.

As we have done in each previous installment, we offer overall norms and compare master's and doctoral programs in psychology and business/management departments (i.e., 2 x 2 breakouts). We also consider norms for Gibby, Reeve, Grauer, Mohr, and Zickar's (2002) most productive doctoral programs and for Kraiger and Abalos's (2004) top master's and doctoral programs, separately, based on student ratings, in each case relative to peer programs (e.g., other psychology-based doctoral programs for both Gibby et al. and Kraiger & Abalos doctoral). Non-US-based programs are excluded here owing to questionable representativeness, and on-line-only programs are dropped from the 2 x 2 breakouts. Norms for nominal and continuous variables are presented in separate tables, and statistical tests are offered for the 2 x 2 breakouts as cell sizes permit.

Table 1*Main Assistantship Features: Nominal Variables*

Item/variable	All programs ^a			Psychology ^b						Business/Management ^b					
				Master's			Doctoral			Master's			Doctoral		
	N	Freq	%	N	Freq	%	N	Freq	%	N	Freq	%	N	Freq	%
Assistantships offered (yes = 1)	115	92	80.0	49	35	71.4	39	35	89.7	4	3	75.0	11	10	90.9
Assistantship decision process															
Individual faculty have first choice	75	30	40.0	27	11	40.7	29	14	48.3	3	0	.0	10	3	30.0
Junior faculty have first choice	75	8	10.7	27	4	14.8	29	3	10.3	3	0	.0	10	1	10.0
Senior faculty have first choice	75	3	4.0	27	3	11.1	29	0	.0	3	0	.0	10	0	.0
Decisions reached by consensus	75	50	66.7	27	14	51.9	29	22	75.9	3	1	33.3	10	8	80.0
Students allowed to veto their assignments	75	9	12.0	27	2	7.4	29	4	13.8	3	0	.0	10	2	20.0
Students arrange their own assistantships	75	13	17.3	27	7	25.9	29	1	3.4	3	2	66.7	10	0	.0
Restrictions to students on assistantship															
Not allowed to work in other paid jobs	85	22	25.9	32	5	15.6	33	10	30.3	3	0	.0	10	6	60.0
Only allowed to work in career-relevant paid jobs	85	12	14.1	32	3	9.4	33	6	18.2	3	0	.0	10	1	10.0
Must maintain a minimum number of course hours	85	61	71.8	32	21	65.6	33	25	75.8	3	2	66.7	10	7	70.0
Must maintain a minimum grade point average	85	57	67.1	32	18	56.3	33	23	69.7	3	2	66.7	10	7	70.0

^aExcluding non-US. ^bExcluding non-US and online only.

In the survey, an assistantship was defined as “a job undertaken by a student under the auspices of the host program, department, or some other university entity,” whereas a fellowship/scholarship “offers financial support with no putative job duties.” Detailed normative results for each funding type are offered respectively in the next two major sections, followed by norms for student resources. We finish with the top-10 comparisons.

Assistantships

Norms for main assistantship nominal variables are provided in Table 1, with corresponding statistical results in Table 2. Of the 88 (US) responding I-O programs, 80% offer assistantships. The rate is higher for doctoral than for master’s programs (90% vs. 72%) but does not differ significantly between department types. The primary means of assigning

assistantships to students is by consensus among I-O faculty (66%), which holds especially in doctoral (77%) over master’s programs (50%). Secondarily, assistantships appear to be aligned with individual faculty needs in around 40% of programs. Yielding to junior or senior faculty preferences is relatively rare (overall 11% and 4%, respectively), although senior faculty appear to have greater say in master’s than in doctoral programs (10% vs. 0%, respectively). Students are involved in arranging their own assistantships in around 17% of all responding programs, and the rate is notably higher in master’s programs (30% vs. 3% in doctoral).

Norms at the bottom of Table 1 show that two fairly common practices are to require students on assistantship to maintain a minimum number of credit hours (72% of programs offering assistantships) and a minimum GPA (67%).

Table 2

Chi Square Results for Main Assistantship Features: Nominal Variables

Variable	Master's vs. doctoral	Psych vs. Bus/Mgmt	2-way
Assistantships offered by program (yes = 1)	5.32 *	.04	.00
Assistantship decision process			
Individual faculty have first choice	.80	2.60	1.36
Junior faculty have first choice	.09	.20	.71
Senior faculty have first choice	4.56 *	.67	.00
Decisions reached by consensus	5.34 *	.02	.43
Students allowed to veto their assignments	1.17	.06	.59
Students arrange their own assistantships	12.00 **	.86	1.67
Restrictions to students on assistantship			
Not allowed to work in other paid jobs	4.24 *	1.54	2.25
Only allowed to work in career-relevant paid jobs	1.35	.70	.27
Must maintain a minimum number of course hours	.77	.08	.05
Must maintain a minimum grade point average	1.20	.04	.08

$p < .10$, * $p < .05$, ** $p < .01$, two-tailed.

Neither proportion varies significantly across degree and department types. Around 26% of programs do not permit students on assistantship to be employed elsewhere, and this rate is higher in doctoral than in master's programs (37% vs. 14%). A small proportion of programs (14%) permit extra employment if career related. We infer from those results that 60% of assistantship-offering programs allow students on assistantship to be employed elsewhere without regard to career development.

Overall norms for main continuous variables regarding assistantships are offered in Table 3. The 2 x 2 breakouts are provided in Tables 4 and 5, with corresponding statistical results in Table 6. At the general level, assistantship types are predominantly teaching only (23.3% +

12.4% = 35.7%), followed by research only (26%), hybrids (22%), and administrative roles (16%).

Patterns vary somewhat across program types ($p < .10$, two-tailed): both research-only and student-led-teaching assistantships are more prevalent in doctoral than in master's programs (32% vs. 21% and 17% vs. 9%, respectively), whereas administrative-only assistantships show the reverse pattern (4% vs. 25%). These effects capture predictable differences between degree types in academic skill sets, doctoral students being relied on more than master's students for teaching and research.

Moving down Tables 3 to 6, we see that assistantships are funded mostly from internal sources (85.5%), which gener-

Table 3

Main Assistantship Features: Continuous Variables

Item/variable	N	Mean	SD	Skew	Median	Min	Max
% of assistantship types awarded to students							
Research only	90	26.04	25.51	.89 **	20.0	0	100
Teaching only: faculty assistant	90	23.29	28.38	1.07 **	10.0	0	100
Teaching only: student-led courses	90	12.37	19.98	2.42 **	0.0	0	100
Administrative only	90	16.36	28.16	1.99 **	0.0	0	100
Hybrid	90	21.94	35.03	1.43 **	0.0	0	100
% of assistantship funding sources							
Internal	90	85.53	20.78	-1.59 **	95.0	20	100
External granting agency	90	11.20	17.48	1.91 **	0.0	0	75
External business	90	3.27	9.53	3.52 **	0.0	0	50
Award type: dollars per year per student							
Total stipend	72	11,028.18	6,486.21	.08	12,000.0	0	25,000
Total tuition waiver	73	7,967.05	6,472.85	.74 **	7,800.0	0	30,000
Travel expenses	73	178.08	428.09	2.97 **	0.0	0	2,000
Research expenses	73	87.67	236.85	2.87 **	0.0	0	1,000
Other	73	78.08	414.07	5.72 **	0.0	0	2,500
Total	73	19,187.99	10,195.06	.41	19,000.0	0	50,200
% of assistantships supervised by . . .							
Academic advisor	71	41.54	37.10	.44	30.0	0	100
Non-advisor IO faculty member	71	25.66	28.95	1.26 **	20.0	0	100
Non-I-O departmental faculty member	71	16.19	25.00	1.91 **	0.0	0	100
Non-departmental faculty member	71	4.42	10.99	2.90 **	0.0	0	60
College administrator	71	10.69	24.70	2.91 **	0.0	0	100
Other	71	1.41	6.77	6.11 **	0.0	0	50
% of students in same assistantship across semesters							
	80	62.66	32.93	-.47	72.5	0	100

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

Table 4

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

Item/variable	Master's programs							Doctoral programs						
	N	Mean	SD	Skew	Median	Min	Max	N	Mean	SD	Skew	Median	Min	Max
% of assistantship types awarded to students														
Research only	35	20.74	24.94	1.34 **	10.0	0	90	34	28.97	24.80	.93 *	25.0	0	100
Teaching only: faculty assistant	35	26.54	32.26	1.16 **	15.0	0	100	34	27.85	26.79	.55	20.0	0	80
Teaching only: student-led courses	35	10.23	20.72	2.95 **	0.0	0	100	34	17.00	21.75	2.07 **	10.0	0	95
Administrative only	35	25.34	31.22	1.34 **	10.0	0	100	34	5.44	11.57	2.51 **	0.0	0	50
Hybrid	35	17.14	30.25	1.83 **	0.0	0	100	34	20.74	36.21	1.59 **	0.0	0	100
% of assistantship funding sources														
Internal	35	93.00	14.61	-2.46 **	100.0	40	100	34	73.62	24.84	-.79	80.0	20	100
External granting agency	35	4.71	10.91	2.85 **	0.0	0	50	34	22.00	21.79	1.00 *	15.0	0	75
External business	35	2.29	6.79	3.35 **	0.0	0	30	34	4.38	11.02	2.89 **	0.0	0	50
Award type: dollars per year per student														
Total stipend	26	6,684.04	4,842.75	1.22 *	6,000.0	0	22,000	30	13,908.13	4,330.16	-.05	13,000.0	3,100	23,000
Total tuition waiver	26	5,541.83	5,542.38	1.02 *	3,917.8	0	18,800	30	8,991.23	6,663.86	1.02 *	8,000.0	0	30,000
Travel expenses	26	44.23	128.32	2.83 **	0.0	0	500	30	133.33	404.36	3.98 **	0.0	0	2,000
Research expenses	26	23.08	99.23	4.82 **	0.0	0	500	30	93.33	267.73	2.98 **	0.0	0	1,000
Other	26	115.38	496.14	4.82 **	0.0	0	2,500	30	90.00	456.64	5.42 **	0.0	0	2,500
Total	26	12,408.56	7,025.88	1.01 *	10,111.0	3,000	31,100	30	23,216.03	8,424.86	.58	24,528.0	3,100	50,200
% of assistantships supervised by . . .														
Academic advisor	29	30.21	36.27	1.08 *	15.0	0	100	23	52.17	33.87	.17	50.0	0	100
Non-advisor IO faculty member	29	24.03	31.51	1.50 **	10.0	0	100	23	23.26	22.89	1.77 **	20.0	0	100
Non-IO departmental faculty member	29	25.34	33.08	1.21 **	10.0	0	100	24	13.54	17.23	1.43 **	7.5	0	65
Non-departmental faculty member	29	6.52	13.94	2.54 **	0.0	0	60	23	5.43	10.65	1.73 **	0.0	0	30
College administrator	29	12.17	22.66	2.67 **	0.0	0	100	23	3.48	8.32	2.35 **	0.0	0	30
Other	29	1.72	9.29	5.39 **	0.0	0	50	23	1.96	5.79	3.37 **	0.0	0	25
% of students in same assistantship across semesters														
	31	83.65	20.65	-1.78 **	90.0	20	100	29	46.21	30.99	.24	50.0	0	100

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

ally holds across degree and department types. In the next section of the tables, assistantship stipends are shown to average around \$11,000 per year, followed

Table 5

Main Assistantship Features: Continuous Variables in Master's and Doctoral Programs in Business/Management Departments.

Item/Variable	N	Master's programs						Doctoral programs						
		Mean	SD	Skew	Median	Min	Max	N	Mean	SD	Skew	Median	Min	Max
% of assistantship types awarded to students														
Research only	3	30.00	26.46	-1.46	40.0	0	50	10	40.80	30.31	-.02	50.0	0	90
Teaching only: faculty assistant	3	0.00	0.00	.00	0.0	0	0	10	14.00	23.66	1.35	0.0	0	60
Teaching only: student-led courses	3	0.00	0.00	.00	0.0	0	0	10	16.70	17.35	.93	12.5	0	50
Administrative only	3	20.00	20.00	.00	20.0	0	40	10	0.00	0.00	.00	0.0	0	0
Hybrid	3	50.00	43.59	1.63	30.0	20	100	10	28.50	41.64	1.16	0.0	0	100
% of assistantship funding sources														
Internal	3	100.00	0.00	.00	100.0	100	100	10	95.50	5.99	-.72	100.0	85	100
External granting agency	3	0.00	0.00	.00	0.0	0	0	10	4.00	5.16	.48	0.0	0	10
External business	3	0.00	0.00	.00	0.0	0	0	10	0.50	1.58	3.16 **	0.0	0	5
Award type: dollars per year per student														
Total stipend	3	3,666.67	3,785.94	1.60	2,000.0	1,000	8,000	7	19,857.14	2,672.61	1.24	20,000.0	17,000	25,000
Total tuition waiver	3	11,666.67	1,527.53	-.94	12,000.0	10,000	13,000	7	9,981.43	6,037.26	.92	10,000.0	1,400	21,504
Travel expenses	3	0.00	0.00	.00	0.0	0	0	7	1,050.00	548.48	.83	1,000.0	500	2,000
Research expenses	3	0.00	0.00	.00	0.0	0	0	7	428.57	345.03	.17	500.0	0	1,000
Other	3	0.00	0.00	.00	0.0	0	0	7	0.00	0.00	.00	0.0	0	0
Total	3	15,333.33	4,932.88	1.65	13,000.0	12,000	21,000	7	31,317.14	6,851.30	.13	32,000.0	20,500	42,754
% of assistantships supervised by . . .														
Academic advisor	3	9.33	16.17	1.73	0.0	0	28	9	54.44	34.32	-.22	50.0	0	100
Non-advisor IO faculty member	3	73.33	30.55	-.94	80.0	40	100	9	33.33	28.28	.03	40.0	0	80
Non-IO departmental faculty member	3	12.00	10.58	-1.46	16.0	0	20	9	1.11	3.33	3.00 **	0.0	0	10
Non-departmental faculty member	3	0.00	0.00	.00	0.0	0	0	9	0.00	0.00	.00	0.0	0	0
College administrator	3	5.33	9.24	1.73	0.0	0	16	9	11.11	33.33	3.00 **	0.0	0	100
Other	3	0.00	0.00	.00	0.0	0	0	9	0.00	0.00	.00	0.0	0	0
% of students in same assistantship across semesters	3	63.33	23.09	1.73	50.0	50	90	9	48.33	28.40	.20	50.0	0	100

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

Table 6

ANOVA Results for Repeated Measures Continuous Variables Involving Assistantships

Repeated measures (RM) variable	N levels of RM variable	RM variable	F					
			Masters vs. doctoral	Psych vs. Bus/Mgmt	Masters vs. doctoral by Psych vs. Bus/M	Masters vs. doctoral by RM variable	Psych vs. Bus/Mgmt by RM variable	3-way
% of assistantship types awarded to students	5	3.75 **	—	—	—	2.35 #	1.71	.31
% of assistantship funding sources	3	245.62 **	—	—	—	1.80	2.35	.70
Award type: dollars per year per student	5	67.35 **	22.42 **	3.80 #	.84	19.20 **	3.05 *	5.39 **
% of assistantships supervised by . . .	6	39.00 **	—	—	—	1.50	2.36 *	.75

Note: Excluding non-US and online only. #*p* < .10, **p* < .05, ***p* < .01, two-tailed

by tuition waivers averaging another \$8,000 per year. Other remuneration sources (e.g., travel expenses) are relatively trivial. A number of effects emerge for remuneration type by department and degree types (see Table 6). Figure 1 plots the means for the 2 x 2 breakouts on this variable. The significant three-way interaction appears most clearly attributable to the especially low mean for annual stipends in business-management master's programs. More precisely, the difference in stipends between doctoral and master's programs in business/management departments (\$19,857 – \$3,667 = around \$16,000) is

more than double the corresponding difference within psychology departments (\$13,908 – \$6,684 = around \$7,000), whereas the difference in tuition coverage between doctoral and master's programs in business/management (\$9,981 – \$11,667 = around \$2,000 less for doctoral) is opposite the difference in psychology departments (\$8,991 – \$5,541 = around \$3,000 more for doctoral).

Summing across remuneration types, total funding is around \$8,300 higher in business/management than in psychology departments (\$26,522 vs. \$18,198) and

Table 7

Univariate ANOVA Results for Variables Involving Assistantships and Fellowships/Scholarships

Univariate dependent variable	F		
	Master's vs. doctoral	Psych vs. Bus/Mgmt	2-way
% of students remaining in assistantship across semesters	7.75 **	.93	1.42
Assistantship duration variables			
Official hours per week of typical assistantship	22.10 **	4.50 *	6.07 *
Average hours per week of actual work	12.70 **	.41	6.04 *
% official hours actually worked	.18	2.64 #	.14
Overall duration of assistantship in months	7.01 **	1.13	4.22 *
Years of assistantship funding typically awarded	81.79 **	.17	2.09
Years of guaranteed assistantship funding	54.22 **	1.61	5.36 *
Fellowships/scholarships			
% of students on fellowships/scholarships	1.11	.77	1.27
Avg./typical F/S funding per student per yr. (\$)	12.55 **	.08	.19
Max research funding available per student	1.10	.18	.10

Note: Excluding non-US and on-line only. # $p < .10$, * $p < .05$, ** $p < .01$, two-tailed

around \$12,000 higher in doctoral than in master's programs (\$24,749 vs. \$12,711). The gap in total assistantship funding is greater between department types at the doctoral level (\$31,317 – \$23,216 = around \$8,100) than at the master's level (i.e., \$15,333–\$12,409 = around \$2,900). These latter four means also show that master's students in both department types earn about half what their doctoral counterparts earn (i.e., \$12,409 vs. \$23,216, respectively, for psychology, and \$15,333 vs. \$31,317 for business/management). As values for business/management master's programs are based on just three cases (and the number of business/management doctoral programs is only seven), representativeness of corresponding populations is uncertain. Results nonetheless suggest complex patterns of assistantship funding by types of remuneration, department, and degree.

Norms for assistantship supervisor types are offered further down Tables 3 to 5. Corresponding statistical results in Table 6

show a main effect for supervisor type. As shown in Table 3, the modal type for all programs combined is the student's academic advisor (41.5%), followed by other I-O faculty members (25.7%). There is also a significant two-way interaction between supervisor and department types: Proportions for most supervisor types are similar between departments except nonadvisor I-O faculty are relied on more in business/management (43.3% vs. 23.7% in psychology), whereas non-I-O department faculty are relied on more in psychology (20.0% vs. 3.8% in business/management). This may reflect greater uniqueness of I-O student skill sets in business/management than in psychology departments. That is, I-O students may have less to contribute (as assistants) to non-I-O business faculty than to non-I-O psychology faculty.

The last rows in Tables 3 to 5 contain results for the stability of assistantship assignments across semesters. Based on all contributing programs, the mean of

Table 8

Assistantship Work Duration Variables

Subgroup/variable	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Skew</i>	<i>Median</i>	<i>Min</i>	<i>Max</i>
All programs^a							
Official hrs/week of typical assistantship	90	16.96	4.60	-1.11 **	20.0	5	22
Average hrs/week of actual work	87	15.51	5.31	.08	15.0	5	30
% official hours actually worked	87	92.11	19.82	.61 *	100.0	50	167
Overall duration of typical assistantship in months	89	8.43	2.38	-.95 **	9.0	3	12
Yrs of funding typically awarded per student	86	2.84	1.75	.16	2.0	0	6
Yrs of guaranteed funding	85	1.75	1.83	.65 *	1.0	0	6
Psychology master's programs^b							
Official hrs/week of typical assistantship	35	15.34	4.91	-.40	15.0	5	20
Average hrs/week of actual work	34	14.06	4.78	-.22	15.0	5	20
% official hours actually worked	34	91.90	14.78	-.97 *	100.0	50	120
Overall duration of typical assistantship in months	35	8.17	2.44	-.89 *	9.0	3	12
Yrs of funding typically awarded per student	32	1.34	0.65	-.49	1.0	0	2
Yrs of guaranteed funding	33	0.45	0.67	1.19 **	0.0	0	2
Psychology doctoral programs^b							
Official hrs/week of typical assistantship	34	18.60	3.86	-2.58 **	20.0	5	22
Average hrs/week of actual work	32	15.98	5.21	.01	15.0	5	30
% official hours actually worked	32	86.72	21.14	.36	90.5	50	150
Overall duration of typical assistantship in months	34	8.65	1.95	-1.78 **	9.0	3	12
Yrs of funding typically awarded per student	33	4.12	1.39	-1.13 **	5.0	1	6
Yrs of guaranteed funding	31	2.65	1.76	.15	3.0	0	6
Business master's programs^b							
Official hrs/week of typical assistantship	3	8.67	1.15	1.73	8.0	8	10
Average hrs/week of actual work	3	8.67	1.16	1.73	8.0	8	10
% official hours actually worked	3	100.00	0.00	.00	100.0	100	100
Overall duration of typical assistantship in months	3	5.67	2.89	1.73	4.0	4	9
Yrs of funding typically awarded per student	3	0.67	0.58	-1.73	1.0	0	1
Yrs of guaranteed funding	3	0.00	0.00	.00	0.0	0	0
Business doctoral programs^b							
Official hrs/week of typical assistantship	10	19.10	1.91	-1.85 *	20.0	15	20
Average hrs/week of actual work	10	19.15	5.21	.99	19.0	13	30
% official hours actually worked	10	99.71	22.52	1.40	96.9	75	150
Overall duration of typical assistantship in months	9	9.44	2.51	-1.14	9.0	4	12
Yrs of funding typically awarded per student	10	4.50	0.71	-1.18	5.0	3	5
Yrs of guaranteed funding	10	4.20	0.63	-.13	4.0	3	5

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

62.7% suggests a norm of relative stability. An *F* test (top of Table 7) shows that stability is significantly greater in master's than in doctoral programs (81.9% vs. 46.7%). This no doubt reflects the shorter timeline for the master's degree, limiting opportunity for switching, but could further reflect greater demand in doctoral programs for student-supervisor compatibility in research in-

terests and work styles (i.e., doctoral students may switch more in pursuit of the best-fitting research advisor).

Table 8 contains norms on assorted temporal features of assistantships for the total available sample and the 2 x 2 breakdowns. The overall average of official assistantship hours per week is around 17, the mean actual hours worked per week is 15.5, and the

mean percentage of actual-to-official hours is 92%. Assistantships average 8.4 months in overall duration, and funding is offered for 1.3 years, on average, in the context of mean assurances to fund for .5 years. Providing more years of funding than what has been guaranteed may reflect a legally minded avoidance of overpromising. Dispersion indices (e.g., ranges) show substantial variability across programs on each of those variables, weakening normative generalizations. Some of that variability is explained by program and degree types, as follows.

Statistical test results for the 2 x 2 breakouts on the six duration variables are offered in Table 7. A number of significant effects are evident, including two-way interactions in four cases. To facilitate interpretations, subgroup means on all six variables are plotted in Figures 2 to 7. Two major patterns of findings are that (a) assistantships tend to last longer in doctoral than in master's programs, and (b) durational differences between master's and doctoral assistantships are more pronounced in business/management than in psychology departments. The first theme reflects the overall difference in timelines for earning the two degrees (typically 2 vs. 5 years). The second suggests greater differentiation in investments between master's and doctoral students in business/management departments. Guaranteed funding for doctoral assistants, in particular,

averages a year and a half longer in business/management than in psychology departments (and, operating in the opposite direction, 0 vs. 5 months at the master's level).

Also noteworthy is a departmental difference in mean percentages of official hours per week actually worked: business/management = 99.8% and psychology = 89.4% ($p < .10$, two-tailed). Two possible (and compatible) reasons for this are that (a) business school I-O programs expect more out of their student assistants, and (b) business students are especially primed and eager to make strong professional impressions on their supervisors and mentors.

Fellowships

Norms for two nominal fellowship variables are provided in Table 9 and corresponding statistical results are in Table

Table 9

<i>Main Fellowship/Scholarship (F/S) Features: Nominal Variables</i>			
Subgroup/Variable	N	Freq	%
All programs ^a			
Students are eligible for fellowships/scholarships	117	91	77.8
Summer F/S funding granted to students	131	83	63.4
Psychology master's programs ^b			
Students are eligible for fellowships/scholarships	50	31	62.0
Summer F/S funding granted to students	55	22	40.0
Psychology doctoral programs ^b			
Students are eligible for fellowships/scholarships	39	38	97.4
Summer F/S funding granted to students	42	38	90.5
Business master's programs ^b			
Students are eligible for fellowships/scholarships	5	4	80.0
Summer F/S funding granted to students	7	3	42.9
Business doctoral programs ^b			
Students are eligible for fellowships/scholarships	11	11	100.0
Summer F/S funding granted to students	12	10	83.3

Note: ^a Excluding non-US. ^b Excluding non-US and online only.

Table 10

Chi Square Results for Main Fellowship/Scholarship Features Nominal Variables

Variable	Masters vs.	Psych vs.	2-way
	doctoral	Bus/Mgmt	
Students are eligible for fellowships/scholarships	21.40 **	.99	.21
Summer funding granted to students	31.48 **	.10	.37

#p < .10, *p < .05, **p < .01, two-tailed.

Table 11

Main Fellowship/Scholarship (F/S) Features: Continuous Variables

Subgroup/variable	N	Mean	SD	Skew	Median	Min	Max
All programs^a							
% of students on fellowships/scholarships	83	20.10	24.50	2.41 **	10.0	0	100
Average/typical F/S funding per student per year (\$)	64	12,057.00	9,157.19	.45	10,000.0	500	30,000
% of students receiving F/S summer funding	49	51.10	35.84	.13	50.0	1	100
Avg./typical summer F/S funding per student (\$)	42	3,303.51	1,597.53	.57	3,000.0	465	7,000
Max research funding available per student (\$)	79	2,921.52	8,267.36	4.99 **	500.0	0	50,000
Psychology master's programs^b							
% of students on fellowships/scholarships	26	18.25	24.39	2.46 **	10.0	0	95
Average/typical F/S funding per student per year (\$)	18	5,861.11	6,340.73	1.87 **	5,000.0	500	25,000
% of students receiving F/S summer funding	11	12.00	10.56	.80	10.0	1	33
Avg./typical summer F/S funding per student (\$)	13	2,699.81	1,803.16	1.18	2,432.5	465	7,000
Max research funding available per student (\$)	34	2,120.59	8,631.80	5.51 **	250.0	0	50,000
Psychology doctoral programs^b							
% of students on fellowships/scholarships	37	17.68	23.07	2.86 **	10.0	0	100
Average/typical F/S funding per student per year (\$)	30	16,254.93	7,821.95	.04	16,750.0	3,000	30,000
% of students receiving F/S summer funding	27	51.74	29.22	.11	50.0	2	100
Avg./typical summer F/S funding per student (\$)	22	3,768.18	1,508.27	.44	3,750.0	1,500	7,000
Max research funding available per student (\$)	24	4,220.83	10,545.35	4.01 **	1,100.0	0	50,000
Business master's programs^b							
% of students on fellowships/scholarships	4	16.25	9.46	1.66	12.5	10	30
Average/typical F/S funding per student per year (\$)	4	6,250.00	6,184.66	.20	5,500.0	1,000	13,000
% of students receiving F/S summer funding	0	—	—	—	—	—	—
Avg./typical summer F/S funding per student (\$)	0	—	—	—	—	—	—
Max research funding available per student (\$)	4	0.00	0.00	.00	0.0	0	0
Business doctoral programs^b							
% of students on fellowships/scholarships	11	33.64	34.79	1.52 *	20.0	5	100
Average/typical F/S funding per student per year (\$)	8	14,375.00	10,193.66	.00	15,000.0	2,500	27,000
% of students receiving F/S summer funding	9	95.00	10.00	-1.69 *	100.0	75	100
Avg./typical summer F/S funding per student (\$)	5	3,350.00	1,112.43	.10	3,000.0	2,000	4,500
Max research funding available per student (\$)	9	3,900.00	2,911.62	.94	4,000.0	500	10,000

^aExcluding non-US. ^bExcluding non-US and online only.

Excluding non-US and online only.

10. All told, around 78% of programs offer fellowships, and the rate is higher for doctoral (98%) than for master's programs (64%). Summer fellowship funding is provided in 63% of programs offering fellowships, and this rate is also

higher in doctoral than in master's programs (89% vs. 40%, respectively). Norms for continuous variables regarding fellowships are reported Table 11, with corresponding statistical results in Tables 7 and 12.

Table 12

Univariate t-Test Results for Variables Involving Fellowships/Scholarships (F/S)

	<i>t</i>	
	Psych master's vs. doctoral	Doctoral Psych vs. Bus/Mgmt
Univariate dependent variable		
% of students receiving F/S summer funding	-6.15 **	-6.62 **
Avg./typical summer F/S funding per student (\$)	-1.88 #	.71

Note: Excluding non-US and online only. #*p* < .10, **p* < .05, ***p* < .01, two-tailed

better funded in doctoral than in master's programs. Differences in fellowships between department types are less prominent.

Averaging across all responding programs, around 20% of students are on fellowship, a proportion not significantly different across program types. The mean annual funding for fellowships is around \$12,000 per student, with substantially greater funds provided in doctoral programs (\$15,859) than in master's programs (\$5,932). The overall mean percentage of students on fellowship who receive summer funding is 51%. The percentage in psychology master's programs (12%) is significantly less, however, than that in psychology doctoral programs (52%), which, in turn, is significantly less than that in business/management doctoral programs (95%). The overall mean summer funding is around \$3,300 per student, and this varies significantly (*p* < .10, two-tailed) between psychology master's (\$2,700) and doctoral programs (\$3,768). Maximum research funding for students on fellowship averages around \$2,900, which is relatively consistent across program types. A general theme in these norms is that fellowships are more common and

Student Resources

We asked programs to rate students' dependence on having their own personal computers using a 0 = *highly dependent* to 3 = *highly independent* scale, and to rate 18 specific resources using a 0 = *unavailable* to 4 = *superior* scale. Overall norms per resource are reported in Table 13 and the 2 x 2 breakouts in Tables 14 and 15. Of the 18 specific resources, the highest overall ratings are for access to library services (mean = 3.72) and literature search platforms (mean = 3.69), whereas the lowest ratings are for on-campus childcare (mean = 1.52) and phone privileges (mean = 1.86). ANOVA results for the 2 x 2 breakouts are reported in Table 16. No 2 x 2 interactions were identified, but several main effects emerged. Specifically, doctoral programs rated the following resources higher than did master's programs: university-sponsored health insurance, printing, photocopying, literature search platforms, and access to computers. Ratings were also signifi-

cantly higher for business/management programs than for psychology programs on phone privileges, on-campus housing, university-sponsored health insurance, on-campus medical services, and access to computers.

In an effort to consolidate comparisons on resources across program types, we entered the 18 resource

Table 13
Student Resources

Subgroup/variable	N	Mean	SD	Skew	Median	Min	Max
Student dependence on personal computers ^a	114	2.01	.79	-.45 *	2.0	0	3
Overall quality of student resources ^b							
Computer hardware	111	3.24	.59	-1.19 **	3.0	0	4
Basic computer software	112	3.30	.61	-1.24 **	3.0	0	4
Statistical software	111	3.28	.65	-1.16 **	3.0	0	4
Access to computers	114	3.36	.58	-1.35 **	3.0	0	4
Basic library services	114	3.59	.58	-1.34 **	4.0	1	4
Literature search platforms	114	3.69	.48	-1.09 **	4.0	2	4
Access to library services	114	3.72	.49	-1.44 **	4.0	2	4
Printing	114	2.99	.84	-1.19 **	3.0	0	4
Photocopying	113	2.92	.87	-1.26 **	3.0	0	4
University-sponsored health insurance	113	2.79	1.07	-1.38 **	3.0	0	4
On-campus medical services	112	2.71	1.13	-1.41 **	3.0	0	4
On-campus housing	107	2.17	1.31	-.62 **	3.0	0	4
Child-care	110	1.52	1.46	.19	2.0	0	4
Intramural sports	107	2.50	1.38	-.88 **	3.0	0	4
Phone privileges	105	1.86	1.43	-.21	2.0	0	4
Graduate student lounge	109	2.26	1.20	-.84 **	3.0	0	4
Food services	109	2.76	1.04	-1.59 **	3.0	0	4
Local cultural amenities/entertainment	112	3.40	.74	-1.48 **	4.0	0	4

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

^a 0 = Highly dependent: students lacking their own computer are likely to fail, 1 = moderately dependent: students lacking

^b 0 = Unavailable, 1 = Very poor, 2 = Poor, 3 = Adequate, 4 = Superior

Table 14
Student Resources in Masters and Doctoral Programs in Psychology Departments

Item/variable	Master's programs							Doctoral programs						
	N	Mean	SD	Skew	Median	Min	Max	N	Mean	SD	Skew	Median	Min	Max
Student dependence on personal computers ^a	49	2.02	.72	-.38	2.0	0	3	38	2.03	.72	-.04	2.0	1	3
Overall quality of student resources ^b														
Computer hardware	48	3.23	.52	.30	3.0	2	4	37	3.24	.50	.49	3.0	2	4
Basic computer software	49	3.27	.53	.19	3.0	2	4	37	3.32	.53	.18	3.0	2	4
Statistical software	49	3.24	.60	-.13	3.0	2	4	37	3.35	.59	-.25	3.0	2	4
Access to computers	50	3.32	.47	.80 *	3.0	3	4	38	3.37	.49	.57	3.0	3	4
Basic library services	50	3.42	.64	-1.14 **	3.0	1	4	38	3.63	.54	-1.10 **	4.0	2	4
Literature search platforms	50	3.58	.54	-.74 *	4.0	2	4	38	3.68	.47	-.83 *	4.0	3	4
Access to library services	50	3.56	.58	-.91 **	4.0	2	4	38	3.84	.37	-1.95 **	4.0	3	4
Printing	50	2.88	.72	-.51	3.0	1	4	38	3.16	.72	-1.17 **	3.0	1	4
Photocopying	50	2.84	.71	-.47	3.0	1	4	38	3.00	.84	-1.74 **	3.0	0	4
University-sponsored health insurance	49	2.43	1.23	-1.18 **	3.0	0	4	38	3.03	.82	-.67	3.0	1	4
On-campus medical services	48	2.69	1.10	-1.47 **	3.0	0	4	38	2.61	1.26	-1.23 **	3.0	0	4
On-campus housing	46	1.98	1.45	-.42	3.0	0	4	36	2.08	1.23	-.66	2.0	0	4
Child-care	48	1.38	1.55	.44	3.0	0	4	37	1.59	1.46	.14	2.0	0	4
Intramural sports	47	2.38	1.42	-.77 *	3.0	0	4	35	2.69	1.43	-1.01 *	3.0	0	4
Phone privileges	46	1.43	1.41	.31	1.0	0	4	34	2.03	1.36	-.52	2.0	0	4
Graduate student lounge	48	2.44	1.17	-.94 **	3.0	0	4	36	2.25	1.25	-.97 *	3.0	0	4
Food services	47	2.83	.89	-2.14 **	3.0	0	4	37	2.57	1.28	-1.21 **	3.0	0	4
Local cultural amenities/entertainment	49	3.45	.71	-1.28 **	4.0	1	4	38	3.39	.68	-.69	3.5	2	4

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

^a 0 = Highly dependent: students lacking their own computer are disadvantaged, 2 = moderately

^b 0 = Unavailable, 1 = Very poor, 2 = Poor, 3 = Adequate, 4 = Superior

Table 15

Student Resources in Master's and Doctoral Programs in Business/Management Departments

