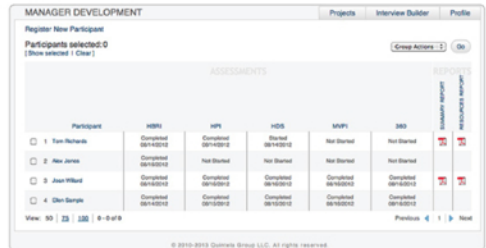# quintela group
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Photo courtesy of Daniel Freschi, The Chicago School of Professional Psychology and Carroll University .
Bird of Paradise flower, Belo Horizonte, Brazil, November 2007

Are you going to the SIOP Conference in Hawaii? If so, send us your photos! We will be putting together a pictorial for the July issue of TIP of all the wonderful sights of SIOP 2014. Your photo could even be featured on the cover!

Submit your photos at
http://www.siop.org/tippic/

Tammy Allen
University of South
Florida

It is a fantastic time to be an I-O psychologist. Perhaps you saw one of the articles that appeared online (http://abcnews.go.com/Business/americas-20-fastest -growing-jobs-surprise/story?id=22364716) or the SIOP press release (https://www.siop.org/ article_view.aspx?article=1219#.Uw5URRYhzdk). The Bureau of Labor Statistics identified "industrial-organizational psychologist" as the fastest growing occupation with a projected 2012–2022 growth rate of 53%. I have also heard anecdotally that many I-O doctoral programs experienced an increase in the number of applications for fall 2014 admissions. The demand for training and jobs looks bright.

It is an even better time to be a member of SIOP!! The annual conference is around the corner in our most exciting venue yet and is jam packed with outstanding content. The new SIOP brand is ready to be rolled out. A great deal has been happening on many fronts to grow and enhance our Society. Want to know more? Minutes from Executive Board meetings and committee reports are available on my.SIOP. In this, my last (!) column, I want to provide some updates with regard to the priorities and objectives I listed in my closing plenary address. In that address I described five objectives.

1. Strengthen the connection between SIOP and local I-O groups.

Over the past several years I, had the pleasure of giving talks to various local I-O groups. Attending these meetings has always been a great experience. Membership often includes individuals who do not regularly attend the annual SIOP conference or who may not even be SIOP members. The meetings can be an especially important means of interaction for those in practice who may be the only people in their organization

with a background in I-O or for those in independent practice. They are also a great way for graduate students to connect with members of the I-O community outside of the university.

However, developing and maintaining these local groups is not always easy. The ad hoc Committee on Local I-O Groups chaired by **Bill Farmer** was formed to help in this regard. The committee has developed a Local Group I-O Toolkit. The toolkit will provide information and support for forming, growing, and maintaining local I-O groups. The toolkit is also going to be made available to international communities interested in forming an I-O group. A meeting for representatives of local I-O groups will be held at the SIOP conference. If you would like to be involved, please contact Bill Farmer (farmerwl@flash.net).

2. Increase the presence of I-O psychology in general psychology courses, texts, exams, and so on.

The E&T committee chaired by **Scott Tonidandel** has been doing outstanding work to facilitate and promote the inclusion of I-O content in undergraduate curricula. Efforts are underway to extend this work. I want to draw attention to the *Bridge Builders* initiative chaired by **Joe Allen**. Look for the column by Joe Allen, **Tara Behrend, Suzanne Bell,** and **Victoria Smoak** in this issue of *TIP* on

practices for making I-O connections. This is a grassroots campaign in which every single SIOP member can play a part. Volunteering to give a lecture on I-O in an Intro to Psych course, visiting a high honors/AP Psych class and discussing careers in I-O, and sharing best talent management practices with a local civic group are all ways which we can connect I-O with others, increasing our visibility in the process. We are hoping that each SIOP member will commit to engagement in at least one "bridge-building" activity over the next year.

3. Consider new products for communicating our science and practice that reach a broad audience.

A committee led by **Allan Church** has been working on the concept for a practice-oriented journal, and discussion about the development of such a journal has been ongoing with the SIOP Executive Board. A number of different concepts have been considered. This initiative is still in the early stages, but forward motion is being made. With the partnership of **Kevin Murphy**, a special section of *IOP* will be published as a way to pilot the concept. We are fortunate that **Jeff McHenry** and **Elaine Pulakos** have agreed to serve as guest editors. Stay tuned for more information as ideas for the format continue to take shape.

4. Continue to build our internal and external infrastructure for science advocacy.

Thanks to the efforts of many, we have made huge strides in science advocacy this year. Our partnership with Lewis-Burke is already yielding tangible results. Our recently formed Government Relations Advocacy Team (GREAT) chaired by **Seth Kaplan** plays a key role in the execution of our advocacy initiatives. Seth and Carla Jacobs from Lewis-Burke will be coauthoring a new ongoing column for *TIP* (see this issue) to keep members informed of our various advocacy initiatives and ways that you can be involved. April Burke, president of Lewis-Burke, will be attending our annual conference and will be available to interact with SIOP members (a Lewis-Burke associate attended the LEC last October).

We are also working on ways to develop the capacities of our members. You may recall that we conducted our first science advocacy survey in November of 2011. At that time, members asked for greater education on external grant funding. This served as the impetus for the funding column, **Yes You Can!** appearing in each *TIP*, currently written by **Ashley Walvoord** and **Kristen Shockley**. We are continuing our education efforts by offering the first "Science Funding Speed Mentoring" event at the SIOP conference. This event is modeled off of the very successful practitioner speed mentoring event introduced several years ago. Look for more information from **Mark Poteet** and **Jessie Wildman** who are coleading the session. They have secured a fantastic group of mentors who will lend their expertise on all things related to external funding.

5. Mapping our science

As discussed in previous columns, the objective behind mapping our science is to determine where our scientific influence lies. We are working with *Innovaccer* to mine and analyze the data used to create the map. If all goes according to plan, I will be sharing this map as part of my plenary address at the opening session in Honolulu. There is still time to support this effort through a contribution to the Foundation designated for the I-O Map of Science Fund.

It's Been Quite the Ride

Thank you for the privilege to serve as SIOP president this year. The experience has deepened my appreciation for the work done by the SIOP Administrative Office and for the efforts of the many SIOP members who freely volunteer their time and talents to help achieve the objectives of the Society. I am more excited than ever about the future of I-O psychology. I look forward to seeing you in Honolulu.

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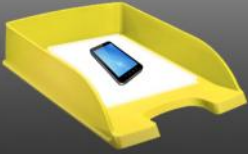
Morrie Mullins
Xavier University

The Identity Issue

My dad used to buy me books by, and about, Sigmund Freud. He'd go to a library book sale, browse through the books on psychology, and come home with vintage copies of interesting texts. Or he'd run across something at a used book store or a flea market that made him think of his psychologist son. I've got a nice three-volume set of the Jones biography of Freud on my shelf at work. Also some interesting books by Jung, an early copy of Festinger's work on cognitive dissonance, and a well-loved copy of William James' *Letters*. It's not like I mind—I love the way old books look, feel, and smell. When I was home for the holidays, Dad offered me a box full of psych books that, for once, included no Freud, but a lot of Piaget!

It's not that Dad doesn't know what I do. He knows and understands it very well. It's more an issue that what I do—what we as a field do—has never been as widely publicized or well-recognized by the world around us as the work done by others who share training space in psychology graduate programs. To put it differently, there has traditionally been a recognizable identity for psychology as a whole but less of one for I-O.

This, then is the Identity Issue, capitalized because, as this issue of *TIP* started to come together, I saw a theme playing out over and over again. Conversations about how we can better communicate who we are and what we do to the world around us are not new, but it seems to me that we're at an interesting, exciting, and necessary point in our evolution as a field.

Just looking at the past two presidents—**Doug Reynolds**'s focus on branding and **Tammy Allen**'s emphasis on connections and visibility—it's clear to me that SIOP is focusing on its identity in the same way that each of us has had to, at some point. The question of who we are dogs us from the first time we tell a relative that we've been accepted for graduate school in "industrial-organizational psychology" up through, well, retirement, as you'll see!

I don't know that I've seen as much recognition of our field over the past 20 years (yes, that's right, Honolulu will be my 20th SIOP conference) as I have in the past few months. Between the BLS forecasting I-O as a major growth career (see Tammy's presidential article for a link, if you missed it!) and the article in January's *Washington Post* describing what the government's I-O psychologists do, we're getting media attention! There are, then, two themes that you'll see running throughout this issue. Not every article or report addresses them, but even as editor, I was surprised at the number that did.

The first is how we think about ourselves, how we identify ourselves as individuals, how we navigate our careers. What titles do we hold, and what do they mean to us? The second is how we present ourselves as a field, in terms of the connections we're making and the efforts that are underway to take the I-O "brand" and not only get it in the public eye but to use what we know to make a positive difference in the world. I tell you what, it's a fine time to be an I-O!

Finally, thanks to all of you who took part in the *TIP* survey. Preliminary analysis of the data pointed out key areas for improvement, and two clear messages we received had to do with communication and more user-friendly options. Both of these are reflected in what you saw just getting to this point; the *TIP* "launch" page has been totally reconfigured to include a full table of contents from which you can choose individual articles to read (either in the e-magazine or as pdf files), and we will be more proactive in how we communicate about TIP. The option of downloading the entire issue as a pdf is still present, but based on your feedback we are focusing on doing fewer things and doing them better. In addition, all tables and figures in the issue are now clickable, and allow you to open higher resolution versions for easier reading. Other changes are being discussed as well, so stay tuned!

Enough teasing, though. How about that content?

We start with Tammy Allen's final presidential column. She recaps her major initiatives, many of which you'll see reflected in different columns and reports throughout the issue! I'd like to thank Tammy, both on a personal and a professional level. As SIOP president she's been a great friend to *TIP* as we've moved through the first year of digital publishing and a consistent source of support to this neophyte editor. Congratulations on a job well done, Tammy!

We have two letters, the first from The Summit Group, reproducing their letter to the American Studies Association as relates to the Association's boycott of Israeli academic institutions. The second, from **Joel Moses**, offers his thoughts on the kinds of anchors we use in supervisory appraisals and some interesting ideas. Although this may not seem like your typical "Letter to the Editor," I think there should always be a place in *TIP* for brief "thought pieces" like Joel's.

In our "Features" section, we start with an article by **Ken De Meuse, King Yii Tang**, and Jonathan Feil. Echoing a theme that has appeared in *TIP*'s pages a number of times over the past years, the authors ask whether practitioners are being well-represented in I-O, this time with a focus on the various editions of the *I-O Handbook*. The "divide" that exists within our field—whether we call it "academic–practitioner" or "scientist–practitioner" or something else entirely—is, to me, reflective of the way we struggle with identity. I think the authors have some really interesting things to say that relate to identity issues, and I am proud to be publishing their paper in *TIP*.

Then we get to the trio of articles that really got me thinking thematically for this issue. The first, by **Brodie Gregory, Jimmy Davis, Bernardo Ferdman, Neta Moye,** and **Candice Young**, builds on a presentation from the 2013 SIOP conference and deals with the authors' early career experiences. Then **Nathan Gerard** returns, asking us to think about the "Real Identity Crisis" in I-O, turning the too-familiar question of what we do on its ear. Finally, **Ned Rosen** offers a humorous take on how he has come to explain his distinguished career in I-O, which involved both academic and practice-focused work. Both the light-hearted first half and the more reflective second half of Ned's paper offer interesting ways for us to think about our identity. (Those of you who know Ned already will recognize his sense of humor. For those who didn't know him before now, I'm happy to be able to introduce you to him!)

Continuing with the series of papers on developing practitioner skills through graduate training, **Jessie Olien, Alexandra Dunn, Erika Lopina,** and **Steven Rogelberg** offer insights into UNC-Charlotte's VPA program. A combination of practitioner training and outreach to nonprofits, VPA is a fascinating model that is already spreading to other universities.

Rounding out the Features, **Rob Tett, Cameron Brown,** and **Benjamin Walser** return with the seventh part of their report on the 2011 SIOP grad program benchmarking survey, this time focusing on data relating to theses, dissertations, and student performance in general. We conclude with one of the numerous examples of how SIOP is working to build connections with the larger community, as **Garrett Howardson, Brian Kim, Mindy Shoss, Larissa Barber,** and **Dustin Jundt** provide data on The Educational Outreach Program (THEO), one of SIOP's many key initiatives.

Our Editorial Columns this issue are led by **Seth Kaplan** and Carla Jacobs, with their new advocacy-focused column, **SIOP in Washington.** In this first installment, they describe the work SIOP has been doing to forge connections and build an identity "inside the beltway" and offer members a chance to start getting involved in advocacy-focused work. **Rob Silzer** and **Chad Parson** offer an analysis of job titles among SIOP members; how we label ourselves and what we do is, of course, central to the question of identity.

In their **International Practice Forum, Alex Alonso** and **Mo Wang** discuss the challenges inherent in working with virtual teams, a topic that fit nicely with this issues installment of **The Modern App,** in which **Tiffany Poeppelman** and **Nikki Blacksmith** present the results of interviews with three fascinating experts (Tara Kilcullen, David Dworin, and Sae Schatz) on how to use multidisciplinary teams to augment I-O interventions with technology. Then we hear from **Tom Giberson** and **Suzanne Miklos**, our **Good Science–Good Practice** team, on issues relating to well-being.

And it doesn't stop there! **Lori Foster Thompson** and **Alexander Gloss** welcome Dr. Ines Meyer, who talks about her experience with humanitarian work psychology in South Africa. **M. K. Ward** and **Bill Becker** present a fascinating interview with Professor Sigil Barsade, **Paul Muchinsky** offers a tongue-in-cheek look at the way we sometimes treat theory in the publication process, and **Tori Culbertson** discusses the power of words. In **TIP-TOPics**, **Caitlin Demsky** and **Kevin Novak** remind grad students (and faculty!) of the importance of service to the department and offer a great array of ways this can be done.

The History Corner this month features a piece by **Kevin Mahoney** and Tyler Miller on the history of personnel research at GE. This issue marks the end of Kevin's term as SIOP History Chair and his last **History Corner** column; I know I speak for lots of people when I say "Thank you!" to Kevin for all he's done. Continuing their series on obtaining funding for research, **Ashley Walvoord** and **Kristen Shockley** talk with three early-career academics about their experience with the granting process. We wrap up with a guest column from **April Schantz** on

networking, and an update from the SIOP Foundation courtesy of **Milt Hakel**.

TIP's **On the Legal Front** column is undergoing a transition. **Art Gutman**, who has been writing the column since 2000, and **Eric Dunleavy**, who joined Art in 2007, felt that it was time to step aside and focus on other responsibilities. The good news is, Art and Eric were instrumental in finding someone to take over the column. So **Rich Tonowski**, chief psychologist for the EEOC, will be stepping in starting with our July issue! Thank you, Art and Eric, for all that you've done for *TIP*—and I look forward to working with Rich!

Our committee reports start with another piece focused on I-O and its identity in the larger world, with **Joseph Allen, Tara Behrend, Suzanne Bell,** and **Victoria Smoak** describing SIOP's "Bridge Building" initiative. We then turn to topics related to the upcoming Honolulu conference (!!), with highlights from **Evan Sinar** and **Robin Cohen** and an exciting write-up on this year's theme track from Kristen Shockley. **Larry Martinez, Thomas Sasso,** and **Nicholas Salter**, from the LGBT Ad-Hoc Committee, invite LGBT allies to attend a number of LGBT-related events at the conference.

Moving again to the international front, **John Scott** and the SIOP UN team (including coauthors **Deborah Rupp, Lise Saari,** Lori Foster Thompson, **Mathian**

Osicki, **Drew Mallory,** and Alexander Gloss) offer an update on their work and how SIOP's members continue to work to make a difference world-wide. **Angelo DeNisi**, Chair of the International Affairs Committee, announces a pair of upcoming white papers and the winner of SIOP's Best International Poster Award.

Finally, **José Cortina** offers a report from SIOP's Election Committee, **Autumn Krauss** updates us on SIOP's presence at this year's APA convention, **Deb Whetzel** provides notes from the recent APA Council of Representatives Meeting, and we remember one of the individuals who helped make SIOP what it is, the late **Irv Goldstein**. With **IOTAs, SIOP in the News,** and **Marianna Horn**'s listing of upcoming conferences and meetings, we've got a full issue!

SIOP is doing some amazing things. We're building a brand, but we're also positioning ourselves to make a difference. We're developing an identity that people who don't attend SIOP are starting to recognize.

And, who knows; maybe, by the time our current first-year graduate students are booking tickets for their 20th SIOP conference, friends and family who want to buy them psychology-related books will have moved away from Freud and Piaget and started buying Münsterberg, Ghiselli, and Brown, or any of a number of other authors relevant to I-O!

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To the SIOP Community:

What follows is a note the Summit Group (described below) sent to the American Studies Association, said Association having declared a boycott of Israeli academic institutions. Further, although the views expressed are not those of SIOP as an organization or any specific committee thereof, the issues raised are such that the signatories felt (and the editor agreed) that sharing the contents of the letter with SIOP's membership was appropriate and necessary.

TO: Officers of the American Studies Association
FROM: The Summit Group
RE: Decision to Boycott Israeli Academic Institutions

The Summit Group is an almost 50 year old informal group of professional PhD Industrial and Organizational Psychologists. We are professionals both in industry and in academe who meet annually and correspond frequently about issues in which we have interest. The misguided decision by the American Studies Association generated numerous correspondences among us and, we the undersigned, do hereby send you the conclusions of our discussions:

Our planet is etched with the borders and topography of almost 200 countries, some of which have severe human rights issues that defy resolution and are punishing to millions of their citizens. Yet, in this context, the American Studies Association passed a resolution calling for a boycott of Israeli academic institutions, suggesting that Israeli institutions of higher learning support state policies that violate human rights and negatively impact working conditions of Palestinian scholars and students. Although the American Studies Association is free to express opinions or propose actions that it believes is warranted, its focus on the State of Israel does raise a question about its rationale for that choice.

The American Studies Association's call for a boycott of Israeli academic institutions is an attack on academic freedom that we, the undersigned members of the Summit Group, believe is ill-advised and strongly oppose. Whether or not a boycott action has any effect on the actions of the Israeli government is not our concern. Our concern is the American Studies Association's encouragement of a diminished exchange of information among academicians and scientists. This is clearly neither productive nor wise.

The mission of the American Studies Association is focused on the interdisciplinary study of American culture and history. We encourage the American Studies Association to return to its area of expertise.

Michael Beer, PhD
Walter Borman, PhD
David P. Campbell, PhD
Michael Frese, PhD

Karen M. Grabow, PhD
Milton D. Hakel, PhD
Douglas T. Hall, PhD
George P. Hollenbeck, PhD
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Benjamin Schneider, PhD
Melvin Sorcher, PhD
Nancy T. Tippins, PhD

Revisiting the Anchors Used in Supervisory Appraisals: A Brief Note on the Topic

To the Editor:

As a practicing psychologist I've long wrestled with the inability of supervisory ratings to provide useful knowledge that could change behavior. On one level, there has been discussion in some circles to discontinue using performance ratings at all. On another level, and of particular interest to me, has been the failure of these ratings to consistently serve as effective criteria in validation studies.

It seems that most of the energy centered at improving supervisory ratings has focused on the rating statements rather than the anchors used by the raters to evaluate performance. Even when highly descriptive behavioral statements are used, we are too often faced with the dilemma of a restriction in range of responses as many ratings group near the center or mid-point of the scale. This is often exacerbated by the design of the

rating form itself, resulting in short adjectives (above average, average, below average) for the scale anchors because there is often little room on the form itself for providing longer terms describing outcomes.

I began to wonder if we have placed so much emphasis on finding ways to provide a clear behavioral description of what is being measured that we have neglected applying the same level of energy to the statements that anchor the scale. In other words, I propose designing rating instruments with a great deal of behavioral emphasis on outcomes. To do so, we need to rethink how we go about providing the rater with concrete anchors based on their experience rather than asking them to infer performance based on commonly used terms.

In past years I've tried many different approaches to deal with this issue and obtained positive results by not using supervisory ratings as criteria at all. In several of these validation studies I ignored supervisory ratings completely, using progress in management above the initial target level or using independent and more difficult assessment center performance at higher levels as criteria. (Moses, 1973; Moses & Boehm, 1975; Richie & Moses, 1983). Although these served as useful criteria to demonstrate the validity of selection procedures, they did little to resolve or improve the problem of getting more meaningful supervisory ratings from the raters.

Recently, however, I've been faced with a different problem, not one of validity but one of rater expectations and experience. In each of these experiences, I was faced with training raters who had either been professionals, or proprietors of small, often family owned firms, with little or no exposure to rating the performance of others. Rather than develop another form with commonly used anchors, I tried a different approach with startling results.

In the first setting, I was asked to develop a series of performance appraisals for members of a religious institution. The "assessors" were lay members of its board of directors. In a second setting, I developed a performance appraisal for the property manager of a large homeowner association with board members of the association as the raters. In both of these settings, none of the raters had any significant business experience nor were exposed to using supervisory ratings in appraising others.

Although it was relatively simple to develop items for the performance rating themselves, it seemed a difficult challenge to provide meaningful anchors for the raters. As a first step, and used in the first setting, I developed a rating scale with a midpoint of "What would be expected of an experienced X" (where X could be a minister, executive director, or school director). This enabled the raters to have a specific reference point rather than using the arbitrary terms such as "average, meets expectations, or meets objectives." In the second setting,

I not only used the midpoint of "What would be expected of an experienced property manager," but went beyond this to develop a set of behaviorally based anchors focusing on the rater's expectations of the property manager's performance. These were:

  5: You have "wowed" us with your exceptional performance.
  4: We are very pleased with what you have done.
  3: This is what we expect of an experienced property manager.
  2: Consider this as an early warning signal that this aspect of your performance needs to be improved.
  1: Unless significantly improved soon, we may need to take some performance actions.

The results in both applications were very supportive. First, there was a wide dispersal of ratings among the raters. Second, particularly in the second setting, it was very easy to provide concrete feedback rather than rely on some numerical average. (The raters were instructed not to try to average the ratings, as each item "has specific behavioral issues and can't be mathematically averaged or weighted.")

The items shown above are examples and could be easily modified to fit specific performance objective needs, such as those of an IT professional, a supervisor of audits, or most any position in organizations. The key would be to set midpoint expectations as "What would be expected of an experienced X" and create highly descriptive performance anchors that relate to a specific situation for other items on the scale.

It will be interesting to see if this approach with a clear focus on the behavioral expectations of the raters can be applied in other settings with larger samples and more rigorous analyses. It also (hint, hint) would make a good subject for a dissertation. Please let me know what you think.

Joel Moses
Joelmoses@aol.com

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A Critical Analysis of Topical Content and Authorship Trends in Applied Psychology

Kenneth P. De Meuse
Wisconsin Management Group

King Yii Tang and Jonathan Feil
Korn/Ferry International

Abstract: A content analysis was conducted of all chapters written in the three editions of the *Industrial and Organizational Psychology Handbook* published in 1976, 1990–1994, and 2011 (*N* = 157). Both the topics addressed and the author demographics were examined to ascertain how the discipline of applied psychology has changed during the past 4 decades. The findings revealed a majority of topics were constant across all three editions. However, the number of chapters focusing on the so-called "O side" had increased (e.g., diversity, work–life balance), whereas the attention given to the "I side" had waned (e.g., human factors, biodata). Results also demonstrated that applied psychology is becoming more inclusive and diverse in terms of chapter authors, both with regard to gender and race as well as in the percentage of authors from university affiliations outside the United States. However, nearly all chapters continued to be written by authors within the academic community rather than psychologists in industry. Despite the sustained emphasis among professionals on closing the so-called "scientist–practitioner gap," there remains a great need to involve business psychologists to enhance the relevance and usability of applied psychology. Structural and systematic impediments to closing the gap are discussed and suggestions for reframing it are highlighted.

Industrial and organizational (I-O) psychology is a dynamic and evolving scientific discipline. It is represented by Division 14 of the American Psychological Association (APA), formally known as the Society for Industrial and Organizational Psychology or SIOP. Its mission is to enhance human well-being and performance in work settings by promoting the science, practice, and teaching of I-O psychology (SIOP, 2012a). One of the signature achievements of SIOP and the APA is the publication of the *Industrial-Organizational Psychology Handbook*. Originally edited by Marvin Dunnette in 1976, it has been published two additional times. The second edition was published as a series of four volumes

during the early 1990s (Dunnette & Hough, 1990–1994). The most recent edition was a series of three volumes edited by Sheldon Zedeck (2011). Collectively, the *I-O Handbooks* are designed to capture the state of research and practice of applied psychology, presenting noteworthy advances in theories, methods, and empirical findings since the publication of the previous edition.

The growth of applied psychology has been tremendous since the publication of the first *I-O Handbook* in 1976. It is manifested in the increasing number and geographic diversity of SIOP members, the number of journals devoted to work psychology, and the number of university programs producing I-O psychologists. The impact of I-O psychology on the management of talent and organizations likewise has increased exponentially during the past 4 decades. More organizations are looking to the discipline for counsel on such matters as the identification of high potentials (Conaty & Charan, 2010), employee engagement (Ruyle, Eichinger, & De Meuse, 2009), leadership and executive coaching (George, 2007), and team effectiveness (Wageman, Nunes, Burruss, & Hackman, 2008).

The evolution of this growth in terms of how applied psychology has changed, who is contributing to this change, and topics in the scholarly literature has been studied only sparingly. For example, what topics

and issues are important today as opposed to the 1970s? What, if any, topical areas are no longer studied? Has the percentage of female or minority contributors increased? How has the number of international contributors changed over time? One of the ongoing debates pertains to the limited input from practitioners to the science of applied psychology. Although there have been many attempts over the years to bridge this academic-nonacademic divide, there remains a belief that it still exists (cf. De Meuse et al., 1987; Lapointe, 1990; Rupp & Beal, 2007; Silzer & Parson, 2012b). The purpose of this article is to systematically examine trends in applied psychology by analyzing the organizational affiliation, gender, race, and geographical location of chapter authors for each of the three editions of the *I-O Handbook*. It is hoped that such an analysis will facilitate inclusion of contributors from around the world regardless of gender, race, or affiliation. In addition, we will investigate chapter content to ascertain what topic themes have changed over time in an attempt to understand why certain topical areas remain vibrant while others have faded from study.

A Review of the Literature

The Scientist–Practitioner Gap

Approximately 38% of the members in SIOP—excluding students—have an academic affiliation, whereas 62% are asso-

ciated with professional practice in government, private corporations, consulting firms, and other applied research organizations (SIOP, 2012b). Despite this large percentage of practitioners, historically there has been a notable shortage in the research being published by them in the field of applied psychology. Studies have shown that scholars with academic affiliations have contributed significantly more to the literature over the years than practitioners (cf. Anderson, 2007; Brice & Waung, 2001; Cascio & Aguinis, 2008; Dunnette, 1990; Halfhill & Huff, 2003; Sackett, Callahan, De Meuse, Ford, & Kozlowski, 1986; Silzer & Parson, 2012b). Intuitively, it seems to make sense those individuals whose jobs are to study and publish in their field would be far more likely to contribute scholarly research than those individuals whose jobs require the implementation and application of that knowledge. Unfortunately, such a disconnect between the knowledge produced by researchers and the knowledge needed by practitioners can create significant problems to the future viability of applied psychology. For example, it may be expected that the nature of research being conducted by academicians be more theoretical, methodologically oriented, and esoteric than addressing real-world talent concerns and issues important for business success (Cober, Silzer, & Erickson, 2009; Halfhill & Huff, 2003). The need for *application* in the field of psychology requires a concerted effort to close this gap.

Obviously, both science and practice are vital in applied psychology. There has been much discussion at SIOP Conferences and in the psychology journals over the years to bridge this so-called "scientist–practitioner gap" by encouraging collaboration between academicians and practitioners (e.g., De Meuse et al., 1987; Rupp & Beal, 2007). Silzer and Parson (2012b) presented several approaches that have been undertaken to reduce this gap (e.g., the initiation of new journal sections to address problems and issues faced by practitioners, the addition of more practitioners on editorial boards, the simplification of journal article formats to encourage practitioners to publish). Nonetheless, it appears that the scientist–practitioner gap continues to persist (Anderson, 2007; Brice & Waung, 2001; Cascio & Aguinis, 2008; Dunnette, 1990; Halfhill & Huff, 2003; Silzer & Parson, 2012a).

Previous research has investigated the gap by identifying author affiliation in scholarly publications such as the *Journal of Applied Psychology* (*JAP*), *Personnel Psychology* (*PPsych*), and *Industrial and Organizational Psychology: Perspectives on Science and Practice* (*IOP*; Cascio & Aguinis, 2008; Cober et al., 2009; Silzer & Parson, 2012b). The findings clearly demonstrate a large disparity in scholarly publications between

academicians and practitioners. For example, Cascio and Aguinis (2008) performed a content analysis of articles published from 1963 to 2007 in two leading journals in the field of applied psychology—*JAP* and *PPsych*—to determine whether research being produced in these seminal journals was effectively addressing the primary concerns of applied psychology. They found that the vast majority of published research was written by academicians based in the United States (U.S.). From the topics they reviewed, they also contended that applied psychology does not produce much research relevant or beneficial to practitioners, employees, or organizations. They made a compelling conclusion: "The field of I-O psychology is not likely to become more visible or more relevant to society at large or to achieve the lofty goals it has set for itself unless researchers, practitioners, universities, and professional organizations implement significant changes" (Cascio & Aguinis, 2008, p. 1062).

To be fair, the divide between academicians and practitioners occurs in many knowledge-based disciplines (Anderson, 2007). Short manuscript timelines, highly structured writing styles and formats, and a journal preference for controlled research designs hinder publication by practitioners. In addition, the reward systems operating in academia (mandating journal publication) versus nonacademic settings (requiring application and implementation) contribute substantially to the disparity. One means of bridging this gap between academicians and practitioners is to encourage joint research and collaboration. Such collaboration would enhance both the quality and quantity of research, products, and/or services produced in applied psychology (Cober et al., 2009). The question is whether the gap has narrowed, or whether there is a gap at all, within the context of applied psychology's signature publication, the *I-O Handbook*?

Demographics Gap in Research

In addition to the apparent scientist–practitioner gap, there appears to be other demographic gaps that exist in the literature. The gap between male and female representation in publications and annual meetings is another common concern (cf. Breuning & Lu, 2010; Sarkees, 2004). Women generally tend to be underrepresented. For example, Myers (1993) found that only 16% of the articles were written by women in *The Behavior Analyst* between 1978 and 1992. A similar result was found for women in the *Journal of the Experimental Analysis of Behavior* (McSweeney & Swindell, 1998). Simon, Morris, and Smith (2007) investigated participation of women at the annual meetings of the Association for Behavior Analysis (ABA) from 1975 to 2005. They observed an upward trend in female presenters across formats, types of authorship, and

specialty areas. However, they also discovered that women were significantly underrepresented in ABA's most prestigious categories of participation (i.e., invited presenters and invited authors) and across all its content domains. Likewise, Breuning and Lu (2010) observed that women were steadily increasing their presence at the International Studies Associations Annual Meetings, but men continued to be the majority on about two-thirds of the panel discussions and roundtables.

Further, one would predict that the vast majority of publications in applied psychology likely are written by Caucasian authors. Surprisingly, no empirical study was located to confirm this suspicion. Nevertheless, one would expect that over time this trend would abate and that minority authorship would have significantly increased during recent decades.

There also is some concern that the research published in the applied psychology journals comes from authors based primarily in the U.S. Authors located in emerging markets such as China, India, Malaysia, and Singapore appear to be largely silent (Arvey, 2009). Consequently, the research presented in literature may not be indicative of the problems and/or practical solutions needed in these countries. Further, the working conditions, national culture, and employee values likely are different from western cultures. Extensive global-

ization, virtual interaction, social media, and advancements in technology during the past decade help enable contributions from non-U.S. authors. One would expect more input from international authors as well as more collaboration and joint publications. Certainly, increased collaboration across international boundaries would reflect a trend toward globalization of the discipline.

Topical Content Investigated

The literature produced in the field of applied psychology likewise has changed greatly during the past several decades. There has been much discussion with regard to the increasing emphasis on the "O" side of I-O psychology, reflected in such topics as organization culture, organizational communications, and organizational development (Bartels, Macan, Gutting, Lemming, & McCrea, 2005; Silzer & Cober, 2011). We identified only one study that examined topical areas of publications over time. Cascio and Aguinis (2008) investigated the general content of published journal articles in the field of applied psychology, dating back to the early 1960s. They found that *JAP* tended to publish considerably more articles on human factors and statistics/research methods than *PPsych*. In contrast, they observed that *PPsych* published many more articles focusing on personnel selection, training, organizational development, and organizational change. It would be inter-

esting to ascertain which theories, models, techniques, and other topical areas might have waned in attention or received enhanced focus over time.

The Present Study

For each edition of the *I-O Handbook*, numerous authors have provided their expertise on various topics, ranging from research and statistical methods to personnel selection and training. Authors who are widely recognized in the field as the leading expert in its content are personally invited to write a chapter on a topical area in which they have researched and published. We investigated authorship in the *I-O Handbooks* because it offers an in-depth, unobtrusive examination of the behavioral and structural issues in the applied psychology discipline (Zedeck, 2011). The chapters address theoretical and practical issues, answer unresolved and controversial topics, and explore future research, implications, and trends. We were interested in tracking patterns of stability and change in applied psychology by analyzing author affiliation, gender, race, geographic location, and topical content investigated. We wanted to study what topics were new and what had become obsolete, as well as to investigate whether the extent of globalization and collaboration between academicians and practitioners increased over time. To the best of our knowledge, this study is the first one to systemati-cally examine author affiliation and topic trends in the *I-O Handbooks*.

Method

Demographical Analysis

In total, 258 different authors contributed 157 chapters in the three editions of the *I-O Handbook* during the 35-year time span. For each chapter, we manually coded each author's affiliation, gender, race, and geographic location. We used the authors' bylines to determine their affiliation and geographic location. We coded those authors who cited a university or college affiliation as academicians and those authors who gave an organization, consulting firm, or government agency as practitioners. In total, 242 (94%) of the authors were academicians and 16 (6%) were practitioners. Geographically, 209 (81%) of the authors gave organizational affiliations in the U.S. We also found that a large majority of the authors were male: 190 (74%). Of the 244 authors whose race was identifiable, 222 (91%) were Caucasian. To ascertain gender and race, we searched the demographic background of each chapter author on the web.

Topical Area Analysis

Each of the three *I-O Handbook* editions used a unique categorization to classify the chapters into sections of the book. Therefore, we developed our own tax-

onomy to categorize the chapters based on Cascio and Aguinis's (2008) approach used to classify *JAP* and *PPsych* journal articles. For example, topics included such areas as personality assessment, psychometrics, organization development, training, motivation, and communication. We established classification guidelines and discussed examples of why we would place a hypothetical chapter in a specific area. Subsequently, two individuals independently reviewed each of the 157 chapters and classified them by thematic content. The kappa statistic was computed to determine consistency among the raters. According to Landis and Koch (1977), a value between 0.61 and 0.80 demonstrates acceptable interrater agreement. Our results had a kappa = 0.65 (*p* < .05).

Results

We present the results of this study in two parts. First, we provide an analysis of trends pertaining to author affiliation, gender, race, and geographical location. Second, we analyze trends of the topical content in terms of what has remained constant, what has waned, and what has become increasingly popular.

Demographic Trends

Table 1 shows author affiliation, gender, race, and geographical location for each of the three editions of the *I-O Handbook*: 1976, 1990–1994, and 2011. Chi-square tests were performed to determine whether distributions of categorical variables differed from one another. As previously stated, there were a total of 157 chapters published by 258 authors in the three editions. Overall, 75 (48%) of the chapters were written by a single author. In 1976, only eight chapters (22%) were coauthored; whereas, in 2011, the percentage of coauthorship increased to 73%. The largest number of authors for a chapter was four. A chi-square test showed that there was a significant increase in multiple authorship across the editions, χ^2 (2) = 25.02, *p* < .001.

The percentage of practitioners was low and relatively consistent across the three time periods, albeit with a slight increase in 2011. Specifically, authors with practitioner affiliations ranged between 4% in 1976 to 3% in 1990–1994 to 9%, in 2011. A chi-square test did not show a significant difference between academicians and practitioners in authorship across time, χ^2 (2) = 3.22, *ns*. Only three of the 157 chapters had collaborative efforts between academicians and practitioners, and all three were published in 2011. Thus, collaboration between academicians and practitioners was very limited and has remained relatively unchanged since 1976.

One notable result was the steady increase in the percentage of female authors over time, ranging from 4% in 1976 to 17% in 1990–1994 to 40% in

Table 1

Authorship, Affiliation, Gender, Race, and Geographical Location of I-O Handbook Chapters for Each of the Three Editions

Variable	First edition (1976)	Second edition (1990-1994)	Third edition (2011)	Total
Authorship				
Sole	29	29	17	75
Multiple	8	28	46	82
Total	37	57	63	157
Sole (%)	78.38	50.88	26.98	47.77
Multiple (%)	21.62	49.12	73.02	52.23
Affiliation				
Academician	43	88	111	242
Practitioner	2	3	11	16
Total	45	91	122	258
Academician (%)	95.60	96.70	91.00	93.80
Practitioner (%)	4.40	3.30	9.00	6.20
Gender				
Male	43	74	73	190
Female	2	15	49	66
Total	45	89	122	256
Male (%)	95.60	83.10	59.80	74.20
Female (%)	4.40	16.90	40.20	25.80
Race				
Caucasian	38	84	100	222
Non-Caucasian	0	4	18	22
Total	38	88	118	244
Caucasian (%)	100.00	95.50	84.70	91.00
Non-Caucasian (%)	0.00	4.50	15.30	9.00
Location				
U.S. location	41	71	97	209
Non-U.S. location	4	20	25	49
Total	45	91	122	258
U.S. location (%)	91.10	78.00	79.50	81.00
Non-U.S. location (%)	8.90	22.00	20.50	19.00

2011. A chi-square test indicated a statistically significant increase, χ^2 (2) = 27.60, $p < .001$. With regard to race, 100% of the authors in 1976 were Caucasians. Since that time, the percentage of non-Caucasians has increased from approximately 4% in 1990–1994 to 15% in 2011. A chi-square test revealed a significant difference for author race across time, χ^2 (2) = 11.51, $p < .01$. The results clearly depict a noticeable increase in the number of authors who were non-Caucasians from 1976 to 2011. See Table 1.

As expected, 91% of the authors were U.S.-based in 1976. Although there was an upsurge in the percentage of authors

from outside of the U.S. in 1990–1994, there was no sign of continued growth in 2011. The chi-square test failed to indicate a significant difference between U.S. and non-U.S. affiliations over time, χ^2 (8) = 3.69, *ns*. Overall, the majority of authors remains U.S.-based, with some improvement in the latter two editions (see Table 1). Interestingly, only 5 out of the 157 chapters had coauthors affiliated with multiple-country institutions, suggesting that across-country collaboration seldom occurs.