Item/variable	Master's programs							Doctoral programs						
	N	Mean	SD	Skew	Median	Min	Max	N	Mean	SD	Skew	Median	Min	Max
Student dependence on personal computers ^a	5	2.20	.84	-.51	2.0	1	3	11	1.64	1.12	-.16	2.0	0	3
Overall quality of student resources ^b														
Computer hardware	5	3.40	.55	.61	3.0	3	4	11	3.55	.52	-.21	4.0	3	4
Basic computer software	5	3.40	.55	.61	3.0	3	4	11	3.64	.51	-.66	4.0	3	4
Statistical software	4	3.25	.50	2.00	3.0	3	4	11	3.45	.52	.21	3.0	3	4
Access to computers	5	3.40	.55	.61	3.0	3	4	11	3.82	.41	-1.92 **	4.0	3	4
Basic library services	5	3.60	.55	-.61	4.0	3	4	11	3.82	.41	-1.92 **	4.0	3	4
Literature search platforms	5	3.60	.55	-.61	4.0	3	4	11	4.00	.00	.00	4.0	4	4
Access to library services	5	3.80	.45	-2.24 *	4.0	3	4	11	3.82	.41	-1.92 **	4.0	3	4
Printing	5	2.60	1.34	.17	2.0	1	4	11	3.45	.52	.21	3.0	3	4
Photocopying	4	2.50	1.29	.00	2.5	1	4	11	3.45	.69	-.93	4.0	2	4
University-sponsored health insurance	5	2.80	1.10	-1.29	3.0	1	4	11	3.64	.51	-.66	4.0	3	4
On-campus medical services	5	3.00	.71	.00	3.0	2	4	11	3.45	.52	.21	3.0	3	4
On-campus housing	4	3.25	.96	-.86	3.5	2	4	11	2.91	.70	.12	3.0	2	4
Child-care	4	2.00	1.41	-1.41	2.5	0	3	11	1.73	1.42	-.44	2.0	0	3
Intramural sports	4	3.25	.50	2.00	3.0	3	4	11	3.00	.78	-1.58 *	3.0	1	4
Phone privileges	4	2.75	.50	-2.00	3.0	2	3	11	3.09	.94	-1.08	3.0	1	4
Graduate student lounge	4	2.00	1.41	-1.41	2.5	0	3	11	2.36	.67	-.59	2.0	1	3
Food services	4	3.25	.96	-.86	3.5	2	4	11	2.82	.60	.03	3.0	2	4
Local cultural amenities/entertainment	4	3.50	.58	.00	3.5	3	4	11	3.45	.52	.21	3.0	3	4

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

^a 0 = Highly dependent: students lacking their own computer are likely to fail, 1 = moderately dependent: students lacking their own computer are disadvantaged, 2 = moderately

^b 0 = Unavailable, 1 = Very poor, 2 = Poor, 3 = Adequate, 4 = Superior

Table 16

Univariate ANOVA Results for Student Resources

Univariate dependent variable	F		
	Master's vs. doctoral	Psych vs. Bus/Mgmt	2-way
Student dependence on personal computers ^a	1.54	.22	1.60
Overall quality of student resources ^b			
Computer hardware	.29	2.54	.20
Basic computer software	.92	2.11	.33
Statistical software	.73	.09	.07
Access to computers	2.86 #	3.69 #	1.80
Basic library services	1.62	1.18	.00
Literature search platforms	3.20 #	1.42	1.10
Access to library services	1.12	.58	.87
Printing	7.01 **	.00	1.82
Photocopying	5.25 *	.06	2.67
University-sponsored health insurance	5.78 *	2.71 #	.16
On-campus medical services	.34	3.26 #	.70
On-campus housing	.09	6.74 **	.31
Child-care	.00	.66	.28
Intramural sports	.00	1.96	.43
Phone privileges	1.27	8.20 **	.09
Graduate student lounge	.06	.20	.57
Food services	1.15	1.08	.07
Local cultural amenities/entertainment	.06	.07	.00
PCA component			
Campus life	.00	5.47 *	.53
Computing services	.42	.22	1.31
Library services	2.32	.86	.00
Administrative services	11.10 **	.49	4.17 *
Food & entertainment	1.94	.24	.01

Excluding non-US and on-line only. # $p < .10$, * $p < .05$, ** $p < .01$, two-tailed

variables into a principal components analysis (PCA) using varimax rotation ($N = 98$). One variable (graduate student lounge) defined its own factor and so was dropped from the analysis. PCA results based on the remaining 17 variables (subject-to-variable ratio = 5.8:1) are reported in Table 17, and ANOVA results for components are at the bottom of Table 16. First, with respect to the PCA per se, five interpretable factors were identified (minimum eigenvalue = 1.01), together accounting for 74% of the variance. The factors were

Table 17

Results of Principal Components Analysis of Seventeen Student Resources^a (N = 98)

Component/resource	Component					<i>h</i> ²
	1 Campus life	2 Computing services	3 Library services	4 Admin. services	5 Food & entertain.	
Campus life						
On-campus medical services	.78	.25	-.05	.19	.27	.79
On-campus housing	.78	.25	-.04	.00	-.09	.68
Intramural sports	.77	.10	.07	-.01	.24	.66
Childcare	.72	-.03	.02	.09	-.07	.53
Phone privileges	.64	.11	.11	.13	.20	.49
Computing services						
Computer hardware	.13	.92	.15	.13	.07	.90
Basic computer software	.04	.92	.13	.18	.01	.90
Statistical software	.17	.81	.24	.10	.20	.78
Access to computers	.24	.75	.16	.14	.17	.70
Library services						
Basic library services	.10	.09	.91	.09	.05	.86
Access to library services	.13	.21	.80	.04	.10	.71
Literature search platforms	-.16	.23	.77	.08	-.12	.69
Administrative services						
Printing	.09	.27	.09	.86	.24	.88
Photocopying	.08	.29	.08	.85	.13	.83
University-sponsored health ins.	.52	-.17	.15	.57	-.31	.74
Food & entertainment						
Local cultural amenities/ent.	.10	.16	.07	.23	.79	.71
Food services	.52	.18	-.06	.00	.59	.66
Eigenvalue	5.72	2.69	1.68	1.43	1.01	12.52
% variance explained	33.64	15.81	9.90	8.38	5.93	73.67

^aGraduate student lounge is omitted due to its uniqueness*h*² = communality = proportion of variance explained by all retained components combined.

labeled campus life (e.g., on-campus housing), computing services (e.g., computer hardware), library services (e.g., access to library services), administrative services (e.g., printing), and food and entertainment (e.g., local cultural amenities/entertainment). ANOVA (per component as DV) yielded a total of three significant effects out of 15 possibilities (20%).

Specifically, (a) campus life was rated higher by business/management than by psychology programs, (b) administrative services received higher ratings in doctoral than in master's programs, and (c) there was also a two-way interaction on this latter variable, such that the gap between degree types was more pronounced in business/management (mean component scores = -.87 vs. .57 for master's and doctoral programs, respectively) than in psychology (-.13 vs. .21).

Top-10 Programs

Statistical tests comparing each of the three top-10 program sets (Gibby et al., 2002; Kraiger & Abalos, 2004) to corresponding peer programs (e.g., other psy-

chology doctoral I-O programs for both Gibby and K&A doctoral sets) yielded a total of 21 significant effects ($p < .10$, two-tailed) out of a possible 207 (i.e., 69 variables per set). As the proportion of significant effects (10.1%) is very close to the Type I error rate (10%), we urge caution in interpreting the following observed effects.

The Gibby et al. (all psychology doctoral) programs are more likely than peer programs to (a) have individual faculty choose their own assistants (83% vs. 39%) and (b) restrict students on assistantship from working in other paid jobs (57% vs. 23%). They also reported smaller proportions of (c) administrative-only (1.4% vs. 6.5%) and (d) hybrid

(3.6% vs. 25.2%) assistantships. Regarding the assistantship duration variables, (e) official working hours-per-week are uniformly 20 (i.e., $SD = 0$) in the Gibby et al. programs compared to an average of 18.2 hours in peer programs, and (f) total years of funding averages 5.0 in the Gibby set relative to 3.9 in peer programs. The last difference involving the Gibby et al. top-10 programs is (g) a higher mean rating for the student resource of intramural sports (3.43 vs. 2.50 for peer programs). None of the fellowship variables and none of the student resource components yielded significant effects distinguishing the Gibby et al. programs from peer programs.

The K&A top-10 doctoral programs yielded five significant effects: (a) They reported a higher mean percentage of students on assistantships with I-O faculty members other than their primary research advisors (50.0% vs. 20.7% in peer programs) and (b) a lower mean percentage of assistantships with non-psychology faculty (0% vs. 6%). Regarding student resources, the K&A doctoral programs rated both (c) food services and (d) local cultural amenities/entertainment higher than did peer programs (mean = 3.0 vs. 2.5 and 3.8 vs. 3.3, respectively). A corresponding difference emerged for (e) the food and entertainment component (mean component score = .42 vs. -.19 for peer programs).

The K&A top-10 master programs averaged lower than peer programs on (a) the proportion of assistantships devoted exclusively to helping faculty with their teaching (4.0% vs. 30.3%), (b) mean travel expenses per student (\$0 vs. \$52), (c) assistantship supervision by non-I-O psychology faculty (5.0% vs. 28.6%), (d) assistantship supervision from outside the department (0.0% vs. 7.6%), (e) years of guaranteed funding (.0 vs. .5), (f) student independence from having their own computer (1.4 vs. 2.1; i.e., K&A master's programs reported higher student reliance on owning a personal computer), (g) mean ratings of basic library services (3.0 vs. 3.5), and (h) mean ratings of access to library services (3.1 vs. 3.6).

All told, significant differences involving the three top-10 lists offer few clearly interpretable patterns. A possible exception (notwithstanding the noted Type I error rate) is that the Gibby et al. top-10 programs may take their assistantships more seriously as academic jobs (e.g., offering more years of support, offering fewer administrative assistantships, restricting other paid employment).

Conclusions

Two main themes emerge from our benchmarking efforts in this installment. First, results confirm what most readers would have predicted, that funding is a

bigger part of doctoral-level than master's-level enrollment: both assistantships and fellowships are more common at the doctoral level, doctoral assistantships are arranged more often by faculty than are master's assistantships (which are more often arranged by students themselves), restrictions against alternative paid employment are more common at the doctoral level, as is summer fellowship support. Stipend amounts and tuition waivers are higher than in master's programs, summer funding is also higher, doctoral assistantships last longer, and doctoral programs also rate administrative support higher. All these differences may not be surprising. The norms, nonetheless, replace anecdotal hunches with concrete data, offering benchmarks for tracking changes in funding patterns over time.

A second theme evident from the current analyses is that disparities in funding between master's and doctoral programs are greater in business/management departments than in psychology departments. In particular, funding tends to be exceptionally good for doctoral students in business schools and especially not-so-good for their master's student counterparts. The reasons for this are not entirely clear. One possibility is that business schools may especially emphasize research productivity as a marker of faculty success. If so, this could lead business programs to

invest more in doctoral students, whose skill sets are more conducive to research productivity. In psychology departments, research may be a more uniform focus in both degree types. The difference in research skills and interests between degree types would accordingly be diminished and so also differences in funding used to support students offering those skills and interests. Broader budgetary differences between department types, and perhaps cultural differences (e.g., business vs. scientific values), may also help explain observed results. Such is beyond the scope of the survey, however, and so also this primarily descriptive report.

In the next, and penultimate, installment, we will offer norms and comparisons for theses, dissertations, and performance expectations of I-O graduate students. Then, in the last installment, we will attempt to identify some general themes from all the various components of the survey covered in previous installments. Until then, we hope the norms provided here help individual programs see more clearly where they stand on assistantships, fellowships, and student resources, and offer the discipline more broadly a snapshot of current (2011) funding patterns in I-O graduate programs.

¹ For more information regarding funding of graduate education, the APA Center for Workforce Studies aims in spring of 2014 to launch a study of graduate stipend levels (G. Fowler, personal communication, October 9, 2013).

² See earlier installments for other caveats.

³ This does not preclude overall consensus in such decisions: some programs endorsed both individual faculty choice and consensus (note that sum > 100%).

⁴ i.e., $100 - (25.9 + 14.1) = 60$.

⁵ We did not ask whether programs have students working extra jobs and in what proportions. There may be no rule about outside noncareer employment because no student on assistantship can afford the time without jeopardizing academic success. Such questions could be pursued in follow-up surveys.

⁶ Each of the four major sections of Tables 4 and 5 permitted ANOVA with two between-subjects variables (degree type and department type) and a repeated measures variable (e.g., five assistantship types in the first section). In three of those four cases (all but annual dollar amounts per award type), responses across levels of the repeated measures variable sum to 100% per program, precluding main effects for the between-subjects variables and the associated two-way interaction.

⁷ This permits assessment as $p < .05$ to the degree observed directional differences are predictable. Directional predictions were not offered in this primarily descriptive effort, but the observed patterns per degree type in this case appear quite readily interpreted.

⁸ Values collapsing across categories (here and forward) are N -weighted means.

⁹ In retrospect, it would have been informative to ask what percentage of tuition is compensated, as the raw numbers are confounded by tuition rate differences across programs and institutions. This could be readily addressed in follow-up surveys.

¹⁰ For present purposes, "remuneration" is any compensation or funding for work undertaken as part of an assistantship; in most cases, we expect it to be tax exempt.

¹¹ We should hardly be surprised if business/management-based programs have assistantships that are more business like.

¹² ANOVAs (bottom of Table 7) are replaced by independent samples t -tests (Table 12) for two variables owing to lack of data on those variables from master's programs in business/management departments.

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A Model for Teaching Individual Assessment in Doctoral I-O Programs

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This paper describes a required course in individual assessment that is offered in an I-O doctoral program. Based on a service learning educational model, this course combines didactic training with an experiential component in which students conduct a closely supervised, developmentally oriented, individual assessment of leaders of nonprofit social service agencies. The paper discusses the challenge of including instruction in individual assessment in a doctoral-level I-O curriculum and how this course addresses those challenges.

Although the Society for Industrial and Organizational Psychology included individual assessment among the core competencies for doctoral training of industrial-organizational psychologists in 1999 (SIOP, 1999), discussion continues about what training doctoral students should receive in individual assessment and how best to provide that training. Silzer and Jeanneret (2011) persuasively argued that preparation for professional practice in individual assessment requires a combination of coursework in a number of areas along with a dedicated 6 to 12 month internship. However, few doctoral programs are committed to (or

have the resources to provide) this level of training in individual assessment.

Doverspike (2011) argues that an introductory individual assessment course can be an important addition to the curriculum of a doctoral I-O program and notes that his course has been very well received by students. This paper briefly describes a required doctoral level, introductory course in individual assessment that is similar to Doverspike's course. A primary difference is that this required course includes an experiential component in which each student conducts a closely supervised, developmentally focused, leadership assessment of a manager or executive of a nonprofit social services agency. Following is a brief overview of the course and the ways in which it addresses at least some of the challenges involved in providing doctoral training in this competency.

Course description. The one semester, 14-week, individual assessment course is a required course for advanced doctoral students (3rd–5th year) in a practitioner-oriented doctoral program in Business Psychology. These students have com-

pleted all of their I-O coursework, including coursework in personnel psychology, job analysis, and employee selection and performance appraisal, as well as at least two I-O internships.

The course is structured in two sections. The first 7 weeks serve as a “boot camp” in individual assessment skills. Students learn, and intensively practice inside and outside of class, the reflective listening, questioning, and relationship-building skills necessary to engage in information-gathering dialogue with clients. They become familiar with the framework and process of individual assessment by revisiting material from previous courses (job analysis/competency modeling, assessment instruments, data gathering and analysis) and learn the skills specific to this competency (gathering data through semi-structured interviews, conducting a multitrait-multimethod assessment, and giving feedback). They become familiar with self-report instruments appropriate for developmentally focused executive assessment by taking the tests themselves, analyzing their own test data, and writing up their own strengths and developmental needs on several leadership competencies.

During the last 7 weeks of the class, students participate as assessors in a developmentally focused individual assessment program (LEAP) for midlevel to senior managers of nonprofit community social service

agencies. LEAP involves four 3-hour meetings. The meetings occur every 2 weeks and are held during the normal class time. Students receive individual supervision from the course instructor during the alternate weeks. The instructor reviews audiotapes of their client meetings and participants’ test data, as well as supervising their written reports and development plans.

Each student is assigned to a manager/participant to work with individually throughout LEAP. Table 1 provides a detailed outline of the student learning goals and experiential activities. The content and structure of the course and LEAP have evolved over the last 6 years based on feedback from both students and LEAP clients. What began as a relatively informal and loosely structured project is now a formal program that is also offered outside of the course structure. This offers an opportunity for students who have successfully completed the course to gain additional experience. About 25% of students take advantage of this opportunity.

The structure of LEAP, in which students conduct all of the assessments, interviews, and feedback discussions during the four 3-hour meetings, permits the addition of other components that enrich the experience for both students and clients. Before each meeting, there is a half-hour informal gathering (including snacks) that gives clients the opportunity to network with each other and the students. The course in-

Table 1

LEAP Student Learning Goals and Experiential Activities

Week	What students do	What students learn
1 and 2: Introduction to individual assessment	<ul style="list-style-type: none"> Understand the rationale, process and components of individual assessments. Practice active listening skills. Review job analysis and construction of competency models. 	<p>Identify the KSAs involved in conducting individual assessments.</p> <p>How to use reflective and active listening skills.</p> <p>Students practice by learning the key components through theories, articles, and power point presentations.</p> <p>Then students practice using these skills with peers through roleplays.</p> <p>Students learn how to be present, focused, and engaged with the client by using these skills.</p>
3: Design and conduct semistructured interviews	<ul style="list-style-type: none"> Gain knowledge on how to conduct semi-structured information gathering interviews Practice by interviewing peers Gather management and leadership information by asking relevant questions Tie the questions back to the competency model Receive developmental feedback on interview skills 	<p>interviews.</p> <p>How to gather information relevant to evaluating competencies.</p> <p>How to develop a strong foundation of relevant questions that help foster a productive conversation between client and student.</p> <p>How to apply active listening skills in semi-structured interviews.</p>
4: Conduct and analyze self-report assessments	<p>Complete the following assessments:</p> <p>Conflict Dynamic Profile</p> <p>16PF</p> <p>DiSC</p> <p>Interpret data from their own assessments to address competencies</p> <p>Practice delivering feedback with peers</p>	<p>How to analyze assessments and deliver the results in a professional manner.</p> <p>How to understand the data and be able to explain it to a client in a way that fosters insightful discussions around the client.</p> <p>How to tie in assessment data to the correct competencies.</p>
5: Other assessment strategies	<p>Introduction to experiential assessment strategies through participation in and discussion of in-basket exercise and experiential activity (planks).</p>	<p>How to use these types of activities to evaluate management and leadership skills</p>
6: Putting interviewing and assessment skills into practice	<p>Students meet with the liaisons from organizations participating in LEAP and have an opportunity to gather information about organizational culture, leadership challenges, and leadership competencies.</p>	<p>How to gather relevant information and develop a dialogue about organizational challenges.</p> <p>How to practice interviewing skills and gain insight while developing relationships with client organizations.</p> <p>How to access information to better understand the organizational culture.</p>
7: Preparing for LEAP	<p>Review the competency model, the needs assessment, and share insights on each organization.</p> <p>Use all the data collected from interviewing, assessments, and experiential activities and write a client report.</p> <p>Orientation for LEAP meeting: logistics, set up, expectations, and procedures.</p>	<p>How to look at a needs assessment and make strong interpretations to better understand the culture of each organization.</p> <p>How to write up a professional client report using collected data. Seeing sample reports helps determine how students can better prepare and gather information.</p> <p>How to understand the details, logistics, and process of setting up each LEAP meeting. How to have a visual layout of the meeting flow and reviewing meetings agenda.</p>
8: LEAP meeting 1	<p>Students conduct first meeting with clients</p>	<p>How to apply interviewing skills learned in class.</p> <p>How to develop a strong dialogue with the client and gather information that relates back to the competencies.</p> <p>How to gather the initial data to start writing the background info for the client report.</p>
9: One-on-one supervision meeting	<p>Students have one-on-one meeting with both course instructor and LEAP Director to review client's assessments and meeting one. The meeting helps student create a plan to approach the second meeting and guide them to write up the first part of the client report.</p>	<p>How to analyze the client data.</p> <p>How to make interpretations and tie in the data to competencies.</p> <p>How to develop a plan and agenda for meeting two.</p>
10: LEAP meeting 2	<p>Students meet with their client and have a second opportunity to address guided questions to help</p>	<p>How to practice interviewing skills.</p>

structor then begins the meeting with a 15–20 minute educational PowerPoint presentation and discussion that introduces participants to topics appropriate for the particular meeting: leadership assessment and development, the assessment instruments, giving and receiving feedback, and tips for successful implementation of development plans. Each meeting includes at least a brief experiential leadership/team-building exercise, which provides its own educational opportunity.

One of the advantages of the group meetings is that the course instructor gets to personally know all of the LEAP clients. This interaction enables the course instructor to be more effective as a supervisor, to tactfully step in if unforeseen challenges arise, and to provide a more controlled environment for student–client interactions. Because this course is required, at least some students are far out of their comfort zone, so the close involvement of the course instructor enables them to receive a lot of support and guidance along the way.

A second advantage of the LEAP structure is that it provides students with a broader leadership development context for the individual assessment experience. They are introduced to the LEAP leadership competency model (see [Table 3](#); *[Editor’s Note: A reviewer suggested that a number of materials from the course be made available to readers outside the framework of the*

article; the authors were kind enough to consent, so Tables 2–5 are presented as direct downloads from their website, where they are available for download or viewing as .pdf files.]) as a framework for the assessment. This model was developed by the doctoral students and course instructor early in the course’s evolution, based on interviews with managers from five social service agencies who provide clients for LEAP. Students also have the experience of seeing how the assessment data provides the basis for leadership development plans and action steps.

Challenges of Teaching Individual Assessment Courses

Several factors contributed to the inclusion of an experiential component in this introductory course. Ironically, it is because this competency is rather distinct from the standard training of I-O psychologists that the course instructor felt that only by actually conducting assessments could students really get a glimpse of the responsibilities, tasks, and accountability of engaging and delivering assessment services to an individual client. The course instructor was also invested in service learning models of education, experienced in conducting individual assessments, and comfortable with the clinical models of supervision that provide novice students with the necessary support to insure that LEAP clients receive professional quality deliverables. There are a number of challenges inher-

ent in designing and implementing this type of course that we have had to identify and address in order to create a successful experience for both students and LEAP clients. We describe these challenges in the following sections.

Ethical challenges. Although including all of the components of an individual assessment process, a developmentally focused framework minimizes the ethical concerns that would accompany selection or promotion individual assessment scenarios. Consistent with a service-learning model (Bringle & Hatcher, 1995), the project is structured so that students and LEAP clients benefit equally. Managers/executives of social-service agencies learn about their leadership skills through an individually oriented assessment process that most likely would otherwise not be available to them.

The following steps are taken to minimize ethical concerns:

- a. Assessment information is only shared with the manager. No information is provided to the agency, the participant's boss, and so forth.
- b. LEAP participants are clearly informed about the assessment and the assessors ([Table 2](#) presents initial information they receive; more detail is available in [Table 4](#)). Pre-LEAP phone interviews and check-ins with the participants ensure that they understand the program, iden-

tify their own personal goals for participation, and can be comfortable reporting concerns if they arise.

c. Students sign strict confidentiality agreements at the beginning of the course.

Pragmatic challenges. There are pragmatic challenges to offering LEAP as part of this course. As LEAP has evolved, recruiting participants, organizing materials, and so on require significant attention. For the last 2 years, the school has funded a postdoctoral fellow, one of whose responsibilities is serving as director of LEAP. The postdoctoral fellow recruits clients and conducts the initial phone interview, facilitates the experiential team-building exercises, participates in the individual supervision meetings, and maintains contact with clients throughout the program.

An additional challenge is funding LEAP. Although costs are minimal, the costs of the self-report instruments, materials, and food total about \$175.00 per participant. These costs have been covered by participating agencies, grants, and departmental funds. However, we have also been experimenting with a social entrepreneurial model to financially support the program.

Philosophical challenges. One reason why offering individual assessment training in an I-O doctoral program is challenging may well be that the skills fall between

clinical and I-O. Doverspike's (2011) observations about how ill-prepared I-O students often are in the foundational skills involved in individual assessment illustrate the extent to which this competency lacks alignment with the standard training of I-O psychologists. In addition, both I-O faculty and doctoral students themselves may be quite skeptical of a professional activity that seems less directly tied to the empirical information gathering and data analysis methodologies in which they have been trained.

Practitioners of individual assessment are skilled in conducting semistructured interviews that can indirectly gather information about the individual's personality and cognitive processing styles and coping strategies; they are skilled in analyzing and integrating data from a variety of assessment strategies (including self-report instruments, experiential exercises, interviews, and observational data), which may not always appear to coincide in their results; they need to be skilled in writing reports that provide this information in a consumer-friendly manner, whether that consumer is the client or an organization. These skills are more closely identified with the KSAs of clinical psychology, even though specific components of individual assessment (e.g., job modeling and organizational analysis) fall more directly within training in I-O. Individual assessment also involves a comfort level with individual clients and with the type of hypothesis

building and validation about a specific individual that is much more aligned with clinical psychology. Providing this training thus requires faculty who are comfortable introducing "softer skills" in an I-O doctoral program and who are skilled in providing appropriate supervision.

Concluding Discussion

Our experience suggests that the inclusion of an experiential component provides I-O students with a direct, realistic, and meaningful experience of individual assessment within a structure offering sufficiently close supervision to ensure that both their educational needs and consumers' expectations are met. Formal data gathering on the impact of LEAP on clients' leadership development is in the early stages (see [Table 5](#)). However, the preliminary evidence from both students and clients suggests that the combination of didactic coursework and an experiential, service-learning project provides a powerful learning experience for both groups (Peagram, Newton, Rumpel, & Carroll, 2013). Service learning provides a model for addressing the challenges involved in training doctoral students in individual assessment. Integrating the experience into a course structure makes it a manageable, if demanding, project for an instructor to oversee and supervise, with a reasonable class size (12 students).

Although students who have completed the course are far from possessing an independent level of professional expertise, they have received a meaningful introduction to the relevant skills. Participation in an actual assessment experience instills in them a deeper, more direct understanding of the challenges and value of this endeavor. One of the most interesting observations is that some very “I” identified students who would never have considered investigating individual assessment are quite surprised to discover that they both enjoy and successfully conduct the assessments. Students often find their work with individual clients a much more compelling source of both accountability and gratification than they had anticipated.

Such a course can provide students with a first, although significant, step towards gaining the individual assessment skills that prepare them for a supervised internship, postdoctoral fellowship, or even entry-level position in individual assessment. It can spark their interest in a specialization they might not otherwise have considered. At the very least, it makes them informed professionals about an important I-O competency. Finally, some of the individual assessment skills (establishing collaborative individual relationships, applying valid and reliable group data to individuals, providing oral and written assessment

feedback) are relevant to a wide variety of applied I-O practice areas.

Additional Resources

More detail about LEAP can be found at The Chicago School of Professional Psychology’s website. Downloadable versions of all the tables presented with this article are available at <http://www.leapforbusiness.com/leap>.

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Do We Need All These Words? The Need for New Publishing Norms in I-O Psychology

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Take a minute to look at an article published in *Journal of Applied Psychology* or *Personnel Psychology* 50 years ago. Compare it to what is published in those journals today. You will notice an exponential increase in the length of articles. Certainly, the analyses conducted in today's articles are generally more sophisticated, and the cumulative knowledge-base in I-O is greater. But does that justify the increase in length? Are longer articles a sign of scientific maturity? Are they appropriate in the age of new media?

Short reports of empirical research are an indication that a science has matured (Park, 2009; Taylor, 2009), and shorter articles garner scientific influence more efficiently than standard articles (Haslam, 2010). Although articles throughout the sciences have moved to shorter and more accessible formats, management journals have gone in the other direction. The editors of *Academy of Management Journal* recently commented:

Submissions may have inadequate scope because authors are under the mistaken impression that *AMJ* still publishes "research notes." It does not, and in fact rarely publishes any article that is significantly shorter than the 40 pages" (Colquitt & George, 2011, p. 434).

Research in I-O has been ongoing for over 100 years. The *Journal of Applied Psychology* will be 100 years old in 2017. *Personnel Psychology* is 65 years old. I believe the field has enough shared assumptions that encyclopaedic introductions, methods, and discussion sections have become an anachronism in the world of online access.

The success of the Association for Psychological Science (APS) journal *Psychological Science* has shown that publishing empirical research in psychology can become quicker and leaner by publishing shorter and more accessible articles. The new journal, *Social Psychological and Personality Science*, is a collaboration of scholarly associations and bills itself as a unique short reports journal in social and personality psychology. As the former Publications officer for SIOP, I have seen a demand for a similar journal in I-O psychology.

There seems to be an illusion of a crowded field of I-O journals. Some of the journals that were formerly homes for the work of I-O psychologists, however, have become increasingly dominated by research focused on strategy and policy issues, to the neglect of behavioral and psychological issues (see Ryan & Ford, 2010). I-O psychology needs a journal that focuses on basic empirical research on people at work.

I-O psychological research provides the science behind the behavior and well-being of people at work. In addition, it

provides the scientific foundation for human resource practice (Cohen, 2008). As such, it must get the best science out to the relevant community quickly.

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Guest Editorial



Searching for Capitalism

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A recent spate of curiosity compelled me to search the archives of *Industrial and Organizational Psychology: Perspectives on Science and Practice* using one keyword: “capitalism.” Delivering no results, I then tried “capitalist.” Nothing. Searching the archives of *The Industrial Organizational Psychologist* proved more challenging, but not in the least more fruitful. The one aggregate search engine I gained access to—EBSCO—delivered no results.¹

Driving this curiosity was a suspicion by-now familiar to an older generation of organizational psychologists: namely, that we organizational psychologists take for granted—or at least do not fundamentally question—the broader socioeconomic milieu in which we work. Loren Baritz (1960) said it best over 50 years ago: “From the pioneers in industrial psychology to the sophisticated human-relations experts of the 1950s, almost all industrial social scientists have either backed away from the political and ethical implications of their work or have faced these considerations from the point of view of management” (p. 34).

Curiously, Baritz’s words have long-since been buried or forgotten among my generation of organizational psychologists. Born after the infamous “crisis years” of the 1970s in the social sciences and largely self-assured by our increasingly sophisticated science, we display little of the political savvy—not to mention revolutionary fervor—of our predecessors. And it is not just our contemporary socioeconomic milieu that we tend to ignore in our theorizing and research but also our own history. Anecdotally, my graduate training consisted of virtually no serious consideration of the historical and philosophical foundations

of organizational psychology. Compare this to our counterparts in clinical and counseling psychology for whom a course in “History and Systems of Psychology” remains a requirement (APA, 2013).

Such educational myopia baffles me. Even if capitalism were man’s most wondrous achievement or a self-evident fact of human nature, we still could not rule out its influence on our lives as organizational psychologists and, more importantly, the lives of those we purport to understand and help. And yet, for some reason or another, uttering the “c” word has remained taboo, and puzzlingly so, because it is hard to deny that society remains ordered (or otherwise) by an impersonal market economy, competition between individuals and companies, and the accumulation of material resources. It is also hard to deny the cycles of production and consumption that lie at the center of our lives or the reality of wage-labor forced upon the large majority of us, first as a form of survival and later as a measure of our status and self-worth.

It is my hope that tomorrow’s organizational psychologists, insofar as they remain dedicated to understanding and alleviating the contemporary problems of organizing, also dedicate themselves to incorporating the features of capitalism intertwined with and contributing to these problems. Granted this may require a new type of knowledge and a new set of skills—perhaps, even, a new

and more politically engaged type of organizational psychologist—but we should neither be discouraged nor intimidated. Putting capitalism in question, *pace* Joseph McCarthy, is no longer “un-American”; in fact, it’s arguably now mainstream. For those of you who missed it, “Capitalism in Question” was this past summer’s Academy of Management Conference theme.²

Meanwhile, let us hope that searching for capitalism in SIOP’s flagship publications eventually returns more than just this commentary.

Notes

¹ Interestingly, not long after these searches were conducted, *TIP* published a paper (Lefkowitz, 2013) that mentioned capitalism—but one paper might well be viewed as “the exception that proves the rule.”

² The benefits—and challenges—of putting capitalism in question for I-O psychology will be expanded upon in a future piece.

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Jeffrey M. Cucina
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The History Holiday Special: An I-O Psychologist in the *Miracle on 34th Street*?

Jeffrey M. Cucina

U.S. Customs and Border Protection

Invited article for History Corner section of the January 2014 issue of *The Industrial-Organizational Psychologist*.

Note. The views expressed in this paper are those of the author and do not necessarily reflect the views of U.S. Customs and Border Protection or the U.S. Federal Government. The author would like to thank Kevin Byle, Chihwei Su, **Megan Leasher**, and **Susan Reilly** for their valuable comments and suggestions on this paper.

The holiday season is currently winding down, and no doubt many SIOP members have enjoyed department and office parties with colleagues, spending time with family, exchanging gifts, and watching classic holiday movies and television shows. One holiday movie, *Miracle on 34th Street* (Davies, Seaton, & Perlberg, 1947) appears to have the only fictional portrayal of an I-O psychologist in a movie.¹ In this movie, Kris Kringle (played by Edmund Gwenn) is hired by Doris Walker (played by Maureen O'Hara) to replace an intoxicated Santa Claus in the Macy's Thanksgiving Day Parade. After receiving rave reviews from customers and R. H. Macy (the store's owner, played by Harry Antrim), Kringle is hired to work as Santa Claus in the famous Macy's on 34th Street in New York City (Figure 1). Walker becomes suspicious of Kringle's mental health after he insists that he truly is Santa Claus and lists eight reindeer as next of kin in his personnel forms. Worried that Kringle might "have a sudden fit," Walker and her coworker, Julian Shellhammer (played by Philip Tonge) decide to "have Mr. Sawyer talk to him" because "he's a psychologist" and was hired "to examine employees."



Figure 1. This is a photograph (taken by the author) of the historic Macy's department store in Manhattan, New York, NY. Portions of the 1947 *Miracle on 34th Street* movie were filmed within the store.

Granville Sawyer (played by Porter Hall) verbally administers an examination consisting of general knowledge questions (e.g., the number of days in a week), arithmetic, and muscle coordination. Throughout the examination, Sawyer appears nervous and Kringle asks Sawyer about Sawyer's own "nervous habits" and if he is "happy at home." After the examination, Sawyer recommends that Macy's fire Kringle and have him "placed in a mental institution."

Later in the movie, it is revealed that Sawyer has started conducting free therapy sessions for a 17-year old Macy's employee Alfred (played by Alvin Greenman) who enjoys dressing up as Santa Claus to entertain children at the local YMCA. Kringle confronts Sawyer about

his qualifications for conducting therapy. During the confrontation, Kringle states "Your job here, I understand, is to give intelligence tests." Eventually, Kringle is placed into the psychiatric ward of Bellevue Hospital and his case (for psychiatric commitment) is brought before a court. Kringle winds up winning the commitment hearing and Sawyer is fired by R. H. Macy, who says "Psychologist!? Where did you graduate from, a correspondence school?...You're fired."

The 1947 version of the film highlights some issues for psychologists that are still relevant today. For example, the psychologist was practicing outside of his area of expertise, which would be a violation of the current APA (2003a, Standard 2.01[a]) Ethical Principles, al-

though the movie predated the first ethics code, which was published in 1953 (APA, 2003b; APA, 1953). In addition, the psychologist was portrayed in a negative light throughout the film, which is consistent with other films up to this day (see Cannon, 2008; Niemiec & Wedding, 2006; Orchowski, Spickard, & McNamara, 2006 for examples). In fact, Division 46 of APA has created a “Media Watch Committee,” which aims to advise movie and television industry on how to depict psychologists as “competent and ethical without sacrificing dramatic impact” (Heitner & Schultz, 2004; Sleek, 1998).

Another issue is the relative lack of knowledge among members of the media and the general public on the roles and training for clinical versus I-O psychologists. More modern articles in *TIP* (Gasser et al., 1998; Gasser, Bulter, Waddilove, & Tan, 2004) and Ryan’s (2003) SIOP presidential address are evidence that this is an issue we still grapple with today. However, Jamieson (2011) notes that recent depictions of clinical psychologists on TV are not entirely accurate either. Thus, it appears that the grass may not be greener on the other (i.e., clinical) side of the fence in terms of nonpsychologists’ ideas about the work that psychologists do.

Other Adaptations

There are a number of adaptations of the 1947 movie. The first was a book by Davies (1947) that describes Sawyer as “Macy’s expert on vocational guidance and psychology” (p. 32). In 1947 and 1948, the movie was adapted into two live radio programs (Davies, Seaton, & Cummings, 1947; Davies, Seaton, & Keighley, 1948), with much of the same script as the movie. The radio programs were part of the *Lux Radio Theatre* series and featured some of the same stars that were in the movie. Interestingly, Sawyer was not depicted as a psychologist in these adaptations; instead Shellhammer introduces him as someone who works “in personnel” and is “paid to examine employees.” None of the other characters refer to him as a psychologist.

Another remake was done on live television in 1955 (Davies, Seaton, Monks, & Stevenson, 1955) and was simulcast on radio as part of the *Lux Radio Theatre* series (Gargiulo, 2002). Sawyer is depicted as a “psychologist” and the credits list his character as “Dr. Sawyer” although the name “Mr. Sawyer” was spoken throughout the movie. During the movie, Sawyer gives a rather professorial talk, entitled “Exploding the Myth of Santa Claus,” to an audience.

Another live television adaptation was made in 1959 (Davies, et al.) and osten-

sibly went missing for many years (IMDB, n.d.). In those days, NBC's east coast stations would televise live broadcasts of shows, well before primetime on the west coast. To resolve this time-zone issue, NBC recorded the live broadcasts using an archaic contraption called a kinescope and later played the recording to the west coast (Abramson, 2003). In 1986, NBC donated its kinescope recordings to the Library of Congress (2010), and I was able to view a digital copy of the adaptation there. In this version, Sawyer (played by Orson Bean) takes on both an "I" (e.g., testing) and "O" role (e.g., job satisfaction) at Macy's as he states that he "was hired to find out what bothers our people, what makes them unhappy, makes them un-Macy-like."

I was unable to track down copies of the 1973 remake of the movie (Davies, Seaton, & Cook, 1973) and the 1963 Broadway musical, (Davies, Willson, & Seaton, 1963) so I must rely on secondary citations for Sawyer's portrayal in these two adaptations: Erickson (n.d., see also Thompson, 1973) reports that the 1973 film depicted Sawyer as a psychiatrist (Erickson states that this is a "somewhat anachronistic...plot device"), and the Broadway musical reportedly portrayed "Dr. Sawyer" as a psychologist (*The Guide to Musical Theatre*, n.d.). Macy's declined to allow its name to be used in the most recent adaptation of the movie (Davies, Seaton, Hughes, & Mayfield, 1994; also see the related book by Singer, 1994);

Sawyer's role in the story was also removed as the producer/director indicated that "We felt it would be better if we made it an external threat to the store" (p. D21, Elliott, 1994). The external threat comes from a competitor to the department store that conspires with the (now fired) intoxicated Santa Claus.

Macy's also presents puppet-show adaptations of the movie in its department store on 34th Street (Davies, Schermerhorn, Whatley, & Coppola, 2008; Examiner, 2010; Macy's, 2011). In an amateur -recording of the puppet show, Sawyer is depicted as a "personnel" employee and "retail executive" not as a psychologist. Finally, a number of amateur groups perform *Miracle on 34th Street* as either a musical or play; Sawyer's role varies in these performances.

Did an I-O Psychologist Actually Work at Macy's?

The 1947 version of the movie was released when I-O psychology was still in its infancy; SIOP was only two years old at the time. Prior to 1945, the major professional organization for the field was Section D (Industrial and Business) of the American Association of Applied Psychology (AAAP), which eventually merged into APA as Division 14 in 1945 (Koppes, n.d.). At the 1947 APA meeting, only 130 psychologists were identified as members of SIOP (compared to 7,136 members² today).

It turns out that Macy's (then known as R. H. Macy & Co., Inc.) does indeed have a long I-O psychology history. Some of the early history does include a clinical aspect, including the employment of a psychiatrist, Victor V. Anderson, M.D., as the director of Medical Research for Macy's from 1924 to c. 1931 (Angus, 1960). Anderson's (1929) efforts are detailed in his book, *Psychiatry in Industry*, in which he recommends that personnel offices employ a psychiatrist, a psychologist, and a social worker. He discusses topics such as employment testing, job analysis, and validation. In one section he describes the "Testing Service" of Macy's Employment Office, which consists of "a psychologist in charge," three clerical employees, and a testing room that accommodates 35 applicants (p. 298). There are numerous references to intelligence testing and examining for mental illnesses throughout his book. In its review, the *Journal of Applied Psychology* (1929) notes that Anderson clearly stresses the "clinical and psychiatric approach" and that he oscillates between "belittle[ing] tests" and "welcome [ing] them." (pp. 418, 419). Nevertheless, Anderson's work at Macy's was influential. In his autobiography, SIOP Past President Carroll Shartle (n.d.) mentions visiting Anderson's program at Macy's.

In addition to employing a psychiatrist, Macy's also employed psychologists (as noted by Koppes, 2003 and Koppes & Pickrin, 2007). Early feminist and psychologist Lorine Pruette worked at

Macy's in the 1920s (Ogilvie & Harvey, 2000; Rutherford, n.d.), although there is scant information available on her career at the store. Another Macy's psychologist, Elsie Bregman, was credited with creating the first testing program for sales staff in department stores during her tenure at Macy's from 1919 to 1921 (*New York Times*, 1969). After working for Macy's, Bregman (1921) published a report on her applied research at Macy's in the *Journal of Applied Psychology* and a more detailed monograph a year later (Bregman, 1922). Both publications mention the use of tests for "intelligence" at Macy's, and she was a coauthor of a book entitled *The Measurement of Intelligence* (Thorndike, Bregman, Cobb, & Woodyard, 1926). Bregman (1921) also mentions that she was hired into her position to "experiment with vocational tests" (1921, p. 127). Thus, the notion that Macy's hired a psychologist to work on intelligence testing (which was Sawyer's role in *Miracle on 34th Street*) appears to be quite accurate. In contrast to the movie, Bregman (1921) states that operational testing of job applicants was done by a clerical employee under her direction, not by a psychologist.³

In her publication, Bregman (1921) details results from criterion-related validation studies and discusses her work conducting job analyses using the job-trypout method. One of the most striking aspects of her papers is that she refers

to issues that I-O psychologists still grapple with today, including “dispel[ing] prevalent bugaboos about the nature of mental tests” (1921, p. 129; see O’Boyle & McDaniel, 2008, for a modern discussion of this topic), leniency errors in supervisory ratings (1921, p. 133; see Pulkos & O’Leary, 2011 for a modern discussion), applicant reactions/face validity (1921, p. 143, see McCarthy et al., 2013, for a modern discussion), and the validity of general versus specific abilities (1922, see Brown, Le, & Schmidt, 2006, for a modern discussion). Some aspects of her paper are nearly identical to current practices (e.g., the use of correlation and regression) and others (e.g., the use of hand-drawn graphs as shown in Figure 2) are now antiquated.

It might seem surprising that a department store would employ a psychologist and a psychiatrist. Although I-O psychology was very small at the time, Macy’s appears large enough to support an I-O psychology presence. In the 1920s, the Macy’s on 34th Street was the world’s largest store and the company employed 7,500 permanent employees, often hiring an additional 2,500 for the holiday season (Grippio, 2009). Macy’s was clearly not a small mom-and-pop corner store at the time. Grippio notes that Macy’s “enjoyed a solid stream of job applicants” (p. 101), so it seems reasonable that the company would be interested in using the products and services of an I-O psychologist (e.g., selection system design).

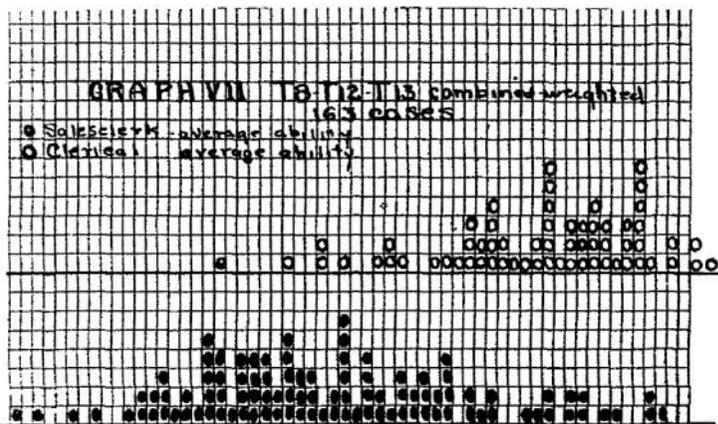


Figure 2. In this hand-drawn graph from Bregman’s (1921) article, the use of a cognitive ability test for placement of applicants into clerical and sales positions is detailed. Note that the histogram and the writing are hand-drawn on graph paper. (Reprinted with permission from the publisher, APA.)

It is likely that Macy’s still used employment tests around the time that *Miracle on 34th Street* was released. Loes (1949) mentioned that Macy’s administered aptitude tests to applicants for cashier-wrapper positions. The tests measured speed and accuracy, manual dexterity, and color vision (e.g., tests for color blindness). A manual search of APA’s (Wolfe, 1948)

membership directory revealed that an APA Associate Member Patricia Jackson, was working at Macy's when the movie was released. According to her biography in the directory, she began serving as the director of Psychological Testing at Macy's in New York starting in 1941. She listed her areas of expertise as test construction and validation and selection and placement for retail employees and executives. As an aside, Macy's competitor in the movie (the now defunct Gimbel Brothers department store) also employed an APA associate member in Philadelphia, Isabelle Fife, who listed test development and validation in her biography (Wolfe, 1948).

Macy's also employed Lillian Gilbreth (see Figure 3) who is credited with writing the first I-O psychology dissertation (Gilbreth, 1914) and received her PhD in 1915 from Brown University (Koppes, 1997; Koppes, Landy, & Perkins, 1993; Landy, 1994; Perloff & Naman, 1996). In the true-life movie, *Belles on Their Toes*, Gilbreth is shown teaching a training class that included two attendees from

“the biggest department store in New York,” which ostensibly is Macy's (Levin, Ephron, Ephron, Gilbreth, & Gilbreth Carey, 1952). In addition, psychologist John B. Watson spent two summer months in 1921 working at Macy's after resigning his professorship at the Johns Hopkins University in 1920 (Larson, 1979). Watson later gave a presentation in 1922 to a class of graduates from a Macy's executive training program (DiClemente & Hantula, 2000). According to an article in *TIP* (1981), SIOP member Mildred “Kitty” Katzell served as a “supervisor of employment testing at Macy's in NY” at some point in time prior to 1976 (p. 2). In addition, an obituary for I-O psychologist Walter V. Clarke indicated that he was in charge of Macy's employee test division during the 1930s (Walter V. Clarke Associates, 1978). Clarke published a number of articles in the *Journal of Applied Psychology* in the 1950s and 1960s and developed an early I-O personality test, the Activity Vector Analysis (Clarke, 1948). Today, Macy's still employs an I-O psychologist; SIOP member Megan Leasher “oversees talent assessment and measurement programs” (Leasher, personal communication October 28, 2013) and contributes to I-O research (Leasher, 2011, 2012, 2013). As for Santa Claus, Stetz (2012) recently reported that he still has not yet “employed or consulted with an I-O psychologist” (p. 37).



Figure 3. In addition to writing the first I-O psychology dissertation, it also appears that Lillian Gilbreth is also the only psychologist to be featured on a postage stamp (Koppes, 1999).

This stamp, issued on February 24, 1984 by the U.S. Postal Service (2003), includes her portrait.

¹In a review, Cannon (2008) notes that the most common psychology specialties shown in films are clinical and forensic, followed by occasional portrayals of child and school psychologists. Cannon made no mention of any portrayals of I-O psychologists. Searches of the Internet Movie Database (IMDB), Netflix, and Google failed to identify any other fictional English-language movies that depicted an I-O psychologist. Occasionally, some of my colleagues have opined that the two Bobs in the movie *Office Space* are fellow I-O psychologists; however, neither of them was referred to as a psychologist in the movie. In addition, *Exam* (Hazeldine & Unwin, 2009), a British movie, involves a group of job applicants taking a rather warped employment examination. One of the characters, “Dark” (played by Adar Beck), is an internal applicant from Human Resources who states that she is a psychologist. However, in one scene she displays an encyclopedic knowledge of the DSM criteria for narcissism, which suggests that she is clinical psychologist not an I-O psychologist. In the 1950s, there were two nonfictional movies based on the true life of Lillian Gilbreth who, as mentioned later in this article, was an I-O psychologist. Told from the perspective of her children, the movies mainly focus on her family life as the mother of 12 children. However, they depict her pioneering time-motion studies.

²Current membership numbers courtesy of the SIOP Administrative Office (as of December 10, 2013).

³The biography for the psychologist (Patricia Jackson, who is mentioned later in this article) employed at Macy’s at the time of the release of the film makes a similar statement, indicating that Jackson was responsible for the “general direction and supervision” of the testing.

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The Leading Edge Consortium: Realigning for Future Success

The Leading Edge Conference (LEC) was initiated by SIOP in 2005 and has been held every year for the last 9 years. In the early years the LEC was considered a major success by SIOP members, but in recent years there has been declining attendance and revenue losses. In 2012, a special LEC Advisory Group made recommendations on how to get the LEC back on a successful track, and those recommendations were implemented in 2013 with significant results. We provide a review of the LEC over the years, the ups and downs of the conference, the Advisory Group recommendations, and the future outlook for the LEC.

2005 Leading Edge Consortium: Getting Launched

On a warm Spring night in 2005, on the inviting St. Paul patio of the home of **Marv Dunnette** and **Leaetta Hough**, and overlooked by a six-foot Dancing Snoopy sculpture, Leaetta and Rob Silzer discussed professional issues in SIOP. Leaetta had just been elected SIOP president-elect and wanted to pursue ways that SIOP could provide more support to I-O practitioners. Among the many ideas discussed, Rob suggested that SIOP sponsor a short conference focused on a single I-O practice topic that would attract and engage senior, seasoned I-O practitioners and help move the field forward. As a result the Leading Edge Consortium was born, and Leaetta soon gained the support of the SIOP Executive Board to sponsor the first LEC in St. Louis during October, 2005.

In late Spring, 2005, with only 4 months left to plan and organize the October LEC, three LEC chairpersons were appointed: Rob Silzer, Leaetta Hough, and **David Campbell**, along with Dave Nershi, the new SIOP executive

director. The topic of “Executive Talent” was selected (with input from others), and the St. Louis location and hotel were identified. There was an intense scramble by the chairs and Dave Nershi that summer to operationalize the LEC concept, construct the program, solicit influential speakers, communicate and market the conference, influence SIOP members to attend, register participants, and manage the hotel and conference logistics. Everything was done from scratch and the four key players were very actively engaged in making hundreds of decisions. Dave Nershi and the SIOP Administrative Staff provided immense help in getting the LEC launched.

The original LEC objectives were:

- To address a leading issue in our field that focuses on psychological variables
- To bridge and integrate the practice and the science of the issue
- To move the field forward in both practice and science
- To engage seasoned I-O psychologists
- To provide visibility and discrimination for the profession of I-O psychology and build a stronger reputation in the business and academic worlds
- To connect with organizational and human resources professionals
- To build a practice/ research consortium for future research / benchmarking efforts

The 2005 LEC was held at the Westin Hotel in St. Louis, and was titled “Leadership at the Top: The Selection, Globalization and Ethics of Executive Talent.” The goal was to explore the practice and science associated with organizational executive leaders during sessions on executive selection, effectiveness, development, globalization, ethics, and talent management integration. An explicit effort was made to design a different type of conference that was more focused and more intimate than the annual SIOP conference. Unique features were added like focused talks and panels, a packed fast-paced 1½ day agenda, invited high profile speakers, networking breaks and dinners, smaller boutique hotel sites, full speaker slide decks provided to registrants, and a follow up DVD made available of the conference. The intention was to provide a more personal experience for attendees and to focus on a single critical I-O topic.

A total of **184** people registered for the 2005 conference on Executive Talent with **163** full fee registrants (and **21** complimentary registrations for chairs and speakers). The conference also brought in **\$13,000** in net revenues for SIOP and received rave reviews from both participants and speakers. The program topic, the program content and the program speakers were all highly rated (with average ratings of 4.8, 4.4, and 4.7 respec-

tively on a five-point scale). A typical participant comment was “the right topic, by the right people, in the right venue, in the right city, and coordinated in exactly the right way—thank you co-chairs!” By all outcome measures (attendance, revenue, evaluation ratings and comments), the first LEC was a major success and the Leading Edge Consortium was off to a terrific start.

2006–2013: Ups and Downs for the LEC

The Leading Edge Consortium has now been held for 9 continuous years in various cities in the South (5), Midwest (3), and West (1), usually in October of each year. The various LEC topics, locations and chairpersons can be found in Table 1. Typically it has been held in medium-sized cities such as Louisville, Kansas City, Tampa, and Richmond, and until 2012 the most recent SIOP past-president automatically became the LEC general chair (both of these policies have now been changed). The additional chairs for each LEC were usually selected because of their expertise and knowledge in the topic area and usually designated as the practice chair or the science chair. Dave Nershi was a critical member of each LEC team. The LEC topic was often identified

based on the input of a small select group of active SIOP members but sometimes left to the discretion of a SIOP president.

2006 LEC

For the 2006 LEC on Talent Management a total of **230** people were registered with **199** full fee registrants (and **31** complimentary registrations for chairs and speakers). The conference also brought in **\$46,000** in net revenues for SIOP (still an LEC record) and received very strong reviews from partici-

Table 1

LEC Topics, Locations and Chairs (2005 – 2013)

Year	Topic	Location	Chairs*
2005	Selection, Globalization, and Ethics of Executive Talent	St. Louis, MO	Leaetta Hough Rob Silzer David Campbell
2006	Talent Attraction, Development, and Retention	Charlotte, NC	Fritz Drasgow Ben Dowell Cindy McCauley
2007	Enabling Innovation in Organizations	Kansas City, KS	Leaetta Hough Michael Frese Bill Mobley
2008	Executive Coaching for Effective Performance: Leading Edge Practice and Research	Cincinnati, OH	Jeff McHenry Doug McKenna Gina Hernandez-Broome Lisa Boyce Anna Marie Valerio Mariangela Battista
2009	Leading Edge of Selection & Assessment in a Global Setting	Denver, CO	Lois Lois Tetrick Tanya Delany Ann Marie Ryan
2010	Developing and Enhancing High-Performance Teams	Tampa, FL	Gary Latham Deb Cohen Scott Tannenbaum
2011	The Virtual Workforce: Designing, Leading, and Optimizing	Louisville, KY	Kurt Kraiger Andrea Goldberg Lori Foster Thompson Allen Kraut
2012	Environmental Sustainability at Work: Advancing Research, Enhancing Practice	New Orleans, LA	Sara Weiner Stephan Dilchert Deniz Ones Mark Schmit
2013	Building Future Leaders: Innovations and Trends in Talent Management	Richmond, VA	Jeff McHenry Michelle Donovan David Oliver Chris Rotolo

* Dave Nershi and the SIOP staff were critical members of every LEC team.

pants. The program topic, the program content, and the program speakers were all highly rated (average ratings of 4.8, 4.2, and 4.7 respectively on a five-point scale), which matched the high ratings from 2005. A typical comment was “met my expectations—which were set high after last year’s consortium!” The 2006 LEC was able to maintain the high program quality and evaluation ratings from 2005, but increased attendance by **22%** and significantly increased revenues by **253%** from 2005. Another major LEC success!

Attendance and Revenue

There were great expectations that the LEC would continue to be successful (measured by attendance, revenues, and evaluation ratings). Some participants particularly liked the smaller, personal size of the LEC and did not want it

to turn into another big annual SIOP conference. However, over the next 6 years (2007–2012) the LEC experienced very mixed success, with regularly declining attendance and significant revenue losses (see Figures 1 & 2).

In 5 of the next 6 years (2007–2012) the LEC attendance declined every year and there was a revenue loss every year. The clear exception was in 2008 (executive coaching), when the LEC noticeably increased registration from the year before and also had positive net revenue. The registration declines and revenue losses were particularly significant in 2011 (virtual workforce) and 2012 (environmental sustainability) when full fee registrations dropped to **56** and **34** registrants respectively, and when there were revenue losses of **-\$18,000** and **-\$15,000**. It should be noted that in 2012 live video connections were organized for 11 remote sites. This attracted another 103 remote

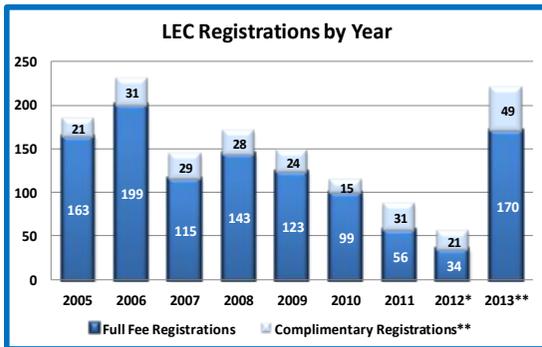


Figure 1. Full Fee and Complimentary Registrations by Year

* In 2012 there were an additional 103 registrants who attended the LEC remotely at drastically reduced fees.

** The complimentary unpaid registrants for 2013 included chairs, speakers, as well as HR Impact Award winners.

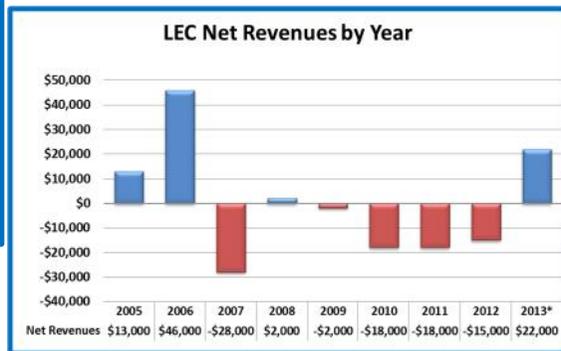


Figure 2. LEC Net Revenues by Year

*Preliminary estimate

location people (many were graduate students) but at drastically reduced fees, and it was not continued in 2013.

Also starting in 2005, a video DVD was produced to record each LEC and to generate additional revenues by selling them to the SIOP membership. This effort produced marginal revenues and was discontinued in 2010. Similarly there was an intermittent effort to publish an edited book based each LEC as part of the SIOP Professional Practice Series. Books were only produced in some years, and they had mixed success.

LEC attendance (full fee registrants) peaked in 2005 (executive talent), 2006 (talent management), and then again in 2013 (building leaders). The lowest registrations (full fee registrants) were in 2012 (environmental sustainability) and 2011 (virtual workforce). The revenues were highest in 2006 (talent management), 2013 (building leaders), and 2005 (executive talent). The steepest revenue losses were in 2007 (innovation), 2010 (high performance teams), 2011 (virtual workforce), and 2012 (environmental sustainability).

There were a total of **1,349** registrants for the nine LECs (which includes all complimentary registrants such as speakers and chairs, etc.). Participants were primarily associated with SIOP:

- Members (current and retired): **675** participants (50%)
- Fellows (current and retired) : **125** participants (9%)
- Associates: **124** participants (9%)
- International affiliates: **28** participants (2%)
- Students: **77** participants (6%)
- Nonmembers: **314** participants (23%)
- Other: **6** participants (0.4%)

Of the 952 participants (71% of total registrants) who were associated with SIOP membership (Members, Fellows, Associates and International affiliates, but not including students), **654** of these registrants (69%) self-identified as working in the private sector (in consulting and in organizations), **161** (17%) were working in the academic sector, and **27** (3%) were in the government sector. In addition, **314** of total registrants (**23%**) were nonmembers. Based on the observations of the first author and others who have attended multiple LECs, most of these participants are likely to be colleagues and HR professionals associated with I-O practitioners from consulting firms and business organizations.

It appears that the dominant groups of participants across all the LECs were I-O practitioners and their work colleagues from consulting firms and business organizations. It seems clear that I-O practitioners are the core registrant group and should be the primary target market for future LECs.

Evaluation Ratings.

In general evaluation ratings are high in most areas across the LECs, typically averaging 4.0+ on a five-point scale. There is some moderate variance in the evaluation ratings across the LECs (see Fig. 3–8).

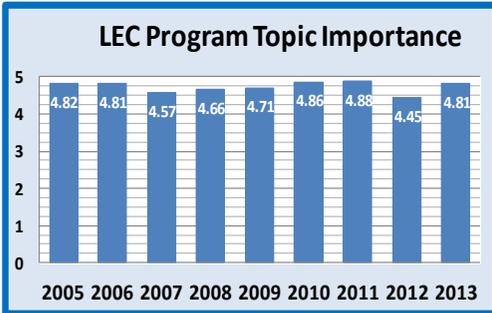


Figure 3. Ratings of the Importance of the Topic Chosen for the LEC (2005-2013)

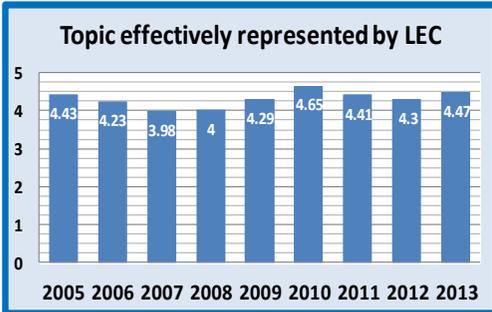


Figure 4. Evaluation Ratings on Topic Effectively Represented by LEC (2005-2013)



Figure 5. Ratings of Knowledge Level and Expertise of Speakers at LEC (2005-2013)

It should be noted that each of the LEC teams worked exceptionally hard to pull together and deliver a high quality conference. Each LEC takes a sustained 10-month effort to plan and organize, and

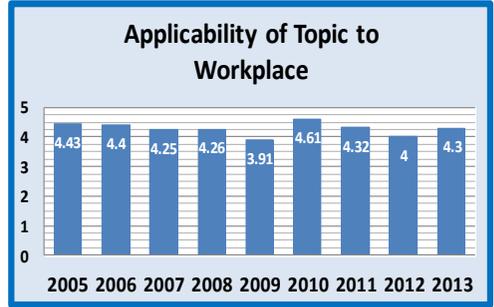


Figure 6. Evaluation Ratings on Applicability of Topic to Workplace (2005-2013)

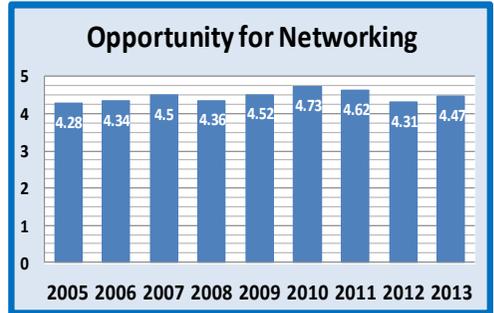


Figure 7. Evaluation Ratings on Opportunity for Networking (2005-2013)

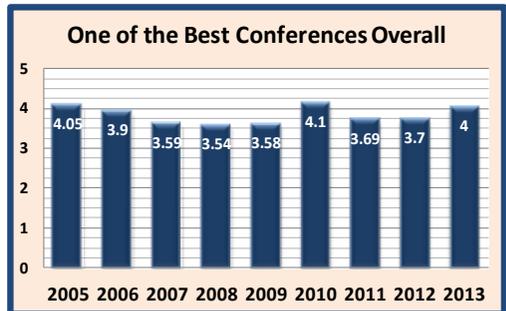


Figure 8. Attendees' Ratings of LEC as the Best Conference They Have Attended

requires a multitude of decisions related to program development, speaker recruiting, marketing and promotion, and conference logistics.

Although these data are presented as cross-LEC comparisons, it should be noted that registrants at any particular LEC may tend to provide fairly positive ratings because they have already been attracted to and committed to the topic, paid for airfares and hotel rooms, and sat through several days of presentations.

LEC program topic importance. Average ratings varied from 4.45 to 4.88. The evaluation results (Figure 3) show only minor rating variance across LECs. The highest rated topics, all rated similarly, were executive talent (2005), talent management (2006), high performance teams (2010), virtual workforce (2011), and building leaders (2013). The lowest rated topics were environmental sustainability (2012) and innovation (2007).

Topic effectively represented by LEC. Average ratings varied from 3.98 to 4.65 (see Figure 4). The highest rated LECs for “topic was effectively represented” were on high performance teams (2010), building leaders (2013), executive talent (2005), and virtual workforce (2011). The LECs with lowest ratings for “effective representation of the topic” were on innovation (2007) and executive coaching (2008).

Speaker knowledge and expertise. Average ratings varied from 4.30 to 4.84 (see Figure 5). The highest rated LECs for “speaker knowledge and expertise” were in 2010 (high performance teams), 2013 (building leaders), 2005 (executive talent), and 2011 (virtual workforce). The LECs with the lowest ratings for “speaker knowledge and expertise” were in 2007 (innovation) and 2012 (environmental sustainability).

Applicability of topic to workplace. Average ratings across LECs varied from 3.91 to 4.61 (see Figure 6). The highest rated LECs for “applicability of topic to workplace” were in 2010 (high performance teams), 2005 (executive talent), and 2006 (talent management). The LECs with the lowest ratings for “applicability of topic to workplace” were in 2007 (innovation) and 2012 (environmental sustainability).

Opportunity for networking. Average ratings across LECs varied from 4.28 to 4.73 (see Figure 7). The highest rated LECs for “opportunity for networking” in 2010 (high performance teams) and 2011 (virtual workforce). The LECs with the lowest ratings for networking opportunity were in 2005 (executive talent) and 2012 (environmental sustainability).

One of the best conferences overall. This evaluation question represents a summary overall evaluation of the LEC. Av-

erage ratings across LECs varied from 3.54 to 4.73, a much wider variance than for other evaluation areas (see Figure 8). The highest rated LECs for being “one of the best conferences overall” were in 2010 (high performance teams), 2005 (executive talent), 2013 (building leaders), and 2006 (talent management). The LECs with the lowest relative ratings for being “one of the best conferences overall” were in 2008 (executive coaching), 2009 (global selection and assessment), and 2007 (innovation).

Outcome metrics. There are a four key metrics that can be used for evaluating the success of the LEC:

- Number of full registration fee participants
- Net revenue income or loss for SIOF

- Evaluation ratings on specific evaluation questions
- Overall rating on “one of best conferences overall” question

In an effort to look at the LEC effectiveness more broadly across all years, the nine LECs were ranked ordered based on each of these four variables (using data presented above [see Table 2 for summary]).

The data in Table 2 is only a general estimate of how these nine LECs might compare. The rank orders do not give full justice to actual variation on each variable. As expected there is a noticeable relationship between number of full fee registrants and net revenue—the more registrants the higher the revenue. Similarly there is a relationship between

Table 2
Rank Orders of Outcome Metrics Across All Nine LECs (2005-2013)

Year	Topic	Rank order among LECs			Average rank***
		Attendance- full fee registrants	Average Revenue	“One of best evaluation conferences” rating	
2005	Executive Talent	3	3	2	2.75
2006	Talent Management	1	1	4	2.75
2007	Innovation	6	9*	7	7.5
2008	Executive Coaching	4	4	9	6
2009	Global Selection & Assessment	5	5*	8	6
2010	High-Performance Teams	7	7*	1	4
2011	Virtual Workforce	8	7*	6	5.75
2012	Environmental Sustainability	9	6*	5	7.25
2013	Building Leaders	2	2	3	2.5

*Revenue Loss

** Ranking based on the average rating across first five evaluation question ratings (see text)

*** Average of four rank orders in table across the nine LECs (for full fee attendance, revenue, average of five evaluation ratings, and “one of best conferences” rating)

the average evaluation rating (averaged across the five core evaluation questions) and the “one of the best conferences overall” rating.

Based on the average ranking across these four outcome measures (see Table 2), there are three LECs that have the highest averaged rank orders. Based on this analysis of outcomes the most successful LECs were:

- 2013: Building Leaders
- 2005: Executive Talent
- 2006: Talent Management

The 2013 LEC chairs should be applauded for delivering a highly successful LEC based on the Advisory Group recommendations. They brought the LEC back to life and demonstrated that an LEC could again successfully deliver on all four outcome measures. The other notable LEC was in 2012 (High Performing Teams), which gained the highest evaluation ratings across all the LECs but had lower attendance and a significant revenue loss.

LEC Location Ratings

The advantages and disadvantages of holding the LEC in various cities have been discussed in SIOP. Recently SIOP agreed to start holding the LEC in larger cities (starting in 2014), based on the reasoning that larger metropolitan areas would draw a greater number of local SIOP members and would allow more

direct air travel to reach. For example the 2014 LEC will be held in Chicago. Each LEC location was rated by the attendees at that LEC. The location ratings in order of ratings were:

- Tampa: 4.59
- Denver: 4.43
- Charlotte: 4.25
- Louisville: 4.15
- St Louis: 4.10
- Kansas City: 4.06
- Richmond: 3.89
- Cincinnati: 3.71
- New Orleans: 3.7

These ratings are probably influenced by several factors, such as the central location for reaching by airplane, the hotel facilities, the ease of attending networking dinners in the city, and the hotel and airfare costs, etc.

Reasons for LEC Decline

Some of the LECs were disappointing in terms of attendance and revenue. Various reasons have been discussed for the LEC decline in recent years (except for 2013). One possibility is that the long economic recession has curbed attendance at conferences and seminars in most organizations because of tight budgets and travel restrictions. Similarly I-O practitioners whose consulting businesses had plateaued during the recession may have been hesitant to spend limited resources to attend an LEC on topic that seemed tangential to their work.

Some have suggested that the LECs topics in recent years were too obscure and academic, and less central to I-O practice and practitioner interests. For example the 2012 topic of “Environmental Sustainability” was not seen by many members as central or even relevant to their work, whereas the 2013 topic of “Building Leaders” was considered as more central to I-O practice and drew significantly more attendees and greater net revenue than the previous 6 years. The topics may have varied depending on who was chairing the LEC. In some years the LEC chairs were primarily I-O practitioners (nonresearch consultants and professionals in organizations): 2005, 2006, 2008, and 2013. In other years the LEC chairs were primarily aca-

demics and researchers: 2007, 2009, 2011 and 2012. (The 2010 LEC was not included in this analysis because the primary employment setting of one of the chairs at the time of the LEC was unclear). These two groups of LECs were compared on the key LEC outcome metrics (see Table 3).

These data suggest that the Group 1 LECs (where 67% or more of the chairs were I-O psychologists in nonresearch consulting and in organizations) had more than doubled the paid attendance of the Group 2 LECs (where 67% or more of the chairs were academics and researchers). Group 1 LECs also brought in significant net revenues; every one of these LECs delivered positive net reve-

Table 3
Comparison of Two Groups of LECs Based on Composition of LEC Chairs

Outcome Metric	Group 1 LECs <u>2005, 2006, 2008, 2013</u> (Chairs were mostly consultants & professionals in organizations)		Group 2 LECs <u>2007, 2009, 2011, 2012</u> (Chairs were mostly academics & researchers)
Attendance (full fee)	$\bar{X} = 169$ registrants	>>>	$\bar{X} = 82$ registrants
Revenue	Total = +\$86K gain Every LEC had a revenue gain	>>>	Total = -\$63K loss Every LEC had a revenue loss
Evaluation ratings			
Program topic	$\bar{X} = 4.8$	>	$\bar{X} = 4.6$
Topic representation	$\bar{X} = 4.3$	>	$\bar{X} = 4.2$
Speaker knowledge & expertise	$\bar{X} = 4.6$	>	$\bar{X} = 4.4$
Applicability to workplace	$\bar{X} = 4.4$	>	$\bar{X} = 4.1$
Networking opportunity	$\bar{X} = 4.4$	<	$\bar{X} = 4.5$
One of best conferences overall	$\bar{X} = 3.9$	>>	$\bar{X} = 3.6$

nues. Group 2 LECs resulted in significant revenue losses; every one of these LECs had a revenue loss. The evaluation ratings for these two groups of LECs were relatively similar but almost always were higher for Group 1 LECs. The rating difference on “one of the best conferences overall” is more significant and favored Group 1 LECs.

The differences between these two groups of LECs may not only have been the chairs but also the relevance of the topic to I-O practice, the selection of speakers (more academic versus applied), and the target market. The differences in Table 3 may also suggest differences in the topic interests between the two worlds of I-O psychology: the academic/research world versus the consulting and organizational world. These differences have also been identified in the *IOP* journal (Silzer & Parson, 2012).

For the LEC in years 2009 through 2012 there was a noticeable trend in declining attendance (123 > 99 > 56 > 34) and declining revenues (all had net losses). The situation looked dire in the summer of 2012 with the very weak advance registration for the 2012 LEC on environmental sustainability.

In Spring 2012, the SIOP Executive Board became concerned with the viability of the LEC and **Doug Reynolds**,

the new SIOP president, took the initiative to address the issue.