Topical Content Trends

Table 2 depicts the trends in topical content over time. Perhaps, the most noticeable finding is that a majority of topics were constant across all three editions. Such topics as leadership, teams, stress, motivation, decision making, and selection had chapters in all three editions. Some topics have become far less popular today (e.g., aging, biographical data, human factors, and problem solving). These topics were included in the first and second editions of the *I-O Handbook*, but they no longer were covered in the third edition. In contrast, other topics have gained in popularity. For example, cross-cultural issues, diversity, innovation, globalization, organization socialization, and person–job fit had chapters devoted to them in 1990–1994 and 2011. These findings reinforce the notion that the I-O discipline continues to evolve. Overall, there appears to be some waning interest in so-called "I" topics (e.g., human factors, biodata) and an increase of interest in the "O-related" topics (e.g., diversity, work-life balance).

Discussion

In an effort to ascertain changes in authorship demographics and topical content being published in applied psychology, the three editions of the *I-O Handbook* were analyzed. In many ways, the discipline has changed greatly during the past 35 years. The number of programs awarding master's and doctoral degrees, the diversity and globalization of SIOP membership, and the impact of its science on the application of talent management have expanded the reach of applied psychology. Further, the advancement of technology, the ease of global transportation, and the ability to communicate seamlessly across the world have dissolved barriers of time and distance. Consequently, it would be expected that the discipline would reflect those changes in terms of who publishes research, where such authors reside, and the amount of collaboration among authors. As expected, the percentage of coauthorship surged from 22% in 1976 to 73% in 2011. This significant increase in coauthorship indicates much more collaborative writing. Such collaborative efforts can lead to greater idea contribution and higher productivity and quality, as well as foster long-term relationships among the coauthors through the sup-

Table 2

Topical Content Areas of I-O Handbook Chapters for Each of the Three Editions

Topic	1976	1990-1994	2011
Absenteeism, attendance, turnover, and retention	√	√	√
Age issues		√	
Assessment centers	√		√
Behavior, prediction of processes, and outcomes		√	√
Biographical data	√	√	
Career and vocational interests	√	√	√
Cognitive theory		√	
Commentaries on I-O psychology as a field	√	√	√
Communication: counseling, coaching, and mentoring	√		√
Compensation: pay, benefits, incentives, equity, and distributive justice		√	√
Conflict management	√	√	√
Consumer psychology: attitudes and perceptions	√	√	√
Criterion issues	√	√	
Decision making and strategic decision making processes	√	√	√
Differential validity--prediction			
Diversity: race, ethnicity, and gender		√	√
Employment practices: legality, adverse impact, and discrimination		√	
Entrepreneurship			√
Equal employment opportunity			
Ethical and privacy issues			√
Human factors and engineering psychology	√	√	
Individual differences		√	√
Ineffective performance/derailment	√		√
Innovation and creativity			√
International/cross-cultural applications of I-O psychology	√	√	√
Interpersonal relationships			√
Job and task analysis--job classification	√	√	√
Job design		√	√
Job satisfaction, employee engagement, and psychological contracts	√	√	√
Knowledge, skills, and abilities	√	√	
Leadership	√	√	√
Learning	√	√	
Managerial behavior--performance and interests			
Moderator variables			
Motivation/goal setting	√	√	√
Organization behavior--productivity		√	
Organization socialization--onboarding, politics			√
Organizational cultures, climates, policies, citizenship	√	√	√
Organizational development and change	√	√	√
Performance--appraisal, feedback, and management			√
Performance (work sample) tests			
Personality assessment	√	√	√
Person-job fit			√
Physical abilities/disabilities		√	√
Problem solving	√		
Psychometrics and testing issues	√	√	
Recruitment and selection	√	√	√
Role theory	√	√	√
Statistics and research methods	√	√	√
Stress and burnout	√	√	√
Test validity and validation issues			
Training and development	√	√	√
Work groups and teams	√	√	√
Work schedules		√	√
Work-life balance and work-family issues			√
Workplace safety--aggression, violence, and harassment			√

port and encouragement given (Melin, 2000; Noël & Robert, 2004).

The findings reveal that the extent of collaboration among academicians and practitioners has not increased, however. The so-called "scientist–practitioner gap" has been acknowledged as a significant issue in applied psychology for a long time. Although SIOP has been trying to narrow the gap by encouraging collaboration, academicians have dominated the three editions of *I-O Handbooks*. Our findings reveal that less than 2% of the chapters had collaborative efforts between academicians and practitioners. Looking on the positive side of these results, it is worth noting that all of those chapters were published in the 2011 edition. With regard to level of involvement of practitioners in general, the results also reflect a positive sign. Although the percentage of practitioners writing chapters has remained small (9% in 2011), it has grown noticeably since 1976 (4%) and 1990–1994 (3%).

This imbalance in authorship affiliation for the *I-O Handbook* chapters is consistent with what other researchers have observed for journal articles and SIOP Conference presentations (cf, Brice & Waung, 2001; Cascio & Aguinis, 2008). Cober et al. (2009) identified several reasons for it. For example, there are substantial differences why each side performs research and publishes the findings. Academicians are re-

quired to publish to obtain tenure; their job security, merit increases, and promotion are tied directly to the publish-or-perish system. Psychologists in business settings conduct research specific to the needs of their organizations. They have limited time, organizational resources, and monetary incentives to publish. Further, there is a proprietary reason to *not* publish research findings that competitors might find useful; hence, results are summarized within internal technical reports and not distributed externally or published.

Notwithstanding, the mission of SIOP and the APA is to promote the science, application, and teaching of psychology. The burden of closing the scientist–practitioner gap falls on everyone's shoulders. Creative ways of fostering collaboration, such as including practitioners on journal editorial boards, placing them on professional committees, and ensuring that they are represented when awards are given and fellowship status is bestowed should be enhanced (Silzer & Parson, 2012a). Perhaps, the APA and SIOP can formally arrange partnerships such as sabbatical exchanges, executives or scientists in residence, and/or multiaffiliation research teams to nurture collaboration between academicians and practitioners. Nevertheless, we must recognize there are several structural and systematic impediments to closing this gap.

On the other hand, perhaps, it is time to reframe this discussion. There are many ambiguities and fallacies associated with identifying applied psychologists being either scientists *or* practitioners. The "scientist–practitioner" classification implies that practitioners are not scientists. Ironically, many noted I-O psychologists had joint appointments at universities and businesses or transitioned from one setting to the other during their careers (e.g., Marvin Dunnette at the University of Minnesota and PDI, **Robert Hogan** at the University of Tulsa and Hogan Assessment Systems, **David Campbell** at the University of Minnesota and the Center for Creative Leadership, **Wally Borman** at PDRI and the University of South Florida). When individuals hold joint appointments, an academic affiliation often is used to enhance perceived objectivity and credibility of the research submission (and subsequent publication). In addition, it is not unusual today for academicians to also consult part time or practitioners to teach a university seminar on occasion. Despite one's employment setting, cannot we trust applied psychologists to adopt a professional approach that values *both* science and practice? A more precise and appropriate distinction is academician and practitioner. This point does not preclude the issue of involving additional practitioners in research publications or the activities of SIOP (Satterwhite et al., 2013). However, it does suggest the problem might not be as severe as it appears or connote practitioners are not scientists simply because of their employment setting.

In terms of demographics, we observed significantly more contributions from female authors during the past few decades. The percentage of female authorship increased 10 fold, from 4% in 1976 to 40% in 2011. Contrary to what Simon et al. (2007) reported, we found that women have attained near parity in the invited authorship for chapters in the recent *I-O Handbook*. This finding is reflected in the increased percentage of women with SIOP membership. According to the demographics data provided by SIOP (2012b), women now comprise 45% its membership. It is a percentage relatively close to the 40% female authorship in the 2011 edition. Regarding race, the results also show a significant increase in the number of authors who are non-Caucasian. Whereas there were no minority authors who wrote chapters for the first edition, slightly more than 15% of the chapters for the third edition were written by minorities. Thus, the level of author diversity and inclusion is a welcome sign in the discipline of applied psychology.

Likewise, one would expect to see many more contributions from international authors across time. And we find it to be the case to some extent. The percentage

of authors with non-U.S. affiliations rose from 9% in the first edition to around 20% for the two most recent editions. Nevertheless, it should be noted that the percentage of non-U.S. authors actually waned slightly from 1990–1994 (22%) to 2011 (20.5%). Further, the level of *across-country* collaboration was dismal. We observed only 3% of the chapters published in all three editions had coauthors affiliated with institutions from multiple countries. Despite the explosion of technology, social media, and globalization, we found neither a steady increase in the number of authors from outside of the U.S., nor more collaboration among authors from the U.S. and outside of the U.S. Although SIOP has become much more global in scope and has an increasing number of international members, the *I-O Handbooks* do not reflect this trend very well yet.

With respect to topical content, we found that the chapters in the three editions covered both science and application. For illustration, all editions had chapters focused on statistics, psychometrics, and research methods. They also had chapters addressing conflict management, decision making, leadership, and work teams. Ironically, the majority of the chapters addressing the applied content were written by academicians. The nature of research conducted by those individuals tends to be more theoretical and methodological than practical (Cober et al., 2009; Halfhill & Huff, 2003). An emphasis on application and publishing research findings that practitioners can use in the field imposes a continuing need to bridge the academician–practitioner gap in applied psychology.

Similar to the findings of Cascio and Aguinis (2008), the number of chapters published in human factors, biodata, and other areas focusing on the "I" side of I-O psychology has decreased during the past 4 decades. In contrast, content related to human capital or talent management (the "O" side) has increased over time. For example, the 2011 edition included chapters on organizational socialization, organizational downsizing, and entrepreneurship. In addition, recent chapters have focused on societal issues, such as disabilities, work–life balance, demographic changes, and international applications of applied psychology.

Limitations

As with all research, there are some limitations in this study. First, authors of the *I-O Handbook* editions were invited to write the chapters. The authors chosen and topics selected could be limited and reflect the personal biases of the various editors. Second, we examined only the content and authorship in the three editions of the *I-O Handbook*. There are other SIOP-sponsored publications we

could have investigated, such as books in the Professional Practice Series and the Frontier Series. We selected the *I-O Handbook* purposefully to track historical trends in applied psychology since its publication dates back to 1976. Nevertheless, topical content and authorship demographics might be somewhat different for other more recent publications in applied psychology. In addition, most practitioners may not read the *I-O Handbooks*. We could have reviewed more practitioner-oriented outlets to study topics that interest practitioners and are more directly pertinent to the human capital and talent management trends. Hence, our findings may not generalize to such publications as the *Harvard Business Review*, *Human Resource Management*, and *HRMagazine.* Finally, although we coded the affiliations of the authors based on the bylines provided in the *I-O Handbook* chapters, the coding might not have been inclusive because some of the authors might have had joint appointments in academia and practice or moved between employment settings during their careers.

Conclusion

The discipline of applied psychology has evolved substantially during the past half century. The changes are reflected in the diversity of its professional membership, the growing number of international journals and conferences related to work psychology, and an increasing percentage of psychologists being employed in nonacademic settings. One approach to ascertain whether the profession has adjusted accordingly is to examine the authorship and topical content in one of its signature publications: the *I-O Handbook*. The results of this study clearly demonstrate that applied psychology is becoming more inclusive and diverse in terms of chapter authors, both with regard to gender and race as well as in the percentage of authors from university affiliations outside the U.S. The area where our findings suggest improvement is needed most pertains to the involvement of practitioners. Although the percentage of multiple-authored chapters has increased significantly over time, nearly all *I-O Handbook* chapters continue to be written by authors within the academic community. The need for collaboration between academicians and practitioners remains great. For applied psychology to continue to be a vibrant discipline, the proactive and ongoing interaction of these two groups must be enhanced.

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Reflections on "Making Your Own Way" in Your Career

Jane Brodie Gregory
PDRI, a CEB Company

Jimmy Davis
Blacksmith Consulting Co.

Bernardo Ferdman
Alliant International University

Neta Moye
PDRI, a CEB Company

Candice Young
Microsoft

At last year's (2013) SIOP conference, a panel of SIOP members with diverse career paths shared some insights and advice on "Making Your Own Way" in a career in I-O psychology. Jimmy Davis (Blacksmith Consulting), Candice Young (Microsoft), Bernardo Ferdman (Alliant International University), and Neta Moye (PDRI, a CEB Company) reflected on their process of self-discovery and their lessons learned in transitions through academic and applied (both internal and external) roles.

Each panelist brought years of diverse experiences in a wide variety of roles to the discussion. The panel intentionally comprised individuals whose careers have traversed internal I-O roles, external I-O roles, academia, and "other" outlets (e.g., being self-employed, working in less traditional I-O capacities). If you are early in your career *or* considering making a switch to a very different type of job, take a look at some of the insights and advice shared by these panelists.

Below we summarize a few highlights from that session, which you may find useful as you navigate your own unique career path.

First and Foremost, Know Thyself

Each panelist commented on the importance of knowing who you are, what you want, what your strengths are, and generally where you are headed. Bernardo emphasized the importance of being yourself and becoming your best self. You might

not know what your best self is in advance, but should seek to discover that along the way. Neta shared that, rather than focus on immediate career goals, she makes choices based on longer-term goals that guide decisions in the short term. For example, she knows that in 5 years she wants to be in a certain type of role or place in her life. That allows her to have an array of different paths that could get her to where she wants to be, so that she can remain open to possibilities. This long-term vision doesn't dictate what she's doing next year but provides a beacon to help her choose next steps and decide where to focus.

Jimmy noted the importance of clearly understanding what you like and don't like to do, as well as what you can and cannot do, based on your skills and experiences. Get everything you can from school and work experiences to build capabilities and refine your area of interest and expertise. Finally, Bernardo reminded the audience to live life, noting that the choices we make are not just about career, they are in the context of our whole life, so it's important to make choices with our time that enable us to live the life we want. Relating to their own unique experiences, each panelist agreed that you need to stay true to yourself, your values, and your personal and career goals as you pursue or consider new opportunities.

Take Advantage of Opportunities That Come Your Way

Jimmy described his career transitions as opportunistic. He knows what he enjoys and what his strengths are and always says "yes" when interesting projects or opportunities come along. His big piece of advice: "Do good work and people will find you." Similarly, Bernardo recommended being open to experiences and opportunities that emerge, but not just in a random way. Know what you really care about and what you are really interested in. He noted that opportunities aren't completely random–you set yourself up for them in the experiences you have and the situations you put yourself into so that you can be prepared to take advantage of serendipitous opportunities.

Candice encouraged the audience to take advantage of networking opportunities throughout their careers. She stressed that effective networking is more than simply exchanging business cards; it requires actively building relationships with others. Staying connected, whether it be through email communications, lunch invitations, or brief phone calls, will help you maintain these relationships over time and improve your career prospects. The panelists agreed that their diverse work experiences have broadened their perspectives and helped them build skills

that transferred across roles and contributed to their value in each new role or organization.

Neta added that "your decisions don't lock you in." On several occasions she was told, "if you don't do this now, you'll never have a chance again," which simply wasn't true. She also noted that, even if you fear that your career path is really obscure, someone else out there has had a path just as obscure, if not more so. If you want guidance or a role model, you just have to find them. It might be hard, but they are out there. Remember that your current situation is not permanent. Even if you feel like you are currently "paying your dues" early in your career, find a way to make the most of that situation: Learn everything you can, get to know everyone you can, and find ways to add your unique value

Be Your Own Best Advocate

One of Jimmy's big lessons learned was not to let people tell him no. When he's been told that he can't do something, he always asks "why not?" and generally finds that this opens doors to opportunities. He recommends not limiting yourself until you have proven to yourself that you either can or cannot do something and to always be open to opportunities, whatever they may be.

Throughout her career spanning internal and external applied jobs, Candice has encountered different types of challenges in each role. In internal roles where there are fewer I-Os, for example, you might have to work harder to help others understand your expertise and the value that you bring. You also need to learn more about the business and learn to communicate I-O concepts in a way that non-I-Os can understand. Candice's experiences in internal and external roles have broadened her skills and insulated her from being pigeonholed into one particular area of practice. Don't underestimate the importance of self-awareness—understanding where you fit in and what value you bring to new roles or organizations.

Bernardo recommended charting your own unique path and finding a way to be yourself while at the same time flexing and adapting to new people and situations. Finally, know what you have to offer others—how can you help others with their work or their challenges? Seek to understand others' needs and concerns and be able to clearly articulate how you can help. Overall, the panelists emphasized the importance of being open and flexible, including adjusting your personal style or the way you talk about or approach I-O challenges to better meet the needs of clients, colleagues, or other stakeholders.

The big takeaway, according to our panelists? Go after what you want, find a

way to make it happen, and find the people who will support you and help make that vision and reality.

Making It Your Own

How can you apply the advice and experiences of our panelists to your own career? Of what current or future opportunities will you take advantage?

As you prepare for SIOP 2014 and beyond, think about how you can leverage the experiences and advice of your I-O colleagues to chart a career path that makes sense for you. It's easy to make assumptions about how linear and strategic others' career paths are, but if you dig a little deeper you may find that many successful SIOP members faced challenging choices, uncertainty, and self-doubt as their unique career paths unfolded.

What lessons have *you* learned while charting your own unique career path, and how can you share those lessons learned with others in order to help them navigate their career choices and transitions?

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Confronting the Real Identity Crisis

Nathan Gerard
Teachers College, Columbia University

We I-O psychologists are a notoriously sensitive species. As our colleague Edwin Ghiselli (1974) observed nearly 40 years ago, "For some reason or another we are greatly concerned about what we are doing, how we are doing it, and what we ought to be doing" (p. 80). Nowhere is this sensitivity more evident than at a cocktail party with other, less sensitive species: human beings. If we muster up the courage to talk with one of them, we often find ourselves confronted with the question, "What is industrial-organizational psychology?" We have at least two ready-made responses: (a) go the conventional route and quickly spout off a textbook definition, or (b) jokingly play down suspicions of being a specialist in arranging office clutter.

After delivering our pitch, we wait in nervous suspense for the ominous follow-up: "So what is it that you *actually* do?" Shame on this foreign species! We go on the defensive. We fumble between using words the foreigner might relate to—motivation, leadership, commitment—and describing our research in a sophisticated-sounding yet incomprehensible manner. We gauge the human being's reactions. Misreading indifference for hostility, we become yet more defensive. We continue our fumbling.

What if, returning to Ghiselli (1974), in attempting to state what we do, how we do it, and what we ought to be doing, we end up paralyzed by the question of *why we do anything at all*? Put differently, what if we struggle to find an adequate answer—both professionally and personally—to the question of, "Why industrial-organizational psychology?"

Admittedly, at first glance this is an odd question to ask, especially coming from an I-O psychologist. Nevertheless, the reasons for pursuing it are compelling. For starters, all is not well in our professional house. As some of our colleagues have recently confessed, we suffer from an underlying "identity problem" (Ryan & Ford, 2010). Doubts around such issues as the distinctiveness of our field, visibility to key decision makers in organizations, and hyper-adaption of external forces (to name just a few) all point to a "tipping point of professional identity." Others have sounded the alarm of an "identity crisis" (Lefkowitz, 2010). If we combine these warnings with recent debates over professional licensure (e.g., Campion, 1996; Macey, 2002), values (e.g., Lefkowitz, 2008), and the proposed name changes to the Society for Industrial and Organizational Psychology (e.g., Gasser, Butler, Waddilove,

& Tan, 2004; Highhouse, 2007), we begin to see that "for some reason or another," to echo Ghiselli (1974), our sensitivity has become somewhat all encompassing of late.

Although each of these issues is reason enough for asking "why industrial-organizational psychology?" I think we should pursue the question for broader, less self-protective reasons. In fact the sooner we can move beyond attempts at fortifying our professional silos, the sooner we can recognize that the question mirrors a similar one asked by the contemporary worker: namely, "why work?" Again, an odd question, especially because work is not an option for most of us—we *must* work—but the reasons for pursuing it are just as compelling. Evidence suggests that the promise of work (if such a thing ever existed) is now broken. Scholars have alerted us to the growing "tyranny of work" (Barley, Meyerson, & Grodal, 2011) consisting of the rise in dual-career families (Jacobs & Gerson, 2004), the taking on of multiple jobs to make ends meet (Schor, 1993; 1999), the compression of more activities into a given unit of time (Robinson & Godbey, 1997), and the overall increase in the volume and pace of work (Jacobs & Gerson, 1998). If we combine this with the realities of stagnant wages, decreased job security, and what feels like an injunction to work only to pay off mounting debt and take part in meaningless rituals of consumption, we should not at all be surprised that workers are increasingly asking "Why?" (Cohen, 2003; Ehenreich, 2011). Perhaps we should also not be surprised if some of these workers are I-O psychologists.