2012 LEC Advisory Group

By 2012 there was an emerging interest by SIOP in conducting a thorough review of the LEC and to consider the viability of future LECs. At the request of SIOP President Doug Reynolds an *LEC Advisory Group* was formed, and included: Rob Silzer (Chair), **Wendy Becker**, **Allan Church**, **Alison Mallard**, and **Steve Rogelberg**

The primary objective of the Advisory Group was to “re-envision the Leading Edge Consortium and outline recommendations for future LECs” (Silzer, Becker, Church, Mallard, & Rogelberg, 2012). The Advisory Group spent 4 months reviewing past LEC programs; speaking with past chairs, past attendees, and the SIOP executive director; and reviewing LEC options. Final recommendations for the LEC were provided to the SIOP Executive Board in September, 2012, and covered LEC objectives, LEC dates, target market/audience, topic selection, LEC chairs, agenda/program structure, speakers, marketing, promotion, LEC location, hotel/logistics, Finances/income, expected outcomes/metrics, and future formal LEC reviews. The overarching recommendation was that “in order for the LEC to be a successful conference it needs to stay fo-

cused on its target audience: seasoned I-O practitioners. The LEC was envisioned as a practitioner conference, but it has strayed from its original mission.”

Five primary LEC objectives were recommended:

- Advance I-O practice: communicate leading I-O practices
- Educate I-O practitioners: provide knowledge to practitioners
- Develop I-O practitioner skills: develop practice skills and abilities
- Focus on leading edge areas of core I-O topics: explore developments in Core I-O topics
- Engage seasoned I-O practitioners: involve seasoned practitioners in SIOP and the field

In addition the Advisory Group stated:

The topic must be a core I-O psychology practice topic or competency, that is, directly relevant to the current content domain of I-O practitioners. The term “leading edge” should be repurposed to mean that the LEC program provides new developments and practices in a core I-O practice area. (Silzer et al., 2012)

The Advisory Group suggested that, if these objectives were met, “the LEC should be able to deliver expected attendance, revenue, and reputation outcomes.” There was “optimism that the LEC can be much more successful in the

future” but also an expectation that major changes would be required. It was recommended that “timely action should be taken by SIOP to correct the identified deficiencies in order to insure LEC meets and exceeds expectations.”

The realignment recommendations were accepted and fully endorsed by the SIOP Executive Board and implemented for the 2013 LEC recently held in Richmond focused on “Building Future Leaders: Innovations and Trends in Talent Management”.

2013 LEC Realignment

In 2013 a major effort was made by the LEC chairs, led by **Jeff McHenry**, to realign the LEC with the recommendations of the LEC Advisory Group. All of the recommendations were accepted and implemented (except moving the LEC in 2013 to a more major city, which would happen in 2014). The 2013 LEC chair, McHenry wrote that “the blueprint created for future LECs is helping us get LEC back on track,” and “we have certainly relied heavily on the recommendations that the LEC planning committee established” (McHenry, personal communication, November, 2013). The 2013 chairs were all seasoned I-O practitioners who were well experienced in the 2013 topic of building leaders.

A total of **219** people registered for the

2013 conference, with **170** full fee registrants. The conference also brought in **+\$22,000** in net revenues for SIOP (preliminary estimate) and received positive reviews from participants. The program topic, the program content, and the program speakers were all highly rated with average ratings of 4.81, 4.47 and 4.62 respectively (on a five-point scale). By all accounts the 2013 LEC took major steps to implement the recommended changes by the Advisory Group, to realign the conference, and to put the LEC back on a successful track. It was a very successful LEC!

Future Directions for LEC

Based on the Advisory Group recommendations and the impressive success of the 2013 LEC, there is renewed optimism in SIOP that the Leading Edge Consortium can meet the realigned objectives and achieve significant success in the future. Refocusing it on I-O practice topics and working to meet the needs of I-O practitioners seems to be the critical founda-

tion for future success. But it is also important to have clear LEC guidelines and a regular review process to avoid getting off track again in the future.

The 2014 LEC will be held October 17–18 at the Intercontinental Hotel (Chicago O’Hare) in Chicago. The topic will be related to high potential talent and succession planning (the specific topic will be announced soon). The 2014 LEC seems on track to continue, and even extend, the recent success of the 2013 LEC. See you next October in Chicago.

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The Modern App

The logo for 'The Modern App' features the words 'mod' and 'app' stacked vertically in a white, lowercase, sans-serif font. The text is centered within a red rounded square, which is itself set against a dark grey background that tapers to a point at the bottom.

Application of Modern Technology and Social Media in the Workplace



**Tiffany
Poeppelman**
Aptima



**Nikki
Blacksmith**
The George
Washington
University

Personal Branding via Social Media: Increasing SIOP Visibility One Member at a Time



“It’s natural to trust what you know. When you walk into a store you tend to gravitate towards the brands you are familiar with. You know what they provide and you trust what you will get. In the modern global digital world standing out is a tall order, particularly if you are a small practice or solo practitioner,” says [Dr. Woody](#), author of *The You Plan*, an expert on the topic of branding we interviewed. The fact is marketing and branding are just as important for the field of industrial-organizational psychology (I-O psychology) and individual SIOP members as it is for any product or organization.

It’s likely that each one of us has been in a recent situation where we had to define I-O psychology or explain what we do as an I-O psychologist. This alone continues to signify the greater need to create more awareness about our field. As our 2012 president [Dr. Doug Rey-](#)

[nolds explains](#), building awareness for SIOP can and will lead to more meaningful communication about our work (Reynolds, 2013). [Tammy Allen](#), SIOP's current president, outlined her [priorities and objectives](#) during the conference's closing plenary last year (SIOP, 2013), which focused on increasing the visibility and understanding of SIOP to the outside community. Overall, it is clear that the SIOP community as a whole needs to inform and advance these objectives but in order to get there we need others to understand what we as I-O psychologists can do for individuals and organizations.

One way we can help enhance our visibility as a field is by developing our own personal brand as individual I-O psychologists. Although SIOP leaders and volunteers can surely work to increase the visibility of our field from the top down, they cannot do it alone. Our field is complex and each and every one of us practices or conducts research in different areas that are extremely diverse. I-O psychologists need to work together to represent the rigor and diversity of our field by representing the SIOP brand.

Marketing oneself is not only critical for the larger SIOP community, but it is also critical for growing your presence throughout your career as well as positioning yourself for future opportunities, thus selling the value of I-O psychology to organizations. Impression manage-

ment and personal branding are recognized as valuable business skills that are taught in many university business courses (Sacks & Graves, 2012). Personal branding can benefit each one of us by advancing our own personal growth, career movement, and self-awareness as well as benefiting the broader field. However, talking about yourself or explaining what you do can be difficult.

In this *TIP* issue, we will present best practices for developing a brand, provide branding tips from experts, and highlight social media websites that you can leverage to communicate your brand. The goal of this article is to help you begin to build your own personal brand and highlight how doing so will ultimately help brand our field along the way.

What Is a Personal Brand?

"Everyone has a chance to learn, improve, and build up their skills, and we all have a chance to be a brand worthy of remark." (Peters, 1997)

[Mark Oehlert](#), Customer Success Director at Socialtext/Peoplefluent, another expert who was interviewed, defines personal branding as "your overall professional reputation independent from any company or organizational affiliation. In today's workforce, what is more important is the work you do, not who you do it for." Dr. Woody further explains that "a brand is a promise and

should come from within you. Your brand should be rooted in your values, personality, personal beliefs, and interests. Creating a strong personal brand starts with self-discovery. You have to know yourself before you can effectively project yourself to the world. The purpose of a strong personal brand is to project who you are in an honest, deliberate, and constructive way that communicates your value to those you are seeking to do business with.”

Do you have a strong personal brand online? Here are a few questions to ask yourself:

- Do you spend time communicating your interests inside and outside of your organization?
- Are you aware of what appears when people Google your name?
- Are you good at summarizing your strengths and expertise?
- Do you know what differentiates you from others?
-

If the answer to any of these questions is no, you likely have some work to do building your personal brand.

In addition, it doesn't matter whether you are an undergraduate or graduate student preparing to enter the workforce or early or late into your career, everyone should define and evolve their brand as often as necessary. The fact of the matter is, you are either standing out or blending in (Cooley, 2013). It's

important to start articulating your brand as an I-O psychologist so you can market yourself internally within the field as well as outside of it, and others become aware of and understand the value of I-O psychology.

How to Begin Building a Personal Brand Online

One's personal brand as an I-O psychologist should be authentic and credible. It should uphold your values and principles, including those of a psychological professional. Reynolds (2013) also explains that a well-articulated brand cannot only create visibility but it can also guide future actions to align with an overall mission and strategy for the future. Below are some key steps to building a strong personal brand.

Begin With Introspection.

It's important to understand that the first step in developing and maintaining a brand is self-reflection and evaluation. Only you know what you can do or enjoy doing. Although you may not consider your job as part of your brand, there are likely pieces and parts that provide good examples of your brand. What is it others should think of when they think of you? How can you provide value to others? Once you know those answers, you can begin to evaluate and develop your brand.

Conduct a Brand Audit.

The next step to building a strong brand is to conduct an audit of your current brand. Online traffic on social networking sites has significantly increased over the past few years, which leaves much to be found about individuals and organizations on the Internet. For instance, there are around 175 million tweets a day and over 465 million accounts on Twitter, and every second LinkedIn has two new members join their site. Given these rates, we need to maintain control of our online brand especially because each site provides much to be found about our work, interests, and personal lives (Bullas, 2012).

In order to get started, we recommend you look at your web presence to see what kind of message you are projecting to the world and how consistent your message really is. Take a look at your personal accounts and profiles on sites such as LinkedIn, Twitter, Facebook, my.SIOP.org, your personal website, professional association bios, business websites, and so on. As Dr. Woody states, “inconsistency causes confusion, which leads people to start questioning the authenticity of your brand promise. You have to present a singular brand if you want to establish trust. Your brand must be one that is consistent, easily recognizable, and makes sense to your target audience.”

Develop and Communicate Your Identity as an I-O Psychologist.

This next step requires you to think about how you want others to perceive your identity. Particularly, this is what makes you unique such as where your expertise lies within the field of I-O psychology. For some, this may include outlining personal research interests or emphasizing a skill set that might be found in a special area of practice. Rampersad (2008) even suggests that conducting a SWOT (strengths, weaknesses, opportunities, and threats) analysis to evaluate yourself may be helpful. Although as Dr. Woody puts it, “simplicity is key. You have to make a quick and lasting impact.”

Crafting a biography can also be an important part of developing your identity. A biography can help tell a story about yourself in the way you want it to be told. A recent article by [Steam-Feed](#) highlights the importance of a biography as well as provides useful tips for developing one, including using your own genuine voice and finding ways to entertain others.

Determine Your Audience.

While developing your brand, think about whom it is you are speaking to at that moment. For instance, is your audience your students, clients, colleagues, family members, or other I-O psychologists? Each audience has its’

own goals, which should be addressed in your brand message. For instance, if you're speaking to other researchers it may be preferable to use research jargon. However, if you're speaking to executives you may need to adjust your language and the information to ensure it is relevant to their interests and work.

Ensure Your Brand as an I-O Psychologist Is Aligned With SIOP's brand.

If one is going to represent him or herself as an I-O psychologist, it is important to keep in mind the mission and strategy of the field at large. Some attributes that describe SIOP include smart, rational, ethical, professional, analytical and objective, and a strong work ethic (Rotolo, 2009).

Be sure to find ways to remind people that what you do is related to your field training. When someone thinks of you, find ways to associate your background as the backbone to what you do. For instance, when you see workplace articles, be sure to share them in the community on media such as LinkedIn and Twitter. On Twitter, be sure to use the hashtag #iopsychology every chance you can in association with other hashtags to ensure the message is shared with the I-O community and other fields. (We'll explain more about hashtags in the next section.)

Participate, Participate, Participate.

Mark Oehlert states that, "so much of your brand will be determined by the

volume, quality and variety of your participation and that's on a daily basis not only occasionally. There are literally millions of brands and people competing for attention; consistency of voice and contributions are key ways in getting your brand noticed." Glen Llopis, chairman of the Glenn Llopis Group, LLC and contributor to Forbes.com, emphasizes that personal branding is about making a full-time commitment to defining yourself (Llopis, 2013).

Online Methods to Establish a Brand

Social networking websites are being leveraged daily to connect to others in our lives and within the workforce. These same sites should also be leveraged by each of us to communicate our brand. Although there are several avenues to highlight your brand and various social networking sites that exist, we will briefly describe two known sites that are most commonly used for this purpose. We will also emphasize the features and how you can use them to brand yourself and our field.

LinkedIn: Building Your Professional Network

[LinkedIn](#) has over 225 million members across the world, making it the largest online professional network and an essential personal branding tool (Arruda, 2013; Van Dijck, 2013). This site is not only designed to be an online resumé and networking site, but it was designed

to connect professionals and provide an avenue for organizations to recruit and advertise. In addition, individual profiles are designed to help highlight one's professional skills and experience, and serve as a "comprehensive branding resource" (Arruda, 2013).

Social networking theory explains that people are more likely to do favors for those with whom they have close connections as opposed to complete strangers. Although you may not have realized it, one of the benefits of LinkedIn is its ability to provide information with regards to "social distance" (Sacks & Graves, 2013). LinkedIn allows an individual to see who they are connected to directly along with second- and third-order connections. In addition, the site allows individuals to gather additional data such as whether they know individuals working in specific companies or regions as well as education related information.

In order to communicate your personal brand via LinkedIn, we recommend you leverage some of the key features. For instance, posting status updates, liking other people's updates, and updating your profile on a regular basis triggers the home page on LinkedIn to tell your connections what you are doing, what you like, and who you are following. By participating actively, you are likely to get noticed more often and communicate your brand regularly.

One way to stay "ultraconnected" is to follow thought leaders and companies that are in your area of interest, industry, or with similar job functions. This brand association with other key thought leaders will influence who LinkedIn recommends you connect with or others who will view your profile (Arruda, 2013).

Finally, another key personal profile feature includes uploading or sharing various documentation, presentations, and publications highlighting research and practice in I-O. By sharing examples of your current projects or efforts, you can help inform your connections and others on what you do as an I-O psychologist and build your reputation as an expert.

Twitter: Widely Disseminating SIOP's Message

Another very commonly used social media site is [Twitter](#). This site differs from other social networking sites in that its main purpose is to allow members to share and read brief messages (i.e., no more than 140 characters) on topics and areas of interest. This site provides an avenue for individuals to quickly get their message across to many users by leveraging methods of hashtags and re-quoting or retweeting others (Sacks & Graves, 2013). I-O psychologists should take advantage of how quickly messages are disseminated on this site by tweeting about important research publica-

tions and findings, information related to organizational work or customer updates, educational opportunities, as well as other information. This alone could begin to increase the awareness of the positive implications of our work.

One of the [beneficial features](#) of Twitter is that it allows users to follow trends and search for certain topics based on how users categorize or tag their messages with hashtags. For example, if you added “[#iopsychology](#)” to the end of your message, one could click on that hashtag and find other posts that also used that hashtag. While writing this article we did a quick search for [#iopsychology](#) and learned that this [hashtag](#) still remains low in terms of daily tags. However, other hashtags like [#biology](#) gets a significant amount of tags by the minute, which demonstrates that this branch of science is continuously discussed via social media.

Another benefit of Twitter is it pays attention to the types of users you follow and suggests that you follow others similar to you. In addition, popular trends get posted on your homepage regularly, which allows you to see what common categories of messages are being posted. For example, if you followed several I-O organizations and other I-O psychologists, the site would consistently recommend you follow and view other I-O psychologists and organi-

zations. By following each other and those who should be aware of our field, we can begin to build a stronger community of I-O psychologists on Twitter. Want to get started following other I-O Psychologists on twitter? Check out Talegent’s list of “[Top 50 Leading I-O Psychologists who tweet GREAT content.](#)”

Conclusion

We cannot overemphasize the importance of personal branding and taking the time to develop it. We recognize it is a commitment and requires personal reflection and work, but by doing it you can continue to promote yourself and help broaden the awareness of I-O psychology in the community.

Hopefully, the tips provided in this article will help you get started or encourage you to read more on the best ways to build and grow your own personal brand. If you are wondering whether you have an established brand or would like some suggested actions to improve your brand, we recommend taking the [branding quiz](#) provided by Reach Personal Branding.

Follow us on Twitter [@TheModernApp](#) and tell us how you are developing your personal brand as an I-O psychologist and don’t forget to share your work with us by using the [#iopsychology](#) hashtag!

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**Max.
Classroom
Capacity**



Marcus W. Dickson
Wayne State University

I have observed, throughout life, that a man may do an immense deal of good, if he does not care who gets the credit for it.

Father Strickland, an English Jesuit, 1863

What's in a name? that which we call a rose
By any other name would smell as sweet.

William Shakespeare, *Romeo and Juliet*

Imitation is the sincerest form of flattery.

Charles Caleb Colton

I've got a 16-year-old son. He's a good kid, but like a lot of teenagers everywhere, he wants to figure it out for himself. Or, at least, he wants to believe that he figured it out for himself. There are times that he's stuck on his homework and asks for help. So I'll sit with him and try to work something through with him, and we don't get very far. So he'll say, "Maybe I'll just keep trying on my own." And then 20 minutes later, he'll announce that he figured it out. When I ask where the error was, he'll explain it, and as often as not, it will be exactly where I had suggested the error was.

Now, I have multiple identities in my life. Two of them are that I am a professor and that I am a dad. If my "dad" identity is activated at that moment, I'm probably going to be happy that he figured it out, and I don't really get hung up on whether I was involved in the process that got him there. In that identity, I (mostly) understand that it needs to be his victory. But if my professor identity is activated, I may say (or at least think), "So our conversation helped you to identify the error," or, "So when you approach this problem in the future, what will you remember to do?" I focus on the learning (and maybe sometimes the credit for the discovery) rather than on the victory. My dual identities can sometimes be in conflict with each other.

We have dual identities at work, as well. We are I-O psychologists, and we are faculty members. Depending on which identity we are most identifying with at a given moment, we may respond differently to stimuli in the environment. Part of the faculty member identity for many of us (which I have embraced many times over the years) is a tendency to look with skepticism or even derision at decisions that come from “above” that are related to what we do in the classroom. This is true, I think, whether “above” means the department, the college, the university, the government, the accreditors, or anywhere else other than colleagues who are with us in the trenches. There’s likely good reason for this. Oftentimes these decisions merit our skepticism or derision, and we could all tell stories of bone-headed administrative decisions.

But lately, I’ve been thinking that our well-practiced responses might be preventing us from recognizing when we as I-O folks are actually winning, and our faculty identity is preventing us from activating our I-O identity. I’m specifically thinking about the requirements coming into place nationwide to identify course- and curricular-level learning objectives, and ways to link assessment of student learning to those learning objectives. I’ve talked with I-O colleagues in a number of settings, and the response is generally pretty common. There’s some eyerolling, and sometimes there’s some generalized annoyance that anyone

would have the temerity to suggest that they know better than we do how we should teach, and then there’s some effort to satisfy the “requirement” with as little effort as possible.

But think about a training needs analysis in an organization. We identify what people at specific levels and in specific jobs within the organization need to know and need to be able to do. We identify the desired level of ability or knowledge for those things. We determine what the best training modality would be to ensure that people in the target groups develop those abilities or knowledge levels. We identify how we will know, after delivering that range of training, whether the employees in question did in fact develop the required abilities and knowledge levels. We then execute that posttraining assessment, and if we find deficiencies, we modify something somewhere in the system—maybe the training process, maybe the target learning levels (if they are found to be too rigorous or lenient, or to no longer be relevant, for example), or maybe the selection system. This is pretty much classic I-O psychology of the kind many of us learned about in grad school by reading [Irv Goldstein’s](#) classic training book.

So along come accrediting agencies, and they require us to do I-O psychology. They make us identify what a student majoring in our discipline should, at the completion of the major, know and be able to do, and then what a student taking our course should, at the end of the

course, know and be able to do. They make us tell the students at the start of a course what they are expected to know and to be able to do at the end of the course. They make us demonstrate that the way we assess student performance actually links to the things we said at the start of the course that students should know and be able to do. In short, they're making us—and all of our colleagues—do what I-O has talked about for years, and we're not even noticing it.

Perhaps the issue is that we as I-O folks aren't getting credit for this: Nothing that I have read about assessment of student learning outcomes refers to Irv Goldstein's book, for example. But there's a saying that I've seen variously attributed to Harry S. Truman and Ronald Reagan that, on further research, seems to originate in the mid-1860s with an English Jesuit named Father Strickland. He wrote in his diary, "I have observed, throughout life, that a man may do an immense deal of good, if he does not care who gets the credit for it." If we're actually seeing basic principles of I-O psychology being applied to the educational process, perhaps we should just get behind that, even if our discipline isn't getting a lot of credit for the process.

Perhaps the issue is that we don't recognize it because "assessment of student learning outcomes" doesn't sound like "training needs analysis", but in *Romeo*

and Juliet Shakespeare wrote, "What's in a name? that which we call a rose By any other name would smell as sweet." Does it matter what we're calling this thing, if it is actually adhering to the principles and practices that we as I-O scholars and practitioners have advocated for years?

Maybe we're just a little resentful that other folks are taking what we see as "our stuff" and running with it. But instead, perhaps we should be flattered: Charles Colton says that "Imitation is the sincerest form of flattery." When the accrediting agencies begin to imitate us, perhaps we should be pleased that the approach we've advocated for years is being adopted.

For me, this is a time to (a) adopt our I-O identity over our faculty member identity; (b) not worry about who's getting the credit as long as good work is getting done; and (c) implement—and help our colleagues implement—what we can think of as a training analysis and evaluation, regardless of what it's called. I know that others may see things differently, and there may be at times an overly heavy hand from "above" in the assessment of student learning process. But we argue so often that I-O practices ought to be more widely adopted in organizations, and then when it happens, it seems to me like we haven't noticed that we're winning on this one. We should be flattered that we're being imitated.

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Satoris S. Culbertson
Kansas State University

Four (Potentially) Flawed Pretenure Tips

Tenure. Just the mere mention of it can send an otherwise rational person to the brink of insanity. Intelligent, confident, capable individuals transform into insecure, blubbering messes, questioning whether they belong at their institution—or in their chosen career. Whereas some see tenure as the ultimate form of job security, a prize earned after a grueling 6-year (or more) race, others view it as an honor, allowing them to finally be seen as a worthwhile member of the academic community. Indeed, tenure has such importance that many people I've spoken with report having had nightmares about being denied tenure. Just as Hannibal Lecter's classic slurpy sound when he [spoke](#) of eating a census taker's liver "with some fava beans and a nice Chianti" makes people shudder, it seems the mere thought of being denied tenure has a similar effect for those working towards it.

With such importance bestowed on the magical phenomenon of tenure, it is no wonder that those graced with the gift of tenure often offer their guidance, whether solicited or not, to those seeking it. One need only go to the *Chronicle of Higher Education's* website and type in "tenure advice" to be bombarded with 1,540 results (1,270 articles and 270 blog posts). Explore further into the fora and you'll see even more pearls of wisdom. Some of the advice is warranted. Do quality research *and* get it published. Don't shirk your teaching obligations. Don't be a jerk (despite advice I received once to "just publish like crazy because then you can be a [bleep]"), I would still advocate for being nice, regardless of the number of publications you get).

Other advice, however, is more debatable. Now, I'm not talking about the obvious bad advice, such as one

professor's advice for women to delay their bids for tenure until they are 50 because "the functions of a young woman's body, including menstruation and pregnancy, take up lots of energy and interfere with her ability to work." (Note that this was in an actual 1994 article as advice for women, but was later noted as being a sarcastic statement by the professor. However, had the reader not known of the subsequent redaction, it would come across as real advice.) Rather, I'm thinking about advice given, either explicitly or implicitly, to individuals seeking tenure that is potentially flawed and should be given some caveats. So, I decided to present four pretenure tips that I think are *potentially* flawed. I say "potentially" because each of them *does* have some merit. In fact, I'll discuss their merits. But I also think the advice is not appropriate in all cases and is therefore in need of some qualifications.

1. Don't Go Applied First.

This is really a tip given to graduate students when they are trying to decide between going academic or going applied. Assuming a student is able to go into academia (i.e., they have presentations, publications, etc.) and have a desire to ultimately wind up in academia, they are often encouraged to simply go there and not make a detour into the world of practice first. The rationale often provided to those students is that it is difficult to transition back into acad-

mia after you've gone applied. Such statements as, "You'll be so busy that your research productivity will decline, or cease to exist, and then who will want to hire you?" or "Faculty will wonder about your motivations if you transition from industry to academia, and you won't likely be seen in the same light," are the types of things used to scare and deter students from this path. And I can understand the merit. It *can* be difficult to maintain research productivity, which is certainly important for a tenure-track faculty member. It *can* be difficult to convince faculty that you really are okay with taking a salary cut to be back in academia (without them thinking you just want a lot of time off).

I did this (albeit only for a year, so keep that in mind). After finishing up my studies at Texas A&M University, I worked for a year in Chicago as a consultant. It wasn't my ultimate goal, as I knew I wanted to be in academia, but it was, in my opinion, a necessary stepping stone. My jobs up to that point had consisted of fast food, retail, and similar jobs to get me through college. I had some management experience and practical experience through coursework and assistantships, but had it in my mind that I didn't want to go straight to the ol' ivory tower without ever experiencing "the real world." How could I teach students to do something I had only read about? So I ignored the advice that people gave me and accepted a job in the Windy

City. To be fair, I had originally sought out an internship, but one wasn't available and I was encouraged to apply for the consultant position instead. Given the pay difference, it wasn't that hard to twist my arm. But I digress.

Most flawed advice likely has some kernel of truth in it. I would say there is some merit in the suggestion to not go applied first. It certainly can make things difficult. In order to ensure I was still academically "fit" for the types of jobs I was hoping to obtain after my applied stint, I spent evenings and weekends working on research and reviewing articles. Thus, I had little to no life at this time (though that's a nice excuse for what might have been the case anyway). When I submitted my materials for tenure-track jobs, I encountered individuals who doubted my abilities as a researcher and educator, and seemed to question my intentions to give up applied life for the life of the academic pauper (for lack of a better way to say it), despite having only been in the applied world for a very short time.

This all said, I did find my way back to academia. I took a 1-year teaching gig, and with the 5-5 load that came with it, I had little to no life then either. Despite the hassles, I have to say that I thought it was all ultimately worth it. The "real world" experience cemented some concepts for me, I realized the difference between what is ideal and what is realis-

tic given deadlines and available funds and personnel, I met some amazing people, I got a feel for research questions to help guide some of my research that could actually impact practitioners, and for a brief while I got to know what it was like to have an office in the Mercantile Exchange with a window that had a view of the Opera House. Moreover, my students benefit from me having stories, examples, and a practical perspective that I can bring to the classroom. And, on the selfish side, I continue to benefit from the contacts I made there, both professionally and personally, as some of my closest friendships developed during this short time period.

My advice, then, instead of simply saying, "Don't go applied first," would be, "Know that it will be hard if you choose to go applied first." Just be informed and be ready to work hard. And isn't that the case for any path you choose to take?

2. *Don't Rock the Boat.*

I understand the point here, and definitely know many people in the tenure process who are fearful of making waves. In fact, a common statement on any given post in *The Chronicle of Higher Education's* fora is to STFU (shut the xxxx up) until you're tenured. That said, I think this point is inherently flawed. First, by saying "don't rock the boat" people are essentially telling you not to assert your influence. Yet by asserting

your influence you can help shape the department in ways that are beneficial for all involved, including you.

Second, and related to the first, presumably you are striving for tenure in part because you are hoping to stay in your role within the department for a long time. If you don't speak up when something is troublesome, policies may be in place and much more difficult to change by the time you do earn tenure. You want to have a say in terms of crafting the role you're in and the department of which you are a part.

Third, you really shouldn't pretend to be someone you aren't. If you're not going to speak up and then all at once start being a naysayer after earning tenure then you could be met with more resistance than you'd receive had you been yourself the whole time. Plus, keep in mind that unless you're being a complete jerk about raising your concerns, people won't hate you for speaking your mind. In many cases, voicing concerns that may be contrary to others in the department doesn't mean you'll automatically be met with resistance. Rather, you may simply be raising a concern they had never considered given it is outside of their worldview. We're not in high school anymore, and although you may have some colleagues who don't seem to know this, hopefully most of your colleagues are sane and won't hold your beliefs against you (again, as long as you're civil).

The advice here, I think, should be more along the lines of "be polite as you rock the boat" or "assert your influence with respect." If you wind up respectfully voicing concerns and are penalized for doing so by being denied tenure, more than likely this isn't a place you'd want to stay for your career.

3. *Steer Clear of Service Commitments.*

When seeking tenure, most people will tell you to steer clear of service commitments. Avoid serving on committees or volunteering for extra duties if you can prevent it. In fact, avoid volunteering for anything that does not directly relate to your research or teaching (especially your research) because it will only divert you from what is actually important to tenure and promotion committees. In fact, one of the most common things to hear when you first start a tenure-track job is "we like to protect our junior faculty from service commitments," and it's always the word "protect" that is used. I like to imagine faculty members standing with their battle armor on, wielding their weapons of choice, risking their lives to keep committee chairs at bay.

Although there is some merit to this advice (in that too much service really can prevent you from getting data collected, articles written, or classes prepped), I think that service commitments can actually be a good thing. As with many things (e.g., alcohol, pie, relatives), it's all about

moderation. As I've noted in a past [column](#), service is not all bad. In fact, I've found some of my most rewarding experiences as an academic have been in the service domain (and I'm not even trying for the Distinguished Service Award...). For example, as I noted previously, I've really enjoyed my service commitments to SIOP, particularly as the student volunteer coordinator (a role taken over by **Adam Hilliard**, who is looking for students to help in Hawaii...hint hint).

In addition to the personal gratification I get from service commitments, there are other reasons that I think make the "avoid service commitments" advice flawed. For example, had I followed this advice then I wouldn't have had input into my department's promotion, merit, and tenure document revision. Clearly, as an individual who was seeking tenure, this was an important committee to be on, and had I opted to use my "no service commitments" card, I would have missed the opportunity to have a say in a document that would be key in my own tenure and promotion decisions. Along these lines, being on selection committees for new hires (including our department head), while certainly time consuming, allowed me to not only play a key role in shaping the future of my department but to also see how the selection process was from the "other" side, which I am convinced only helped me become a better applicant when I decided to go on the market again. In

addition, you should never forget that sometimes being on a committee simply makes sense. For example, although I'm being "protected" from service commitments right now, I was asked if I would be on a committee for the honor's program for the college. As one of the few people who has taught multiple honor's classes for the university, it simply made sense to have me on the committee.

In short, when it comes to service commitments, I am a firm believer that it can be a good thing, as long as it's done in moderation. I do agree that you should pick and choose, when possible, but don't choose to simply turn it all down, as you may be missing out on some really great opportunities to craft your own life in your institution.

4. *Wait to Have Children.*

First off, I was never actually given this advice but I was aware of this "unwritten rule" (at least for women) and definitely got comments from people when I became pregnant with my first son. As a quick background, I have two sons. By the time you're reading this, one (Matt) will be 4.5 and the other (Ryan) will be 3.5 years old. Both were born before I was tenured.

I will admit that this particular "flawed advice" was one that I contemplated leaving off of my list because I'm sure some people will say it's not real. That

is, some people don't realize how much of a fear there is for some women to even think about starting a family pre-tenure. But it's real, and as such I think it's worth discussing.

The idea behind this "advice" is that, much like engaging in too much service, having children will divert too much attention away from what is "important" (at least in terms of getting tenure).

The archaic thinking implies that it isn't possible to juggle multiple roles effectively, and that bearing offspring will result in an inability to engage in professional activities to the extent that a negative tenure decision would likely result. And it seems that the implication is that actually bearing the children is the problem, as the fear is greater for women than it is for men. And perhaps for good reason given the unfortunate belief systems that seem to still be in place for many. For example, I'm aware of one individual who was present during a faculty meeting in which a discussion ensued about some female graduate students who should be expected to take longer to graduate and get publications due to impending weddings and/or children, but a discussion of male graduate students in similar situations in the same department was not raised. The individual, pregnant at the time of the discussion, sat silently, wondering whether the faculty members were "expecting" her

to be less productive as well. Fear was present, and this is unfortunate.

Whereas I was willing to give the other three pieces of advice some merit, I'm not as willing to do so in this particular case. As somebody who conducts research on work-family conflict, as well as an individual who is currently "single parenting" while my husband is deployed, I fully understand the competing obligations and difficulty that accompanies balancing multiple roles. But to say that one should delay the decision to start a family in order to ensure a favorable bid for tenure is rubbish. In the words of Forrest Gump, "and that's all I have to say about that."

Concluding Thoughts

As I noted at the start of this, I wanted to present some advice that I think is potentially flawed (or very much flawed, in my opinion, in the case of the last one). It is important, of course, to note that I am not an expert on this. I earned tenure in one department and am still earning tenure in my current department. Nevertheless, I do think these are valid points, and it's my column. I'm happy to hear others' thoughts on this, and apparently there is space on my.SIOP to voice such thoughts. So mosey on over and leave your thoughts, good or bad, and let me know what you think.

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*Spotlight
on
Humanitarian
Work
Psychology*

Industrial-Organizational Psychology and Sustainable Development in Nigeria

Greetings *TIP* readers! Welcome to another issue of the **Spotlight on Humanitarian Work Psychology** (HWP) column! In this issue, we are privileged to have an insightful look at I-O psychology in the Federal Republic of Nigeria. Nigeria is the 7th most populous country in the world, and as a country that has been classified as of “low human development” by the United Nations Development Programme (2013), it wrestles with a number of serious social and economic challenges. For example, Nigeria has the second highest number of people infected with HIV/AIDS in the world, a population where only half of women over the age of 15 are able to read and write, and 70% of its people live below the poverty line; despite these challenges, Nigeria is increasingly a leading economic influence in the world with an economic growth rate of 6.3% in 2012 (Central Intelligence Agency, 2013).

Our view of I-O psychology in Nigeria is generously provided by **Dr. Ike E. Onyishi** who is a senior lecturer in the Department of Psychology at the University of Nigeria, Nsukka. Dr. Onyishi has over 20 years of experience in research and teaching, and has consulted for organizations from the United Nations Development Programme to the Economic Community of West African States (ECOWAS). As part of our column’s focus on issues of international development and humanitarian aid, we asked Dr. Onyishi to provide his thoughts on how I-O psychology might benefit the human development of Nigeria. What Dr. Onyishi provides is a comprehensive call to arms for all of I-O psychology to



Lori Foster Thompson
North Carolina State University

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more fully engage with salient social and economic issues in Nigeria, and beyond.

An Interview With Dr. Ike Onyishi

The problem of sustainable development in Africa, including Nigeria, has continued to attract the interest of economic analysts, political commentators, scientists, and other social critics. Accelerated and sustainable economic development seems to have become illusive in Nigeria, and although successive governments in Nigeria have adopted several measures and strategies to engender growth and development of the Nigerian economy, it seems that most of these efforts have not achieved the desired results. It is difficult to comprehend how a country so blessed like Nigeria with abundant natural and human resources is still struggling to become economically self-reliant after over 5 decades of political independence. With a population of over 160 million, Nigeria stands as the most populated country in Africa. Nigeria is the 8th largest oil-producer and has the 6th largest deposit of gas in the world (Soludo, 2006). Despite all of these resources, many social and economic issues remain. As a way to address these issues, professionals in areas such as economics, political science, engineering, medicine, and other physical sciences have been invited from time to time to serve in government institutions with the hope of utilizing their

expertise to solve national problems. However, it seems that the discipline of psychology, including I-O psychology, has not been tapped in a similar way even when most of the problems facing the country can be traced to psychological factors. In this article, I provide a historical perspective of I-O psychology in Nigeria and then discuss ways in which I-O psychology could be used to assist the accelerated and sustainable development of the Nigerian state.

Industrial-Organizational Psychology in Nigeria

The beginning of psychology in Nigeria could be traced to the country's attainment of political independence on October 1, 1960. In the same year, the University of Nigeria was established as the first indigenous university. Four years later, a department of psychology was established in the university with 21 pioneer students and two lecturers, J. O. Anowi and Carl Frost, the latter a psychologist from Michigan State University in the United States (Gire, 2004; Nweze, 2007). The first set of students graduated in 1967 (University of Nigeria, Nsukka, 2013). Since then, many more universities in Nigeria have established departments of psychology, and by 2011, there were 23 departments of psychology across the country (Obot, 2011). However, as there were over 100 universities in the country in 2011, the

number of psychology departments might be considered quite low.

In terms of I-O psychology's presence within the country, all of the psychology departments in Nigeria have I-O courses taught at least at the first degree level. Most of the departments also offer post-graduate training in I-O up to the doctoral level. Currently there are hundreds of people who have obtained master's degrees and a few with PhDs in I-O from these universities. Many others Nigerians have obtained their master's degrees and PhDs from Western universities. Most of those who have PhDs seem to be teaching in various psychology departments. Few of those with doctoral degrees appear to be working outside of academia. Those with master's degrees often tend to work in management consulting firms, and there are a few firms where I-O psychologists make up a majority of the staff.

Although there are many more psychologists in Nigeria than there used to be, that does not mean that the discipline is popular or widely known. Indeed, there is difficulty in accurately knowing the number of psychologists and their areas of specialization and practice in the country because there is no accurate data on this, and there is no regulatory body for the practice of psychology in the country (Gire, 2004). For now, the Nigerian Psychological Association

(NPA) is the umbrella association for all psychologists in the country. The NPA was founded in 1984 with the merger of two existing associations: the Nigerian Association of Psychologists and the Nigerian Psychological Society (Obot & Gire, 1995). Since then, the association has continued to be the central body for all psychologists in the country but has had a challenging history. Although one of the major activities of the association is to organize an annual conference where psychologists in the country assemble to present papers and hold annual meetings, there have been periods, including as long as 3 consecutive years, where no conference has been held. The association also publishes the *Nigerian Journal of Psychology*, but the publication of the journal has also been very inconsistent. Adding to the problem, regulations regarding the practice of psychology in the country are not clear. Although the constitution of the NPA stipulates that a person is qualified to become a full member of the association if he or she has obtained "at least a master's degree or equivalent in psychology from a recognized university" (Nigeria Psychological Association, 1984, p. 4), there is no clear statement on the conditions one needs to satisfy before being allowed to engage in professional practice (Obot, 2011). Many I-O psychologists are therefore practicing without registering with the NPA or obtaining any certification.

The above difficulties do not mean there are no prospects for the growth of the discipline of psychology in Nigeria. The current leadership of the NPA, including Dr. Andrew Zamani, has started making concrete efforts to reposition the association to promote professional values and practices. For the past 3 years the association has consistently organized annual conferences and a few regional conferences have also taken place. The association is currently reviewing the constitution in order to, among other things, clearly spell out who should practice psychology and how such practice should be done. There are also efforts to introduce a bill to the National Assembly for the professionalization of psychological practice. This bill would include stipulating methods of certification for psychologists.

In essence, the practice of I-O has been affected by the same factors that have negatively affected psychology in general in the country. In short, there is no formal association uniting I-O psychologists in the country, and this to a large extent has made it difficult to know the number of I-O psychologists and where they work.

How I-O Can Help Accelerate Sustainable Development in Nigeria

Nigeria is a country that many believe has the potential to become a strong economic and political power in the world. Yet the situation on the ground is daunting. There are high levels of unemployment,

disease, and hunger, and limited numbers of people have access to a high quality education. I believe I-O psychologists have a duty to help solve some of these problems that beset the majority of Nigerians. I agree with the opinion of Governor Scott McCallum in a previous article in this column who asserted that, “any work done to help those that are jobless, below the poverty line, stuck at a certain rung of the economic ladder, or unable to find a job they are better suited for is an important humanitarian endeavor” (Thompson, McWha, & Gloss, 2013, p. 76).

One area where I-O psychology may be relevant is the issue of ethical practice in business organizations. Nigeria has been ranked as one of the most corrupt countries in the world (Transparency International, 2011). Recent reports of the corrupt practices of managers and directors of some banks in the country, fraudulent activities of some directors of public organizations, and other reports of fraud in both public and private organizations in Nigeria have brought the issue of corruption to the attention of broader society. I-O psychology’s perspective can help highlight factors that contribute to unethical organizational behaviors and help devise ways of helping organizations reverse this ugly trend.

In addition to the issue of corruption in Nigeria, attitudes toward work often seem to be very poor. The sort of problem has been described by Munene

(1995) as a “not on seat” phenomenon, where employees report to work on time only to leave the work environment soon after to attend to personal matters. This behavior seems to be common in many different types of organizations in Nigeria. For reasons explained below, this behavior might have been expected following Nigeria’s emergence from colonialism and the growth of formal organizations and paid employment (Onyishi, 2009); however, the persistence of such behaviors after the end of colonialism is difficult to explain. As part of the economic agenda of the colonialists, and in the few formal organizations that were established, native labor was frequently exploited and natives were often not included in organizations in meaningful ways. Thus, natives often referred derogatively to these jobs as “white man’s” jobs. In such situations, native workers understandably felt no incentive to identify with the organization nor any incentive to pay great attention to their work output. Formal colonialism has ended, and most firms in Nigeria are owned by Nigerians, but still these behaviors persist. I-O psychologists can help to explore how Nigerian employees can be motivated to engage in behaviors that benefit their organizations, including going the extra mile or taking charge at work (Onyishi & Ogbodo, 2012). In many ways, greater participation is necessary in order to make Nigerian organizations viable and to contribute to reduction of the poverty in the country.

The spirit of entrepreneurship also seems to be declining in Nigeria. Most Nigerians have continued to depend on the government, and many believe that it is the sole responsibility of the government to solve all their problems. With a population of over 160 million people, it is obvious that Nigeria has a large potential market for goods and services, yet many Nigerians shy away from establishing small businesses and engaging in craftwork. A closer look at the population of craftsmen and women tends to show that a growing number of people in this sector are non-Nigerians, mainly from neighboring West African countries. In a recent workshop organized by the Economic Commission of West African States (ECOWAS) and the Nigerian Federal Ministry of Foreign Affairs, I presented a paper on the relevance of an ECOWAS protocol on the free movement of persons, goods, and services to national development. Specifically, I focused on how Nigerian youth can be empowered to benefit from the protocol. An interesting discovery during this workshop was that some of the participants were not even interested in how they would benefit from the protocol. Rather, they suggested that the government should provide money for them to establish their own businesses. I believe that many Nigerians are engaging in what could be viewed as learned helplessness. If this is true, Nigerians require psychological empowerment to be able to leverage the abundant resources

within the country to create positive social and economic change. This is a critical area for the application of I-O psychology in the country.

Just as the poverty level in Nigeria is high, so too are problems with healthcare delivery, literacy, and employment. The Nigerian federal government and a number of international organizations, including the United States Agency for International Development and the United Kingdom's Department for International Development, have been involved in providing support to improve these issues. A lot of resources have been deployed, yet not much has been achieved. People are still suffering from several tropical diseases, and there are high rates of infant mortality. It is possible that the way these development initiatives are designed or executed may have contributed to poor service delivery. This possibility calls for reexamination of these existing intervention projects in the country; I-O psychologists have an important role to play in that reexamination.

The several problems that are currently confronting Nigeria, by and large, require political will on the side of the country's leadership to harness the resources available to improve the economy for the greater good of the citizens. Yet, quality leadership is lacking. This lack of leadership may be as a result of a lack of skills or an inability of those in leadership positions to appreciate the

responsibility thrust on them, issues that I-O psychology can help address. I-O psychology can help support the leaders and managers of the Nigerian economy. In the same vein, it is possible that government institutions could be reengineered and strengthened to provide the enabling environment for sustainable development of the country through I-O psychology interventions.

There are great prospects for I-O psychology in Nigeria to bring about great economic and social change. Luckily, the number of I-O psychologists in Nigeria seems to be growing. Yet the overall prominence of I-O psychology in government and private industry is very low. I-O psychologists should rise to the occasion, market their skills, and then deploy them to solve the problems militating against growth and development in Nigeria. At the national level, the Nigerian Psychological Association should establish a foundation with the purpose of helping organizations to understand and apply the principles of I-O to social and economic problems. This is the time. As Nigeria strives to provide the leadership expected of it in the economic and social development of the African continent, I-O psychologists can become the catalysts for the much awaited growth of the region.

Conclusion

We are extremely grateful for Dr. Onyishi's detailed and insightful perspective on I-O psychology in Nigeria and the po-

tential for the discipline to address important social and economic issues. The ways in which Dr. Onyishi believes I-O psychology can better engage with Nigeria's sustained human development are great examples of the sort of "humanitarian" work psychology in which Nigerians can engage; these ideas are also examples of how I-O psychologists from outside of Nigeria can become engaged in supporting the human development of the country. We believe that many of these examples generalize to countries besides Nigeria, and we are thankful for the reminder of how central I-O is to helping to tackle some of the world's greatest challenges.

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Yes You
Can



I-Os and Funded Research



Kristen Shockley
Baruch College, CUNY



Ashley Walvoord
Verizon Wireless

“A Nurse, A Computer Scientist, and an I-O Walk into a Bar”

Welcome to **Yes You Can: I-Os and Funded Research**, where we connect you with the success stories of I-Os who are bringing home the bacon for their research interests! This quarter we focus on how I-Os are teaming up with **interdisciplinary partners** and winning research funding! You may be thinking, “Interdisciplinary partners? That could be almost anyone in any field....” Correct! I-Os can partner with *any discipline* to lead or collaborate on funded research! Whether deradicalizing terrorists, studying violence against nurses, or evaluating the success of kindergarten teachers, your I-O expertise brings to the table theory, methodology, and a vast knowledge base—a significant value to researchers from other disciplines and the agencies that offer research funding. Interested? Your peers were! And now three of them join us to share a taste of just how diverse the funding opportunities can be when collaborating with other disciplines! [Paul Spector](#) (I-O psychology) from the University of South Florida (USF) discusses his success stories in leveraging an interdisciplinary focus with occupational health psychology to obtain training grants. [Michele Gelfand](#) (cross-cultural and organizational psychology) from University of Maryland (UMD) shares how her passion for cross-cultural interdisciplinary research has led to several exciting funding opportunities. Last but not least, insider Wai-Ying Chow, program officer from the [Institute for Education Sciences](#) (IES; U.S. Department of Education) joins us to introduce the desire for I-Os to collaborate with education researchers on funded studies. **What ideas will come to you as you hear their stories?** Let’s dive in!

Paul and Michele, we will start with you. Could you describe some examples of funded research projects in which you collaborated across disciplines with other research partners?

Michele (UMD): Absolutely! My first experience with large-scale interdisciplinary research was supported by MURI (Multi-University Research Initiative; [click here for an example News Release about MURI awards](#)) from the Department of Defense (DoD). Funded at six-million dollars, our project centers on cultural factors that affect negotiations and collaborations. As the PI of this interdisciplinary study, I wanted to facilitate a synergistic effort to understand these processes, so I assembled a project team of psychologists, computer scientists, political scientists, and economists. The research has a special emphasis on the Middle East, meaning I also work with contributors cross-nationally in Jordan, Iraq, Lebanon, Pakistan, and other countries. The funding for this project is now in its final year, and it has been a really interesting experience for my research. Another example of interdisciplinary funded research is our Minerva grant (also funded by DoD, [click here](#) for more information on the Minerva Initiative), in which we are trying to understand the process by which people become radicalized and deradicalized in different terrorist organizations around the world. Minerva grants involve both basic re-

search and policy implications. I support this research as a co-PI, and the I-O psychology angle here involves linking our theories of recruitment, selection, training, and embeddedness to understand terrorist organizations and develop strategies for deradicalizing people. The project team, led by Aria Kruglanski (social psychologist) includes anthropologists, computational social psychologists, and complexity researchers.

Paul (USF): I'll start with some background on my funding situation. **Tammy Allen** and I have a training grant to provide interdisciplinary occupational health psychology (OHP) training to I-O doctoral students as a specialization within our I-O doctoral program. This grant is part of the USF Sunshine Education and Research Center (ERC) funded by the National Institute of Occupational Safety and Health (NIOSH). Our center cuts across four colleges: Arts and Sciences (Psychology), Medicine, Nursing, and Public Health. The center provides two forms of support that have benefited my (and Tammy's) research—our OHP component provides stipends to doctoral students, which are like fellowships, freeing them to work full-time on research. The center also offers Pilot Project Research Grants of up to \$15,000 for doctoral students and junior faculty.

Two projects that come to mind were supported by NIOSH Pilot Grants. For the

first example, I was part of a four-person interdisciplinary team (the others had backgrounds in public health and epidemiology) that conducted a study of nurses' exposure to violence in a Veterans Health Administration hospital. My main contribution to the study was including nurses' perceptions of violence prevention climate as a potential correlate of both physical and nonphysical violence (it did correlate). This study began an ongoing program of research on the connection between climate and violence. As a second example, **Liu-Qin Yang**, now at Portland State University, continued the violence prevention climate research for her dissertation. She conducted a longitudinal study of nurses' violence exposure in two hospitals. Her study showed that violence prevention climate predicted future violence and that violence did not affect perceptions of climate. One wave of the study was funded by a Lee Hakel Fellowship from SIOP and the other by a NIOSH Pilot Grant. The team included two Occupational Health Nursing master's students and I-O psychologist **Daisy Chang**, now at Michigan State University, who was a faculty member in Public Health at the time.

Those are great examples of diverse collaborations! And Wai, you have a complementary perspective both as a program officer and as a representative of a field outside of I-O. Can you describe some of the interdisciplinary research IES is funding right now?

Wai (IES): Certainly, and to set the stage, I oversee the "Effective Teachers and Effective Teaching" research topic, which spans preservice training for teachers, certification, recruitment/hiring, in-service training, performance evaluation, and decision making about teacher retention/promotion/dismissal. Thus, the types of projects we support are quite diverse. For example, a recently awarded project will identify teaching strategies that match specific student learning needs and subsequently lead to better student reading outcomes. Another example of current research we are supporting involves the development and psychometric testing of measures of teaching and teacher constructs (e.g., attitudes and knowledge). The project team is revising a diagnostic assessment of knowledge required for math teaching; the assessment is intended to identify areas for training and gauge progress after training.

Even from that brief introduction, you can see that there are numerous I-O topics relevant to "Effective Teachers" research, yet currently only two projects that I oversee include some I-O psychology expertise. One study sought consultation with I-O experts for measuring teacher skill based on responses to written scenarios. The other project uses administrative data to explore aspects of the teacher hiring process and relations to student outcomes, and their I-O col-

laborator will help integrate I-O literature and methodology.

It is great to hear that IES is interested in increasing I-O involvement in their funded research. Many of your PIs currently come from education fields—sounds like a nice interdisciplinary opportunity for our readers who may be trying to brainstorm how to get involved as a PI, co-PI, or consultant on funding proposals.

On the topic of interdisciplinary partners, Paul and Michele, what are some of the backgrounds of your grant collaborators?

Paul (USF): In the past few years my students and I have worked with colleagues with PhDs in engineering, nursing, and public health, as well as physicians and occupational health nursing master's students. These connections occurred mainly through the Sunshine ERC. For example, nursing students are required to have a research experience. At one of our ERC meetings I mentioned to the nursing program director that we would like to work with nursing students on a violence project, and she referred two of them to me. If a grant proposal is involved, it is not hard to locate team members who would be eager to be part of the project. My students and I have worked also with our ERC director, Tom Bernard, whose background is in ergonomics.

Michele (UMD): Several of my collaborators are computer scientists. The computer science background offers a very different perspective from our approaches in psychology, and experts from this field help me address research questions in more diverse ways. For example, I work with a computer scientist who is very interested in using agents (computer programs that perform various actions continuously/autonomously) to negotiate with people. She and I have been working on building culturally competent agents, which actually outperform her former agents who didn't have culture embedded in the programs. It's very synergistic because although I'm not going to start studying agents, I can leverage her agents to help collect data in different countries through a standardized platform. It's a big win-win in terms of our collaboration, and she gets to use the cultural information collected to build a better agent. Other great examples are the political scientists we work with, whether their expertise is in intercultural mediation or international conflict. In general, I think when you are looking for collaborators the first point of consideration is whether they have an interest in interdisciplinary research: Are they willing to explore research questions through angles that they aren't as familiar with? It's also important to frequently meet (whether online or in person) to make sure that everyone is speaking a common language.

To sum up the big picture, in each of your areas how would you characterize the opportunity for I-O experts to collaborate on research proposals with other disciplines? What is the potential risk for research when I-O expertise is missing?

Michele (UMD): Increasingly, I-O psychologists are very interested in culture and have started to get more training on how to conduct cross-cultural research. The more global our field becomes, the more central I-O becomes to many of these research proposals, particularly as they relate to negotiation, collaboration, training, leadership, many core areas in our field. Sometimes the I-O angle is very clear. For example, there is a lot of funding at DoD on cross-cultural issues because they want to understand and navigate cultural differences in many areas of the world.

In other cases the contribution of I-O may be a little less obvious, for example with important global concerns, like terrorism. However even in these areas, the theories from our field about recruitment, selection, or other HR functions can still benefit the research and strategy (i.e., many issues relevant to Fortune 500 organizations will be relevant to terrorism organizations). Without I-O, some of these grants may not account for dynamics of organizations. That's where we really need to show up and show off our expertise!

Paul (USF): In my experience, people in health-related disciplines frequently work in interdisciplinary research teams, so they are quite accepting of I-O psychologists. They recognize that we have expertise in assessment and research design, as well as psychology. Occupational safety colleagues who study accidents and injuries have often told me that they know how to design the physical work environment to make it safe, but they need our expertise to figure out how to get people to act responsibly and not violate safety protocols. What I sometimes see missing from projects that do not involve psychologists is sound assessment and a lack of solid grounding in relevant psychological factors.

Wai (IES): I think that more representation of I-O psychology expertise in teaching and teacher research would help fill critical gaps in our knowledge base. For example, I-O would be a natural fit in the efforts to empirically uncover not only the characteristics of teacher candidates and in-service teachers who most likely to produce target outcomes, but also the contextual or organizational factors to promote teacher wellness and performance and ultimately student or teacher outcomes. I-O has historically been under-represented in IES research grant applications and could advance education research, particularly around selection;

job evaluation (for retention, promotion, and dismissal); and training of personnel.

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

Thank you Paul, Michele, and Wai for demonstrating a few of the ways in which an I-O can partner with other fields to pursue research funding! Remember, you can read the continued conversation from these interviews at www.siop.org/grants.aspx, in which all three experts share their top two tips for getting started with interdisciplinary

funding, and Wai provides easy steps to plugging yourself in as an I-O contributor in IES funding opportunities!

Stay tuned for upcoming issues in which we bring you stories of early career (postgraduate) grant start ups and the “world records” of I-O grant experiences! *So, what potential grant partners were you reminded of as you heard from Paul, Michele, and Wai?* Your story could be next, so keep those gears turning—and until next time remember: Yes You Can!

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TIP-Topics for Students



Frankie Guros



Joseph
Sherwood



Layla
Mansfeld



Lale M.
Yaldiz

Portland State University

You Got Into Graduate School... Now What?

Welcome to the second installment of Portland State University's **TIP-TOPics** column! Our inaugural column introduced *The Industrial-Organizational Psychologist* readers to our program, faculty, and students. We now ask ourselves, "What do we write about next?" Given that we know that a portion of our readers are new graduate students, we reflected on our first years as graduate students and remembered a question we all pondered: "I got into graduate school—so now what do I do?" Therefore, it made perfect sense to use this column to share tips, tricks, and practical advice on how to make the most out of your own graduate career from graduate students who thrived in (or at least survived!) their first year in graduate school.

Transitioning From Undergraduate to Graduate

One of our columnists received the following advice from a 5th year PhD student about how to spend their summer prior to their first year of graduate school: Go lie in the grass under the sun, and buy a coffee pot. Once you get to graduate school, you find yourself busier than any other time in your life—you'll likely need that coffee pot to keep you going, and you'll wonder what happened to all that free time you had as an undergrad that you spent, well, lying in the sun. Making the transition into embracing your new role as a graduate student is largely about changing your expectations of what your experience will look like. You (usually) no longer wear sweat pants or sports jerseys to class, and you don't sit in a 600-seat lecture hall quietly as the instructor lectures. You are more likely to come to class wearing business casual-attire, since you have a meeting with a community partner or client in

the afternoon. In class, you probably spend more of your time discussing readings in small groups, giving a presentation on a research proposal, or even teaching a topic yourself!

Thankfully, the faculty, staff, and senior students of the PSU I-O program acknowledge that these changes mean that students make a lot of adjustments to their new roles. Accordingly, they have helped to assuage some of the ambiguity that comes with grad school through our Student Socialization Committee.

Getting Involved: Our I-O Department's Student Socialization Committee

Beginning graduate school is analogous to entering a cocktail party in which everyone is engaged in conversation. You've been invited to this party but you drift through the room unable to join any of the conversations. In the beginning it may feel as if you have nothing to say, but over time you learn all the acronyms, names of principal investigators, and random citations that pepper the conversations. Our team at PSU understands (and remembers!) what it is like to stand in the room with nothing to say so we have created a number of resources for new graduate students in our program.

Before a student arrives at PSU, the I-O Student Socialization Committee will reach out and connect them with the other incoming students. This allows the

new cohort to share knowledge and information. Further, the socialization committee supports the student-driven mentorship program in PSU's psychology department in which each incoming student is paired with another more senior student from their lab. Once the term begins, the new students meet with the I-O Student Socialization Committee where they receive a packet that outlines all the essential memberships related to the field, such as SIOP, AoM, and SOHP. The packet also contains a list of important discussion lists and annual events sponsored by PSU or Portland Industrial & Organizational Psychology Association (PIOPA). There are also materials such as our graduate student handbook and resources prepared by the university's Office of Graduate Studies. Soon all new students slowly begin to join the party and participate in the conversations that make up our school, our science, and our field.

Capitalizing on Your Resources

As a graduate student, there are numerous resources available to you. Some are blaringly obvious, but others are like buried treasure—you have to do a little digging to uncover them. First, SIOP (www.siop.org) is a wonderful resource for students looking to get more involved. Within the organization, you will find student-run committees, scholarships, grants, professional events, and a vast wealth of information about our field in

general. Getting involved in these will expose you to networking opportunities galore. Second, if your community has an I-O psychology-based organization like the Portland I-O Psychology Association (PIOPA), get involved. Organizations like PIOPA offer students connections with community partners, local practitioners, and applied experiences that are invaluable. Third, take advantage of university resources like librarians, writing centers, or mental health/counseling centers. Also, other departments may offer classes and colloquia that are relevant to your interests and goals. Finally, your department likely offers several important resources such as research colloquia, faculty emails about internships/jobs, and research projects outside the department. Student organizations like what we have at PSU—the Psychology Graduate Student Association (PGSA)—offer opportunities for students to volunteer for various committees, mingle with peers and faculty, and learn about opportunities inside and outside the department/university.

Becoming Involved in Research

In your graduate program you will hear faculty and graduate students passionately talking about their own research projects—and you'll likely have a desire to get involved. However, you might not know exactly how to get your foot in the door. Welcome to one of the most commonly faced challenges of being a first year graduate student! Here are some tips that

we think can help you make a good start. *Establishing a good relationship with your own advisor.* During your graduate years, your advisor will be the key person who can help you advance in your program. Therefore, make sure to build a strong relationship with him/her. Know your advisor's research interests and follow his/her latest publications closely. Your advisor may have ongoing projects at hand; thus, simply starting by expressing your interest in research would be a good first step. Remember that your advisor will likely appreciate when you are proactive. Ask what kind of research projects he/she is conducting and if he/she needs any help, and speak up if there is a particular project you want to work on.

Building relationships with faculty other than your advisor. This is another excellent way to get involved in research. In our department, each faculty has his/her own lab where specific research teams work on different research topics, which creates plenty of research opportunities. Working with other faculty will broaden your perspective. Many of our students at PSU collaborate with faculty members other than their own advisors. You can work with your own advisor on selection while you also are involved in another research lab working on work and family issues, for instance.

Sometimes, working with faculty in other departments can bring good research

opportunities as well. For example, some of our students at PSU collaborate with the faculty in PSU's School of Business Administration (SBA) on topics such as overqualification and leader-member exchange. This collaboration with faculty in the SBA allows us to learn from their unique perspectives and expertise.

Knowing how to take advantage of small research opportunities. Sometimes good research opportunities may appear in disguised forms, such as a proposal you write for a class. What seems like a small project may turn out to be an important one in time. Plus, it can give you a chance to show your skills to faculty inside and outside the I-O department, thus opening doors for future collaborations. Remember that small steps can help you make big moves. So, be open-minded, try to balance your coursework, and stay available to research opportunities when they arise.

Finding Study Strategies That Work Best for You

Sherlock Holmes would not find the mystery about time in graduate school "elementary;" instead he too would wonder aghast, "Where does the time go? How did it take two hours to read just this one article?" Time is slippery, and thus it feels as if each minute must have value. This is ever so true when it comes to studying. Often class work is pushed into the recesses between your advisor's re-

search, teaching assistant or graduate research assistant responsibilities, and your own projects (e.g., thesis). In order to maximize the time you have for coursework it is important to find a study strategy that will work best for you. Although there is value in studying in groups, it may also be important to study alone. We have found that group study time can help to solidify knowledge and answer questions, but there are also times when studying in groups can add confusion. For example, one of our cohorts decided to study together for their first quantitative methods exam. The session quickly turned into a chaotic lamentations of, "I am not going to PASS this test" and other such panic-driven statements. It is important to remember that only you know what you need to study and how much time it will take you. Time management, being able to juggle multiple roles, and prioritizing them according to dynamic demands can be something that needs to be developed. Some of us have found success by logging our time as if we were on "the clock." This way you can track the amount of time it takes to complete assignments and then plan your time accordingly. Further, by tracking your time you may solve the mystery of where all the time goes.

Networking and Socializing With Other Graduate Students

Graduate school is a time where all you do is work, right? Not exactly. Research on non-work recovery experiences and

occupational burnout, for instance, indicates that people need a break every once in awhile. Although it's tempting (and we do it often) to work through lunch, work until the early morning, and work on weekends, we've found it helps to take a break and socialize with your fellow grad students. At PSU we have a grad student happy hour organized every Friday, and we have other regularly occurring events to attend, such as Portland Trailblazer games, cohort coffee breaks, and lunch dates with our friends from other labs that we may not see on a regular basis. These type of events are ideal because they serve as breaks from your normal routine but also give you a chance to seek advice, ask what other students' research is about, or connect in other ways with you colleagues, perhaps just by having some fun.

Coping With the Unexpected Challenges or Setbacks of Graduate School

Graduate school can be the first time in your life where you may not be the "best" at something, where you don't score 100% on your midterm, or where you feel like you may not succeed. You are now in a program full of students who were at the top of their class. Many students during their first year may feel the onset of the "imposter syndrome," where you look around at the other graduate students and think that you aren't as accomplished as they are and it was obviously a mistake that you were accepted into your pro-

gram. Fear not—if you were accepted, you are deserving. Most everyone feels the struggle of graduate school; that's what makes it such a great accomplishment for those who finish their degrees! Whether you get a B on your first quant midterm or you nearly faint in your first class presentation, talk to other graduate students about your experiences. Normalizing the struggles of graduate school with your peers or lab mates can help you realize you're not alone in experiencing setbacks.

Reducing/Managing Your Stress

As the title of this column suggests, we've aimed to highlight how to make the most of your graduate school experience. As you may discover, "making the most" of graduate school can carry with it a fine print that reads, "WARNING: Graduate school participation has been known to cause severe stress, insanity, grey hair, and/or balding." To remedy this problem, we offer some anecdotal advice: (a) acknowledge the past, (b) focus on the present, and (c) look toward the future. *Acknowledge the past*; when the day is filled with reminders of missed deadlines, incoming exams, stacks of undergraduate papers to grade, and an advisor who keeps asking, "Where is that thesis draft you promised me?" it is easy to forget all of the triumphs you have made along the way. By taking time to remember past triumphs, you are reminded that, eventually, there are rewards for your efforts. *Focus on*

the present; there is an entire field of science dedicated to mindfulness research. Taking a few moments every day to be aware of your thoughts, feelings, and environment can greatly reduce stress. Also, it is important to find an appropriate work–life balance. Take time to have fun, be with friends, and engage in activities that define you (i.e., other than research/school). Both friends inside and outside your program, as well as family and significant others, are important resources to help remind you that there is a life beyond the graduate lab. *Look toward the future*; finally, remind yourself of your end goal (i.e., why it is that you spend 15 hours/day logged into your “name@university.edu” email). By taking time to think forward, you give meaning to all the work you do.

Our Upcoming Column

In our next column, “Building Your Program’s Internal Strengths and Infrastructure: Service to the Department,” we highlight initiatives our graduate students participate in that involve service to our psychology department. We discuss these activities in the hopes that they may inspire graduate students at other institutions to develop their own initiatives that can serve as a source of support and camaraderie. For example, our Psychology Graduate Student Association (PGSA) has hosted a number of

workshops and panels, covering topics such as “How to Prepare for Comprehensive Exams” and “How to Find a Great Internship.” Our students have also developed a mentoring program that pairs incoming first-year graduate students with second- and third-year graduate students, and have organized community service projects, such as collecting toys for the annual Toys for Tots drive and fundraising for a 5K walk/run hosted by the National Alliance on Mental Illness (NAMI).

To correspond with the authors about this topic or to provide feedback on this column, please e-mail portlandstatetip-topics@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 hearing from you, and we invite you to you read our next **TIP-TOPics** column!

Frankie Guros is currently a doctoral student at PSU pursuing his PhD in Industrial-Organizational psychology with a concentration in Occupational Health Psychology. Frankie received his undergraduate degree from Pacific University in Forest Grove, OR. His research interests include (but are not limited to) recovery from work, emotion regulation in the workplace, proactive work behaviors, and dangerous occupations. Frankie also enjoys running, biking, hiking, and generally enjoying the outdoors in his free time.

Lale M. Yaldiz is a second-year doctoral student in I-O Psychology with a minor in OHP at PSU. She is originally from Istanbul, Turkey, and received her MA degree in I-O Psychology from Koc University, Istanbul, in 2008. Before starting her PhD, Lale spent 4 years in the industry gaining professional experience in selection, recruitment, and training areas. Her research interests include aging workforce, personality, selection, and training. In her spare time, she enjoys exploring Oregon with her husband, salsa dancing, and painting.

Layla Mansfield is working towards a PhD in I-O psychology with a minor in OHP at PSU. Her current research interests include selection/recruitment, employee onboarding, safety, and well-being. Originally from Lake Tahoe, California, Layla settled in Portland after trying out a number of different locales: Ohio, New York, Spain. Layla received her BS in Economics and Psychology from Portland State University in 2008. Along with traveling, Layla enjoys cooking (eating!) and trips to the zoo with her husband and 4-year-old daughter.

Joseph Sherwood is currently entering his second year at PSU, working toward a PhD in I-O Psychology with a minor in Occupational Health Psychology. Joseph received his undergraduate degree at Utah State University in Psychology and Spanish. His research interests include work–family balance, individual differences, health behaviors, and supervisor and employee development. Joseph’s career goals include a balance between research and practice. He is a new, annoyingly proud, dog owner. He enjoys playing the guitar and getting lost in the great outdoors with his wife. He also loves to write!

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M. K. Ward
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An Interview With a Pioneer of Multidisciplinary Research in Organizations, Professor Nick Lee

Our exploration of organizational neuroscience (ON) continues, taking us to England where Professor Nick Lee was part of the first team of academics to develop the multidisciplinary research field of organizational cognitive neuroscience (OCN), the predecessor and close relative to ON. In this issue, we take a strategic perspective in the metaphorical construction site that is ON and consider the blueprints of OCN, past, present, and future.



At [Aston Business School](#), Dr. Nick Lee (BCA, BCA [Hons.], FAMS) is the director of the Research Degrees Program and professor of Marketing and Organizational Research. His professional interests include sales management, ethics, social psychology, cognitive neuroscience, and research methodology. His research has won multiple awards, including the 2010 Joseph Lister Award for Social Science from the British Science Association, and his articles have been ranked highest in downloads and citations within their fields. Dr. Lee is the editor in chief of the *European Journal of Marketing*. His book [Doing Business Research](#) was published by Sage in 2008. Popular outlets such as *The Times*, the *Financial Times*, and *BBC Breakfast* have featured Dr. Lee's work. In 2009, he was featured in *The Times* as "one of the 15 scientists whose work will shape the future."

In this issue, we discuss Nick Lee's work regarding OCN by talking about what it is now, how it came to be, and what it could become in the future.

How did your involvement with OCN begin?

It's actually a story of coincidence, which you'll hear from most people doing interdisciplinary work. I had first gotten to Aston, and I became quite friendly with a number of people from the neuroscience research group around 1999/2000. I first met [Carl Senior](#), my collaborator and the neuroscientist of the gang, at a meeting that was actually between two other people. Carl and I met up afterwards, and he was very interested in applying his work, that is, taking an organizational psychology perspective. We started talking about combining these two research fields and presenting a framework. We got very lucky in publishing quite early, and a number of things came together at the right time, which gave OCN some momentum, and that's where we are now.

Can you define the field of OCN? How does OCN compare and contrast with ON?

When we came up with this terminology we saw a lot of people putting participants in a scanner to see which parts of the brain light up and then reporting that they'd found something, such as a "buy button" in the brain. We felt that people needed to be more careful about the claims that they made, and the evidence on which they based those claims.

We were—and still are—really worried about this continuing notion that the tools define the project. We use the term OCN is because it's relatively well established in a cognitive neuroscientific framework that the modality or the methodology is *not* the defining characteristic. We wanted to try to express that you didn't need a million-dollar brain scanner, that you can do good organizational cognitive neuroscience using even behavioral studies. There are many different research methods available. We really wanted to get people to think about things in a broader sense rather than continue attaching the neuro- prefix to areas like marketing. OCN was our way of trying to create this framework for research.

We saw then that the Becker, Cropanzano, and Sanfey (2011) paper about ON had many similarities, and we then tried to answer how these two terminologies can be maintained as both meaningful rather than saying you should use one or the other. We were trying to position OCN as a framework for areas that were fragmented at the time. There were a lot of clever people who had become interested in neuroscience in their own field and rushed out to do bits and pieces that lacked theoretical bases. [For a discussion of the relationship between OCN and ON, see [Lee, Senior, & Butler, 2012b](#)].

What publications do you see as influential or high quality work in OCN?

[Gad Saad](#) is doing some fantastic work on consumer psychology from an evolutionary perspective. [Richard Arvey](#) is doing some great stuff in the area of large populations, twin studies, and so forth. What I really like is the new stuff in these large population studies about the heritability of leadership. Carl and I coedited a [special edition of *Leadership Quarterly* on that topic](#) (Lee, Senior, & Butler, 2012a), which contained some cool papers. [Richard Bagozzi](#) and Willem Verbeke (along with other colleagues; Dietvorst et al., 2009) are doing some great work, and they published a really excellent paper called “A Salesforce-Specific Theory of Mind Scale” that took a really nice set of studies from pencil-and-paper surveys to fMRI. In fact, the idea of survey research versus neuroscience research is a very interesting one because the public seems quite scared about what brain scans can tell companies. But people have been answering questionnaires for years on the same topics. Either people are deliberately hiding something so they don’t care about questionnaires, or they don’t realize that we can’t really find something out about a person without that person’s consent. People can’t just point a “brain scan” gun at someone while they aren’t looking! Neuromarketing firms

selling services to big companies might say they can reveal consumer opinions, but that’s a bit of a stretch. We can be pretty confident about how certain brain activity links with certain other brain activity, and in turn simple behaviors and the like, but we’re not quite sure how that leads to ultimate choice behavior and other complex human behaviors. Those are social psychology questions as much as they are basic brain activity questions. That’s where we come right back to where we started: We need behavioral and social research just as much as we need brain scanning research to develop a more complete model of organizational or consumer behavior.

What current projects are you working on that relate to OCN?

We have a research topic called [Society, Organizations, and the Brain: Building Toward a Unified Cognitive Neuroscience Perspective](#) in *Frontiers in Human Neuroscience*. We’re collecting the cutting-edge work of leading people from around the world. I mention this because *TIP* readers will be able to access this without a subscription—it’s open access. The issue will come out sometime next year, and we’ve got some great work to report.

In terms of my research, I’m looking at decision making and risk from an evolutionary framework. Family businesses are

a huge part of England's economy, and we're investigating whether people make different decisions when dealing with family members versus nonfamily members. We're trying to unpack a number of things. First, why do people tend to make certain decisions when they're dealing with family members? Is simple familiarity with family members influencing decisions, or is there some genetic component to the decision making process? Second, what's the role of risk in those decisions? Existing theory supports prediction of both more *and* less risky decision making in this context, so it remains to be seen whether we can unpack this.

In a broader sense, we're wrestling with whether industrial psychology and applied research areas can offer any insight into therapeutic or clinical issues. For example, how can marketing offer insight into addictive consumption? Could applied research offer some insight into closing what is called the "therapeutic gap" by informing treatments? Given the fact that we're using a very important context and part of people's lives, what can organizational neuroscience give back to more basic neuroscience and psychology?