I offer these connections between I-O psychologists and contemporary workers not to orchestrate a strong sense of solidarity but simply to hold up a mirror. I personally do not have ready-made answers to these overlapping and indeed agonizing whys, but I do find them worthy of confrontation. In my own work, they have encouraged me to take a broader perspective, recognizing the larger socioeconomic milieu that surrounds and influences my theorizing and research (Gerard, 2013). This milieu rarely gets incorporated into the work of I-O psychology, an omission that I believe leaves us at risk of unwittingly reinforcing the growing tyranny of work, despite our best intentions to the contrary. Furthermore, my response to the question, "What is industrial-organizational psychology?" has likewise broadened. I no longer view I-O psychology as merely the application of psychology "to issues of critical relevance to business"—the definition of our field offered on SIOP's homepage—but to issues of critical relevance to workers at large and to broader society.[1]

Whatever answers we come to discover to these overlapping whys—and my

strong sense is that our answers will evolve over the course of our professional and personal lives—what we *all* are currently confronting, and many with our backs turned, is a core dilemma of contemporary working life: namely, that work has become the central locus of psychic and emotional investment and yet has painfully underdelivered on this investment. As I-O psychologists, we have often peddled just such a bad investment, but as fellow workers, we have suffered from its losses. What is lacking at the present time is an industrial-organizational psychology that confronts this core dilemma head-on and unflinchingly.

The real identity crisis, I believe, is not that work or our profession might collapse but that both might go on inflicting the unsustainable costs of their operation upon us indefinitely. We owe it to ourselves, as human beings, to become sensitive to this broader issue.

[1] From SIOP's homepage: "What is I-O? Industrial-organizational (I-O) psychology is the scientific study of the workplace. Rigor and methods of psychology are applied to issues of critical relevance to business, including talent management, coaching, assessment, selection, training, organizational development, performance, and work–life balance" (www.siop.org). Note that the "what" and the "why" are intertwined here: Broadening our answer to "what is I-O?" helps us fill out the meaning of the "why" question, e.g., "why should we engage with

I-O psychology?; "what contributions does the field make to broader society?" I wish to thank an anonymous reviewer for stimulating these helpful expansions.

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It's Nice to Meet You Sir!

A Transcript of a Retired I-O Psychologist's (Ned) Conversation While Getting Acquainted With a New Neighbor (Harry) in a South Florida Retirement Community

Ned Rosen

Author's Commentary: I drafted the following interview account after one too many wine coolers on a hot afternoon. I have had many such encounters both before and during my retirement. They occurred on commercial air flights, over restaurant meals, during cocktail parties—and yes—at tennis courts and golf courses. For example, "You are an industrial-organizational psychologist? Can you help me with my chronic digestive problem?" Or, "Aren't you the guys who help the military put round pegs in square holes?" Here is a detailed "script" of how a recent interview unfolded. It describes my conversation with a new neighbor (Harry) in a South Florida retirement community.

The Scene: Harry and Ned just outside the Tennis Club Pro Shop; the tennis instructor has just introduced them to each other. Ned is holding his oversize racquet designed for senior citizens. ;-)

Harry: It's nice to meet you, Ned. Have you lived here for a long time?

Ned: About 7 years...

Harry: Where did you come from originally?

Ned: My wife and I used to live in the Miami area. Before that we lived in Ithaca, NY. How about you, Harry?

Harry: We moved here last month from Chicago, my hometown. What's in Ithaca?

Ned: Two educational institutions and a gun factory are its primary claims to

fame, along with beautiful surrounding scenery. It also is known for long, cold, dreary, and snowy winters.

Harry: Ned, I think you just told me why you moved to sunny South Florida!

Ned: We also moved here for family reasons. Some of our grandkids and their parents live nearby.

Harry: [to himself: *Uh, oh! Here come the kiddie photos. Time to change the subject*...] So what did you do in Ithaca aside from trying to keep warm in the winters?

Ned: I was a professor at Cornell University for almost 20 years, after which I became a self-employed consultant.

Harry: Oh, sure. I know about Cornell. They don't have much of a football team there, do they?

Ned: But we have had some great hockey teams. What did you do while living in Chicago, Harry, besides complaining about the Cubs' *losing* baseball team every year?

Harry: I was a business man. Owned a couple of shopping malls. What did you teach at Cornell?

Ned: I was a faculty member in the School of Industrial and Labor Relations.

Harry: [to himself: *This might get boring, but let's see.*] Sounds pretty impressive. I guess that means you have a PhD degree.

Ned: Yes, from Purdue University in Lafayette, Indiana. While there some of my classmates and I managed to have a few wild times in Chicago and Cicero.

Harry: Some of my best friends went to Purdue. They loved it! But, how did a PhD from an engineering school end up in a school of labor relations?

Ned: Well, that's a little complicated. Before Purdue, I earned a master's degree in labor and industrial relations at the University of Illinois in Champaign. My major at Purdue was Industrial Psychology. The two degrees seemed to be a logical combination, and Cornell had an opening at the right time.

Harry: So you're a psychologist? Does that mean you might try to analyze me?

[*Because of the twitch I observed in Harry's left eye and Harry's finger tremors when the word "psychologist" was uttered, I replied with a smile and a giggle as follows*:]

Ned: No, I am not that kind of psychologist. Industrial psychologists, while having some training in personality and clinical issues, concentrate on work-related and systems issues in work organizations.

[*I am trying to keep things simple at this point, hoping to move into more pertinent topics such as what days Harry might like to play tennis and whether he might be a viable doubles partner with quick reflexes. However, Harry persists.*]

Harry: Hmm. Sounds like something my brother-in-law might need in his clothing factory. He has some labor problems there and is thinking of bringing in a

consultant. Just what do industrial psychologists trained at Purdue do? Are you an efficiency expert like the Gilbreths?

Ned: Uh, not exactly. They were engineers, alright, and knew a lot about people, but they worked with things like time and motion studies. Professionals in my branch of psychology do research and advise organizations about a wider variety of human issues.

Harry: [to himself: *I'm not sure this conversation is going anywhere, but I'll try to draw him out so I can advise my brother*.] Can you explain that a little more? For example, what courses did you teach at Cornell?

Ned: There were two that I taught frequently. One dealt with leadership and team operating issues that exist in large organizations. Another was about conflicts between groups and organizations. At times I taught a course in employee testing and selection.

Harry: [to himself, with eyes glazing over: *I might need a tape recorder while listening to this intellectual*.] I'm not sure that your course titles would mean much to my brother. How about describing some of the practical problems you dealt with in your own consulting work?

Ned: [to myself: *Hey, I'm a retired man of leisure in the sunshine, but I'll humor this guy a little longer. Healthy, physically fit tennis players are a disappearing species around here, and Harry might fit into our doubles games*.] I worked with more than 30 organizations in numerous industries. Some had the same problems, others had different issues. Several were struggling with resistance to technological changes, others...

Harry: [interrupting] That's one my brother was complaining about last Friday, just before my wife and I went to the airport.

Ned: Well, technological change problems are frequent these days. I also worked with organizations whose managers were concerned about rising rates of turnover and absenteeism, and even accidents on the job.

Harry: Yeah. Some of the store renters in my Chicago malls had turnover and absentee problems.

Ned: Some of those stores might have had customer complaint problems, too.

Harry: [to himself: *Maybe this guy does have both feet on the ground, after all*.] You are right! Why, one of my anchor stores had a terrible problem with that!

Ned: What did they do about it?

Harry: They fired a bunch of sales people and brought in new ones.

Ned: Did that solve the problem?

Harry: I don't think so. Eventually they bought out their lease and went elsewhere.

Ned: Their customer service problem might have started with their senior management's marketing strategy. Ex-

ecutive disagreements could have affected what merchandise they stocked. The sales force can be affected by that, especially if customers don't like what they see or have to return defective merchandise.

Harry: In other words, the customer complaint problem might have been more complicated than my tenant realized?

Ned: Yes. Most problems in organizations are. Tell me about your brother's technology problem in his factory.

Harry: He said something about the payroll department battling with the production planning and scheduling department about plans for a new computer system. It seems like each department is using something different and wants to keep what they already have.

Ned: How do you think they will resolve this?

Harry: My brother is the CEO. He'll probably bring in a couple of computer company reps and listen to their equipment and software proposals. Then he will make a decision and that will be the end of the problem. What would an industrial psychologist tell him to do?

Ned: My short answer is that this particular psychologist doesn't tell clients what to do. Instead I try to help them gain understanding of their problems so they can make well-informed decisions themselves.

Harry: Fair enough. So how would you start?

Ned: In your brother's case, I would start by getting acquainted with him. I'd want to learn how he makes most business decisions and what results he might expect from the approach you just said he probably would take.

Harry: Sounds like what I think he would do might not be the best approach.

Ned: He does sound a bit arbitrary, but there's probably more here than meets the eye. Most industrial psychologists I know would want to do a preliminary study to form an independent judgment of the facts.

Harry: What might some of the facts be?

Ned: There might be a budget battle between the two departments, or there may be some difficult personalities involved. The psychologist would need to have some interviews with key players to understand the nature of the work being done with their different computers and to identify the need for standardized, shared databases. Resolving the problem also could require retraining. There is more involved here than an equipment and software disagreement.

Harry: [to himself: *Wow, they did a good job with this guy at Purdue.*] OK, Ned. So you do your study. Then what happens?

Ned: I see, Harry, that you are wearing tennis clothes and have your racquet with you. What happens next, then, is

that you and I hit some tennis balls together. Later I'll tell you how your brother can locate a first-rate industrial psychologist in Chicago. That professional will do the study and work out a plan with your brother.

SEQUEL: That evening **Harry** called his brother, Sam, in Chicago: "Sam, I met a really interesting guy in Delray Beach today. Let me tell you about him..."
Ned: [to myself that same evening: *Some time, while we stand in line for our "Early Bird" dinner, I'll tell Harry all about my 11 outrageously handsome, beautiful, and talented grandchildren, and show him their photos*...]

I-O Psychologists: What Are We?

The above discussion was unique compared with others I had with people inquiring about my career. Harry actually was *interested*! As a newcomer he pushed me for, and received, more information than most. Normally the subject of one's career is handled more briefly by retirees where I live. In fact, local retirees are famous for being preoccupied with their various medical and physical ailments, the quality of local restaurants, and their outrageously successful children and grandchildren. When querying new neighbors about their careers, they normally seem to be sizing them up regarding their socioeconomic level. Moreover, our occupational specialty, industrial-organizational psychologist, unlike doctor, lawyer, or businessman, is unfamiliar to most of them. Therefore, unlike Harry, they quickly move into other interests.

Most such interactions left me dissatisfied with my attempts to explain what our field is all about. After some serious contemplation of my past, I wrote the following summary description and subsequent explanation of my work. My conclusions represent an approach that might be helpful to others going forward.

My professional work outside of academe was typical of what many I-O psychologists do. It was conducted in more than 40 corporate and governmental organizations. Several were multinational. They represented more than a dozen varied segments of the economy such as telecommunications, business information and financial services, hospitality, healthcare, international banking, and several manufacturers using different technologies to make highly varied products.

Some assignments included group process coaching and facilitation for intact management groups engaged in business planning meetings or "retreats." In others I provided procedural and leadership guidance for cross-functional employee groups conducting internal improvement projects. Some projects in-

volved selection testing. Over the years I also conducted inquiries, using various structured and unstructured methods, to identify and interpret issues of concern to employees and management groups at different organizational levels.

Topics of these inquiries, and related training and management development workshops, included such matters as ineffective leadership at all levels, organization structure flaws and work flow problems, lack of consensus among executives regarding their organization's mission or strategy, employee resistance to technological change and innovation, incentive system flaws, interdepartmental communication and coordination blockages, morale problems, internal and external customer service issues, performance review system deficiencies, and others.

To my way of thinking it all boils down to the following: *All of the topics mentioned above can, and frequently do, induce or aggravate interpersonal and interdepartmental conflict.* These conflicts produce **dysfunctional friction**. Such friction dilutes the organization's potential energies and talents. The results are reduced focus, energy loss, and discouragement of teamwork. The organization simply doesn't work as well as it might. Strategy implementation is hampered. Equally important, there often are adverse effects on individuals.

I believe that the work done by most applied members of SIOP is concerned, one way or another, with mitigation of dysfunctional friction. Whether focused on employee selection, providing group coaching, redesigning performance appraisal systems, or implementing culture change and training programs, we are dealing with friction and conflict dynamics. Our work often requires some system, persons, or organizational entity to change. Change, or even the prospect of change, brings out naysayers and competing special interests.

What, then, is an industrial-organizational psychologist? She or he is a highly trained professional who, through a variety of conceptually sound strategies and systematic methods, helps organizations smooth out rough internal edges. The I-O psychologist facilitates both prevention and resolution of internal friction and conflicts that interfere with achievement of intended results and that damage individuals' health, family, or careers. People I know seem to have little difficulty understanding this explanation. They can relate to it through their own experiences.

PS. I gave up tennis for golf 3 years ago. It's so much more relaxing....

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Outreach to Nonprofit Volunteer Programs: Opportunity for Impact, Improving Graduate Education, and an Invitation to Become a Part of the Volunteer Program Assessment

Jessie L. Olien, Alexandra M. Dunn, Erika C. Lopina, and Steven G. Rogelberg
University of North Carolina at Charlotte

Nonprofit organizations, tasked with improving the quality of life both within our national borders and abroad, can benefit enormously from the skills and knowledge of organizational scientists (Berry et al., 2011). The University of North Carolina at Charlotte's *Volunteer Program Assessment* (VPA; pronounced *vee*-pah) offers nonprofit organizational leaders a "helping hand" by giving them access to the skills and expertise of graduate students and faculty. Specifically, to facilitate organizational effectiveness, VPA provides nonprofit organizations with volunteer program assessment services at no cost.

The VPA assessment focuses on evaluating and understanding a key stakeholder group that can sometimes be overlooked within nonprofit organizations: *the volunteers*. The VPA survey provides organizational leaders with information regarding their volunteers' perceptions of: (a) their volunteer organization, (b) their volunteer work, (c) their interpersonal relationships, and (d) their organizational constraints. A complete list of the dimensions captured with the VPA survey can be downloaded here. The VPA survey also includes a qualitative component, in which volunteers provide information regarding perceptions of their volunteer program's greatest strengths and areas for growth. Together, these quantitative and qualitative data give nonprofit organizational leaders a snapshot of the current health of their volunteer program.

The primary goal of VPA is to promote nonprofit organizational effectiveness through the collection of volunteer attitude, perception, and engagement data so that volunteer management programs can be better leveraged and more impactful. At the same time, VPA creates a context that engenders graduate student outreach and service learning.

Service learning allows graduate students to test and develop their consulting skills while also providing students the opportunity to give back to their community (Thomas, 2002). Although doctoral programs must focus heavily on building the scientific competencies of students (O'Connor & Ryan, 1996), VPA addresses the development of consulting skills by providing graduate students with structured, collaborative, hands-on learning experiences that bridge both science and practice. In the following paper we provide an overview of VPA, discuss VPA's impact in the nonprofit community, describe graduate student learning and training experiences, and briefly review ongoing VPA-related research. Finally, we provide information regarding how you, your graduate program, or company can become involved in VPA.

The Volunteer Program Assessment

What Is VPA?

VPA is a grant-funded volunteer assessment system. VPA consultants work one-on-one with volunteer coordinators to guide them through the administration of the assessment and provide the nonprofit organization with various survey materials and sample communications. The VPA survey, which takes approximately 10 minutes to complete, is administered through an anonymous online survey link. Although the quantitative component of the VPA survey is standardized, nonprofit organizations are invited to customize one to two open-ended questions to fit their needs.

At the end of the VPA process, which typically lasts between 4 to 6 weeks, consultants provide each nonprofit organization with a detailed report that speaks to a wide array of individual and organizational outcomes. This report includes item and scale summaries for all dimensions, along with information on respondent characteristics (e.g., volunteer tenure and frequency of volunteering). A sample of the VPA report can be downloaded here. This report is discussed during a final consultation that takes place between a VPA consultant, a volunteer manager, and any other interested stakeholders in the nonprofit organization. This consultation occurs either over the phone or in person, depending on the location of both the consultant and the nonprofit organization.

The VPA consultation, which averages an hour in length, involves the discussion of a volunteer program's strengths and weaknesses. In addition to discussing the quantitative and qualitative survey data, VPA consultants also work with clients to develop potential interventions. At the end of the consultation, all nonprofit organizations are in-

vited to evaluate their program again in the future. Clients interested in a repeat assessment are asked to reapply to VPA a year after their initial consultation. At this time, there is no limit to the number of times a client can participate in VPA.

Finally, VPA also provides clients with a normative report that is based on the results of over 100 volunteer program assessments completed since the establishment of VPA in 2009. This normative report provides insights into the common strength areas and challenges experienced by volunteer programs. Taken together, the client-specific data and normative report function as a diagnostic tool that can be employed by organizational leaders to facilitate nonprofit effectiveness.

VPA's History

The creation of VPA was prompted by findings from a large-scale national survey of volunteer programs. This 2008 survey, funded by The Humane Society of the United States (HSUS) grant received by Dr. Steven Rogelberg, identified key drivers of volunteer engagement and commitment. In addition to the identification of these drivers, findings from this survey also revealed the current state of volunteer management practices and volunteer engagement within nonprofit organizations. These findings highlighted the need for accessible volunteer pro-

gram assessment systems that could provide insights into the strategic management of volunteer resources. One year after this initial survey, students and faculty at the University of North Carolina at Charlotte launched the Volunteer Program Assessment. Dr. Daniel Bonilla and **Dr. Joseph Allen**, who at the time were doctoral students in UNC Charlotte's Organizational Science program, played key roles in the establishment of VPA. Since its inception in 2009, VPA has supported the nonprofit community by providing scholarships for volunteer assessment services to volunteer programs operating both in the United States and in Canada.

VPA Clients

To date, VPA has worked with over 100 organizations. This client base has been geographically diverse, with nonprofits from over 20 states participating in VPA. From coast to coast, VPA consultants have worked with clients located in, but not limited to, Florida, Massachusetts, Missouri, Hawaii, California, Oregon, Nevada, New York, Alaska, Colorado, Texas, Louisiana, and Alberta. The types of organizations that VPA serves are also continuing to diversify. Although many clients have been and continue to be animal shelters, VPA has also worked with a growing number of arts and science organizations, police volunteer organizations, homeless shelters, and hospitals. Recently, an article featuring VPA's work

(Lopina, Dunn, Olien, & Rogelberg, 2014) has attracted even more diverse clientele located both within the United States and internationally.

Client reactions to VPA services have been overwhelmingly positive. For example, Marcie Williams, the community relations manager at the Larimer Humane Society, stated that, "The VPA allowed us to gain tremendous insight into our volunteer program, providing us a snapshot of things we're doing successfully and areas where we can improve. Since we administered the VPA, we've improved communication with our existing volunteers, put additional training programs in place, and generated a host of new ideas that will keep our volunteer program buzzing for months, and even years, to come." In a similar vein, Sarah Fallin, the program coordinator at Orange County Animal Services, said that, "The VPA team impressed me with their efficient, professional manner—an approach that not only inspired confidence but generated the results I was looking for. I have been able to make program improvements and get to know our volunteers' needs all at the same time." Finally, Celia Gregory, the volunteer coordinator at the Nashville Humane Association commented that, "From the instant our VPA representative established contact with me last summer, I felt genuinely engaged and supported. Our representative's professionalism and expertise, coupled with our instant rapport on the phone, made for an enlightening several weeks as the VPA results unfolded."