What challenges have you encountered when conducting OCN research? How have you overcome those challenges?

I think a lot of people are surprised at the difficulty of getting empirical data—it's an ongoing challenge. Scanner time is expensive so you've got to find projects that would be interesting to both neuroscientists and organizational psychologists before you can collaborate.

Another big challenge has been trying to create empirical collaborations. My tradition is such that I collect and analyze my data myself. I quickly found that this is not the model from the neuroscience perspective. The typical professor there would have people to collect the data, then experts who run the scanners, then other people who analyze the data. So it's a completely different model. It's expensive work and it's hard to get buy in from the people who hold keys to equipment. So, in some ways that's a problem I'm not quite sure how to solve. One of the ways we're thinking about solving the problem is thinking about different types of data that are useful. Good behavioral studies, as long as you design the theoretical side of them well, can be just as groundbreaking as scanner data. The problem is designing the projects in light of understanding what empirical data you'll be able to collect.

Another challenge is getting credit for multidisciplinary research. At many (although not all) tenure-track business schools, my paper in for example the

International Journal of Psychophysiology would be ignored even though it's been really well-cited and influential. I often wonder if such institutions would ignore a *Science* or *Nature* paper too!

What implications do you see your work having for I-O psychologists, both for their work in research and their practice in consulting with organizations?

I think designing better workplaces is a huge issue that ON can inform. As just one example, there's lots of research on how large groups of animals operate that deal with where leaders should be positioned in order to have the biggest impact on the group. I think an understanding of the brain is really going to give us the quickest benefit in job design and organizational design.

Where do you see OCN in 10 years?

From a technological perspective, I would like the research methods of OCN to be seen as just a tool that people use when it's the right tool for the job. In terms of theory, I hope to see people making theories about how people behave in organizations and the like in a way that's consistent with what we already know about human behavior in general. There's a lot in basic psychology and neuroscience about how humans behave that our theories in organizational psychology and marketing, to

some extent, seem to essentially blindly ignore, making completely different predictions. I hope that gap will be gone in 10 years' time.

What conclusions or final remarks do you have for TIP readers?

There's a lot out there that can inform practice but isn't widely read, and the way to get access to that is to try to get to the source—the scientific literature rather than newspapers and magazines, or the trendy books at the airport bookstore. There's a lot of really fascinating stuff that we can learn as practitioners from the more basic neurosciences. You don't have to understand the technical aspects. My advice is to read and dig down into open access publications where a lot of high quality research is coming out. Open access is really a great boon for practitioners; it's all out there for you to look at.

OCN isn't the kind of work you can do by yourself. You've really got to get a good team who's interested in pushing this kind of thing forward and is interested in working across disciplines. I think the best kind of team is where organizational psychologists are interested in publishing stuff in neuroscience and neuroscientists are interested in publishing stuff in organizational psychology. Then everybody's working together and everyone's winning.

Conclusions

Many thanks to Nick Lee for sharing his perspective as one of the original founders of OCN. Again we hear about the importance of theoretical grounding and allowing research questions to guide measurement. Following these blueprints will lead to a solid foundation on which we can build ON.

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The SIOP Practitioner Mentoring Program: Past, Present, and Future

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Mentoring has demonstrated tremendous benefits for employee development and growth within organizations. With the many potential advantages to mentoring for both protégés and mentors, SIOP launched a multifaceted mentoring program in 2010. In this article, we will briefly examine the value of mentoring, review the history of the SIOP Practitioner Mentoring Program, and describe the three types of mentoring programs that SIOP offers to its members. At the end of this article, we will review where the SIOP Practitioner Mentoring Program is headed next and when participants can sign up for the next round of mentoring.

The Value of Mentoring

From its origins in Greek mythology, the term *mentor* connotes a wise counselor or teacher. Early studies of mentoring in the workplace defined a mentor as a guide, counselor, and sponsor (Levinson, Darrow, Klein, Levinson, & McKee, 1978), who facilitates the realization of a protégé's goals. Kram (1985) conceived of mentoring as a two-dimensional construct comprising

career-enhancing functions (e.g., sponsorship, coaching, exposure and visibility, protection, challenging work assignments), and psychosocial functions (e.g., acceptance and confirmation, counseling, role modeling, and friendship).

The positive outcomes of mentoring extend to both protégés and mentors. Being a protégé has been linked to successful objective career outcomes, such as compensation and promotion (Chao, Walz, & Gardner, 1992; Scandura, 1992), as well as to positive subjective results, such as higher organizational socialization, affective and continuance commitment, career satisfaction, job satisfaction, and anticipation of advancement (Allen, Eby, Poteet, Lentz, & Lima, 2004; Chao et al., 1992; Payne & Huffman, 2005; Schrodt, Cawyer, & Sanders, 2003).

In enhancing the visibility of protégés by providing them with exposure to others in the organization, mentors themselves have found that it helps to strengthen contacts within their own network and reconnect with the organization (Pullins & Fine, 2003). In addition to getting recognition for the role they fulfill (Philip & Hendry, 2000), mentors derive internal career satisfaction from using their skills and experience to further the development of their protégés (Levinson et al., 1978) and grow a more competent workforce (Allen, Poteet, and Burroughs, 1997). With their protégés serving as supporters, mentors may also realize other

nontangible work-related positive outcomes, such as personal growth and development and close working relationships or friendships (Allen et al., 1997).

History of SIOP Practitioner Mentoring Program

The impetus for the SIOP Practitioner Mentoring Program came from a 2008 SIOP Practitioner Needs Survey, which identified the need for more practitioner-focused career development opportunities. In response, then-President **Gary Latham** in his April 2009 *TIP* column presented the idea of creating a mentoring program for practitioners. He approached the Professional Practice Committee (PPC) and proposed the concept of speed mentoring.

Joan Brannick, then-chair of the PPC, approached **Mark Poteet** about leading a subcommittee to create a proposal and potentially leading the program. Joining him were **Van Latham** and **Heather Prather**. Together, they conducted a needs assessment over the next several months. The results, combined with input from Joan Brannick and then-President **Kurt Kraiger** helped form the proposal for a SIOP Practitioner Mentoring Program. In January 2010, the proposal was submitted to and approved by the SIOP Executive Board (Poteet, Latham, & Prather, 2010).

The proposal included a three-pronged approach to mentoring: (a) Speed Men-

toring, (b) Group Mentoring, and (c) Virtual Mentoring. Each of these three mentoring approaches will be discussed next, including some of the best practices and lessons learned to date.

Speed Mentoring Program

The SIOP Practitioner Mentoring Subcommittee began its foray into mentoring by creating a Speed Mentoring Program. It was designed to benefit SIOP's practitioners through short-term mentorships received from seasoned I-O psychologists. Mentors are typically Fellows or Members of SIOP, and they are selected based on their knowledge and experience in a specific topic area.

Protégés must be members of SIOP and practicing in the field of I-O psychology. They can be internal or external consultants, academicians, or researchers. They can work in a variety of industries, including private and public sectors, academia, and research organizations.

The Speed Mentoring Program works very much like speed dating, facilitating conversations that are focused on topics related to the practice of I-O psychology. Protégés participate in two back-to-back sessions lasting 20–25 minutes each. In each session, up to eight protégés along with one to two mentors (who stay at their table for both sessions) discuss a specific I-O practice-related topic. Ten topic areas of particular interest to practitioners are presented at

the annual conference. Prior to each conference, the subcommittee solicits interest from potential protégés and subsequently matches them to the two topics of their choice on a first-come, first-served basis. If there are openings left, the subcommittee will accept participants on a walk-in basis.

The first Speed Mentoring Program, implemented in April 2010 at SIOP's Annual Conference in Atlanta, was a huge hit. The Speed Mentoring Program was subsequently implemented at the Leading Edge Conference (LEC) in Tampa in October 2010. Due to popular demand from both mentors and protégés, SIOP has continued its tradition of offering speed mentoring to its practitioners at the annual conference.

After each Speed Mentoring event, the subcommittee gathers evaluation surveys from participants with the goal of improving the program for the subsequent year. Since the inception of this program, survey results have shown that protégés who participated in the Speed Mentoring Program were very satisfied with the overall program. They found the Speed Mentoring sessions to be very useful in regard to providing the following:

- Helpful advice and resources in handling work-related issues or challenges
- Direct networking opportunities
- Sound career advice and guidance
- Professional development opportunities
- An increased knowledge and perspective on specific topic areas

Feedback received from mentors was similarly positive. Mentors were extremely satisfied with the overall program. They cited the following about the Speed Mentoring Program:

- It provided them with an opportunity to give back to the profession.
- It allowed them to share their knowledge and experience.
- It allowed them to utilize their coaching and mentoring skills.
- It provided them with networking opportunities.

After each Speed Mentoring event, members of the subcommittee consistently received feedback from participants that they would like to engage in ongoing mentoring activities after the annual conference. To respond to this request, the subcommittee launched the first pilot of the Group Mentoring Program that was originally proposed and approved in 2010.

Group Mentoring Program

The Group Mentoring Program consists of several groups of mentors and protégés involved in a mentoring relationship for an 8-month period. Mentors are assigned 5 to 10 protégés each. They meet monthly as a group via a 1–2 hour conference call on a day and time agreed upon by each group. Although protégés may be initially matched to a topic of their choice, each group eventually is free to discuss any topic of interest to them.

To date, protégés had come from all parts of the world, including the United States, Canada, Mexico, United Kingdom, Australia, and Singapore. On the other hand, all mentors who had volunteered for this program were from the United States.

The first Group Mentoring Program was implemented in 2011. It was a small program with less than 50 protégés and served as a pilot. The second and latest round was a more formal and structured Group Mentoring Program with about 70 participants. It started in February 2013 and ended in September 2013.

Every group mentoring session operated a little differently, with the agenda or discussion topics shaped by members of each group. This group-driven approach allows for the mentoring experience to be tailored to the needs of the group participants. Based on protégés' requests and suggestions in the most recent round of the Group Mentoring Program, innovative approaches to mentoring were combined with the more traditional discussion format. For example, some mentors invited guest speakers to address topics of interest to their groups. In other instances, mentors had protégés present on topics of their own interest, followed by group discussions and input from the mentors. Mentors and protégés also connected each other with other members of the I-O community to further expand their network or help address more specific needs.

Throughout the course of the Group Mentoring Program, mentors had shared best practices and lessons learned with each other to improve the mentoring experience for all groups. Although evaluation surveys were still being compiled and analyzed as of the submission deadline of this article, informal feedback received from this year's program suggested that it had been a highly valuable experience for both mentors and protégés. The upcoming survey results, in combination with the best practices and lessons learned, will be used to further enhance the Group Mentoring Program, which is slated to start again in 2014.

Virtual Mentoring

In April 2012, the SIOF Practitioner Mentoring Subcommittee implemented its first Virtual Mentoring Program as an extension to the Speed Mentoring Program held at the 2012 annual conference. The purpose was to provide a forum for mentors and protégés from the Speed Mentoring Program to continue their discussions online.

Although technology is transforming the way we interact with each other on a social and professional level, in the case of Virtual Mentoring, protégés did not make use of this online resource. Feedback received suggested that protégés did not feel comfortable sharing questions, issues, or concerns online that

could be viewed by others. In addition, my.SIOF, the online community networking tool of SIOF, was relatively new at that time, which may have contributed to the lack of use of the Virtual Mentoring space. As a result, the Virtual Mentoring Program was not offered in 2013.

Thus, of the three SIOF mentoring programs, speed and group mentoring are by far the more popular programs compared to the Virtual Mentoring Program. In the future, virtual mentoring may be offered again. In the meantime, the subcommittee encourages all SIOF practitioners to join the SIOF LinkedIn group, which offers many opportunities to engage in virtual mentoring-like interactions with a wide range of I-O professionals.

What Is Next?

The SIOF Practitioner Mentoring Subcommittee will continue to offer speed and group mentoring to the I-O community. A new approach to the mentoring offerings is being explored, to include an integrated offering for participants to join either the Speed Mentoring Program or Group Mentoring Program or both. The benefit of the latter is that it would provide continuity in interactions for mentors and protégés.

With the new or combined offering, protégés will have a seamless transition from speed mentoring to group mentoring, with the added benefit of having

met their mentor(s) and possibly other protégés in person. The concept of a face-to-face meeting to enhance the group mentoring experience started at the 2013 annual conference with a Meet-and-Greet session. It allowed the in-progress group mentoring protégés to meet their mentor(s) and other protégés with whom they had been communicating for several months.

Other program enhancements are also in the works. Some of them include lengthening the speed mentoring sessions and possibly moving these sessions to an earlier timeslot. Other creative ways are also being explored in Group Mentoring to include developing a “menu” of possible topics for discussion, coming up with creative scheduling recommendations to accommodate protégés from around the world, and offering free conference calls for international and domestic participants.

Interested in Mentoring? Signing Up Is Easy

In January 2014, the SIOP Practitioner Mentoring Subcommittee will be announcing the next round of mentoring programs. Be on the lookout for more information on these programs in SIOP’s *NewsBriefs*, SIOP’s website, and emails from SIOP’s Administrative Office. Both the Speed Mentoring Program and the Group Mentoring Program are on a first-come, first-served basis and fill up

quickly! If you are interested in serving as a mentor for either the Speed Mentoring Program or the Group Mentoring Program, please email us directly at Mentoring@siop.org. We would be happy to put you in touch with mentors from previous years to learn more about these programs, if desired.

Current members of the SIOP Practitioner Mentoring Subcommittee include Karina Hui-Walowitz (Co-Chair), Maya Yankelevich (Co-Chair), Charu Khanna, and Megan Leasher. Special thanks go to Mark Poteet for his contribution to and review of this article.

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Professional Practice Committee Updates

The Professional Practice Committee is seeking participation from members on two important initiatives. Please see details below!

The careers study of I-O psychologists continues to be a focus area of the Professional Practice Committee. Interviews with more than 55 SIOP members working in various sectors of employ-

ment (academic, government, internal consulting, and industry) were completed and provided rich input into the jobs, competencies, and experiences of individuals with advanced degrees in I-O. Next, SIOP members will receive an invitation to participate in a membership-wide survey. Please contribute to this important project by completing the survey and sharing your career experiences. This last phase of data collection will inform the career paths to be shared at a conference session in May.

Recognizing the growing importance of business skills to those in practice, the committee has begun work to develop a model of business acumen to describe the nontechnical competencies related to business acumen (e.g., sales, marketing, financial concepts) required for success by practitioners. The committee is currently seeking practitioners spanning the midcareer to executive levels across various sectors of employment (internal consulting, industry, government) to participate in workshops to provide input and refine the competency model. Practitioners interested in contributing to this project via participation in a virtual workshop can contact **Amy DuVer-**
net (amyduv@gmail.com).

For more information on these and other projects, please feel free to contact me at tracy.kantrowitz@shl.com.

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International Practice Forum



Oh Canada!—A Different Take on Employee Engagement

In late 2011, Mo and I set out to explore practice and research issues common across all I-O psychologists regardless of national origin. We started with such topics as stress audits and leadership development only to move onto the prevalence of selection instruments in foreign settings. Each of these topics gave us a clear indication of the differences explored in common I-O practices. But before long, we settled on what I (Alex) believed to be one of the most universal practices in our field—the assessment of employee engagement. **Jay Dorio** of Kenexa Worldwide (now IBM Kenexa) shared distinctions between U.S. and global engagement trends. In that iteration of our column, Jay noted engagement levels across cultures may not vary widely, but strategies for engaging employees vary exponentially.

Jay's contribution to our column spurred a question in my mind—does employee engagement vary on national levels? Does employee engagement matter in other nations the way it does in the U.S.? Are there groups that track national levels of employee engagement the way we do in the U.S.? Are the outcomes of disengagement the same ones we witness in the U.S.? Okay, so maybe it spurred more than one question (Yikes!). But Jay's thought-provoking piece led us to seek out other examples of international research and practice involving employee engagement. This led us to Shawn Bakker.

Shawn Bakker is a registered psychologist, and holds a master's degree in Counselling Psychology from the University of Alberta. During his 14-year career, he has helped organizations with staff selection, succession planning, team building, and training. His clients include



Alex Alonso

Society for Human Resource
Management (SHRM)



Mo Wang

University of Florida

Chevron, NAV CANADA, the British Columbia Public Service Agency, the Canadian Air Transport Security Authority, Nortel Networks, and Winn-Dixie. In addition to his consulting work, Shawn has written numerous articles on the use of psychometric assessments in the workplace and has spoken at many HR industry events. He is committed to helping organizations develop effective and innovative assessments of the talents people bring into the workforce. Shawn is coauthor of the Work Personality Index, Career Values Scale, and Career Interest Profiler.

In his contribution, Shawn will address some of the lingering questions we have about employee engagement and its impact on various outcomes from his practice experiences in Canada. In future columns, we will ask other contributors to explore this same topic from other national perspectives.

Studying Canadian Employee Engagement Trends at a National Level

Employee engagement can be construed as the connection people feel to their work that results in higher levels of performance, commitment, and loyalty. These positive associations and effects have spurred much interest in assessing current levels of engagement in the Canadian workplace and the ways in which these levels can be increased. In an effort to do just that, Psychometrics Canada developed a multifaceted approach to

study employee engagement in Canada. We sought answers to questions such as:

- Is engagement a problem in Canadian organizations?
- What are the results of engagement?
- What happens when people are disengaged?
- Who is responsible for employee engagement?
- What can organizations do to improve engagement?
- What do organizations do that builds disengagement?

The results of the engagement study surprised us at times and at other times supported common findings. For industrial-organizational psychologists and human resources (HR) professionals, we feel that the results of this study support the argument for engagement focused training that targets specific individuals with specific content.

The Research

In December 2010, we surveyed 368 Canadian human resource professionals working in business, government, consulting, education, and not-for-profit organizations. We surmised that these professionals had a great deal of familiarity with employees' experiences at work and would provide a valuable perspective on employee engagement.

Employee engagement can best be described by its results. Engaged employees

demonstrate higher levels of performance, commitment, and loyalty, whereas disengaged employees do not. Given most organizations' strong focus on performance, employee engagement has become a popular topic. Our survey of Canadian HR professionals indicates that, along with its popularity, engagement is both problematic and very important.

The majority of Canadian HR professionals (69%) indicated that employee engagement is a problem within their organizations. A large percentage (82%) said that it is very important that their organizations address employee engagement. In fact, less than half of 1% felt that engagement was not an important issue for their organization.

The benefits of engaged employees are found in a number of organizational measures. HR professionals responded that some of the most common results are a willingness to do more than expected (39%), higher productivity (27%), better working relationships (13%), and more satisfied customers (10%). The advantage of engagement goes beyond better communication; it directly affects the production and efficiency of an organization.

Disengaged employees also affect the output of their organizations. Survey respondents indicated that the most common results of disengagement were dysfunctional work relationships (29%), lower productivity (25%), and an unwillingness to go

beyond the job description (17%). A startling finding was that disengaged employees do not quit in droves or fail to show up for work. Turnover (8%) and absences (7%) were among the lower rated results of disengagement. It appears that the disengaged do not leave their organizations; instead they stay and damage both productivity and relationships.

To increase employee engagement, Canadian HR professionals rated the following as most effective: control over how a person does their work, opportunities to use their skills, and good relationships with management and leadership. Because engagement is driven by the work environment and processes, it can only be affected by those with influence over them. These people are an organization's leaders. The vast majority of survey respondents (84%) indicated that senior leaders and managers are primarily responsible for employee engagement. Fair or not, it appears that it is not up to employees to engage themselves but up to organizations to engage their employees.

When asked what leaders could do more of to improve engagement, respondents endorsed the communication of clear expectations (71%), listening to employees' opinions (62%), and providing recognition (52%). From initially matching a person's skills to the job requirements to communicating clear expectations and recognizing a job well done, leadership begins and sustains employee engagement. Interest-

ingly, there are also significant benefits to be gained from training that focuses on engagement. In organizations that provide engagement training, the percentage of engaged employees rises by more than 10%, and the proportion that see engagement as a problem drops by 20%.

Increasing engagement is a multifaceted challenge. Driving engagement requires adjusting our work environments and processes and training our leaders. With increased communication, less micro-managing, and greater responsibilities for employees, employee engagement can leap forward.

Top Tips for Driving Engagement

1. Build positive work relationships
2. Ensure a good fit between people's skills and their job requirements
3. Provide regular feedback on performance
4. Give opportunities to learn new skills
5. Give employees greater control over their work: stop micromanaging
6. Celebrate progress and recognize employees' accomplishments
7. Share information: communicate the direction and strategy of the organization
8. Give employees the opportunity to share their ideas

To view the complete study, please visit www.psychometrics.com.

See You Next Time!

We leave you with this parting thought: "Happiness is not something readymade. It comes from your own actions." These words from Dalai Lama although simple hold true for nations and organizations striving for highly engaged workforces generating interesting and meaningful work. As Shawn noted in his contribution, employees and employers have equal roles in ensuring engagement. Until next time, goodbye, zaijian, and adios!

WE NEED YOU AND YOUR INPUT! We are calling upon you, the global I-O community, to reach out and submit topic ideas for future columns. 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 mo.wang@warrington.ufl.edu and alexander.alonso@shrm.org.

Lynda Zugec of The Workforce Consultants and Dan Costigan of Psychometrics Canada coedited this contribution.

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The High Society

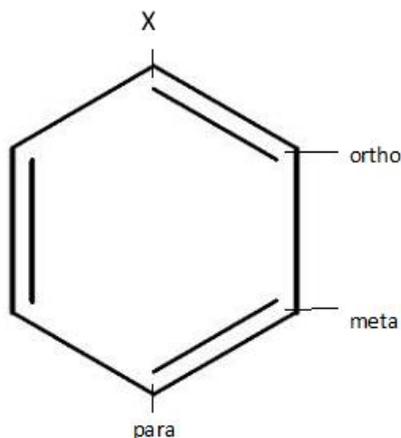


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The Other Two Siblings

It was almost 50 years ago that I began my long journey into psychology. One precursor to my vocational choice is that I flunked out of chemistry. Thus, it is with great delight that I get to use something I learned in chemistry many years ago. It is the benzene ring. The benzene ring is six-sided, and each of the positions in the ring has a name. It looks like this.



You probably don't recognize two of the names, ortho and para. But we all know the third one, meta, the linguistic basis of meta-analysis. There is no need for me to [wax](#) about meta-analysis, other than to say meta-analyses are typically complex and wordy. I don't know if chemistry stole meta from us or we stole it from them. I think I know, but I won't rat out my profession. I say it is time that we create two other types of analyses that, in their own way, will be just as useful to us as meta-analysis. Yes, I am talking about ortho-analysis and para-analysis. As a service to SIOP, **The High Society** offers two constructive ideas.

Ortho-Analysis

After we write a manuscript that is thousands of words in length, our journals require us to condense everything about our paper into 120 words, the abstract. However, we are now in the Information Age, awash in words of all kinds. It takes precious time to process all this information. Quite frankly, 120 words take too much time to read. We need something pithier. I propose that preceding the abstract, the author(s) must state in 10 WORDS OR LESS what the article is all about. This would be an *ortho-analysis*. Forget about a string of “key words.” The ortho-analysis must stick in your head. Accurately condensing the meaning expressed in thousands of words to 10 words or less would be a supreme test of mental discipline. Think of a terse ortho-analysis as a counterweight to a verbose meta-analysis.

I got the idea of an ortho-analysis long ago from a colleague in sociology. During a lull in a meeting, my colleague said he knew someone who reduced all the findings from 100 years of sociological research into only *five* words! Needless to say, I took the bait and asked what they were. He replied, “Some do and some don’t.” I was struck with the simplistic eloquence of the statement, not to mention its high accuracy. I never forgot that story, and now I am sharing it with you. Because I am gracious, I demand an ortho-analysis be 10, not five, words or less.

Could you cogently reduce your latest paper to 10 words or less? That is why we need it. The ortho-analysis would appear as the first segment of an article, right before the abstract.

Para-Analysis

If you look at the benzene ring, you will see the para-position is at the opposite end. Opposite, as in “least related to.” What we typically do in I-O research is to look for convergence or relatedness between measured constructs. We get excited when we discover that something relates to something else. The technical term for this is convergent validation. But what about the other type of validation, divergent? It seems lately divergent validation is only discussed in a class on test construction. I say it is time to bring back divergent validity. A *para-analysis* would explain what the findings from a research study are *not* related to. Such an analysis would serve to keep us focused by clearly stating the limits of what we are talking about.

Just as ortho-analysis began with an event in my past, so too with para-analysis. This one goes back even further in time. I was a graduate student at Purdue. Through some means I have since forgotten, I got hooked up with the head of research for the Purdue University Library. I learned that people conducted research on how libraries operate. The field is called library science. I remember

being rather amazed that the area of study existed. As a means to acquaint me with the field, the head of research loaned me a recently written master's thesis that greatly impressed him. The thesis was entitled, "What a Library Isn't." The thesis explained that a library isn't just a repository of books, it isn't just a quiet place to read, so on and so forth. But I could not get beyond the intriguing and almost invitational title. To help ease the stress of graduate studies, in my spare time I found myself penning clever responses to the thesis title. I didn't think the library guy would have appreciated my work. I came up with such side-splitting entries as, "a library isn't a pumpkin, a library isn't a hemorrhoid," and hundreds more of this genre. If I had shared these witticisms with the library guy, I'm sure he would have lectured me about there being no room for humor in science. As they say in developmental psychology, "As the twig is bent, so grows the tree."

If the ortho-analysis is the opening segment of an article, the para-analysis would be the closing segment, right before references. It would serve to prevent readers from wandering needlessly into the blind alleys of science. It would be a professionally acceptable way of saying, "Don't go there." If you want to impose the 10-words-or-less rule in the para-analysis to achieve symmetry with the ortho-analysis, that would be fine by me. But as I said, I didn't limit myself to identifying only 10 things that a library isn't.

Ortho-analysis and para-analysis, the other two siblings of meta-analysis. Remember, you first read about them in **The High Society**. If only my old chemistry professors could see what I have done with their benzene ring.

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On the Legal Front



Eric Dunleavy
DCI Consulting Group



Art Gutman
Florida Tech

New EEO/AA Regulations for Individuals With Disabilities and Protected Veterans

Eric Dunleavy
DCI Consulting Group

Art Gutman
Florida Institute of Technology

Most readers of this column are familiar with the Americans with Disabilities Act (ADA, 1990) and the ADA Amendments Act (ADAAA, 2008). Numerous articles in this column have covered important ADA rulings and the protection expansions stemming from the Amendments Act. A related statute that doesn't get as much attention is the Rehabilitation Act of 1973, which, among other functions, is the precursor to the ADA and provides protections for federal employees and applicants with disabilities. Section 503 of this act establishes equal employment opportunity and affirmative action requirements for federal contractors doing business with the government and is enforced by the Office of Federal Contract Compliance Programs (OFCCP).

In August of 2013, Section 503 was updated via a final rule developed by OFCCP and approved by the Office of Management and Budget (OMB). That rule was published in the Federal Register on September 24 and becomes effective 180 days later in March of 2014. On the same date a final rule also updated the Vietnam Era Veterans' Readjustment Assistance Act of 1974 in parallel ways.

Based on what we have seen, these regulatory changes have not received substantial attention in the SIOP community yet. We think that they will have im-

portant implications for IOPs working in federal contractor organizations and for consulting firms working for federal contractors. The goal of this article is to provide a basic overview of these new regulations and identify those changes that are particularly controversial and/or will likely require federal contractors and those representing federal contractors to spend significant time and effort on in order to be in compliance.

Background

Patricia Shiu, who is director of OFCCP under the Obama administration, made it clear early in her appointment to OFCCP that one of her major goals was to strengthen EEO and AA requirements related to both individuals with disabilities and protected veterans. Her focus seemed to be on the high unemployment rates for these protected groups, and a lack of measurement in the current regulations. As such, it became clear that potential revisions would involve new quantitative metrics.

The rulemaking process regarding Section 503 started in 2010, with the announcement of proposed rulemaking. This was followed up by a more formal notice of proposed rulemaking in December of 2011, when OFCCP had more specific proposed changes for evaluation. This NPRM led to a substantial amount of public comment, some of it controversial. The controversy stemmed

from a variety of proposed requirements, including those related to:

- conducting various quantitative comparisons for the number of individuals with disabilities who apply for jobs and the number of individuals with disabilities who are hired;
- establishing a 7% hiring goal for individuals with disabilities separately for each job group;
- asking job applicants to self-identify as disabled pre-offer and solicit disability status from current employees;
- assessing the potential burdens associated with paperwork and recordkeeping requirements; and
- considering disabled applicants for all possible job openings regardless of to what jobs the applicant applied.

We were particularly interested in the pre-offer disability status solicitation issue. There is clear ADA statutory language prohibiting employers from asking disability-related questions before an offer of employment has been made. The rationale is to ensure that discrimination doesn't happen. Could this possible Section 503 requirement actually be a violation of the ADA?

EEOC regulations discuss the notion that certain affirmative action-based exceptions may be made to this prohibition, but whether federal contractor status is exceptionworthy is unclear. In 1996, the EEOC provided an opinion letter stating

that pre-offer solicitation would be a violation under general AA provisions. However, this year the EEOC provided an opinion letter stating that when federal contractors are required to solicit this information to comply with a federal regulation, it will not be violating the ADA/ADAAA. It remains to be seen whether this will provide a legal safe haven for contractors if they are challenged, but one would assume so based on the most recent letter.

Public Comment to Regulatory Change

In January of 2012, Congressman John Kline, chairman of the Committee on Education and the Workforce, and Congressman Phil Roe, chairman of the Subcommittee on Health, Employment, Labor, and Pensions responded to these controversies with a letter requesting a 90-day extension of the public comment period. The public comment period was extended 14 days, and little was heard between January 2012 and August of 2013, when Vice President Biden and The U.S. Department of Labor announced the two final rules.

Importantly, there were major changes made to proposed Section 503 revisions based on public feedback, and many of those changes were removal of requirements that the public viewed as overly burdensome. For example, the regulations no longer required record maintenance of 5 years, employer justification

for all cases where individuals with disabilities are rejected, and employer consideration of rejected individuals with disabilities for all other job openings regardless of whether applicants applied to those positions. We find it reassuring to know that the public comment process worked in a sense.

Soliciting Disability Status

The updated regulations will still require that federal contractors and subcontractors who meet the 50 employees/\$50,000 threshold solicit disability status from applicants pre-offer, postoffer, and from employees periodically. Obviously federal contractors and their vendors need to begin the process of system changes that allow for data collection, confidentiality, and new quantitative analyses required under the new regulations.

The OFCCP developed a draft form that contractors would be required to use, verbatim, to request this sensitive information. Obviously this information must be kept separate and confidential. Employee disability status will be solicited every 5 years thereafter, with a reminder in between. The form is currently under review at the Office of Management and Budget's Office of Information and Regulatory Affairs (OIRA). See next page for the complete form.

Voluntary Self Identification of Disability

Why Am I Receiving This Form?

This employer is a Federal contractor or subcontractor. We are required by Federal law to reach out to, recruit, and provide equal opportunity to qualified people who have disabilities. The Federal Government requires contractors and subcontractors to invite job applicants, new hires, and employees to tell us whether they have, or have previously had, a disability. We will use this information to measure the effectiveness of our outreach, recruitment, and other employment practices. Because a person who does not now have a disability may become disabled at a later time, we are required to invite our employees to self-identify each year.*

*Your submission of information is **voluntary**. Information you provide will be kept confidential in accordance with Federal law, and will not affect our consideration of your job application or subject you to negative treatment of any kind. Employees may self-identify as having a disability on this form without fear of any penalty for not having self-identified as having a disability on a previous form.*

Self-Identification of Disability

What is a Disability?

A person has a disability if he or she has a physical or mental impairment or medical condition that substantially limits a major life activity, or has a history or record of such an impairment or medical condition.

Major life activities include, but are not limited to: seeing, hearing, eating, walking, standing, sitting, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and performing manual tasks. Major life activities also include the operation of major bodily functions such as: the immune system, skin, normal cell growth, bowel, bladder, neurological, circulatory, cardiovascular, endocrine, hemic (blood), lymphatic, and reproductive functions.

Please indicate below whether you have a disability:

YES, I HAVE A DISABILITY (or have previously had a disability)

NO, I DON'T WISH TO IDENTIFY AS HAVING A DISABILITY

Reasonable Accommodation

Federal law requires us to provide reasonable accommodation to qualified individuals with disabilities to ensure equal employment opportunity for all. If, because of your disability, you require a reasonable accommodation such as a change to application or work procedures, documents in an alternate format, sign language interpreter, or specialized equipment, please let us know.

* Section 503 of the Rehabilitation Act of 1973, as amended. For more information about this form or the equal employment obligations of Federal contractors, visit the U.S. Department of Labor's Office of Federal Contract Compliance Programs (OFCCP) website at www.dol.gov/ofccp.

PUBLIC BURDEN STATEMENT: According to the Paperwork Reduction Act of 1995 no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. This survey should take about 5 minutes to complete.

Obviously the proposed self-ID form raises a number of issues. The first involves the response options for self-identification. The instructions ask applicants and employees to *“please indicate below whether you have a disability,”* and give the option of selecting either *“Yes, I have a disability (or have previously had a disability)”* or *“No, I don’t wish to identify as having a disability.”* These options don’t cover the full range of possibilities. It isn’t possible to identify as not having a disability. Not having a disability and not wishing to identify as having a disability are surely not one and the same. Based on the form, it may also be possible that applicants truly don’t know if they are disabled under the law. Also note that the first response option combines applicants and employees who identify as having a disability with those who identify as having previously had a disability.

A related issue concerns the readability of the proposed form. According to Microsoft Word’s readability statistics, the self-ID form is difficult to read. According to the Flesch Reading Ease Formula, the proposed form receives a score of about 21, which places it in the “very confusing” category. Scores between 0 and 30 (with a maximum score of 100) indicate that the text is best understood by individuals who are university graduates. In addition, the form receives a score of about 16 from the Flesch-Kincaid Grade Level Readability Formula,

suggesting that it is at the college graduate level. Many applicants and employees in federal contractor organizations may have a difficult time reading and understanding the form.

One other issue is worth noting. There is no place for identifying information on the form. The regulations clearly specify that a 7% utilization goal for individuals with disabilities will be set for each job group. Without identifying information, organizations will be unable to assess whether or not they have met the utilization goal for each job group.

It is also important to note that a 7% disability goal by job group is not a quota. Contractors must assess whether they have a gap between the 7% goal and actual employment within each job group. If there is a gap, they must strive to eliminate the gap with focused outreach and recruitment efforts. Not meeting the goal does not automatically mean violating the regulations.

A Note on Protected Veteran EEO/AA

As mentioned earlier, OFCCP proposed updated EEO/AA regulations for protected veterans as well, and in many ways these updated regulations parallel the 503 updates. One similarity is the requirement of establishing a quantitative metric, called a benchmark. In theory, contractors would compare their protected veteran percentage at the

establishment level (not at the job group level) to the benchmark, which would either be a standard OFCCP-derived percentage, or a contractor-specific percentage based on five different factors. The difference between a disability “goal” and a veteran “benchmark” is unclear, although the regulations did devote space to differentiating the two. Our best guess is that the difference between a goal and a benchmark is based on the fact that the underlying census data for individuals with disabilities is more accurate than the underlying census data for protected veterans because the veteran data actually includes all veterans not just those protected under the regulations. This may also explain why goals are analyzed at the job group level while benchmarks are analyzed at the broader workforce level.

One other point is worth noting. The updated regulations do not require any sort of formal veteran preference. However, in theory, whether or not a benchmark is met is a function of the percentage of veterans in the workforce and, as such, the percentage of veterans that are hired. Could a strong veteran program have adverse impact on women? We note that in theory recruitment and selection are two very different things, but in some cases federal contractors may be faced with conflicting goals. As an example, according to the Department of Veterans Affairs, in 2011 women made up about 8% of veterans in the United States and Puerto

Rico. The EEOC has issued policy guidance stating that veteran hiring preferences grant disproportionate advantage to men based on the greater percentage of men serving in the armed forces, which is an intuitive notion. Whether or not veteran preference is justification for adverse impact against women is another question, and we suggest that context matters. It will be interesting to see if effective veteran programs lead to more men being hired than women and whether veteran status could be a potential defense for this adverse impact in the context of Section 503 compliance.