VPA Partners: University Affiliates

As VPA grew from 2009 to 2011 and more clients became interested in the program, VPA began partnering with other universities around the United States in the hopes of reaching a broader nonprofit client base and expanding its prosocial efforts. In August 2011, Dr. Joseph Allen, a graduate of UNC Charlotte's Organizational Science Doctoral Program, began VPA at Creighton University using an undergraduate student team. Later, Dr. Allen brought the VPA program with him to the graduate program at the University of Nebraska at Omaha. In early 2012, VPA also partnered with George Mason University (GMU). The inaugural GMU-VPA team, led by **Dr. Eden King**, included 10 graduate student members. Later in 2012, VPA also partnered with Illinois State University, which is led by Dr. Kim Schneider and comprises of two master's students. Most recently, in June 2013, VPA partnered with the University of South Florida (USF). USF's VPA team, led by **Dr. Tammy Allen** and **Dr. Mark Poteet**, includes four doctoral stu-

dents. With consultants at all four affiliate universities actively working with both national clients and volunteer organizations situated within their local communities, the number of organizations concurrently participating in VPA is at an all-time high.

Affiliate Support

To help facilitate the expansion of this program to other universities, VPA provides affiliates access to the online survey platform used for survey administration and report generation, training materials for VPA consultants, the normative database report for the VPA survey (collected from 2009–present), and instructions for customizing the online survey for new clients and generating survey reports. In addition to these materials, VPA also assists affiliates with both the initial training of their consultants and with finding their first VPA clients. Introducing affiliates to clients helps them gain VPA consulting experience without the added pressure of locating interested nonprofit organizations. These first clients can also recommend and connect the affiliate with other nonprofit organizations, leading to the creation of a growing client base. Finally, all new affiliates are paired with an active and experienced VPA member who walks the new member through a step-by-step training program. This training allows the new member to be-

come familiar and comfortable with the VPA process and provides them with one-on-one feedback sessions. To facilitate ongoing training and skill development, VPA created a listserv that provides all VPA members with an easy way to communicate between affiliate universities, share successes, and pose challenging questions to the wider VPA community. All of these resources and one-on-one support are provided free of charge to new affiliates.

Learning Through Service

Graduate Student Consulting

Beyond its overarching mission to support the nonprofit community, VPA serves as a formal mechanism through which graduate students, working alongside faculty, can develop, test, and hone their practitioner-related skills and enact evidence-based consulting. Through their efforts to provide valuable volunteer assessment services, graduate students active in VPA attend to the needs of the larger nonprofit community while engaging in reciprocal service learning. All VPA student members are volunteers who donate their time, knowledge, and growing expertise to support the nonprofit community. Since 2009, approximately 30 different students have donated their time to VPA. The 2013–2014 academic year has seen the largest membership to date, with over 20 active

VPA consultants spanning UNC Charlotte and its four university affiliates.

Consulting Skill-Building

Graduate student involvement in VPA is conducive for the development of a wide range of consulting skills. VPA allows students to build their communication, client management, presentation, and analytic skills. Brendan Hunt, a graduate from George Mason University's I-O program, explained how his experiences as a VPA consultant transferred to his current role working for an applied consulting organization. Hunt stated that, "The experiences I had with VPA were perfect preparation for actual client interactions and presentations in my current consulting position. VPA provided a safe and nonthreatening opportunity for me to bring what I had learned in the classroom to a real-life consulting situation." The discussion of potential interventions also familiarizes students with collaborative, organization-specific problem diagnosis while giving them the opportunity to develop, test, and refine their problem-solving skills. Zoa Ordoñez, a current Organizational Science doctoral student at UNC Charlotte, recently recounted how VPA has shaped her consulting skills over the past 3 years. Ordoñez stated that, "As a student who will soon be joining the applied world, I have to say that the consulting skills gained from VPA are invaluable. The client-facing experience that I have had through VPA has trained me to develop and manage relationships, from building rapport to understanding clients' needs and tailoring our tools to meet those." Ordoñez further explained, "Most importantly, when it comes to organizational issues, I can think on my feet. During consultation calls, clients ask unexpected and often difficult questions, but the knowledge and experience gained throughout the years has prepared me to respond eloquently."

VPA provides a context in which practical problem solving, which requires both knowledge of relevant content and creative thinking, can be fostered in real-time with the support of knowledgeable senior students and faculty. Although graduate students work with clients one-on-one, they always have access to the support and know-how of the larger VPA team. Oftentimes challenging problems can be discussed and workshopped at VPA meetings or through the VPA listserv, where students pool their experiences and proactively examine problems under the guidance of faculty members.

Graduate students at UNC Charlotte also recently piloted a new VPA course designed to supplement their existing consultation activities with a combination of structured classroom learning and hands-on projects. Class activities included consultation roleplay; the analysis and

presentation of normal data; and sessions reviewing survey response rate, the management of client relationships, and strategies for addressing interpersonal conflict between volunteers and paid staff. During the semester, guest speakers also visited to discuss relevant topics that were of interest to students in the class. **Dr. Scott Tonidandel** led a session focused on the use of relative weights analyses in consulting, and **Dr. John Kello** ran an organizational development workshop. Student reactions to this pilot were very positive, leading the VPA course to be offered again in the spring of 2014.

VPA Consultant Training

Before engaging with clients one-on-one, all graduate students are required to complete a training program. On average, the training program takes 6 months to complete. Due to the length of training, consultants are asked to commit to a minimum of 1 academic year in VPA. This ensures that all new consultants have time to both complete the training program and engage in one-on-one client work. Before beginning the training process, graduate students interested in participating in VPA are asked to familiarize themselves with a number of pre-selected research articles and white papers. These readings cover an array of volunteer topics, ranging from volunteer management and strategies for effective volunteer communica-tion to employee experiences with volunteers and volunteer retention. After completing the required readings, incoming VPA consultants complete the following steps: (a) the VPA shadow, (b) the mock VPA, (c) the reverse VPA shadow. On average, 2 to 4 weeks elapse between each phase of training. This amount of time depends on current client load, trainer availability, and the trainees' schedule. The VPA training process has been carefully designed to allow students to become increasingly independent and comfortable working one on one with clients.

During the first step of training, new trainees shadow an experienced student consultant. This step allows trainees to take a "back seat" and learn about the VPA process without the added pressure of engaging with a client. New trainees are included on all emails and calls with clients and are shown how to collect data, create reports, and prepare for consultations. Because trainees will be walked through the entire VPA process, the VPA shadow typically takes 4 to 6 weeks to complete. When asked about her initial shadowing experiences, **Haley Myers**, an Organizational Science doctoral student at UNC Charlotte, stated that, "Getting feedback from the seasoned VPA members, and shadowing them at first, was important for knowing what type of things the organizations look for and how we may answer questions that will come up."

For the second step in the VPA training process, known as the mock VPA, new trainees work with another VPA member who poses as a volunteer coordinator. This process replicates a VPA and gives trainees the opportunity to test out the knowledge they gained when shadowing a real assessment without having to interact with an actual client. This step in the VPA training process can take as little as one week to complete. **Leann Caudill**, an Organizational Science doctoral student who recently completed her VPA training, commented that, "The mock consult call was the most beneficial. Because even though you may read FAQs or go over potential client questions by yourself, it doesn't feel real until you are put on the spot," Caudill continued, stating, "The fact that you are paired with an experienced VPA consultant is great because you get to hear about the hard questions he or she has had and learn the tricks they have picked up along the way."

During the third step of training, known as the VPA reverse shadow, new trainees lead their first VPA. Working with the support of an experienced VPA consultant, the trainee assumes the lead role and is in complete control of the VPA process. In this stage, the trainee solidifies their knowledge of the VPA process while still receiving direct support, guidance, and feedback from an experienced VPA consultant. Similar to the VPA shadow, this stage in the train-ing process takes 4 to 6 weeks to complete. When reflecting on her training experiences, **Stephanie Andel**, an I-O doctoral student at the University of South Florida commented, "I definitely feel like the VPA training process helped me to feel prepared and capable of completing my first solo consulting experience. The training made learning the VPA process very manageable. For example, by shadowing other VPA consultants, I was able to see the entire process without having to worry about participating and making a mistake. Then, by the time that I completed my own mock VPA, I felt equipped with the basic skills to run the VPA."

Student feedback like this reflects the core mission of the training program: to introduce students to consulting in a comprehensive yet easy to manage way. To make sure that all students have access to this training program, experienced consultants are paired with each new affiliate. Consultants guide affiliates through all three stages of the training process. Consultants and affiliates regularly communicate through both email and phone to guarantee that all new student members, regardless of location, are exposed to the same training program. This rigorous training process ensures that VPA consultants are fulfilling the mission of VPA by delivering quality results that will ultimately enhance volunteer program effectiveness.

Research

Through hands-on client work, graduate students involved in VPA are also uniquely positioned to identify and generate problem-focused research questions. Graduate students interested in pursuing questions related to volunteers and volunteer management are encouraged to use a large, multilevel research database generated from VPA data for research purposes. This database is securely stored at the University of North Carolina at Charlotte. All identifying information is removed, as the confidentiality of both VPA's clients and their volunteers is essential. This database is accessible to all VPA members who are interested in pursuing questions related to volunteer program effectiveness. Current and future VPA research projects include investigations of: (a) how the use of talent management practices influences volunteer outcomes, such as volunteer engagement, commitment, and retention; (b) structural and leadership characteristics that influence volunteers' perceptions of their organization; and (c) the role of social media in the nonprofit context.

Becoming Involved

To continue its mission of supporting nonprofit organizational effectiveness, VPA is focused on building strong relationships within the academic and nonprofit communities. By having an active presence within the SIOP community,

VPA hopes that its affiliated groups will continue to grow. VPA members have also made efforts to spread the word about the services through features on the SIOP prosocial website, writing articles for peer-reviewed journals with volunteer manager audiences, attending volunteer management conferences, and asking previous clients to "pay it forward" by recommending other organizations they think would benefit from VPA services. By spreading the word about VPA services and expanding its affiliate base, VPA can keep up with client demands and meet the needs of all organizations that are interested in volunteer assessment services.

VPA is always interested in hearing from students, faculty, volunteer managers, and organizational leaders who would like to become involved in the program. If you are interested in your graduate program or organization becoming our newest VPA affiliate, want to recommend a nonprofit organization that you have worked with for VPA services, or want to learn more about VPA in general, please email volprogram@uncc.edu. If you would like to read more about the VPA process, our current consultants and partners, or our past clients' experiences, please visit our website at http://vpa.uncc.edu/. We look forward to hearing from you and continuing to increase the SIOP community's involvement in VPA.

Additional Resources

More details about the VPA survey can be found at our website. Here you can download a [sample of the VPA survey](), information on the [dimensions measured](), a [sample of the VPA report](), and a [preview of the VPA norms report]().

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The 2011 SIOP Graduate Program Benchmarking Survey
Part 7: Theses, Dissertations, and Performance Expectations

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Editor's Note: In the interest of space, the authors agreed to have many of their tables hosted on SIOP's website rather than reproduced in the article. I thank them for their flexibility. Readers who want to download all of the tables in a single convenient file can find a link at the end of the article.

In this, the penultimate installment of the report on the 2011 survey of I-O psychology graduate programs, norms are provided on master's theses, doctoral dissertations, and other student performance expectations. Theses and dissertations are classic benchmarks of scholarly success, reflecting years of learning in substantive, methodological, and other domains (e.g., technical writing, departmental politics). Marking independence from mentors, they are rites of passage in the maturing of intellectual, professional, and (often) scientific competence. Beyond such generalities, standards regarding what counts as a full and proper thesis/dissertation and the procedures guiding its execution are of mostly unknown quality, magnitude, and consistency across degrees, departments, and institutions. This section of the survey afforded a high-resolution snapshot of theses, dissertations, and other performance expectations in I-O/OB graduate programs in terms of over 100 distinct features.

As in the previous installments, we present overall norms as well as those broken out by degree type (master's, doctoral) and department type (psychology, business/management). Non-US data are excluded due to questionable representativeness, and the 2 x 2 breakouts further exclude other departments and online-only programs. We also describe distinctive features of Gibby, Reeve, Grauer, Mohr, and Zickar's (2002) most productive doctoral programs and Kraiger and Abalos's (2004) top master's and doctoral programs, based on student ratings, relative to peer programs (e.g., other psychology-based doctoral programs for both Gibby et al. and Kraiger and Abalos doctoral). Norms for nominal and continuous variables are presented separately and statistical results are provided for the 2 x 2 breakouts as cell sizes permit.

We start with basic thesis/dissertation features (e.g., page length), then consider expectations regarding content

(e.g., stated aim to test or develop theory) and methods (e.g., power analysis before data collection), committees (e.g., eligible members), proposals (e.g., description of expected results), final defenses (e.g., duration), success rates, and participation in other developmental opportunities (e.g., conference attendance). We finish by identifying possibly distinctive features of the three top-10 sets relative to peer programs.

Basic Thesis/Dissertation Features

Table 1 shows frequencies and percentages of programs offering theses/dissertations based on the entire (U.S.) sample and for the 2 x 2 breakout samples. Corresponding chi-square results are reported in Table 2 . Main effects are evident for both department and degree types: all doctoral programs require a dissertation; theses are required at much lower rates (40% in psychology; 0% in business/management). With few exceptions (all but 3%), thesis/dissertation work is counted toward program credit requirements, although business/management doctoral programs may be slightly less likely to do

this than psychology doctoral programs (82% vs. 97%; $p < .10$, two-tailed).

Norms for basic continuous variables are offered in Table 3 for all programs and in Tables 4 and 5 for the 2 x 2 breakouts. As with other sections of the survey, too few master's programs in business/management departments offered data to permit factorial ANOVA. Instead, t-tests were used to compare (a) master's and doctoral programs within psychology departments, and (b) psychology and business/management departments within doctoral programs.[1] Most variables show substantial (and significant) differences between degree types (within psychology departments), rendering the overall means in Table 3 of limited normative utility.

Focusing on the 2 x 2 breakouts, we see that dissertations average 98 pages in length and theses average 56. Not surprisingly, key milestones in completing a thesis are reached sooner and in quicker succession than those of a dissertation (in psychology). The proposal and final defense are separated by about 6 months for theses and by a full year for

Table 1

Basic Thesis/Dissertation Features (Nominal Variables)

Item/Variable	All programs[a]			Psychology master's[b]			Psychology doctoral[b]			Business master's[b]			Business doctoral[b]		
	N resp.	Freq	%	N resp.	Freq	%	N resp.	Freq	%	N resp.	Freq	%	N resp.	Freq	%
Availability of written thesis/dissertation															
Required	123	78	63.4	55	22	40.0	40	40	100.0	5	0	.0	11	11	100.0
Optional	123	31	25.2	55	26	47.3	40	0	.0	5	2	40.0	11	0	.0
Not offered	123	14	11.4	55	7	12.7	40	0	.0	5	3	60.0	11	0	.0
Program credit provided for thesis/diss'n	103	100	97.1	46	46	100.0	39	38	97.4	1	–	–	11	9	81.8

[a]Excluding non-US.

[b]Excluding non-US and online only; significance test results are reported in Table 2.

Table 3

Basic Thesis/Dissertation Features: All Programs (Continuous Variables)

Item/Variable	N resp.	Mean	SD	Skew	Median	Min	Max
Expected length of main text (n pp.)							
Average	93	79.82	39.89	1.11 **	75.0	20	220
Minimum	75	51.03	25.17	1.16 **	50.0	12	150
Maximum	70	149.89	102.41	1.91 **	120.0	30	500
Ideal year of milestone completion							
Proposal submission/defense	95	2.62	1.20	.01	3.0	1	5
Data collection	97	2.96	1.20	.06	3.0	1	5
Data analysis	97	3.19	1.28	.17	3.0	1	5
Final submission/defense	97	3.35	1.36	.11	4.0	2	6
Lateness per milestone (weeks)							
Proposal submission/defense	79	3.99	5.46	3.39 **	2.0	0	36
Data collection	79	4.58	7.43	4.21 **	3.0	0	50
Data analysis	79	4.21	5.56	3.15 **	3.0	0	36
Final submission/defense	80	4.94	5.78	2.53 **	3.0	0	36
% of total degree credits for thesis/diss'n research	86	14.61	9.73	2.36 **	13.0	3	70
% completing thesis/diss'n with initial advisor	70	66.54	22.78	-.40	72.5	10	100
n faculty members required for committee	98	3.46	.90	.60 *	3.0	2	6
n restrictions/expectations (see Table 6)							
Thesis/dissertation content	100	5.17	1.41	.29	5.0	2	9
Thesis/dissertation methods	96	3.91	1.65	.57 *	4.0	1	9
Content + methods	95	9.12	2.53	.68 **	9.0	3	17
Proposal content	96	6.90	1.68	-.83 **	7.0	1	10

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

Table 4

Basic Thesis/Dissertation Features: Master's and Doctoral Programs in Psychology Departments (Continuous Variables)

Item/Variable	Master's programs							Doctoral programs							
	N resp.	Mean	SD	Skew	Median	Min	Max	N resp.	Mean	SD	Skew	Median	Min	Max	sig.[a]
Expected length of main text (n pp.)															
Average	41	55.68	20.41	.94 *	50.0	20	110	37	97.70	33.76	.51	100.0	40	175	**
Minimum	37	36.00	13.99	1.12 **	30.0	12	80	28	65.54	20.29	.28	60.0	30	100	**
Maximum	33	122.03	104.79	3.04 **	100.0	30	500	27	174.07	78.07	.52	160.0	50	350	*
Ideal year of milestone completion															
Proposal submission/defense	42	1.51	.49	-.01	1.5	1	2	37	3.70	.69	-1.59 **	4.0	1	5	**
Data collection	43	1.84	.34	-1.78 **	2.0	1	2	37	4.11	.50	-1.51 **	4.0	2	5	**
Data analysis	43	1.94	.20	-1.65 **	2.0	1	3	37	4.41	.58	-.88 *	4.5	3	5	**
Final submission/defense	43	1.99	.11	1.15 **	2.0	2	3	37	4.64	.50	-1.31 **	5.0	3	5	**
Lateness per milestone (weeks)															
Proposal submission/defense	38	2.08	2.60	1.88 **	2.0	0	12	29	7.02	7.32	2.72 **	6.0	0	36	**
Data collection	38	3.59	8.15	5.26 **	2.0	0	50	29	6.59	7.34	2.86 **	6.0	0	36	
Data analysis	38	2.51	2.97	1.42 **	2.0	0	12	29	6.69	7.63	2.50 **	6.0	0	36	**
Final submission/defense	39	2.69	3.00	1.24 **	2.5	0	12	29	7.98	7.57	2.07 **	6.0	0	36	**
% of total degree credits for thesis/diss'n research	44	11.11	5.78	.45	10.0	3	23	29	16.57	7.41	.24	15.0	4	30	**
% completing thesis/diss'n with initial advisor	28	65.64	28.29	-.42	75.0	10	100	30	73.50	15.71	-.21	75.0	50	100	
n faculty members required for committee	41	2.85	.36	-2.08 **	3.0	2	3	39	4.03	.87	-.05	4.0	2	6	**
n restrictions/expectations (see Table 6)															
Thesis/dissertation content	44	4.93	1.50	.51	5.0	2	9	39	5.26	1.45	.24	5.0	2	8	
Thesis/dissertation methods	45	3.89	1.72	.46	4.0	1	9	36	3.86	1.71	.59	4.0	1	8	
Content + methods	44	8.84	2.61	.63	9.0	3	17	36	9.22	2.65	.61	9.0	5	16	
Proposal content	41	6.37	1.95	-.63	6.0	1	10	36	7.36	1.38	-.63	7.0	3	10	*

Excluding non-US and online only.