The Controversy Continues

Even though these regulations have been approved by OMB and become effective in March, the controversy continues. Shortly before this article was due, the Associated Builders and Contractors, Inc. (ABC), a construction trade association, filed an injunction against the new regulations. ABC claimed that the new 503 regulations *"imposed unprecedented, wasteful and burdensome data collection and utilization analysis requirements on government construction contractors, without statutory authority and in an arbitrary and capricious manner."* The suit focuses on legislative history, previous exemptions for construction contractors, and the burdens that the new regulations will put on small businesses. Stay tuned.

Closing Thought: A Supreme Court Case to Keep an Eye On

In 2013 we covered the Supreme Court ruling in *Fisher v Texas*. Our take was that the majority essentially punted on a substantive ruling by sending the case back to the district court to rule on whether the University of Texas program was narrowly tailored. We were hoping that the Supreme Court would answer that question, and they still may if the case is appealed again and ends up back on the Supreme Court docket.

In the fall of 2013 the Supreme Court heard oral arguments in *Schuette v Coalition*, another affirmative action related matter. In a nutshell, the case is about a Michigan law (Proposal 2) that bans preferential treatment based on race, sex, color, ethnicity, or national origin in public education, employment, or contracting. Proposal 2 was favored by voters 58% to 42%. The district court granted summary judgment deeming Proposal 2 constitutional, but a divided en banc panel of 15 6th Circuit judges overturned and deemed Proposal 2 unconstitutional.

The central issue in this case relates to what is known as the “*Hunter/Seattle Doctrine*”, based on prior Supreme Court rulings in *Hunter v. Erickson* (1969) [393 U.S. 385] and *Washington et al., v. Seattle School District No. 1* (1983) [356 U.S. 457]. *Hunter* featured a challenge to a city charter amendment that was chal-

lenged on grounds that it nullified the city’s fair housing act and *Seattle* featured a challenge to Initiative 350 that, effectively, would have ended busing for integration. The Supreme Court overturned both initiatives on grounds that the reallocation of decision-making authority imposed substantial and unique burdens on racial minorities. Although Proposal 2 cites education, employment, and contracting, the crux of the *Schuette* case relates to education and, more specifically, to the ruling favoring diversity decided by a 5–4 majority of the Supreme Court in *Grutter v. Bollinger* (2003) [124 S. Ct. 35].

The challenger to Proposal 2, Coalition to Defend Affirmative Action, argued that the “political process doctrine” established in *Hunter* and *Seattle* imposes hurdles to laws that place substantial and unique burdens on racial minorities. The defendants argued that the *Hunter* and *Seattle* initiatives were passed because of racial animus, whereas Proposal 2 involved no racial animus and simply requires equal treatment.

Not surprisingly, Justices Roberts, Scalia, and Alito were hostile to the Coalition. Justice Thomas was his usual silent self but undoubtedly is also in this camp. Also not surprisingly, Justices Sotomayor and Ginsburg were hostile to Proposal 2 and, although Justice Breyer seemed neutral based on his questions, one would assume that he would be with

Sotomayor and Ginsburg based on his vote favoring diversity in the *Grutter*. Justice Kagan will take no part in this case, so Justice Kennedy would have to join the opponents of Proposal 2 to create a 4-4 split that would allow the 6th Circuit ruling to stand, and thereby overthrow Proposal 2.

There are three things we find interesting here. First, basing a ruling on what many feel is an obscure (Hunter/Erickson) doctrine would allow the Supreme Court to leave *Grutter* untouched regardless of what the ultimate outcome is because diversity separated the notion of racial preference from diversity as a means of providing a better education. The opponents in *Grutter* did not have racial animus, but rather, a belief that diversity can be better served with race-neutral methods.

Second, race neutrality was one of the arguments used by the proponents of Proposal 2 and, among the arguments used was elimination of alumni preferences, which is presumed to favor non-minorities. Of course the argument in *Grutter* was that race-neutral methods were tried by the University of Michigan and failed. More interestingly, though, Justice Sotomayor gave a stinging response to the alumni preference argument, stating:

It's always wonderful for minorities that they finally get in, they finally have children and now you're going to do

away for that preference for them. It seems that the game posts keeps changing every few years for minorities.

Third, in searching through the various legal blogs, Art found it particularly interesting that so many of the scribes believe the opponents are facing an uphill battle in this case. One of the scribes based this notion on Justice Breyer's seeming neutrality, as well as his vote in *Gratz v. Bollinger* (2003) [123 S. Ct. 2411] in which he sided with the majority in overturning the University of Michigan's undergraduate admissions plan. However, his agreement with the majority in *Grutter* and dissent to Justice Roberts ruling in *Parents Involved in Community Schools v. Seattle School District* (2007) [127 S. Ct. 2738] involving plans that would favor minorities in both Seattle and Louisville, Kentucky speak otherwise.

We favor the 4-4 split because it was Justice Kennedy who provided the most difficult questions for defendants, and it was Justice Kennedy who defended diversity as a compelling government interest (in the 14th Amendment strict scrutiny test). Furthermore, although he disagreed that the target plans in those cases were narrowly tailored to the compelling government interest, he outlined methods that could be used that would be narrowly tailored. We'll see.

Notes

DCI staff members have been following these regulatory changes very carefully over the last two years. Many of these have been summarized in real time for the federal contractor community at ofccpblogspot.com, which is run by DCI. Special thanks to Dave Cohen, Fred Satterwhite, Kristen Pryor, Rachel Gabbard, Dave Sharrer and various other DCI staff members for their thoughts and blogs on the topics that helped inform this article.

² <http://www.dol.gov/opa/media/press/ofccp/OFCCP20131578.htm>

³ <http://www.regulations.gov/#!documentDetail;D=OFCCP-2010-0001-0001>

⁴ <http://www.dol.gov/ofccp/regs/compliance/faqs/Section503 NPRM faq.htm>

⁵ http://www.reginfo.gov/public/do/PRAICList?ref_nbr=201307-1250-001

⁶ <http://www.dol.gov/ofccp/regs/compliance/vevraa.htm>

⁷ We covered this ruling in detail over a couple of articles. For example refer to: <http://www.siop.org/tip/july12/18gutman.aspx>

⁸ http://www.supremecourt.gov/oral_arguments/argument_transcripts/12-682_I537.pdf

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Good Science— Good Practice



Tom Giberson
Oakland University



Suzanne Miklos
O.E. Strategies

Both scientists and practitioners have an interest in the impact our human resource-oriented practices have on individuals and organizations. After all, as an applied field, if it turns out that our theoretical and applied works have no impact whatsoever—or worse, have a negative impact on people and organizations—we would have some serious soul searching to do. There is a growing body of research focused on understanding the impact of organizational human resource systems upon individual and organizational performance. Historically, there have been a variety of investigations of the impact of *specific practices* (i.e., hiring systems, compensation) on performance but less focus on human resource management (HRM) practices within organizations broadly on performance. There also exists some work on system-level practices; however, they tend to define HRM systems in different ways. In this edition of **Good Science—Good Practice**, we'll review some of the extant research to see what we can learn to inform practice.

The first study we reviewed by Sun, Aryee, and Law (2007) set out to examine the impact of “high performance” human resource practices on employee citizenship behaviors (CBs) and their subsequent impact on turnover and productivity. Using a number of hotels in China, the authors included the unemployment rate and business strategy as potential moderators of the CB–turnover and productivity relationships. The first construct, “high performance human resource systems” requires some definition, given that this construct has been defined in several different ways in existing studies. The authors adapted Bamberger and Meshoulam’s (2000) model, which breaks HRM practices into three categories: people flow, appraisal and rewards, and employment retention. The model is prescriptive in the sense that it identifies spe-

cific practices as “high performance.” For example, within “people flow,” selective hiring practices, extensive general skills training, promotion from within, and some sense of job security are considered “high performance.” High performance appraisal and rewards practices include results-based appraisals and extensive open-ended rewards. Finally, broad job descriptions, flexible job assignments, and participative management are considered high performance practices.

Sun et al.’s (2007) findings supported most of their predictions. First, CBs partially mediated the relationship between high performance HRM practices and turnover and productivity. Second, unemployment rate moderated the relationship between CBs and turnover, such that CBs and turnover are more strongly related when unemployment is low versus when unemployment is high. Finally, business strategy moderated the relationship between CBs and productivity, such that CBs and productivity were significantly more related in hotels that utilized a customer-service oriented business strategy versus a value-based strategy. This study supports practitioners with some very useful information. First, HRM practices make a difference in employee and organizational performance. Second, the nature of HRM practices makes a difference; although additional studies need

to further examine these relationships, it appears that HRM practices that encourage employee participation, focus on employee growth and development, and ensure selectivity in staffing can impact both turnover and productivity. This study also suggests that business strategy (particularly within the service industry, based upon this study) can positively influence the relationship among HRM practices, employee CBs, turnover, and productivity.

Fu (2013) recently examined the moderating role of high performance HR practices upon flight attendants’ organizational commitment and CBs. The author used the measure of high performance HR systems developed by Sun et al. (2007), along with measures of CBs and affective commitment to the organization. The author focused on six airlines in Taiwan, surveying 47 supervisors and 346 flight attendants. The author found that the stronger the attendant’s affective commitment to the organization, the more likely the attendant would demonstrate CBs. Second, the author found that attendants were more likely to contribute CBs when airlines actively adopted high performance HR practices. Finally, the author found that the relationship between CBs and organizational commitment was moderated by the airlines’ adoption of high performance HR practices, such that these practices strengthened

the relationship between commitment and CBs. Consistent with Sun, Aryee, and Law's findings, adopting high performance HR practices appear to positively impact employees and employee behavior.

Finally, Piening, Baluch, and Salge (2013) examined the relationship between employee perceptions of HR systems and organizational performance. In contrast to the study reviewed above, in which the authors classified HR systems as high performing or not, Piening et al. developed a series of hypotheses regarding employee perceptions of HR systems over time. Specifically, the authors posit that changes in employees' perceptions of the organization's (in this case, 169 hospitals in England) HR systems would be related to changes in job satisfaction, customer satisfaction, and organization financial performance. The authors tracked employee job satisfaction, customer satisfaction, and financial performance over a 5-year period using surveys and archival data to develop a variety of models to test their hypotheses.

Piening et al. (2013) found that changes in HR system perception were positively related to changes in customer satisfaction via changes in job satisfaction; how-

ever, these effects on employee attitudes and firm performance tend to diminish fairly quickly. The authors suggest several potential implications for practice. First, finding that perceptions of an organization's HR system impact job attitudes as well as performance provides some fodder for HR practitioners as they argue for their share of an organization's resources. Second, the roughly 2-year duration of the positive impact of HR practices on employees, customers, and performance suggests that organizations should be continually reviewing practices for improvements and opportunities for meaningful "new" practices. The authors suggest that it might be the fact of change or new initiatives or programs rather than the exact nature of the program that brings about the desired result.

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Sustaining and Advancing I-O

The SIOF Foundation Trustees invite you to sustain and advance I-O psychology by contributing your ideas, time, and financial resources to *initiate* projects such as these:

Internships

The program would be designed to provide financial support for deserving students currently enrolled in their 2nd year of an I-O graduate/doctoral program. The program would assist I-O departments in matching deserving students with credible work organizations that have a record of mentoring future I-O scientist–practitioners. The program must include qualified supervision, meaningful work, systematic mentoring, and feedback. The student should be involved in the production or presentation of a professional work product. The main goal would be to provide needed resources for I-O programs and talent for organizations.

Grants for Building I-O Programs

This would provide an annual or periodic grant to a university's I-O doctoral program to support its actions to make its program stronger, more competitive, and more sustainable. The criteria for this award will focus on the recent, demonstrated accomplishments of the program. The size of the program will not be a factor in selecting the grant recipient. The main goal would be to contribute to the long-term sustainability of the field of I-O psychology

Clinical Faculty/Visiting Professorships

The purpose of this project is to place I-O practitioners in I-O educational programs so that students are ex-



Milton D. Havel
SIOF Foundation
President

posed to a practice perspective as well as an academic perspective. This could be accomplished by funding a group that would identify I-O practitioners who are capable and willing to serve as a visiting professor then matching them with educational institutions. Another approach would be to consider funding the visiting professor positions to ensure that diverse perspectives are provided to I-O students. The Foundation Board could work together with SIOP's E&T Committee to support the development of standards for this kind of faculty role.

Midcareer Refreshment

The purpose of this program would be to offer professional development to midcareer practitioners and academics. The program would utilize an assessment center model that would offer follow-up development programs. The program could be run by SIOP volunteers serving as assessors and presenters. Another option might be to offer a training/certification program that might be co-branded with an organization with SIOP volunteers serving as presenters. The SIOP Foundation might provide some funding to allow for sabbaticals for practitioners or academicians to take part in the program. The assessment center might be held in connection with the SIOP conference with development to follow over the course of the year. The goal of the program is to strengthen the profession.

Field Research Consortia

The consortia would bring in experts and others in related fields, such as economics or law, to work with SIOP volunteers on a multidisciplinary topic. Once the topic/initiative is identified then a steering committee could reach out to companies that might be interested in funding the research on common problems. Another approach might be to contact companies and/or consultants to see what data would be available for analysis by members/students. The Foundation would lay the ground rules, seek a research site, and identify possible researcher(s).

The PhD Project

The purpose of this program would be to increase the racial and ethnic diversity among I-O psychologists by attracting I-O students from underrepresented groups, supporting their training, and aiding in the transition to careers. This would be accomplished by reaching out to graduate schools, offering financial and mentoring support to students during their study activities, and providing job search and coaching support as they transition to careers in I-O.

Future Summits

The idea behind this project would be to hold multiple 1–2 day summits focused on a particular competency that

includes academic, practice, government, and/or international participants. The goal would be to address an issue of long-term and strategic importance that is affecting the profession. The goal of the summits would be to enhance strategies that I-O psychologists need to perform effectively in the future.

Your Ideas?

The Foundation trustees believe our field can be sustained and advanced through development of the projects outlined here. The Jeanneret Working Conference is an example of a field research consortium initiative that is already getting underway. Of course the projects described above are not the only potential ones, so we invite your ideas and creative imaginings—your financial contributions, too. Every trustee would be eager to talk with you.

Foundation Board of Trustees

The SIOP Foundation would like to be among your beneficiaries. We are here because others before us laid the foundations for our work. Let us continue to build for the future.

Help to encourage excellence and innovation in I-O psychology. Contribute at <http://www.siop.org/foundation/donate.aspx>. Your calls and questions to the SIOP Foundation are always welcome.

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SIOP Hawaii 2014: A Welcome From Your Conference Chair May 15-17 (preconference activities on May 14)

Robin Cohen
Conference Chair, SIOP 2014
Bank of America

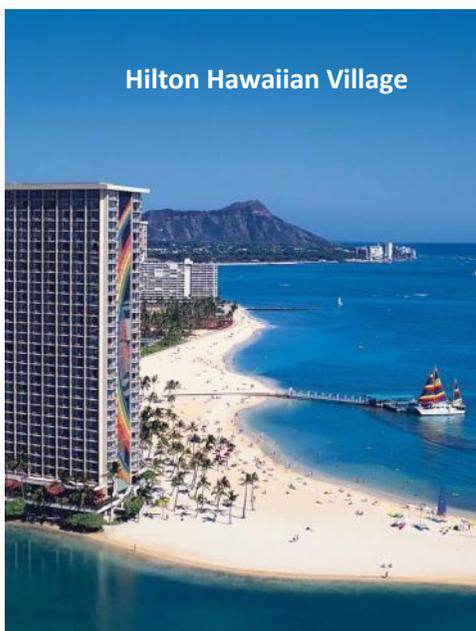
Aloha! SIOP's 29th annual conference is almost here. Every year we say you are not going to want to miss this SIOP but this year you are REALLY not going to want to miss this SIOP. SIOP 2014 will be focused on making connections—connections that will continue to impact our ability to make a difference in both our science and our practice (**Tammy Allen's** presiden-

tial year theme). And don't forget about all of those opportunities to connect with colleagues, network, and learn!

Our Hawaii conference is destined to be one of the best yet, thanks to the incredible dedication of hundreds of volunteers and our stellar Administrative Office staff. For those of you who have not started to plan for Honolulu here's a little roadmap of what you need to know...

Immediately (as in, right now. Really!)

If you have not yet done so, make your hotel reservations. The Hilton 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 are 22 acres of ocean-front paradise and there is 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 nearby 90 shops. There are over 18 restaurants and lounges, and there is a world class spa where you can relax and unwind. You can book online using [this convenient link](#), or you can call the hotel directly at 1-808-949-4321 (and mention that you are coming for the SIOP conference). As you'll see below, we have many great pre-conference events planned for Wednesday, and we have a full day of programming on Saturday capped off with a not-to-be-missed closing plenary and party on Saturday afternoon. So, book your trip accordingly! We also have arranged a special block of rooms at the Sheraton Maui Resort & Spa if you are planning a pre- or postconference trip to Maui.

If you have not yet done so, register for the conference and preconference activities. To get the best conference registration rate and to receive your program book in the mail (great airplane reading!), you will need to register by February 19. The registration process is entirely online and you can register [here](#). And, as

the workshops, preconference events, and Friday Seminars are all first come, first served, you'll want to get on this right away!

Workshops. Mark your calendars! The Workshop Committee, headed by **Erica Desrosiers**, has prepared 10 outstanding workshops for the 2014 conference. These professional development opportunities include a diverse selection of innovative topics designed to meet the many different needs of our SIOP members. Check out the [workshops web page](#) for an overview of the extraordinary panel of nationally and internationally recognized experts from both inside and outside of I-O who will be leading this year's workshops. Be sure to register early to ensure your first choices. Never been to a workshop before? Maybe this is the year to start!

Placement. The Placement Center continues to be a one-of-a-kind resource to connect employers with job-seeking I-O psychologists. Employers and job seekers get access to a networking database that helps employers and job seekers make matches before, during, and after the conference. Employers can meet with job seekers in our center or use

the center to arrange an off-site interview. Applicants can send out targeted resumes and inquiries to specific hiring managers. Applicants that sign up for the Placement Center also receive exclusive access to resources to help them build their job search and interview skills, including mock interviews with I-O professionals to help prospective applicants brush up on their interview skills in a low-stakes setting, as well as webinars in the months leading up to the conference covering topics such as resumé writing and interviewing skills. The center is equipped with IT resources that are specifically used for Placement Center registrants. **Anne Hansen** is managing this year's placement activities, with registration and preconference matching opening prior to the conference, onsite services provided from May 15-17, and continued access to applicant resúmes and job opportunities in the months following the conference.

Student volunteers. Student volunteers are needed to help the conference run smoothly. Volunteers assist in a variety of ways such as helping with registration, assembling materials and signs, and serving as direction and information providers. Interested students should indicate their

wish to volunteer when they register for the conference. Any questions should be directed to **Adam Hilliard** (AHilliard@selectintl.com), Volunteer Coordinator, who will be in touch with volunteer assignments as the conference approaches.

SIOPI Consortia

In keeping with the “*Connections*” theme, prior to the SIOPI 2014 Conference we will introduce our first ever Connected Consortia! The three SIOPI Consortia (Doctoral Student, Junior Faculty, and Masters Student) will be hosted in conjunction with each other. This will enable better networking between consortia participants as well as presenters/panelists. (Each consortium will also have focused break-out sessions.) This once in a lifetime event will take place on May 14, 2014! The newly formed SIOPI Consortia Committee, chaired by **Mark Frame**, will be hosting an informative, interactive, educational, and fun series of talks, presentations, and discussions. As in years past, participants will have opportunities to discuss career opportunities, learn about publishing opportunities, and hear from experts on teaching and research; but this year there will be even more oppor-

tunities to make *Connections*. Here's the information on each consortium.

The 29th Annual Lee Hakel Doctoral Student Consortium. The Lee Hakel Doctoral Student Consortium (DSC) is designed for upper level graduate students in I-O psychology and OB/HRM nearing completion of their doctorates: third-year students or above who have completed most or all coursework and are working on their dissertations. The consortium will feature an impressive lineup of speakers, both academics and practitioners, chosen for their outstanding contributions to the field and unique perspectives on the opportunities and challenges faced by I-O psychologists at different stages of their careers. Special networking sessions will provide DSC participants an opportunity to meet and make *Connections* with other Consortia attendees and speakers. Nomination forms were sent via e-mail in December to each program's director; enrollment is limited to a maximum of 40 participants. For further information on the 2014 consortium, please contact **Wendy Bedwell** (wbedwell@usf.edu) or **Tracey Rizzuto** (trizzut@lsu.edu).

The 8th Annual SIOP Master's Student Consortium. The SIOP Master's Student Consortium (MSC) will be making its eighth appearance this year. The consortium is designed for students enrolled in master's programs in I-O psychology and OB/HRM. The program will include a lineup of speakers who graduated from master's programs and have excelled as managers and consultants. Nomination forms were sent via e-mail in December to each program's director, as with years past, enrollment is limited. Students will attend workshop style sessions and panel discussions. Networking sessions will be offered allowing MSC participants to meet and make *Connections* with other Consortia attendees and speakers. If you have questions about the consortium, or would like to nominate a speaker, please contact **Melanie Coleman** (Melanie.Coleman@wal-mart.com).

The 9th Annual SIOP Junior Faculty Consortium. The Ninth Annual Junior Faculty Consortium (JFC) will be designed to assist the untenured faculty members of SIOP to develop and hone the skills needed to meet their career objectives. It will serve as a "realistic job preview" for partici-

pants who are considering the option of an academic career. As always the JFC will provide insights from journal editors as well as academics who have recently achieved tenure. Concurrent sessions will be offered as well as networking sessions where JFC participants will have the opportunity to meet and make *Connections* with other Consortia attendees and speakers. Because the SIOP JFC changes from year to year, past participants have found value in attending multiple SIOP JFCs. Whether you would be a first-time JFC participant or one of our JFC regulars, please join us for an informative, supportive, and enlightening event. You can register for the SIOP JFC online when you register for the conference. Seating is limited, so register early! For more information, please contact **Mike Sliter** (msliter@iupui.edu).

SIOP Conference Ambassador Program. In an effort to welcome first-time attendees to the SIOP annual conference, we are looking for participants for the Conference Ambassador program. This program will allow new professional SIOP conference attendees (“Newcomers”) to select seasoned SIOP conference attendees (“Ambassadors”). The goal is to help

the newcomer network with fellow professionals and provide a better overall conference experience for all.

Participation as an Ambassador involves only minimal effort, including:

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

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

New member/new attendee/ ambassador meeting. Program Chair **Evan Sinar** and Membership Chair **Mo Wang** invite all new SIOP members, first-time conference attendees, and Ambassador–Newcomer pairs to attend a short meeting prior

to the main reception where we will provide helpful tips and pointers about how to get the most out of the conference. After that you can join the rest of the membership for some great networking and mingling opportunities (accompanied by appetizers and cocktails!). This is an excellent way to meet some other new people at the start of your SIOP conference adventure as well as to meet some seasoned SIOP leaders who will be there to welcome you.

All-conference welcome reception. Be sure to kick off the afternoon of your 2014 conference right at the all-conference welcome reception. Reunite with your conference pals and make some new ones.

The Main Event: Conference Programming (May 15-17)

Opening plenary. The conference officially begins with the all-conference opening plenary session on Thursday morning. After a brief welcome message from your Conference chair (that's me), the announcement of award winners (Awards Chair **David Baker**) and the Fellows (Fellows Chair **Jerry Hedge**), SIOP's president-elect

José Cortina will introduce our SIOP President Tammy Allen. Tammy's presidential address is sure to inspire us as we kick-off our 29th conference.

The incredible main program. Of course, much of what makes the conference great is our main program, comprising symposia/forums, roundtable/conversation hours, panel discussions, posters, debates, master tutorials, and alternative session types (a new session format this year focused on innovative presentation styles and methods) submitted by our members and others in our field. We had a record number of submissions—more than 1,600—and are immensely excited about the resulting program, with over 1,000 accepted sessions spanning a diverse set of topics and a variety of engaging formats. In addition to this vast number of high-caliber peer-reviewed sessions (much appreciation again to all who reviewed this year!), our Program Chair Evan Sinar and his many subcommittees have put together an amazing array of special sessions. Please check out Evan's article in this issue of *TIP* for the full scoop. A few of the key highlights include:

- Theme Track (on Saturday this year; chaired by 2015 Program Chair **Kristen Shockley**): Break-through: Explaining I-O Psychology Through Connection: a full slate of high-energy “TED-style” talks
- Special speakers and panels on cutting-edge topics within the Invited Sessions chaired by **Elizabeth McCune**
- Four Friday Seminars with CE credit (check out **Silvia Bonaccio’s TIP** article for details)
- 11 Community of Interest (COI) sessions, chaired by **Chris Cerasoli**
- Master Collaboration: Technology and Assessment: Research Gaps, Best Practices, and Future Agenda, chaired by **Hailey Herleman**
-

Landy Run. Join race director **Paul Sackett** early on Friday, May 16 for the Frank Landy 5K Run. The course will be at Kapiolani Park, which is about 1.5 miles from the hotel. Participants will meet in the lobby of the hotel at 5:45 am and will travel as a group to the park for a 6:30 am start. The race fee is \$30, which includes a t-shirt. You can register online as you register for the conference. You can also register at the conference, but it would help greatly with race planning (and t-shirt ordering) if you registered in advance.

Networking and social events. As always, the program has been designed to afford multiple networking/ socializing opportunities for all conference attendees. Please take advantage of them! These include sponsored coffee breaks and general receptions. There will also be a Wi-Fi lounge, multiple sitting areas, and plenty of space for meeting up with friends and colleagues. In addition, some special activities to promote networking are being planned. We are expecting to have a large international turnout, so the conference is a great opportunity to make international connections as well.

Closing plenary and reception: The 29th annual conference will close on Saturday afternoon with a plenary session that includes keynote speaker Geoff Colon of Microsoft with a unique presentation that will help launch SIOP into a new era of connectedness 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 Hawaii-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 day.

Postconference (Sunday, May 18)

Postconference tours. The local arrangements team, headed by **Gary Farkas**, has put together some outstanding post conference tour options for SIOP members. These tours are “pure Hawaii” and you can enjoy them in the company of fellow SIOP members.

- Stars and Stripes tour: Exclusive tour of the USS Arizona Memorial and the Battleship Missouri Excursion
- Diamond Head Crater Adventure
- Take an adventure and explore Oahu’s famous North Shore

Details on the tours are available [here](#). If you can’t make the tours, there is still plenty to do in the Honolulu area before, during, and after the conference, and the local ar-

rangements team will make sure you are well prepared with a summary of ideas and suggestions that will be available at the conference.

Conference evaluation. Shortly after you have returned home filled with ideas and memories from your great experience in Hawaii, expect a post conference survey from our Conference Evaluation Chair **Rustin Meyer**. Next year’s Conference Committee will use this feedback in their plans for our next amazing conference in the city of brotherly love—Philadelphia!

I hope after reading this you are getting as excited as I am for SIOP 2014! Aloha, and I look forward to seeing you in Honolulu!



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SIOP 2014 Conference Program

Evan Sinar
Program Chair, 2014

We received well over 1,500 submissions for the 2014 SIOP conference in Honolulu, a record number that further bolsters our anticipation for the quality, diversity, and informative nature of the more than 1,000 accepted sessions. As of this writing, the Program Committee has recently completed the scheduling process for the 3 full days of conference programming, and we can say with great confidence and enthusiasm that it will be an incomparable professional development event for all attendees. We have been working since the last conference to assemble a quality collection of Friday Seminars, Communities of Interest, a Master Collaboration, a full-day Theme Track, and other Invited Sessions to complement hundreds of high-quality, peer-reviewed sessions showcasing I-O psychology research, practice, theory, and teaching-oriented content. Below we summarize several notable program elements. You'll be hearing many more details about the program as the conference approaches.

Theme Track: Breakthrough: Expanding I-O Psychology Through Connection (Chair: Kristen Shockley)

The Theme Track, a very popular feature each year (please note: this year it is scheduled for Saturday), presents a set of sessions

centered around a unifying topic chosen to resonate with the interests of our full SIOP audience, spanning practitioners, academics, and students, from across the globe. This year's topic is "Breakthrough: Expanding I-O Psychology Through Connection." Throughout the five sessions speakers will describe research, practice, or conceptual ideas about how making connections between various disciplines or schools of thought can enhance I-O psychology. We are focusing specifically on connections in five areas: East Meets West, Neuroscience Meets Leadership, Business Meets Psychology, Deductive Research Meets Inductive Research, and Technology Meets Application.

All sessions are adopting a novel format: "TED-style" talks, which involve dynamic speakers presenting information in a digestible, engaging manner. True to the theme, three of the speakers come from areas outside of mainstream I-O: Hazel Markus, professor of psychology at Stanford University, David Dotlich, author of *Head, Heart, and Guts: How the World's Best Companies Develop Complete Leaders and CEO and chairman of Pivot*, and Ben Waber, president and CEO of Sociometric Solutions and visiting professor at MIT.

Theme Track sessions are presented in the same room throughout the day,

Theater 310. Sessions are eligible for continuing education credits. Each session is worth 1.5 credits, with the exception of Technology Meets Application, which is worth 1 credit. Check out <http://www.siop.org/conferences/14con/regbk/themetrack.aspx> for more detailed information about each session, including learning objectives.

East Meets West, 7:30–8:50

Hazel Markus, **Michele Gelfand**, and **Richard Griffith**

This session will explore how cultural values inform the research and practice in industrial and organizational psychology. Each talk will focus on innovative ways to conceptualize, operationalize, and measure cultural values and their multilevel effects on employees and organizations. Specific topics for the session include approaches to conceptualize cultural differences, a multilevel framework to understand the systematic effects of cultural values, and the assessment and development of cultural competence.

Neuroscience Meets Leadership, 9:00–10:20

David Waldman, **Steven Poelman**, and **William Becker**

The goal of the session is to increase audience awareness of the extant research involving neuroscience and leadership, and to encourage thinking about how neuroscience can be used to advance traditional methods of studying leadership. The talks will specifically focus on the links between intrinsic neurological activity and

leadership effectiveness, using neurofeedback to train leaders, the activation of empathy in the brain and its effects on leadership style, and the optimal use of the brain for self-leadership, including productivity and well-being.

Business Meets Psychology, 11:00–12:20

David Dotlich and **Todd Carlisle**

Even though I-O psychologists and business leaders inhabit the same organization, they often live in two different worlds. Rather than understanding and enhancing each other's efforts, there is often a "clash of cultures" based on myths and misunderstandings of the value each brings to improving organizational and leadership performance. This session is designed to help these two cultures achieve breakthroughs in solving organizational challenges by better understanding each other's unique value and contribution. Mini case studies will be used to analyze dynamics that lead either to success or failure of the two perspectives working together. The session will end with practical ideas and lessons learned on how to maximize the intersection between psychologists and business leaders to the benefit of the whole organization.

Deductive Research Meets Inductive Research, 12:30–1:50

Fred Oswald, **Ron Landis**, and **Robert Vandenberg**

I-O psychologists have traditionally taken the deductive approach to research by hypothesizing then testing, yet an inductive

approach that tests then hypothesizes can also yield valuable insights. The goal of this session is to help people understand and appreciate how the application of both paradigms to a program of research, rather than exclusively applying one or the other, is more likely to yield research breakthroughs. The presenters will provide examples and clear recommendations on how and when to combine both approaches.

Technology Meets Application, 2:00–3:00

Ben Waber and Kevin Impelman

The goal of this session is to discuss and provide exemplars of how technological innovations can be used to advance the science and practice of I-O psychology. On the research side, discussions will center around using cutting-edge wearable sensing technology (sociometric badges) to investigate how people communicate with each other in the real and virtual world, and how their communication patterns impact happiness, individual performance, and organizational success. On the practice side, the focus will be on how emerging technologies allow for evaluation of personality based on social media or speech communication patterns, the use of big data and analytics in assessment, and how the gamification technology will change how individuals engage and learn from the assessment process.

**Master Collaboration
(Chair: Hailey Herleman)**

The Master Collaboration brings together leading practitioners and academics focused

on technology and assessment to share the state of the science and practice, identify gaps, and outline opportunities for collaboration in the future. This session will appeal to practitioners and academics looking to bridge the gap between good science and the frontiers of technological implementation.

Assessment and Technology: Till Death Do Us Part

Scott Bryant

The speaker will survey the many ways technology is being used to enhance assessments, with special attention to simulations. Benefits and pitfalls of the reliance on technology as well as applied and future research avenues will be discussed.

Researching Technology and Assessment: Then, Now, What's Coming Next

Mark Frame

Technology-enabled assessment center (TEAC) methods have changed the way assessment processes are developed and administered. Unfortunately, little research is publically available to help guide best practices. Dr. Frame will discuss research of candidate perceptions of TEAC methods, and differences between TEAC and traditional AC methods and assessors, using his work with Fenestra, Inc. as an example of how such research could be conducted.

Advancements in Assessment Technology: Bringing Better Experiences to Candidates

Ben Hawkes

A review of existing research will dem-

onstrate that simulation-based assessments can offer increased validity, greater differentiation of their recruitment process, and a more positive candidate experience. In addition, the speaker will discuss how technological advances have lowered the development cost of simulations and at the same time have given more candidates access to capable PCs/mobile devices and broadband connectivity.

Assessment Centers in the Future: Can Research Keep Up?

Duncan Jackson

As the world becomes progressively more grounded on a global stage and with the advent of a global economic crisis, there are new considerations in the development of ACs in order to bring them up to date. Has research kept up with these rapidly moving changes? What are the implications of working with diverse cultural groups in ACs and electronic devices?

Discussion

Nancy Tippins

The discussant will close the session by walking attendees through areas of concern in technology and assessments, including validity/reliability, realism, legal and professional standards, and applicants and their reactions. Finally, she will discuss a research agenda for the future.

Friday Seminars (Chair: Silvia Bonaccio)

The Friday Seminars are invited sessions providing attendees with opportunities to rapidly acquire new knowledge of, or deepen their expertise in, high-value topic areas, guided by presenters well recognized as thought leaders in their respective content domains. These sessions offer continuing education (CE) credits. Please note that the Friday Seminars require advance registration and an additional fee. This year's topics are briefly listed below; please see Silvia Bonaccio's article in this month's *TIP* for expanded descriptions of these engrossing learning opportunities, and make sure to sign up early as enrollment is limited!

Cultural Encounters: The Impact of Cultural Differences on Interpersonal Processes in Work Organizations

(Presenters: Gilad Chen & Bradley Kirkman; Coordinator: D. Lance Ferris)

Biological Foundations of Organizational Behavior

(Presenters: Jayanth Narayanan, Wendong Li, & Zhaoli Song; Coordinator: Marylène Gagné)

Generational Differences in the Workplace: Managing Millennials

(Presenters: Jean Twenge & Stacy Campbell; Coordinator: Jerel Slaughter)

Using MPlus for Structural Equation Modeling in I-O Research

(Presenter: Bob Vandenberg; Coordinator: Catherine Connelly)

Communities of Interest (COI) Sessions (Chair: Christopher Cerasoli)

There will be 11 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.

This year's Communities of Interest are:

- **Beyond Science: I-O to Inspire a Broader Impact** (Facilitators: Lacie Barber & Mindy Shoss)
- **Fostering Field-Based/On-the-Job Informal Learning** (Facilitator: Christopher Cerasoli)
- **Assessment Gamification: Current Practice and Future Trends** (Facilitators: Seymour Adler & Thomas Chamurro-Premuzic)
- **I-O In and Around Healthcare Organizations** (Facilitators: Sylvia Hysong & Sallie Weaver)
- **Broadcasting Individual Differences: Drawing Inferences Based on Social Media Profiles** (Facilitators: Jamie Winter & Mike Zickar)

- **Evidence Based Practice: How Empirical Findings Should Guide Us** (Facilitators: Alison Eyring & Sven Kepes)
- **Fostering Positive Experiences for New Academics/Practitioners** (Facilitators: Wendy Bedwell & Daniel Miller)
- **Using I-O to Help the Armed Forces and Veterans** (Facilitators: Rose Hanson & Maya Yankelevich)
- **Current and Emerging Directions in Employee Motivation/Engagement** (Facilitators: John Donovan & Christine Corbet)
- **Promises and Pitfalls of Big Data in Organizations** (Facilitators: Anthony Boyce & Todd Carlisle)
- **Navigating Romantic and Peer Relationships in I-O** (Facilitators: Daisy Chang & Mark Potteet)

Invited Sessions (Chair: Elizabeth McCune)

This year we will feature several invited sessions and addresses throughout the conference, built around emerging and current topics of broad interest across the SIOP membership, comprising sessions developed by the Alliance for Organizational Psychology, the SIOP Executive Board, and the Invited Sessions Program Subcommittee, and also including the fourth edition of the invited IGNITE session (each year, one of the conference's most-attended sessions!). Please note, the term "invited" refers to the

presenters, not the audience—all are welcome to these very special sessions!