[a]t-test comparing masters vs. doctoral programs in psychology departments; #p < .10, *p < .05, **p < .01, two-tailed.

dissertations. The extended doctoral timeline also affords greater lateness, averaging 3 to 5 weeks longer per milestone. Notable variability within the 2 x 2 cells limits the normative value of central tendencies. Proportionally more credit hours are allocated to dissertation than to thesis work (means = 16.6 and 11.1). Students retain their initial advisors at an overall average rate of around 70%.

Table 6 presents frequency norms for assorted substantive and methodological features of theses and dissertations. Of 100 programs, 82 expect the thesis/dissertation topic to be clearly identified within I-O psychology. Literature review is the only universal element (100%), followed by follow through on research as proposed (90% overall; 82% for psychology master's). Testing or developing theory is expected in

Table 5
Basic Thesis/Dissertation Features: Master's and Doctoral Programs in Business/Management Departments (Continuous Variables)

Item/Variable	Masters Programs							Doctoral Programs							sig.[a]
	N resp.	Mean	SD	Skew	Median	Min	Max	N resp.	Mean	SD	Skew	Median	Min	Max	
Expected length of main text (*n* pp.)															
Average	1	–	–	–	–	–	–	8	134.38	52.47	.72	122.5	80	220	*
Minimum	1	–	–	–	–	–	–	5	82.00	40.87	1.52	80.0	50	150	
Maximum	1	–	–	–	–	–	–	5	252.00	157.86	1.14	220.0	120	500	
Ideal year of milestone completion															
Proposal submission/defense	1	–	–	–	–	–	–	11	3.27	.47	1.19	3.0	3	4	
Data collection	1	–	–	–	–	–	–	11	3.68	.56	-.37	4.0	3	5	*
Data analysis	1	–	–	–	–	–	–	11	4.14	.55	-.11	4.0	3	5	
Final submission/defense	1	–	–	–	–	–	–	11	4.36	.50	.66	4.0	4	5	
Lateness per milestone (weeks)															
Proposal submission/defense	1	–	–	–	–	–	–	7	3.14	4.49	1.59	1.0	0	12	
Data collection	1	–	–	–	–	–	–	7	3.29	4.50	1.45	1.0	0	12	
Data analysis	1	–	–	–	–	–	–	7	4.29	4.64	.86	4.0	0	12	
Final submission/defense	1	–	–	–	–	–	–	7	5.43	4.54	.06	5.0	0	12	
% of total degree credits for thesis/diss'n research	1	–	–	–	–	–	–	6	34.67	17.91	2.08 *	30.0	20	70	
% completing thesis/diss'n with initial advisor	0	–	–	–	–	–	–	10	53.50	15.82	.37	50.0	30	80	**
n faculty members required for committee	1	–	–	–	–	–	–	11	3.91	.83	.19	4.0	3	5	
n restrictions/expectations (see Table 6)															
Thesis/dissertation content	1	–	–	–	–	–	–	10	5.30	.48	1.04	5.0	5	6	
Thesis/dissertation methods	1	–	–	–	–	–	–	9	4.11	.60	.02	4.0	3	5	
Content + methods	1	–	–	–	–	–	–	9	9.33	.87	.66	9.0	8	11	
Proposal content	1	–	–	–	–	–	–	11	7.18	1.40	-.39	7.0	5	9	

Excluding non-US and online only.

[a] *t*-test comparing psychology vs. business/management doctoral programs; #*p* < .10, *p* < .05, **p* < .01, two-tailed.

around half of all cases. Interestingly, despite I-O psychology's identity as an applied science, only 23% of programs require that theses/dissertations address a practical real-world problem. Students are expected to write the document entirely on their own in 30% of programs.[2] Whether or not the research topic falls within the expertise of the main advisor or committee members more generally is of slightly lesser concern (23% and 28%, respectively).

Business/management doctoral programs are distinct in several ways: They are especially likely to expect a focus on both theory (90% vs. 56% in psychology doctoral) and a practical real-world problem (90% vs. 18%), and to expect the student to write the entire document (60% vs. 26%). Such programs are less likely, however, to expect the dissertation topic to be clearly in I-O psychology (60% vs. 85%, *p* < .10, two-tailed) and to address a topic within committee members' expertise (0% vs. 33%).

Moving down , norms for methodological features of theses/dissertations show that data collection and analysis is expected in 90% of programs, and IRB compliance is also very common (94%). Six of the remaining 13 methodological features have base rates below 10% (e.g., cannot be a meta-analysis, cannot rely on archival data, must have an experimental design). Less consistency (i.e., closer to 50% base rate) is evident in whether data can only be collected following the proposal defense (53%), the student has to be directly involved in data collection (57%), data analysis is mostly or completely the student's responsibility (62% and 30% respectively), and a power analysis should precede data collection (30%). Business/management doctoral programs are more likely to expect students to be directly involved in data collection (89% vs. 42% in psychology doctoral) and yet may be less likely to expect students to conduct their analyses completely on their own (0% vs. 31%; *p* < .10, two-tailed).

Summing the numbers of restrictions/expectations per program yields norms presented in the bottom section of Ta-

bles 3-5. No significant differences emerge between degree types (psychology only) and between department types (doctoral only) on the three sums bearing on thesis/dissertation content and methods. (Proposal content restrictions are discussed below.)

Thesis and Dissertation Committees

Most norms bearing on thesis/dissertation committees are reported in Table 7. Committees are universal for dissertations and used for theses in 89% of (psychology) master's programs. Regarding the types of members *permitted* to sit on thesis/dissertation committees, universal eligibility is evident for main advisor (100%) and near universality for local I-O faculty (99%) and faculty from other departments at the host institution (98%). PhD-holding practitioners and other nonacademics are allowed by relatively few programs (40% and 24%, respectively), even less so (perhaps) by business/management doctoral programs (18% vs. 47% and 0% vs. 21%, respectively; *p* < .10, two-tailed).

As to *required* committee member roles, the main advisor is listed by 94% of programs, followed by other local I-O faculty (81%). At the low end, only three programs (all from psychology doctoral) require faculty from outside the university. Required membership roles are otherwise inconsistent. Non-I-O faculty from the host department are required in 26% of all programs but more frequently in psychology doctoral (49%) than in both psychology master's (12%) and business/management doctoral programs (0%). Psychology doctoral programs, more so than their master's program counterparts, also more frequently require nonadvisor I-O faculty from the same program (92% vs. 72%) and faculty from other departments (54% vs. 17%). Finally, as reported toward the bottom of Tables 3 to 5, committees average around four members for dissertations and around three for theses (psychology only). Variability around those means

Table 7
Thesis/Dissertation Committees

Item/Variable	All programs[a]			Psychology master's[b]			Psychology doctoral[b]				Business master's[b]			Business doctoral[b]			
	N resp.	Freq	%	N resp.	Freq	%	N resp.	Freq	%	sig.[c]	N resp.	Freq	%	N resp.	Freq	%	sig.[d]
Thesis/dissertation directed and/or evaluated by committee	106	99	93.4	47	42	89.4	40	40	100.0	*	2	–	–	10	10	100.0	
Type of members *allowed* to sit on thesis/dissertation committee																	
Main faculty advisor	95	95	100.0	40	40	100.0	38	38	100.0		1	–	–	11	11	100.0	
I-O faculty from host department	95	94	98.9	40	40	100.0	38	38	100.0		1	–	–	11	11	100.0	
Non-I-O faculty from host department	95	88	92.6	40	39	97.5	38	36	94.7		1	–	–	11	10	90.9	
Department chair	95	75	78.9	40	33	82.5	38	30	78.9		1	–	–	11	9	81.8	
Faculty from other departments in the host university	95	93	97.9	40	39	97.5	38	38	100.0		1	–	–	11	11	100.0	
Faculty from other universities	95	65	68.4	40	24	60.0	38	29	76.3		1	–	–	11	8	72.7	
Nonfaculty (e.g., practitioners) but with PhD	95	38	40.0	40	17	42.5	38	18	47.4		1	–	–	11	2	18.2	#
Any suitably credentialed expert from outside the dept.	95	23	24.2	40	13	32.5	38	8	21.1		1	–	–	11	0	.0	#
Types of members *required* to sit on thesis/dissertation committee																	
Main faculty advisor	95	89	93.7	41	37	90.2	37	36	97.3		1	–	–	11	10	90.9	
I-O faculty from host department	95	77	81.1	41	29	70.7	37	34	91.9	*	1	–	–	11	10	90.9	
Non-I-O faculty from host department	95	25	26.3	41	5	12.2	37	18	48.6	**	1	–	–	11	0	.0	**
Faculty from other departments in the host university	95	35	36.8	41	7	17.1	37	20	54.1	**	1	–	–	11	6	54.5	
Faculty from other universities	95	3	3.2	41	0	.0	37	3	8.1	#	1	–	–	11	0	.0	
Nonfaculty (e.g., practitioners) but with PhD	95	0	.0	41	0	.0	37	0	.0		1	–	–	11	0	.0	
Any suitably credentialed expert from outside the dept.	95	1	1.1	41	0	.0	37	1	2.7		1	–	–	11	0	.0	

[a]Excluding non-US.
[b]Excluding non-US and online only.
[c]Chi square significance test comparing master's vs. doctoral psychology programs; #*p* < .10, *p* < .05, **p* < .01, two-tailed
[d]Chi square significance test comparing psychology vs. business/management doctoral programs #*p* < .10, *p* < .05, **p* < .01, two-tailed

appears greater for dissertation committees (range = 2-6) than for thesis committees (range = 2–3).

Thesis/Dissertation Proposals

Table 8 presents norms for nominal descriptors of thesis and dissertation proposals. Corresponding significance test results are reported in Table 2 . Around 79% of programs require a proposal, but the rate is lower in (psychology) master's versus doctoral programs (66% vs. 92%, respectively). In few programs are proposals unavailable (max = 9% of psychology master's). Staple content of proposals includes literature review (97%), identifiable research questions (98%), and expected methods (95%) and analyses (90%). Rates are fairly even across the 2 x 2 breakouts, except analyses are less often a focus in thesis than in dissertation proposals (psychology). Copies of measures are expected in 72% of programs, with a plausibly higher rate in psychology doctoral (83%) over master's proposals (66%; $p < .10$, two-tailed). Expected implications are (themselves) expected in 44% of programs but more so in doctoral (61%) over master's programs (27%). Most programs (87%) require a proposal defense, and nearly half open proposal defenses to the public; the rate reaches 89% in business/management doctoral programs and falls to 34% in psychology doctoral programs. Business/management doctoral programs are further distinguished by

higher rates of expecting detailed timelines for dissertation completion (46% vs. 8% in psychology).

Norms for sums of proposal content restrictions/expectations are shown at the bottom of Tables 3–5. Only one significant difference is evident: Psychology doctoral programs average 7.4 restrictions in proposal content versus an average of 6.4 in psychology master's programs, suggesting greater stringency in proposal content at the doctoral over the master's level.

The bulk of continuous variable norms for thesis/dissertation proposals are provided in Table 9 for all programs combined and in Tables 10 and 11 for the 2 x 2 breakouts. The typical thesis proposal averages about 24 pages in length compared to around 60 for dissertation proposals. Proposal presentations for both degrees average about a half hour in psychology and a full hour in business/management departments. Entire proposal defenses average longer for psychology dissertations (mean = 1:42) than for theses (1:12), but longest for business/management dissertations (2:06). Proposal defense formality averages just below "moderate," with notable variability across programs. Most students (70%) pass the proposal defense with (up to) minor revisions, and an additional 25% pass with heftier changes. Passing a dissertation proposal defense with only minor revisions is more common in business/management (79%) than

in psychology (59%). Relatively few students (.8% overall) are required to submit a new proposal; no proposal is bad enough to have the student expelled.

Thesis/Dissertation Final Defenses and Success Rates

[Table 12](#) displays nominal variable norms for thesis/dissertation final defenses. Most programs (90%) require students to formally defend their thesis/dissertation, at least part of which, typically (85%), is open to the public. Relatively few programs (15%) require a separate public defense. All psychology doctoral programs require a dissertation defense (100%); thesis defenses (in psychology departments) are less common (85%).

Continuous variable norms for thesis/dissertation final defenses and success rates for all (US) programs combined are offered in Table 13. Tables 14 and 15 provide corresponding norms for the 2 x 2 breakouts. Student presentations during the final defense average 34 minutes, all told, but are longer for business/management dissertations (mean = 1:07) than for psychology dissertations (0:31). Total defenses average 1:41. Psychology thesis defenses are the shortest (mean = 1:25), followed by psychology dissertation defenses (mean = 1:52) and then business/management dissertation defenses (mean = 2:11). Across programs, final defenses tend to be moderately formalized (mean rating = 3.1). Psychology thesis defenses, however, are a little less so (2.9) than psychology dissertation defenses (3.2).

Moving down Table 13, we see that 75% of students, overall, earn a solid pass with (up to) minor revisions. Pass rates at that level may be lower for psychology theses than for psychology dissertations (73% vs. 84%, $p < .10$, two-tailed). Another 21% of students pass with moderate revisions. Students are rarely expected to gather new data (0.2%) and no defenses are so weak as to prompt expulsion.

Other Performance Expectations

[Table 16](#) presents frequency norms for expectations regarding student involvement in research and consulting projects. Corresponding chi square results are reported in [Table 2](#) . The overall modal involvement is four to five research projects (28% of programs) and two to three consulting projects (41%) over the course of students' tenure. Understandably, given their shorter program timeline, master's students (combining department types) are expected to assist with fewer research projects than their doctoral counterparts (mode = 1 vs. 4–5). Rates for research projects are more balanced between department types (mode = 4–5 in each case). Consulting project expectations show the opposite pattern, varying nonsignificantly between degree types (mode = 2–3 in each case) but significantly between department types (mode = 2–3 for psychol-

Table 13

Thesis/Dissertation Final Defenses and Success Rates: All Programs (Continuous Variables)

Item/Variable	N resp.	Mean	SD	Skew	Median	Min	Max
Final defense features							
Length of final defense presentation (hrs.)	78	.56	.37	2.22 **	.5	0	2
Length of public thesis/diss'n presentation (hrs.)	14	1.06	.66	.67	.9	0	2
Length of final defense (hrs.)	89	1.69	.46	-.18	2.0	1	3
Final defense formalization/structure[a]	91	3.05	.75	-.41	3.0	1	4
% of students' final thesis/diss'n success (past 5 yrs.)							
Solid pass: minor revisions at most	46	74.61	24.78	-1.38 **	80.0	0	100
Solid pass: moderate data revisions/re-analysis	46	21.13	21.84	1.79 **	20.0	0	100
Conditional pass: extensive re-analysis	46	4.11	6.13	2.17 **	.0	0	30
Conditional pass: new data required	46	.15	.79	5.70 **	.0	0	5
Failure: expulsion from program	46	.00	.00	.00	.0	0	0

Excluding non-US. #$p < .1$, *$p < .05$, **$p < .01$, two-tailed

[a]1 = Loosely formalized/structured, 2 = Somewhat formalized/structured, 3 = Moderately formalized/structured, 4 = Very highly formalized/structured

Table 14

Thesis/Dissertation Final Defenses and Success Rates: Master's and Doctoral Programs in Psychology Departments (Continuous Variables)

Item/variable	Master's programs							Doctoral programs							sig.[a]
	N resp.	Mean	SD	Skew	Median	Min	Max	N resp.	Mean	SD	Skew	Median	Min	Max	
Final defense features															
Length of final defense presentation (hrs.)	32	.46	.19	1.50 **	.4	0	1	34	.52	.28	1.55 **	.5	0	2	
Length of public thesis/diss'n presentation (hrs.)	8	.96	.70	.90	.8	0	2	6	1.19	.64	.84	.9	1	2	
Length of final defense (hrs.)	37	1.41	.40	.28	1.5	1	2	38	1.86	.35	-1.08 **	2.0	1	3	**
Final defense formalization/structure[b]	39	2.87	.86	-.26	3.0	1	4	38	3.21	.58	-.02	3.0	2	4	*
% of students' final thesis/diss'n success (past 5 yrs.)															
Solid pass: minor revisions at most	36	73.25	26.16	-1.26 **	80.0	0	100	8	83.75	8.76	.93	80.0	75	100	#
Solid pass: moderate data revisions/re-analysis	36	22.14	23.23	1.70 **	20.0	0	100	8	13.75	6.94	-1.12	15.0	0	20	
Conditional pass: extensive re-analysis	36	4.61	6.57	2.08 **	.5	0	30	8	1.63	3.11	1.72 *	.0	0	8	
Conditional pass: new data required	36	.00	.00	.00	.0	0	0	8	.88	1.81	2.18 *	.0	0	5	
Failure: expulsion from program	36	.00	.00	.00	.0	0	0	8	.00	.00	.00	.0	0	0	

Excluding non-US and on-line only.

[a]t-test comparing master's vs. doctoral programs in psychology departments; #$p < .10$, *$p < .05$, **$p < .01$, two-tailed.

[b]1 = Loosely formalized/structured, 2 = Somewhat formalized/structured, 3 = Moderately formalized/structured, 4 = Very highly formalized/structured

Table 15

Thesis/Dissertation Final Defenses and Success Rates: Master's and Doctoral Programs in Business/Management Departments (Continuous Variables)

Item/variable	Master's programs							Doctoral programs							sig.[a]
	N resp.	Mean	SD	Skew	Median	Min	Max	N resp.	Mean	SD	Skew	Median	Min	Max	
Final defense features															
Length of final defense presentation (hrs.)	1	–	–	–	–	–	–	9	1.12	.66	.23	1.0	0	2	*
Length of public thesis/diss'n presentation (hrs.)	0	–	–	–	–	–	–	0	–	–	–	–	–	–	
Length of final defense (hrs.)	1	–	–	–	–	–	–	9	2.19	.35	1.93 *	2.0	2	3	*
Final defense formalization/structure[b]	1	–	–	–	–	–	–	9	3.33	.71	-.61	3.0	2	4	
% of students' final thesis/diss'n success (past 5 yrs.)															
Solid pass: minor revisions at most	1	–	–	–	–	–	–	0	–	–	–	–	–	–	
Solid pass: moderate data revisions/re-analysis	1	–	–	–	–	–	–	0	–	–	–	–	–	–	
Conditional pass: extensive re-analysis	1	–	–	–	–	–	–	0	–	–	–	–	–	–	
Conditional pass: new data required	1	–	–	–	–	–	–	0	–	–	–	–	–	–	
Failure: expulsion from program	1	–	–	–	–	–	–	0	–	–	–	–	–	–	

Excluding non-US and online only.

*t-test comparing psychology vs. business/management doctoral programs; #$p < .10$, *$p < .05$, **$p < .01$, two-tailed.

[b]1 = Loosely formalized/structured, 2 = Somewhat formalized/structured, 3 = Moderately formalized/structured, 4 = Very highly formalized/structured

ogy vs. 0 for business/management). A significant degree-by-department interaction for consulting project involvement suggests a larger difference between degree types in business/management departments (mode = 1 for master's vs. 0 for doctoral) than in psychology departments (mode = 2–3 for both degree types).[3]

Continuous variable norms for academic performance and program participation expectations are offered in . Corresponding norms for the 2 x 2 break-outs are provided in and , and ANOVA results in . Averaging across programs, students are expected to maintain a GPA of around 3 and assist 2.6 faculty members over the

course of the degree. GPA standards may be slightly higher in doctoral than in master's programs (mean = 3.07 vs. 2.99; $p < .10$, two-tailed).[4] Doctoral students are expected to work with more faculty members (mean = 3.0) than are master's students (mean = 2.2).

Across programs, IRB training is the strongest research expectation, followed by independent research and lab participation. Regarding conference attendance, SIOP is the most strongly expected overall, followed by Academy of Management. Program orientation is the strongest seminar attendance expectation, followed by graduate school and general university orientations. Class or course instruction is the strongest miscellaneous performance expectation, followed by "brown bag" attendance and program/department service.

Table 20 shows a large proportion of significant effects on participation expectations by degree type, with expectations stronger for doctoral students in all (significant) cases. Summarizing these effects, Figure 1 shows means for the four 2 x 2 subgroups. The largest differences between de-

gree types are evident for peer-reviewed publications (mean = 2.9 vs. 1.4), brown-bag attendance (3.3 vs. 1.7), and independent research (3.0 vs. 1.9). Several department effects are also evident: Psychology departments show higher means on research lab participation (2.5 vs. 1.7), SIOP attendance (2.5 vs. 1.8), and, possibly, service involvement (1.9 vs. 1.3; $p < .10$, two-tailed), and a weaker mean on Academy of Management conference attendance (1.2 vs. 2.7). A modest two-way interaction ($p < .10$, two-tailed) suggests that, whereas instruction (by students) is strongly expected in business/management doctoral programs (3.8) and only weakly expected in corresponding master's programs (1.5), the difference between degree types in psychology is muted (2.9 vs. 2.3, respectively).
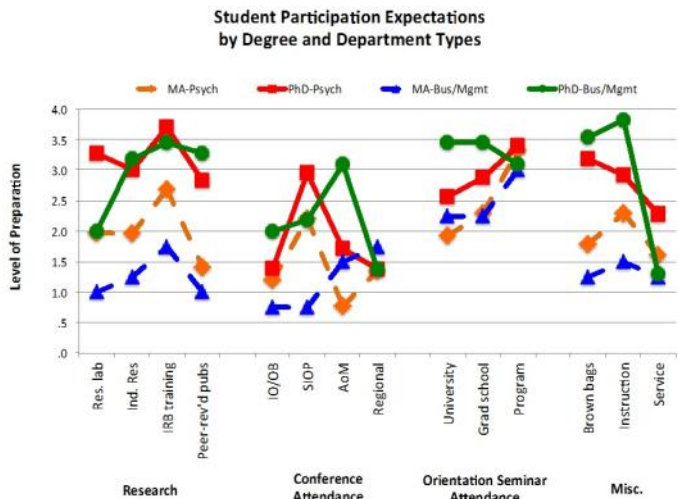

Figure 1

Top 10s

Available *N*s for the top-10s are modest (range = 5 to 8), limiting power to detect significantly distinctive features. The rates of significant effects (*p* < .10, two-tailed) are as follows for the 60 nominal variables: Gibby et al. = 18%, KA-PhD = 7%, KA–MA = 2%. Corresponding observed significance rates for the 50 continuous variables are 13%, 8%, and 6%. We summarize significant effects notwithstanding the nominal Type I error rates as they offer plausibly interpretable patterns.[5]

The Gibby et al. top-10 programs (*N*s = 6–8) are less likely to expect the dissertation topic to fall within the main advisor's expertise (0% vs. 29% of 30–32 remaining psychology doctoral programs), data collection to only follow the proposal (17% vs. 57%), inclusion of at least two independent variables (0% vs. 33%), and a power analysis before data collection (0% vs. 47%). For proposals, the Gibby et al. set further shows lower likelihood of expecting descriptions of methods, analyses (83% vs. 100% in each case), and threats to validity (0% vs. 43%). The Gibby et al. top-10 programs also have less formalized final defenses (mean = 2.86 vs. 3.29) but higher numbers of dissertation committee members (4.6 vs. 3.9 for peer programs), longer proposal defenses (mean = 1:54 vs. 1:40), and stronger expectations of SIOP conference attendance (3.1 vs. 2.9), service (2.9 vs. 2.1), and IRB training (4.0 vs. 3.6).

All told, the Gibby et al. top-10 (psychology doctoral) programs appear more flexible and less formal than peer programs when it comes to running dissertations. The average number of content restrictions is 4.9 for the Gibby et al. top-10 versus 5.4 for peer programs (*ns*), but the gap is wider for numbers of methodological expectations (2.2 vs. 4.2; *p* < .01, two-tailed) and the number of expectations regarding proposal content (6.2 vs. 7.6; *p* < .05). This should not be taken to suggest less rigor (e.g., committees are larger, proposal defenses are longer). Indeed, greater flexibility could promote research creativity and productivity.

The Kraiger and Abalos top-10 doctoral programs (*N*s = 3–5) are statistically distinguished on the following variables: The dissertation topic is less likely to be expected to fall within committee members' expertise (0% vs. 38% of peer programs), the department chair is less likely to be eligible to serve on dissertation committees (40% vs. 85%), and the proposal is less likely to cover threats to validity (0% vs. 42%). Proposal defenses tend to be later (mean = 4.3 years in vs. 3.6 years in) and more formalized (3.0 vs. 2.8), and yet final defenses are less formalized (3.0 vs. 3.3). The overall pattern suggests greater flexibility in the K&A top-10 doctoral programs, similar to that evident in the Gibby et al. top-10 but less pronounced.

Few significant markers of the KA–MA top-10 programs (*N*s = 5–8) emerged to dis-

tinguish them from other psychology master's programs. There is a lower likelihood for expecting analyses to be completed primarily by the student (17% vs. 72% of peer programs), a slightly longer timeline for data collection (mean = 2.0-year mark vs. 1.8-year mark) and a higher rate of students passing with (up to) minor revisions (mean = 91% vs. 66%). Overall, the pattern of differences may suggest greater leniency in the KA–MA programs, but low power precludes firm conclusions on this.

General Discussion

As reported in previous installments (with respect to other parts of the dataset), there are relatively few variables whose central tendency can be taken as normative in describing the population as a whole. Variability across programs is a recurring theme in the benchmarking study. Some of that variability is explained by degree type (master's vs. doctoral), department type (psychology vs. business/management), and their interaction, but considerable variability remains within each of the 2 x 2 subsets, supporting a norm of program uniqueness regarding, in this case, theses/ dissertations and their management.

Notwithstanding the noted program specificity, differences are evident at the aggregate level between degree and department types. The most obvious difference is that doctoral dissertations are longer, bigger, and more formalized than master's

theses, reflecting stronger emphasis on research in doctoral-level training. This theme is further evident in comparisons on research-related expectations (e.g., involvement in peer-reviewed publications) and conference attendance. A corresponding distinction between degree types is evident regarding research rigor in some respects, including committee size and required membership (e.g., faculty from other local departments), and proposal content (e.g., literature review, proposed analyses, implications for practice). These differences are not surprising, but the data offer greater precision in comparing master's and doctoral education in I-O/OB than that afforded anecdotally.

Department effects are more complex. OB dissertations, more so than I-O dissertations, are expected to be theoretically focused and target practical real-world problems, but the nature of the theory and problems are less likely to be directly relevant to I-O psychology. OB dissertations tend to be longer than psychology dissertations, and proposal and final defenses and presentations are also longer; research milestones (especially data collection) tend to be reached sooner, and OB students are more likely to be involved in data collection and write the document in its entirety. On the other hand, OB doctoral students are less likely than psychology doctoral students to be expected to specify testable hypotheses in their proposals, to run all their own analyses, and to have committee members with topic-specific expertise. They are also less strongly encouraged to partici-

pate in a research lab and more likely to pass with only minor revisions. In addition, despite the noted emphasis on practice-relevant theory, doctoral committees in business schools are less likely to include practitioners. Perhaps reflecting a more business-like approach to research, management departments are more likely to require a detailed timeline at the proposal phase and have presentations open to the public, and they are less likely to expect students to serve the program. Finally, there is a clear (and understandable) preference for business/management students to attend the annual AoM conference and for psychology students to attend the SIOP conference.

Current data offer little explanation of observed departmental effects. Considering current findings in light of those observed in other parts of the survey (e.g., curriculum) may clarify those effects. Such broad-stroke comparisons are a focus of the final installment of the survey report planned for summer. Until then, norms presented here offer individual programs the chance to see how their master's' theses and/or doctoral dissertations compare to those in peer programs, offering possible direction for local development of an important aspect of graduate education in I-O/OB.

[All of the tables, the figure, and a pdf copy of the article can be downloaded in a single .zip file here, for those who prefer to read offline: http://www.siop.org/tip/tett.zip]

[1] The survey's descriptive focus reduces emphasis on generalizability of observed differences between program types. Nonetheless, as in earlier installments, we report two-tailed significance at the nominal $p < .05$ and $p < .01$ cutpoints and also at $p < .10$, in light of possible predictability affording a one-tailed test at $p < .05$. As with interpreting any significance test, we urge caution here.

[2] We did not ask what input others might have (e.g., proofing by advisors or peers, adding sentences or paragraphs). It seems doubtful that the student would be responsible for less than the large majority of the writing, but how much and in what ways are matters for future surveys.

[3] Low Ns in the business/management master's group (3–4) demand cautious interpretations here.

[4] These and other values reported below are n-weighted means.

[5] As noted earlier, generalizability is a muted concern in this descriptive, normative undertaking. It is especially muted here, as the entire population of a given top-10 has (of course) $N = 10$. The noted cases in this light may be taken as simply the most reliably distinctive features observed.

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The I-O Pipeline and The Educational Outreach Program (THEO)

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The Pipeline Problem

I-O psychologists are in high demand. As the modern workplace becomes more dynamic, organizations strive to hire and train employees capable of adapting to uncertain circumstances (Pulakos, Arad, Donovan, & Plamondon, 2000). In order to do this, organizations must first identify the knowledge, skills, abilities, and personality characteristics (KSAPs) necessary to perform such dynamic work. Understanding the complexity of modern work to identify these KSAPs requires a specialized skill set, a skill set that is familiar to I-O psychologists. As such, the demand for I-Os is expected to grow 53% by 2022 (Bureau of Labor Statistics, 2014). Unfortunately, this need may go unmet. Staffing needs are met with a well-established talent pipeline (Meyers, 2012). Despite the growth in demand for I-O psychologists, only 11% and 5% of all master's and doctoral applications, respectively, are to I-O psychology programs (Mulvey, Michalski, & Wicherski, 2010). Furthermore, these numbers appear to be relatively stable, indicating a lack of growth in the number of individuals qualified to meet the increasing demand for I-O psychologists.

Though a subgroup of I-O psychologists specialize in career counseling areas, many of us forget that the process of career development can begin at very early age. Experiences in elementary school can influence the development of vocational interests and one's awareness of the range of careers that exist (Gibson, 2005; Magnuson & Starr, 2000). Throughout middle and high school (Dick & Rallis, 1991), students begin to develop their self-efficacy for prerequisite abilities and skills pertaining to various occupations (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001; Bores-Rangel, Church, Szendre, & Reeves 1990; Watt, Eccles, Durik 2006). Through various sources of influence including peers, parents, teachers, and representatives of various occupations (Beale & Williams, 2000; Harackiewicz, Rozek, Hulleman, & Hyde 2012; Nauta & Kokaly, 2001), they consider new career options and eliminate less desirable ones as they gain further information and begin to form their career identities (Harper, 2010). These processes, in turn, affect career development strategies in college and beyond, as they interact with emerging career aspirations and individual differences (Ackerman, Kanfer, & Beier, 2013; Major, Holland, & Oborn, 2012; Marrs, Barb, & Ruggiero, 2007).

In particular, theories about stages of career development have emphasized the importance of dispelling myths and stereotypes about occupational fields as early as middle school (Wahl & Blackhurst, 2000). Virtually all of us in I-O psychology have experience in dealing with public perceptions about psychology as being overly broad (nonapplied) or narrowly focused on clinical matters. Thus, some active efforts to reduce these misperceptions may help more students enter the I-O pipeline at all stages of development. Fortunately, introductory psychology textbooks have included greater coverage of I-O (Haselhuhn & Clopton, 2008) in recent years, and colleges have offered courses in I-O more consistently as electives (Stoloff et al., 2010). However, many psychology students in college continue to gain little to no exposure to our field, despite entering business-related careers later in life. Regardless of whether these individuals pursue a path in I-O psychology, they could spread awareness about the field to their colleagues in the business world and may one day hire or consult with I-O psychologists. In other words, students are an important leverage point to increase visibility.

Focused efforts to build an explicit pipeline improve our field's ability to attract individuals with the highest potential, regardless of their background. Though rigorous research is still needed to evaluate their success, widespread programs have already been established to funnel underrepresented ethnic minorities and

genders into STEM (science, technology, engineering, and math) fields in youth (Gibson 2005; Morganson, Jones, & Major, 2010; Subotnik, Tai, Rickoff, & Almarode, 2010; Winkelby 2007; Winkleby et al., 2013). Similar efforts might be made to address the same dilemmas faced in psychology (Maton, Kohout, Wicherski, Leary, & Vinokurov, 2006), as part of the subset of science fields.

SIOP's Educational Outreach Program

The Educational Outreach Program (THEO) is a listing of SIOP members who have agreed to travel locally (without reimbursement) and give introductory talks about I-O psychology to high school and college students, and other communities of interest. We are seeking additional volunteers to help spread the word (keep reading for information regarding how to sign up).

THEO is a renaming of an older program, formerly known as the Teacher's Bureau. The Teacher's Bureau was created in 2011 by SIOP's Education and Training Committee. As mentioned in the initial announcement of the Teacher's Bureau, an earlier version of this outreach program was called the Ambassador's Program, which is now an unrelated SIOP program that matches first-time SIOP conference attendees with more experienced attendees. In our most recent survey of THEO members (see more information below), many expressed dissatisfaction with the Teacher's Bureau name and suggested a new name that better encompassed I-O outreach activities around the educational pipeline. This new name was chosen based on a 2011 SIOP program devoted to discussing how best to increase awareness of I-O psychology among high schools and colleges, especially within the early general psychology curriculum. We hope that this new name will help external communities better understand and take advantage of the outreach offered by THEO members.

Recent THEO Activities and Next Steps

Over the past year, THEO committee members have been working together to determine how to increase awareness and utilization of THEO membership. We decided that the first step in this process was to survey our current membership regarding the extent to which they were giving presentations in the community and to solicit their advice in increasing these activities.

In January 2013, we sent an online survey to the 212 registered members of the THEO, and 87 members participated. Some of the key findings were:

- Respondents reported receiving a total of 146 requests from communities of interests over the past year (2012)

to present about I-O psychology and related careers. The majority of these requests were from college/university classes (47%) or college/university organizations (25%). Only a combined 5% of these requests were from high school classes and organizations. These requests were also rarely initiated through THEO (4 total; 2.7% of total requests).

- Respondents reported they had contacted others regarding presentations a total of 122 times. The majority of communities of interest were college/university classes (38%) and college/university organizations (24%). Only 16% of respondents contacted high school classes, and no respondents contacted high school organizations (23% contacted other communities).
- In total, respondents reported giving 162 presentations to various groups. The majority of actual presentations were also to college/university classes (50%) and college/university organizations (23%). Only 7% of these presentations were to high school classes (6%) and high school organizations (1%).
- Almost all respondents (95%) indicated that presentations took only a small or moderate amount of effort. The majority (75%) perceived these presentations to be usually or almost always effective.

THEO members also provided a number of helpful suggestions to reach out to high school and college students, as well as other communities of interest, so that they can take advantage of this great resource. These ideas include:

- "Using social media...postcards targeting younger students"
- "I think there is an association of high school teachers of psychology… perhaps a flyer to them would be useful"
- "Send (letter) to local high school principles and psych/business professors at 2 and 4 year schools"
- "Searchable database of SIOP members willing to present"
- "Contact state personnel offices, community Better Business Bureaus, and high school teacher organizations to advertise…(also) SHRM."
- "Send materials to (us) and have us contact communities of interest"
- "Connect with career counselors in some way"
- "Direct mailing (to high school teachers)"
- "Email blasts to principals/teachers and/or brochures to promote the program."
- "Extensive marketing through TOPSS, Psi Chi, Psi Beta, APA Division 2, NCSS"
- "Career fairs"
- "Partner with teacher organizations, principal organizations, guidance counselors"

- "Provide info on SIOP website… change name"
- "Target schools that do not have any I-O related courses"
- "Send emails to some central email list"
- "It would be great if there was a website that listed communities and schools where presentations are welcome"
- "AP Psych courses in HS would be one great way to convey information… working with community colleges"
- "Ask other introductory psychology professors to guest lecture about I-O. Many introductory psychology professors don't teach it. That would reach the right audience at the right time (when they are deciding on their career)."

In the forthcoming months, the THEO subcommittee will be contacting communities of interest (e.g., high school psychology teachers, Psi Chi chapters), many of which were recommended by THEO members, to advertise THEO as a resource.

What Can You Do?

For starters, join THEO! Head to the THEO website http://www.siop.org/instruct/theo.aspx and click on "You can volunteer here." You can also sign up through your SIOP membership account summary (http://www.siop.org/mas/mas.aspx). You will be able to indicate your areas of interest, which show up when people search for THEO members to give talks.

You can also do the following. (Thank you to THEO members for these suggestions—and for encouraging us to write a TIP article!)

- Ask introductory psychology professors and high school psychology teachers to guest lecture about I-O.
- Attend career days at local elementary and middle schools.
- Post introductory I-O lectures, exercises, and handouts to SIOP's teaching wiki to help facilitate efforts to create exciting presentations that represent the scope of I-O psychologists' research and practice.
- Represent I-O psychology on career panels (especially for high school students and students within their first couple of years of college).
- Use social media to spread awareness about I-O psychology and encourage others to take advantage of THEO. For example, members could share relevant news articles about I-O on social media platforms such as Facebook or Twitter along with a link to the THEO website and instructions for requesting a presentation.

After you engage in an outreach activity, please take the quick survey on our home-

page to help us (a) keep track of talks given and (b) learn how we can best support THEO members' presentation efforts.

I-O psychology was recently labeled the fasting growing occupation in the U.S. (Bureau of Labor Statistics, 2014). Despite this growth, however, current enrollment rates suggest that the I-O talent pipeline may struggle to meet this steep demand. Addressing this potential shortfall requires creating a strong and sustainable talent pipeline, which is only possible through the collective outreach efforts of the SIOP community. This is truly an exciting time to be an I-O psychologist, and we greatly appreciate SIOP members' efforts to further develop the I-O talent pipeline.

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SIOP in Washington

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Introducing I-O Advocacy

Consider these questions: "How should teacher performance be evaluated?" "How can the government help returning military members and their families?" "How can the policymakers best support underemployed and unemployed individuals?" These are critical issues with significant individual, organizational, and societal consequences. They are also topics/issues about which I-O has a great deal of expertise to contribute. To date, though, our role in informing policy decisions about issues like these has been fairly limited. Although individual SIOP members may be working on relevant projects, SIOP and I-O have not generally been "at the table" when federal policy makers discuss these types of issues. As described below, SIOP is now trying to change that!

The goal of this new column is twofold. First, we want to provide you with updates about the various initiatives that SIOP, and our partner Lewis-Burke, are undertaking to build an identity in Washington, DC in order to help guide policy discussions and funding decisions. Second, and closely related, this column is meant to provide you with information, opportunities, and guidance for how you can help with these initiatives and in advocating for I-O and SIOP more generally. Each quarter we will report to you on new advocacy activities and, in doing so, hopefully get you as energized as we have become about the potential impact our research and practice can have in Washington. We are excited about our early progress and look forward to working with you as we pursue these important goals!

Background of Our New Advocacy Initiative

In July 2013, SIOP embarked on a government relations initiative with Lewis-Burke Associates LLC. Lewis-Burke was founded in 1992 as a DC-based, full-service government relations firm advocating for the public policy interests of nonprofit institutions of higher education and other research and education organizations. Lewis-Burke has developed a collaborative, team-based approach to working with scientific groups. Each team includes members with diverse skill sets: scientific training, political experience, and legal expertise. This synergy allows the representation to span legislative, regulatory, policy, and communications issues across the government. The purpose of SIOP's government relations initiative is to expand interactions with the federal government, to advocate for and provide valuable scientific evidence for I-O research in public policy discussions, and to raise the profile of SIOP and the membership to make I-O research and practice more widely known.