How Big of a Change Will Big Data Bring? (Panelists: Kathryn Dekas, Scott Erker, Charles Handler, & Mike Dolen; Chairs: Madhura Chakrabarti & Elizabeth McCune)

In this symposium, four scientists–practitioners come together to discuss what Big Data means in the field of industrial-organizational psychology and its implications. The speakers will then engage in a “fun” debate on whether Big Data is likely to bring about incremental or revolutionary changes to the field.

Mergers and Startups: End of I-O as We Know It (Panelists: Tony Anello, Natalie Baumgartner, Lisa Collings, Joy Hazucha, & Annmarie Neal; Chair: Martin Lanik)

As the consulting industry undergoes consolidation and a startup boom, I-O psychologists face yet another existential crisis. On one end, traditional I-O firms are being acquired by publicly traded conglomerates; on the other, venture capital-backed startups are building HR-related technology. We will discuss the impact of these trends on our field.

Career Study of People With Advanced Degrees in I-O Psychology (Presenters: Dennis Doverspike, Alexandra Zelin, Margarita Lider, Gary Carter, & Tracy Kantrowitz; Chair: Mike Trusty)

This study employed interviews with practitioners working in academia, con-

sulting, industry, and government. We identified career paths in industrial-organizational psychology and the critical experiences that define success and lead to advancement within each practice area. Final steps include validating this qualitative work and reporting the results to SIOP stakeholders.

Alliance Special Session: I-O’s Alignment With the International Labor Organization’s Decent Work Agenda

(Panelists: Stuart Carr, Telma Viale, Walter Reichman, Mary O’Neill Berry, & Malcolm MacLachlan; Chair: John Scott) The purpose of this panel discussion is to discuss the implications of I-O psychology’s potential alignment with the International Labour Organization’s (ILO) decent work agenda and to highlight significant opportunities for I-O as a profession to contribute to the ILO’s work on a global level.

Alliance Special Session: How International Is I-O? Perspectives From Six Continents

(Panelists: Alexander Alonso, David Chan, Hennie Kriek, Sharon Parker, Robert Roe, & Mary Sully de Luque; Chair: Berrin Erdogan)

This panel brings together experts from around the globe to discuss the generalizability of I-O constructs across cultures, methodological issues that need to be considered in cross-cultural investigations, and nuances of translating I-O findings into practice.

Alliance Special Session: Research Incubator on Global Youth Unemployment/Underemployment (Facilitators: Ute-Christine Klehe, José Peiró, & Rosalind Searle; Chairs: Lisa Finkelstein & Elora Voyles)

What are the challenges for youth (ages 15–24) gaining access to jobs they are trained for in today’s global workplace? Experts in the area of youth unemployment/underemployment will describe the scope of the issue and coordinate SIOP members in an interactive discussion designed to jumpstart new cross-cultural research collaborations.

SIOP–SHRM Science of HR Series: Promoting I-O Psychology to HR

(Presenters: James Kurtessis, David Morgan, & Kayo Sady; Chair: Mark Schmit) Presenters from the Professional Practice Committee will review the SIOP–SHRM Science of HR Series and discuss current projects designed to increase the visibility of I-O research and practice to the SHRM community. Discussion will include how SIOP and SHRM can continue to collaborate to promote evidence-based HR practices.

Broadening Our Sphere of Influence: Exemplars of Science Advocacy

(Presenters: Tammy Allen, Leslie DeChurch, Lillian Eby, Leslie Hammer, Steve Kozlowski, & Quinetta Roberson; Chairs: Rustin Meyer & Stephen Stark) SIOP strives to empower its members to engage in science advocacy by commu-

nicating with public policy makers, organizational decision makers, granting agencies, the media, and lay audiences. The purpose of this panel is to learn from those who have been particularly successful advocates for our science.

Crucial Developments in the Licensure of I-O Psychologists (Hosts: Mark Nagy & Don Crowder)

This session will feature Dr. Don Crowder, the ASPPB liaison to SIOP, speaking about ASPPB and its involvement in the licensing of I-O psychologists, discussing a recently formed task force on licensing issues for I-O psychologists, and updating members on the recent International Congress of Licensure, Certification, and Credentialing meeting.

SIOP Living History Series: An Interview With Edward Lawler (Presenter: Edward Lawler; Host: Kevin Mahoney)

The SIOP Living History Series is a series of interviews of influential individuals in the history of I-O psychology conducted at each SIOP conference. This year, the SIOP historian will interview Edward E. Lawler III, whose has made many contributions to the field of I-O as both an academic and practitioner, perhaps most notably in the field of compensation.

A Conversation With SIOP Leadership

(Presenters: Tammy Allen, Douglas Reynolds, & José Cortina) Come meet with SIOP leaders to discuss the latest updates on SIOP’s strategic

initiatives as well as get answers to your questions about SIOP activities. Topics will include SIOP's science advocacy efforts including work with Lewis-Burke, branding, and member services.

Connections That IGNITE I-O Research and Practice

(Presenters: Robin Cohen, Quinetta Roberson, Michelle (Mikki) Hebl, Lillian Eby, Lise Saari, Tracy Kantrowitz, Lisa Finkelstein, Amy Grubb, & Leslie Hammer; Chair: Autumn Krauss) So far, SIOP's Invited IGNITE series has considered how I-O psychologists use data to inform evidence-based decisions, impact people's working lives, and influence employee and organizational behavior. This fourth installment showcases the remarkable connections we forge in order to realize these goals. What connections will you be inspired to make?

Continuing Education Credits

The annual conference offers many opportunities for attendees to earn continuing education credits, whether for psychology licensure or other purposes. SIOP is approved by the American Psychological Association to sponsor continuing education for psychologists and also is an HR Certification Institute Approved Provider of PHR/SPHR/GPHR recertification credits for HR professionals. Information about the many ways to earn CE credit at the SIOP annual conference can be found at <http://www.siop.org/ce> and will be continually updated as more information becomes available.

Thank You to Many, Many Partners!

The annual conference is a year-long group effort involving over 1,500 contributors: SIOP Administrative Office staff, Program Subcommittee members, invited presenters, and more than a thousand dedicated reviewers. On behalf of the Program Committee, our deepest thanks to all who have devoted time above and beyond your many other work and life commitments to make the upcoming conference a success.

I would also like to express my sincere appreciation to 2013/Past Program Chair **Eden King** and 2015/Incoming Program Chair Kristen Shockley for their boundless partnership throughout the process to build the exceptional 2014 program, in addition to Program Subcommittee Chairs Silvia Bonaccio, Christopher Cerasoli, Emily Hunter, Hailey Herleman, and Elizabeth McCune.

Finally, we cannot overstate the critical value of the incomparable planning and coordination of SIOP Executive Director David Nershi, IT Manager Larry Nader, Membership Services Manager Tracy Vanneman, and the entire SIOP Administrative Office staff. We hope all SIOP members recognize the immense expertise and responsiveness the Administrative Office provides each day, year after year, to ensure the continued success of the annual conference, and the Society as a whole. When you're in Honolulu, please take time to recognize the Ad-

ministrative Office for their efforts, as none of the networking and professional development benefits you'll be experiencing would be possible without them.

We look forward to seeing you in Honolulu in May!

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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.

2014 SIOP Conference: Friday Seminars

Silvia Bonaccio

Telfer School of Management, University of Ottawa

As chair of the 2014 Friday Seminars Committee, I am pleased to share with you the lineup for this year's seminar presenters and topics. The Friday Seminars offer researchers and practitioners an opportunity to develop new skills, explore new topics, and to keep up with cutting-edge advances in research and practice. The invited experts will provide a thorough discussion of the topics in an interactive learning environment (e.g., lecture accompanied by break-out discussions, case studies, experiential exercises, and networking).

I hope that you will register for one (if not two!) of these sessions. However, space is limited, and these sessions sell out quickly. I encourage you to register early to secure your spot. Please contact me via email at bonaccio@telfer.uottawa.ca if you have any questions.

The 2014 Friday Seminars are sponsored by the Society for Industrial and Organizational Psychology, Inc., and are presented as part of the 29th Annual SIOP Conference. SIOP is approved by the American Psychological Association to sponsor continuing education for psychologists. SIOP maintains responsibility for this program and its content. Three (3) hours of continuing education credits

(CE) are awarded for the participation in one (1) Friday Seminar.

Full descriptions are available at <http://www.siop.org/Conferences/14Con/Regbk/fridayseminars.aspx>

- *Duration:* Sessions are 3 hours in length.
- *Enrollment:* Limited to the first 50 participants who register for each seminar.
- *Date and Time:* Friday, May 16, 2014, during the morning (7:30 to 10:30 am) or late morning/early afternoon (11:00 am to 2:00 pm).
- *Location:* The seminars will be held at the Convention Center (specific room will be indicated in conference program).
- *Fee:* The cost for each Friday Seminar is \$85.00 (U.S.).
- *Registration:* Registration is available through the general online registration process for the conference.
- *Cancellation:* Friday Seminar fees cancelled on or before May 1, 2014, will be refunded less a \$25.00 (U.S.) administrative fee.
- *Continuing Education Credit:* The Friday Seminars are sponsored by the Society for Industrial and Organizational Psychology, Inc. and are

presented as part of the 29th Annual SIOP Conference. SIOP is approved by the American Psychological Association to sponsor continuing education for psychologists. SIOP maintains responsibility for this program and its content. Three (3) hours of continuing education (CE) credit are awarded for participation in one (1) Friday Seminar.

Overview of Topics and Presenters

Cultural Encounters: The Impact of Cultural Differences on Interpersonal Processes in Work Organizations (7:30–10:30 AM)

Gilad Chen, University of Maryland, and Bradley L. Kirkman, North Carolina State University. Coordinator: D. Lance Ferris, Pennsylvania State University

This seminar will focus on cultural differences and interpersonal processes in organizations. Two experts will summarize how organizational psychologists study cultural differences (e.g., discussing values, cultural distance, and culture tightness–looseness), how these differences operate at different levels of analysis (e.g., individuals, teams, organizations, and nations), and how these differences influence—and can be managed in—interpersonal work encounters (e.g., leading a global team, adapting as an expatriate).

This seminar is intended for a general audience; no prior knowledge is required.

Biological Foundations of Organizational Behavior (7:30–10:30 AM)

Jayanth Narayanan, National University of Singapore; Wendong Li, Kansas State University; and Zhaoli Song, National University of Singapore.

Coordinator: Marylène Gagné, University of Western Australia

This seminar will examine the physiological measurements available to researchers and practitioners in the study of organizations. We will focus on three methods: molecular genetics (genes such as dopamine, serotonin, oxytocin); behavior genetics (using twin samples); and hormones (testosterone, cortisol). We will discuss the challenges and opportunities of using these methods in the workplace. We will also examine the ethical issues that need to be paid attention to while doing this work.

This seminar is intended for a general audience; no prior knowledge is required.

Generational Differences in the Workplace: Managing Millennials (11:00 AM–2:00 PM)

Jean M. Twenge, San Diego State University, and Stacy M. Campbell, Kennebec State University

Coordinator: Jerel Slaughter, University of Arizona

This seminar will discuss how generations differ based on a sample of 11 million young people. Millennials or Generation Me show positive self-views, higher expectations, and an increased empha-

sis on work–life balance. We will discuss two applications of this research: methods in generational research (including separating age and generational effects) and evidence-based strategies for recruiting, retaining, and managing today’s young adults. The seminar will be spiced with plenty of pop culture and humor.

This seminar is intended for a general audience; no prior knowledge is required.

Using MPlus for Structural Equation Modeling in I-O Research (11:00 AM–2:00 PM)

Bob Vandenberg, University of Georgia
Coordinator: Catherine E. Connelly, McMaster University

This workshop will introduce participants to the Mplus software. Participants will learn to run exploratory factor analyses

and latent variable measurement models using confirmatory factor analyses. They will also learn to run path models (a) using regression, (b) among latent variables, (c) using logistic regression, and (d) using logistic latent variable analysis. Testing latent interactions will be discussed. The instructor will provide the data and the syntax files used in the workshop.

This workshop is intended for individuals who have either taken a course or have practical experience in multivariate statistics (e.g., EFA, CFA, SEM). No prior experience with Mplus is necessary. Participants who wish to run some of the exercises during the workshop are free to bring their laptops with Mplus installed.

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Visibility Committee Explores How to Elevate I-O Psychology's Media Presence

Liberty Munson
Media Subcommittee Chair

The media subcommittee within SIOP's Visibility Committee has been busy this year! We have identified several opportunities to increase the presence of I-O psychology in the media and are actively working to develop guidelines, processes, and other materials that our members can leverage as they interact with media.

To identify these opportunities, the committee asked "How can I-O psychology increase its media presence, and what can SIOP do to help?" Here are our answer to those questions:

First, we, as I-O psychologists, need to respond more quickly to newsworthy I-O related events. To that end, SIOP is creating guidelines on how to write good press releases and how to get them published. If a newsworthy event happens in your area, these guidelines and tips should give you the tools you need to quickly and effectively respond and provide the I-O perspective. These guidelines will be made available on my.SIOP.org in early 2014.

Along these lines, the media subcommittee is also creating a network of members who are willing to respond quickly to newsworthy events at local and na-

tional levels and to write articles for publications, such as magazines, newspapers, newsletters, and trade journals, when the Administrative Office receives requests. We are still looking for members who would be interested in joining this network of early responders and writing an occasional article as needed. Send your contact information as well as the subject matter you would like to write about to boutelle@siop.org. The Administrative Office will then try to match your expertise with a publication's editorial needs when they receive these requests or when they learn of newsworthy I-O-related events, and they plan to proactively identify opportunities for SIOP members to author articles in these publications.

Second, we need to be more proactive about identifying hot topics that businesses care about and providing the I-O perspective as early as possible. To support this initiative, the media subcommittee will be asking members to identify "hot topics" (look for requests in upcoming *News-Briefs* and on the siop.org main page) and describe how I-O psychologists can play a role in helping organizations with each. As part of this initiative, we will develop a

process for publishing the I-O perspective on these hot topics in as many media outlets as possible. One fun way that we have started to identify these topics is through SIOP's Top 10 Business Trends for 2014, which was published at the end of 2013.

The goal is to create interest in I-O psychology by identifying key trends that are likely to affect businesses and explaining how I-O psychologists can play a role in helping organizations navigate through those trends and associated challenges.

Third, we need to be more proactive about getting our research into the public domain. Several years ago, SIOP introduced a *Research Digest* that highlights research presented at the annual conference and Leading Edge Consortium. The *Digest* is released through Meltwater and other outlets about four times a year. The subcommittee is exploring ideas to publish this more frequently, expand the research reported beyond that presented at our conferences, and expand the reach of who receives them. Currently, SIOP's Administrative Office is responsible for writing these research briefs, but we could make stronger headway on this with your help! We'd love to find some student or member volunteers who could review the conference abstracts and write brief summaries (approximately 300 words) of research that would be of interest to journalists for these digests as well as have members send summaries of their research for possible inclu-

sion in future edition. If you're interested in learning how you can get involved or how to submit your research, contact Clif Boutelle at Boutelle@siop.org.

Fourth, we are generating a list of publications that frequently have articles on I-O-related topics and creating guidelines and tips for how members can get articles published in each. Some publications rely on the expert (i.e., you!) to write the article, whereas others rely on their staff to write the articles. In the latter, you would pitch your idea and then work with a staff writer. The guidelines and tips that SIOP is creating will detail how to work with each publication identified. Further, we are exploring how SIOP can educate journalists so that they know when they should ask us for our expertise on articles they are already writing.

Beyond these ideas, we should also be evangelizing our skills in non-I-O publications and arenas, and the media subcommittee is drafting some ideas for how you might do this. The idea is that I-O skills and knowledge can be applied in many areas and ways that we often overlook. Think about your favorite hobby. Is there a way that I-O could be applied in that setting? Are you an avid hiker like me? In the state of Washington, we have a volunteer organization that is dedicated to preserving and maintaining our wilderness areas and trails. How could I-O psychology be applied to help them in their mission? Some

examples that spring to mind include how to lead, reward, and motivate volunteers. By sharing our research on leadership, rewards, and motivation with this organization and working with them to apply it, I not only have an impact on their volunteer program and experience, I will also demonstrate the value of I-O psychology to people who might not even know such a discipline of psychology exists!

Further, we are hosting another Workplace Reporters luncheon at the Harvard Club in New York City at the beginning of April where we can introduce reporters to I-O psychology. These luncheons do not include formal presentations but provide an opportunity for reporters who write about workplace issues to meet industrial-organizational psychologists and discuss workplace research and trends. The event follows several successful media luncheons sponsored by SIOP in recent years. Past luncheons have included journalists from *The Wall Street Journal*, *The New York Times*, *TIME*, *BusinessWeek*, *Forbes*, *Crain's New York Business*, *Inc. magazine*, *HR Magazine*, *Newsday*, *Money Magazine*, *Fast Company*, and Dow Jones news-wires. If you'll be in NYC at the beginning of April and would like to participate, please contact Ben Dattner (ben@dattnerconsulting.com) for more information. We'll see you there! We are also looking for opportunities to ex-

pand this idea into other cities. If you live in a location where something like this might be of interest to local reporters, let SIOP know!

Finally, you will be seeing a series of ongoing *Newsbriefs* describing how members can increase the visibility of I-O by doing a few easy activities, such as going to your child's school to talk about I-O psychology, talking to business leaders in the area (perhaps at local BBB meetings or similar) about how I-O informs and helps [insert industry segment here], and so on.

All in all, the answer to the questions that we posed initially ("How can I-O psychology increase its media presence, and what can SIOP do to help?") seems to be that we need to be more proactive around SIOP's visibility. We are often late to the table when newsworthy events happen, and as a result, our voice isn't heard. Our goal is to provide members with the tools and resources to give them the extra bit of assistance that is needed to get our message out sooner. In fact, to borrow a phrase that sums up our goals for this year: "if you see something, say/write something!"

Do you have ideas about how SIOP can raise our media presence? Let me know at libertymunson@live.com. I'd love to hear them!

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News From the SIOP-United Nations Team

SIOP Representatives to the United Nations:

John C. Scott, *APTMetrics*

Deborah E. Rupp, *Purdue University*

Lise Saari, *New York University*

Lori Foster Thompson, *North Carolina State University*

Mathian Osicki, *IBM*

Ishbel McWha, *Cornell University*

SIOP's UN team has been busy over the past couple of months as we continue bring I-O thought leadership to bear in addressing key challenges to the United Nations agenda.

Over the past couple of months SIOP has cosponsored two critical statements that have been submitted to UN Commissions. The first statement, which was coauthored by **Lise Saari**, was submitted to the United Nations' 58th Session of the Commission on the Status of Women. This statement is entitled: *Psychological Perspectives on the Implementation of the Millennium Development Goals for Women and Girls: Access to and Participation in Education, Training, Science and Technology, for the Promotion of Women's Equal Access to Full Employment and Decent Work*. The second statement was submitted to the United Nations' 52nd Session of the Commission for Social Development and is entitled *Psychological Contributions for Promoting Empowerment of People in Achieving Poverty Eradication, Social Integration and Full Employment and*

Decent Work for All. Both statements reflect an interdisciplinary perspective on how psychology can impact these critical areas and can be found in the library on the UN team page of my.SIOP.org. Please join our group!

Request for Interest on Talent Management Project for a United Nations Agency

On another front, the SIOP team in collaboration with a major UN agency has issued a Call for Interest to provide pro bono consultation on a competency modeling and selection project. This Call for Interest is an open invitation to teams of individuals from both the academic and professional sectors, and can consist of combinations of working professionals, academics, graduate students, and international affiliates. This project will allow the selected team to work directly with the UN agency to improve their talent management system, so that consequently, by harnessing the potential of their workforce, they can better attain their goals for promoting social progress, better living standards, and human rights.

Psychology Day at the UN

Lori Foster Thompson, in her role as co-chair of next year's *Psychology Day at the UN*, has worked to crystalize the day's theme of Sustainable Development, which aligns with the UN's Post-2015 development agenda. The working title of the session is "Psychology's Contributions to Sustainable Development: Challenges and Solutions for the Global Agenda."

Prominent speakers from the field of psychology and the UN will be invited to address the three spheres of sustainable development: *Environmental*, *Social*, and *Economic*. Stay tuned for speaker announcements and registration information. Psychology Day will be held at the UN on April 24, 2014.

Istanbul International Center for the Private Sector in Development

The United Nations Development Programme has recently established a center in Turkey, called the Istanbul International Center for the Private Sector in Development (IICPSD; www.iicpsd.org), which is dedicated to addressing the role of the private sector in poverty reduction and human development. The IICPSD is looking for input from the field of psychology to help identify barriers to and opportunities for poverty reduction initiatives, with an emphasis on the role of the private sector. This will begin with a foundational report to help guide the direction of this initiative, in which SIOP

will play a role. The team working on this report includes Lori Foster Thompson, Dharm Prakash Sharma Bhawuk, **Stuart Carr**, and **Alexander (Alex) Gloss**. It is in this capacity that Alex joins SIOP's UN team as our newest intern. Welcome, Alex!

Psychology Coalition at the United Nations (PCUN)

Lise Saari has become cochair of the Advocacy committee of the PCUN. Advocacy and having the voice of psychology heard at the UN are the central goals of the PCUN. The Psychology Coalition at the United Nations is composed of psychologists who represent nongovernmental organizations accredited at the United Nations and psychologists affiliated with United Nations departments, agencies, and missions. The Coalition seeks to accomplish their goals through advocacy, research, education, and policy and program development guided by psychological knowledge and perspectives to promote human dignity, human rights, psychosocial well-being, and positive mental health.

The Advocacy committee organizes written statements, applies to make oral presentations, and/or participate in interactive events at various UN meetings. They also form coalitions with other NGO committees with whom we share similar positions on a given issue, and engage in advocacy with UN depart-

ments, agencies, committees, commissions, and government missions on issues of mutual concern to the Coalition.

UN Global Compact

Deborah Rupp and **Drew Mallory** are continuing their efforts to engage with the UN's Global Compact. A campaign is in development to aid SIOP members in

working with their employers in becoming Global Compact participants. This will include all types of employers, including psychology and management departments, public- and private-sector organizations, and consulting firms. They are also working with Global Compact in conducting research aimed at furthering the mission of the Global Compact.

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The Future Starts Now for my.SIOP: Meet the Next Evolution of Your SIOP Online Community

Zack Horn

Chair, Electronic Communications Committee

Your SIOP networking capabilities just took a giant leap forward. Thanks to your input, the newly updated my.SIOP (launched January 2, 2014) has been updated to provide you with an increasingly social community experience. With an intuitive design and enhanced functionality, you can now add friends, follow others, and easily configure notifications so you receive the updates you want—*when* you want. This evolution of my.SIOP greatly improves how you connect and collaborate with other members.

Your new my.SIOP social experience now includes:

- **Responsive mobile interface:** The all-new interface lets you access your professional I-O network whenever you need it. Visit my.SIOP.org on any mobile device and have access to all its dynamic features.
- **Ideas:** SIOP members and committees often think of new ways to evolve the SIOP experience. Share your thoughts and lend your support

by voting for your favorite ideas with the new “Ideas” feature.

- **Answers:** Getting answers has never been so easy. You can now ask questions and get answers quickly from SIOP and other members. The advanced search feature looks for keywords as you type, saving you time if your answer already exists!
- **Groups and files:** Groups have been redesigned to make discussions and file sharing even more accessible.
- **Events:** Is there a local, regional, or large I-O event happening soon? List new events on my.SIOP or sign up for existing events!
- **Latest activity:** Find all your updates on Ideas, Answers, Discussions, and Groups in a single activity feed.
- **Badges:** Are you getting the most out of my.SIOP? The new goal-driven badges help you spend your time wisely. Plus, with these shiny new keepsakes on your profile, others can see how you put my.SIOP to use!

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The Past

You wanted connectivity via social media.

- The original my.SIOP was driven by features such as blogs, forums, wikis, groups, and email listservs.
- Members requested a more purposeful and intuitive emphasis on the social capabilities of my.SIOP.
- Members requested more active notifications for easy updates on the latest my.SIOP community activity.

The VISION for the my.SIOP community adapted to meet your preferences for more advanced social interactions.

The Present

SIOP is responding to these requests by:

- Developing a new and responsive interface for a more social my.SIOP.
- Providing new features that will improve your connections and collaborations with fellow members.
- Improving your overall experience as a SIOP member by making resources and members more accessible than ever before.

The GOAL is to revamp and realign my.SIOP as an engaging social online community of experts.

The Future

The new my.SIOP launched January 2nd!

- Find and subscribe to the content you care about most, easily setting up notifications to stay updated.
- Propose and vote on new ideas, quickly find answers, and start discussions on your favorite topics.
- Connect and collaborate with your fellow I-O Psychologists in an all-new my.SIOP experience!

The MISSION is to advance how you connect and collaborate with other SIOP members year round!





IOTAS

Rebecca Baker
Xavier University

Transitions, New Affiliations, Appointments

Sandra Davis, SIOP Fellow and co-founder of MDA Leadership Consulting, has followed her own succession strategy and has been succeeded by Scott E. Nelson (former executive vice president of consulting services and partner with MDA). Davis continues to lead MDA's CEO & Board Services practice, retain her current clients, and chair the firm's advisory board. MDA was founded in 1981 and is regarded as one of the nation's premier leadership development and assessment firms, with clients in various industries ranging from *Fortune* 100 companies to midsized companies and nonprofit organizations. In order to ensure a seamless transition of leadership, Davis and Nelson are using the same strategic, multiyear process that MDA successfully uses with their own clients. Chairman, President, and CEO of U.S. Bank Richard Davis said, "I congratulate Sandra and Scott on their leadership transition, and look forward to seeing firsthand to continuing positive impact of MDA." Follow this link for the full press release: <http://bit.ly/1aCLkyq>

David Arnold, General Counsel for Wonderlic, Inc., was reappointed to the position of general counsel for the Association of Test Publishers during its September conference in Malta.

Honors and Awards

Le (Betty) Zhou of the University of Florida is the 2013 winner of HumRRO's Meredith P. Crawford Fellowship in Industrial and Organizational Psychology. Presented annually to a doctoral student demonstrating exceptional research skills, the fellowship includes a \$12,000 stipend.

Frank Schmidt, University of Iowa, received a Lifetime Achievement Award for his contributions to I-O psychology from the Personnel Testing Council of Metropolitan Washington (PTC-MW). **Dan Putka**, HumRRO and President of PTC-MW, presented the award to Frank at PTC-MW's Fall Event, in which Frank was the featured speaker. **Jim Sharf**, Employment Risk Advisors, and **Mike McDaniel**, Virginia Commonwealth University and Work Skills First, Inc., assisted in the award presentation by highlighting Frank's many contributions to I-O.

Dianna Stone received the Leading Editor Award from Emerald Publishing Company for the second time in 2013. The award was given for her work as the editor of the *Journal of Managerial Psychology (JMP)*, which focuses on I-O psychology, human resource management, and organizational behavior.

Keep your colleagues at SIOP up to date. Send items for IOTAS to Morrie Mullins at mullins@xavier.edu.

Good luck and congratulations!

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SIOP Members in the News

Clif Boutelle

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

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

And members should update their listings as needed. It is particularly important that members describe their specific expertise in the space provided. Those descriptions are an immense help to reporters who are looking for sources.

In addition, Media Resources is used extensively to match SIOP members' expertise with reporters who contact the SIOP office looking for experts. Following are some of the stories using SIOP members as resources that have appeared in the media since the last issue of *TIP*.

Do smarter people manipulate others? A study conducted by **George Banks** of

Longwood University in Charlottesville, VA, found no evidence that they do. A story about the research appeared in the October 23 *Augusta Free Press*. Banks, along with fellow researchers, examined whether there is a relationship between intelligence and "socially exploitative social traits" such as Machiavellianism, narcissism, and psychopathy, known as the "Dark Triad" traits. The "evil genius" hypothesis says that highly intelligent people tend to display these traits. The study also found no support for the compensatory hypothesis, which states that less intelligent individuals compensate for their cognitive disadvantages by adopting manipulative behavioral tendencies.

Research on how personality profiles can be used to reduce workplace safety incidents by **Derek Chapman** of the University of Calgary was the subject of an October 19 story in the *Star Phoenix* (Saskatoon). He said that an accurate personality profile can be developed that will measure the overall safety conscientiousness of a potential employee and his or her overall safety risk to the organization. "You might have a great training program and good policies and procedures, but if you hire people who are likely to ignore that training, you still end up with accidents," he said.

An October 18 *Washington Post* story about managing federal employees following the government shutdown included comments by **David Costanza** of George Washington University. One thing in manager's favor is that emotions won't be directed at employees' peers; they'll be directed at Congress." Still there are bound to be some federal employees who resent being called non-essential as well as others who worked through the shutdown and resent those who have been furloughed and still were paid. To get both sides past these politics, Costanza suggests focusing people on team goals around which everybody can unite and work toward together.

Jeffrey Kudisch of the University of Maryland authored a column in the September 29 *Washington Post* cautioning job applicants to be careful about dropping names during job interviews. In job interviews, there is a fine line between self-confidence and arrogance, he said. Many recruiters, he added, believe that mentioning important people during an interview can come across as egoistic and pretentious. Candidates who excessively name drop may be perceived as insecure.

The September 24 issue of the *Winston-Salem Journal* had a story about work-life balance that featured **Julie Wayne** of Wake Forest University. Her research focuses on ways that work and family can peacefully coexist rather than create turmoil.

"I felt like in the work-life picture, we were looking at it half-empty, through the negative lens. I got interested in the synergy that can come from both roles," she said. She recently had a paper on the attitude of spouses toward their partners' workplace published in the *Journal of Applied Psychology*.

The September 18 *Wall Street Journal* carried a story about conflict within the office that included comments from **Michael Woodward** of Human Capital Integrated in Jersey City, NJ. If peers start screaming at each other in front of others, suggest a break or guide them to a private setting to calm down, he said. And if the clash involves a client, it is important to do whatever it takes to halt a blowup, like stepping between them and urging them to take a break. Office clashes can take a toll on coworkers' productivity and morale, and every effort should be made to resolve differences as quickly as possible. "Time doesn't heal all wounds, it only makes them harder to repair," he said.

A September 16 story in the *Financial Post* about the high cost of incivility at work referred to a study coauthored by **Amir Erez** of the University of Florida. The study found that exposure to incivility profoundly affected the creativity and performance of individuals. Social media recruiting mistakes companies make was the subject of a September 5 story in the *Huffington Post* which included

quotes from **Lynda Zugec** of The Workforce Consultants. She noted that a common mistake organizations make is trying to meld new methods with antiquated systems.

“When an open position is posted, and then redirects the applicant to the company website, which contains a cumbersome process of uploading and a game of “cut and paste” into boxes, the candidate may be driven away,” she said. It is important to make the application process as seamless and easy to navigate as possible.

Zugec also contributed to an August 12 story in *Forbes* about phrases that are best to avoid in office conversations. She said starting off a discussion with “You should have” can sometimes be misunderstood. “It puts the person saying ‘You should have’ automatically in the role of a superior and can put the other person on the defensive.

In July, Zugec was a guest on the nationally syndicated radio program “*Home and Family Finance*” talking about steps unemployed people may take to help them get back into the job market. One strategy is to volunteer, ideally in a field of interest, which helps add to a resumé and can increase a person’s marketability. “You are not wasting time by volunteering. A lot of good can come from it, including developing communicating skills, partnership building, and conscientiousness. You can meet a lot of people volunteering,” she said.

Ben Dattner of Dattner Consulting in New York City was interviewed for an article on managing people you don’t like that appeared in the August 29 *Harvard Business Review*. In dealing with someone you don’t like on a daily basis, it’s crucial to learn how to handle your frustration. A good place to start, he said, is for the supervisor to ask himself or herself a series of questions about what situations or attributes are causing the dislike. Once the triggers are pinpointed then the supervisor may be able to soften or alter the reaction to the employee. No one is 100% annoying, Dattner said, and the supervisor should look for some of the redeeming qualities of the person. Search for what you like about the person. “Focus on what they are good at and how they can help the team,” he said. He also cautioned about being especially vigilant about keeping your bias out of the evaluation and compensation process.

Dattner also contributed an article on using psychometric testing to the September 12 *Harvard Business Review*. High performing organizations constantly evaluate and improve their candidate evaluation systems by paying attention to predictor variables, outcome variables, and the correlations between the two. Psychometric tests should be subject to the same rigorous testing and validation as the candidates they are being utilized to assess. When hiring managers and HR utilize the right meth-

odology and psychometric tests to select and retain employees, they can significantly raise the probability of selecting and retaining the right talent, too.

Jackie VanBroekhoven of Hogan Assessment Systems contributed an article in the August *Talent Management Magazine* about measuring leadership performance. People look at four essential characteristics in leaders: integrity, judgment, competence, and vision. Leaders who possess those traits create loyal, engaged employees, she wrote. A quality measure of a person's reputation, such as a personality assessment or 360-degree feedback, combined with targeted coaching can provide leaders with a better understanding of their strengths and weaknesses, how they relate to those of their peers, and how these strengths and weaknesses could affect their leadership performance, she concluded.

The July/August issue of *Scientific American* included an article cowritten by **Tomas Chamorro-Premuzic** of University College London and Hogan Assessment Systems about how technology and psychology are shaping the search for the best employees. He notes that social media tools, online games, and data-mining techniques that scour the Web for hints to an applicant's personality are joining traditional resumé, cover letters, and interviews. These innovations offer new opportunities for employers and job hunters alike. He says

personality tests are better predictors of future career success than letters of recommendation, interviews, and educational credentials. He is an advocate of structured interviews versus freeform interviews, which can easily feed false perceptions. Recent findings suggest that aspects of personality can be gleaned from digital footprints left by people. Social media can increase the candidate pool and give employers a wealth of relevant information about prospective hires.

Chamorro-Premuzic also contributed an article to the August 30 *Management Today* questioning whether managers really want to hire creative people, despite saying otherwise. Instead, he suggested managers prefer to hire people who are easy to manage and easily engaged rather than creative types who are often moody, unpredictable and problematic. Creative people are often innovators and innovation is based on change and change demands the disruption of rules and processes, he said.

A story in *Recruiting Trends* written by **Ryan Ross** of Hogan Assessment Systems analyzed the values mismatch at J.C. Penney that cost shareholders 50% of stock value and former CEO Ron Johnson his job. He noted that CEO failures are often the result of misalignment of values of both the internal culture and customers. Ross said successful leadership hinges on the executive's ability to

build and maintain consensus. People are only willing to follow the lead of individuals whose values align with their own, and who do not try to force their values on everyone else.

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

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**.

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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 **Marianna Horn** at
Marianna.Horn@Sodexo.com

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

March 30–April 2

HRPS Global Conference. San Diego, CA. Contact: HRPS, www.hrps.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, www.siop.org. (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.

July 21–23

Annual Conference of the International Personnel Assessment Council. Denver, CO. Contact: IPAC, www.ipacweb.org.

July 30–31

E-HRM Conference. New York, NY. Contact: E-HRM, <http://www.ehrm2014.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.)

Oct. 13–19

Annual Conference of the American Evaluation Association. Denver, CO. Contact: AEA, www.eval.org.

Oct. 24–25

River Cities I-O Psychology Conference. Chattanooga, TN. Contact: <http://www.utc.edu/psychology/rcio/>

Oct. 27–31

Annual Conference of the Human Factors and Ergonomics Society. Chicago, IL. Contact: The Human Factors and Ergonomics Society, www.hfes.org. (CE credit offered.)

2015

April 23–25

Annual Conference of the Society for Industrial and Organizational Psychology. Philadelphia, PA. Contact: SIOP, www.siop.org. (CE credit offered.)

May 6–9

Work, Stress, and Health Conference. Atlanta, GA. Contact: www.apa.org/wsh.

May 21–24

Annual Convention of the Association for Psychological Science. New York, NY. Contact: APS, www.psychologicalscience.org. (CE credit offered.)

Aug. 6–9

Annual Convention of the American Psychological Association. Toronto, Ontario, Canada. Contact: APA, www.apa.org. (CE credit offered.)

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