The SIOP leadership group (members are **Tammy Allen, Steven Rogelberg, Doug Reynolds, José Cortina**, and Dave Nershi) met in September for an in-person government relations retreat, during which the group agreed on four goals as a framework for government relations activities:

- Increase opportunities to engage federal and congressional support for I-O research.
- Increase engagement with SIOP members on individual I-O projects related to federal or national objectives.
- Increase external visibility for I-O with federal decision makers.
- Increase activities to enhance SIOP members' understanding of federal policies, funding, and process.

The leadership group also decided to form a Government Relations Advocacy Team (GREAT). This group is chaired by Seth Kaplan. Other members include **Jill Bradley-Geist, David Costanza, Daisy Chang, Becky Zusman, Andrea Sinclair,** and **Lillian Eby**. (Seth is also part of the leadership group.) This group helps design, coordinate, and implement the various advocacy initiatives and activities.

SIOP's new investment in advocacy came at a time when participation in the public dialogue on issues of national importance was critical. At that time, we as a nation were in economic recession, experiencing budget cuts, sequestration, layoffs, furloughs, and federal government shutdown. The time was right for SIOP to engage.

How You Can Get Involved

"Advocacy" is a broad and somewhat ambiguous term/concept, and you may

think you do not have much relevant knowledge to share and/or experience in "how to advocate." What we're really talking about, though, are very concrete activities about which SIOP members have a tremendous amount of knowledge. For instance, if you are someone who is interested in disabilities in the workplace, perhaps you could reach out to your congressperson to inform him or her of relevant research. If you are interested in compensation systems and their effects on performance, you might educate members of Congress about that issue and its likely impact on teacher evaluation systems, for instance. We ARE the experts on these topics! Lewis-Burke and the SIOP leadership and government relations team are here to provide members with forums and guidance for sharing that information. By making the decision to advocate, SIOP members help advance I-O psychology research and policies on the national level. Members of Congress and federal officials receive their most valuable and influential information when they have the opportunity to hear from informed and active constituents.

Update on Advocacy Activities

Although we only began this initiative a few months ago, SIOP and Lewis-Burke already have engaged in several advocacy initiatives. We describe these below.

I. Furlough Roundtable

On December 9, three SIOP members traveled to Capitol Hill with Lewis-Burke Associates staff to present to the Senate and House of Representatives about the psychological impacts of furloughs on the federal workforce. The roundtable discussions targeted staff from the Maryland and Virginia delegations because of the large number of federal employees in their districts. David Costanza, associate professor of Organizational Sciences and Psychology at the George Washington University; **Jay Goodwin**, chief of Basic Research at the Army Research Institute; and **Tim McGonigle**, senior consultant at SRA International, spoke on behalf of SIOP about the importance of industrial and organizational psychology research, practice, and applications when implementing organizational change in the federal work environment.

Congressional staff from Congressmen Bobby Scott's (D-VA-3) and Jim Moran's (D-VA-8) offices participated in the roundtable in the House and were particularly interested in how managers in the federal workforce can rebuild trust with employees. Similarly, staff members from Senator Barbara Mikulski's (D-MD) office were interested in the perception current and prospective employees have about working for the federal government. Many participants in the

discussion inquired about and expressed concern for recruiting and retaining federal employees during the challenging budget environment, as the federal workplace does not have a strong sense of stability and security.

In the coming months, Lewis-Burke will continue to facilitate this type of dialogue between SIOP members and congressional staff on various topics. At the time this article was drafted, we were coordinating a similar event focused on unemployment and underemployment issues.

II. Planning for NSF Outreach

The National Science Foundation (NSF) is a $7 billion science research funding agency that spent almost $250 million (in FY 2013) on social, behavioral, and economic science research. NSF funds approximately 60% of the federal portfolio of social science research. In recent years, through new program announcements, NSF has been focused on a shift towards increasing interdisciplinary research. Lewis-Burke is working with SIOP members to develop a strategy to engage with NSF on ways that I-O psychology research aligns with specific programs or planned future activities across the Foundation. The goals of this activity include raising the visibility of the value of I-O research at NSF so that I-O researchers have increased funding

opportunities and policy input and gaining insight about interdisciplinary science programs/policies included in the FY 2015 budget request. Lewis-Burke will also work with SIOP members to encourage NSF support for interdisciplinary social science programs that incorporate I-O research and suggest ideas about how I-O can be incorporated into interdisciplinary projects and hear from program staff on their ideas in this area. Finally, Lewis-Burke will work with program staff at NSF to identify mechanisms for more I-O researchers to build better relationships at NSF and navigate the application process.

Lewis-Burke will also identify any advocacy opportunities relating to NSF research programs and interdisciplinary cross-agency programs for the FY 2015 appropriations process.

III. Developing Advocacy Handbook

Lewis-Burke is preparing a *Guide to Federal Outreach & Advocacy* to encourage SIOP members to actively and effectively participate in the public policy process. The guide is intended to assist in member advocacy and outreach efforts and to serve as a resource for understanding the progression, the players, and the opportunities of the legislative and regulatory processes.

ticipants have lower absenteeism and higher job satisfaction. This was an important study as the literature was somewhat mixed in demonstrating effectiveness of these programs. There may be opportunities for organizations to continue to expand the relationship with healthcare and local government on the topic of wellness as our nation moves toward improving its population's health. I have a family member who must wear a pedometer to get the best insurance rate in addition to maintaining a healthy weight. The next step for a study such as Parks and Steelman would be for companies to provide value-based economic data to further understand cost related to impact.

A review of the literature in 2006 by Grawitch, Gottschalk, and Munz described that psychology, sociology, medicine, public health, and business all have a voice in understanding the relationship between well-being and organizational improvements. They proposed a path model in which employee well-being and organizational outcomes influenced each other. Workplace practices incorporate both health and safety as well as climate and practices often associated with engagement, including employee involvement, development, and recognition. These practices were shown in their model to impact overall well-being as well as organizational improvements. They

pointed out that many studies of the time used job satisfaction as an indicator of well-being. However, there were a number of studies reinforcing the link between workplace practices and well-being-related outcomes such as organizational commitment, stress, and satisfaction. An interesting note is the lack of convergence in defining well-being prior to Gallup's work. However, the case for interdisciplinary, integrated thinking is well made.

A study in the UK including employees in a large National Health Service (NHS) facility was conducted to identify the benefits of a wellness approach over 5 years (Blake, Zhou, & Batt, 2013). This was an employee survey-based approach with fitness, health education, and health screening with a primary program emphasis on increasing physical activity. Absence and work performance were self-reported and therefore not objective or verified. Although there were some improvements in incidental activity, for example, the findings in many cases were not statistically significant for positive changes in BMI, smoking, eating habits, and knowledge about physical activity and health. Not having time to exercise decreased significantly as an excuse.

Analyses of more active individuals as compared to less active participants showed that more active individuals have

high self-efficacy as compared to less active participants. Significantly more of the active responders reported higher levels of satisfaction with their jobs than the less active respondents, and more respondents overall reported being satisfied with their job and committed to working for the organization than at baseline. These findings demonstrate the challenges associated with studying wellness outcomes and with demonstrating the financial value of the investment. However, they point to the strong opportunity to consider employees as whole people in our research models.

Rath and Harter (2010) described that only 8% of employees strongly agreed that their employer contributed to higher overall well-being, and the majority actually believed that their job was a detriment to their well-being. They saw this as an opportunity for employers because as well-being increases, costs for absenteeism go down. Their methodology examined the five Gallup well-being components, examining the cost per employee based on having high engagement in zero up to five of the factors. It is interesting that the relationship was linear, meaning that the contribution to decreased absenteeism for community, financial, health, purpose, and social were roughly equivalent.

Another research approach based on psychological well-being by Shuck and

Reio (2014) examined the elements of workplace climate that foster engagement and stimulate well-being. They pointed out that the research linking climate, well-being, and engagement is sparse. They examined 216 employees working within the healthcare industry. Employees took a self-report survey battery that included employee engagement, psychological workplace climate, and well-being. This study defined emotional well-being as consisting of emotional exhaustion, depersonalization, personal accomplishment, and psychological well-being. They did not include any physically based components to wellness. The findings supported the hypothesis that climate is positively related to well-being. Engagement was also significantly correlated to well-being. In the group of high engagement employees, the relationship between well-being and psychological climate was stronger than for lower scoring participants on engagement. There is an opportunity for I-O psychologists to begin considering a broad range of variables together when considering how to build workplaces that are effective for both individuals and organizations. Tying together these components of psychological well-being and wellness with engagement is an area for the further study and practice development.

Finally, a study by Sears, Yuyan, Coberley, and Pope (2013) addressed the $534

The sections in the guide are meant to provide insight into SIOP's advocacy efforts, including an overview of why advocacy is important and SIOP's specific advocacy goals as well as insight into Congress and the legislative process, including context for how Congress works, information about the House and Senate Committees of interest to SIOP, and information about the legislative process.

Lewis-Burke is working with SIOP members to finalize the document for formal release around the time of the SIOP 2014 conference.

IV. SIOP Member Advocacy Survey

In summer 2014, the government relations team will be administering an advocacy survey to the SIOP membership. This survey is meant to achieve several purposes, including identifying members who currently serve in relevant positions (e.g., on federal advisory committees) and gauging member experience in various advocacy activities. Perhaps the most important purpose, though, is to get members involved in advocating for

SIOP and I-O by helping GREAT and individual SIOP members find matches between your interests and expertise and these various activities. Please keep a look out for the survey!

V. Nominating SIOP Members for Federal Panels

Lewis-Burke has identified calls for nominations for positions on several federal advisory committees or panels. After Lewis-Burke identifies these opportunities, the government relations team reaches out to SIOP members with the relevant expertise and qualifications. To date, we have nominated SIOP members **Leslie Hammer, Ruth Kanfer, Elizabeth Kolmstetter,** and **James LeBreton** for positions. We appreciate these members' willingness to serve and to share their knowledge at the federal advisory level.

As you can see, we have been, and will continue to be, busy advocating for I-O and SIOP. We hope you will join us! Please keep an eye out for future opportunities.

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Practitioner Perspectives

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Professional Labels and Job Titles of SIOP Members

Professional labels and job titles of SIOP members have evolved over the years. In this article we document currently used labels and job titles and suggest some trends over time.

Professional Labels

Over the years the professional labels used in industrial-organizational psychology have changed. More recent labels are becoming more specific and accurate.

Problem 1, Academics Versus Nonacademics

In the 1970s, when I-O psychology was a fast growing field, most I-O psychologists at the time were in academic positions. As I-O psychologists became more prevalent in consulting firms and business companies the academics adopted the labels "academic versus nonacademic" to describe the two groups. These professional terms persisted well into the 2000s, even the new *IOP* journal in 2008 was promoted as appealing to and representing both "academics and nonacademics." In the last 5 to 10 years the number of "nonacademics" has grown substantially in SIOP (now representing at least half of SIOP members), and this group has become more vocal about not wanting to be labeled as a *non-something* by the academics. The term "practitioner" emerged as a short hand way of referring to the members who were not in academic positions. For many years the label was resisted by I-O academics and researchers who often saw "practitioners" as second class professionals who are not academics.

The term "I-O Practitioner" is now more widely used and accepted. Even some academics have come around

to accepting the term. Now that I-O practice is seen as on the leading edge of many I-O content areas (Cober, Silzer, & Erickson, 2009), some Academics now want to also call themselves Practitioners (some have now even affiliated with practice-oriented consulting firms). Some Academics still forcefully argue that they can fully represent the interests of Practitioners in SIOP. However the very weak track record of academic SIOP presidents supporting more equitable treatment of Practitioners in SIOP is clear (Silzer & Parson, 2013).

Problem 2, Academics Versus Practitioners

The term "academics versus practitioners" is confusing because it confounds where a person works with what work they do. There are three areas of primary work focus for I-O psychologists: practice, education, and research. Using *Webster's Collegiate Dictionary*, they can be defined as:
- Practice: to carry out, to apply, to do or perform often, to become proficient, to be professionally engaged
- Education: to provide schooling for, to train by formal instruction and supervised practice, especially in a skill, trade or profession
- Research: a careful or diligent search, studious inquiry or examination especially investigation or experimentation and interpretation of facts

These areas of primary work focus are different from the locations where I-O psychologists work. (Silzer et al., 2008). The four key employment locations for I-O psychologists are:

- Professionals in organizations
- Business/nonprofit
- Consulting firms
- Independent practice/self-employed
- Small, moderate, and large consulting firms
- Research firms
- Government
- Organizational positions
- Research positions
- Academic institutions
- Psychology departments
- Business schools

In Table 1 we compare these two lists: primary work focus versus key employment locations. Both professionals in organizations and in consulting firms (nonresearch) focus primarily on the *practice* of I-O psychology. But they may also secondarily get involved in some research (although Personnel Research departments have completely disappeared from organizations), and they educate through training, development, and coaching efforts.

Table 1

Primary Work Focus Versus Employment Groups for I-O Psychologists

Employment group	Primary work focus		
	Practice	Education	Research
Professionals in organizations	**Primary**	Secondary*	Secondary
· Business/nonprofit			
Consulting			
· Independent practice/self-employed	**Primary**	Secondary*	Secondary
· Consulting firms (nonresearch)	**Primary**	Secondary*	Secondary
· Research Firms	Secondary		**Primary**
Government			
· Organizational positions	**Primary**		Secondary
· Research groups	Secondary		**Primary**
Academic institutions	Secondary	**Primary**	**Primary**
· Psychology depts.			
· Business schools			

* Education thru training, development and coaching efforts in organizations

** Based on 2011 SIOP membership data

Members in consulting can be divided in two groups: those whose work focus is practice and those whose focus is research. Similarly, members who work in government can also be divided into professional practice and research subgroups. The members who work in research firms and in government research departments are primarily focused on doing applied research (and publishing their research) much more than on practice or education. It could be argued that they are most like the members who work in academic institutions in both their work efforts and their professional interests. In fact these two groups often are close colleagues on various government research projects. This difference was brought into clear perspective for the first author having worked for both PDI and PDRI in the past and getting a first-hand understanding of the difference between a practice-oriented consulting firm and a research firm.

The last employment group includes members who work for academic institutions, both in psychology departments and business schools. Their primary work focus is both research and education. Many of these members also do some consulting work, but those projects seem most often to be applied research efforts, typically involving selection validation research.

We have used the terms Academics, Researchers, Consultants (nonresearch), and Professionals in Organizations in previous articles to describe the four main I-O employment groups. It is

tempting to shorten this to two main groups "academics/researchers versus practitioners" because these two groups are about evenly split in the SIOP membership (48% vs. 49% respectively). This actually may best represent the main divide in our profession.

However, some would argue that "research is practice" in I-O psychology. We would argue that in virtually all other professions (medicine, engineering, etc.) that is not true. Although there may be some slight overlap across them, it is uncommon that researchers (doing basic and applied research) are considered practitioners in their field when they do basic or applied research. One perspective difference is that academics/researchers are likely to consider "applied research" to be practice, whereas practitioners are more likely to consider it research.

When grouping members based on their primary work focus we arrive at two core member groups (using 2011 SIOP membership data).

- Consultants/professionals in organizations: **49.3%**
- Consultants (consulting firms and independent practice): 30.3%
- Organizational-based and government professionals: 19.0%
- Academics/researchers: **48.6%**
- Academics (psychology departments and business schools): 43.5%

- Researchers (Research firms and government research): 5.1%

Job Titles for SIOP Members

In an effort to identify the job titles for SIOP full members, we reviewed and catalogued all the job titles listed in the 2011 SIOP membership database. We found a total of **3,057** job titles listed (some members left their job title blank on their membership form) and **1,110** unique job titles across the membership (based on what each member literally listed). Although a few unique job titles were actually the same position (such as Associate Professor and Assoc. Prof.), many were clearly different either in the core title (Director, VP, Scientist, Psychologist) or in the job specialty area (Director-Talent Management, Director-Human Resources, Director-Organizational Development). We were surprised at the diversity of job titles, particularly for members in organizations. But then again, organizations and consulting firms (nonresearch) have wide latitude to create titles that fit their culture and needs because there is no universally accepted framework for I-O psychologist job titles.

Professionals in Organizations

This group of SIOP members had the most diverse list of job titles covering officer titles, staff titles and professional

titles. See Table 2 for a summary of job titles. We grouped some titles based on logical similarities and our knowledge of organizational structure. We tried to avoid making any assumptions about jobs that did not seem obvious to us.

Job titles. It is impressive that 67 SIOP members are corporate officers in business organizations, ranging from Vice Chairman to AVP. The most common title among members in organizations is Director (131); these members are primarily in staff roles, but some are in line jobs as well. The title of Consultant seems to have gained popularity, probably used primarily for members who are early in their career. It is worth noting that few members in this group have professional titles, such as Psychologist, Scientist, or Analyst. It appears that most SIOP members who are working in organizations have blended into the corporate structure and taken typical organizational titles.

Table 2

Job Titles of Professionals in Organizations

Job title	Frequency
Officer	67
· CEO/ President	2
· EVP	7
· SVP	18
· VP	38
· AVP	2
Corporate Leader	12
· Chief	4
· Head/Global Head	5
· General Manager	2
· Group Manager	1
Director	131
· Executive Director	8
· Senior Director	14
· Regional Director	1
· Director	100
· Deputy Director	1
· Associate Director	6
· Sub Director	1
Manager	94
· Senior Manager	17
· Manager	77
Consultant	48
· Executive Consultant	1
· Senior Consultant	8
· Consultant	39
Psychologist	10
Psychometrician, Statistician	5
Scientist	4
Specialist, Senior Specialist	14
Associate	6
Advisor	8
Analyst, Senior Analyst	8
Project Manager / Leader	5
Other titles mentioned only once	14
No title entry	9
Specific title is unclear	40
Total	475

Table 3

Specialty Areas in Job Titles of Professionals in Organizations

Specialty area*	Frequency
Talent Management/Development	83
Organizational Development/Effectiveness	76
Human Resources	73
Research, Science, R&D	36
Statistician, Psychometrics, Measurement, Analytics, Metrics, Evaluation	28
Leadership Development/Effectiveness	23
Assessment	23
Global/International	15
Selection/testing	13
Learning	12
Management Development	12
Psychology, Psychologist	12
Staffing, Acquisition, recruiting	9
Executive Development	8
Performance Management/Improvement	7
Training	6
Strategy	5
Workforce	5
Engagement	4
Compensation/Rewards	4
People/Employee Development	3
Other content areas with frequency of 1-2	17
Job Titles without any Content areas	64

* (numerous titles include more than one content area, while others do not list any content area)

In the past the most common job titles for SIOP members in organizations were Director of Personnel Research or Director of Management Development. However, as a sign of the times, these titles have almost vanished (we could not find Personnel Research listed anywhere). However over the last 20 years Organizational Development has gained significantly in popularity for job titles, reflecting an organization-wide job mandate for the position. This mirrors the rise in the use of Talent Management.

Talent Management is the current favorite content area for job titles and has emerged strongly in the last 5 years (Silzer & Dowell, 2010). We would suggest that in many ways it nicely captures the full range of I-O psychology knowledge and applications in organizations and is a good fit for our field. It also clearly distinguishes I-O psychology from the less defined and less psychological fields of OD and OE. This may be prescient of future divergence between

Specialty areas. We were also interested in looking at the content or specialty areas that were listed in many of the job titles. See Table 3 for a summary of the specialty areas listed in these jobs. Some jobs did not have any content area (i.e. VP), but others listed more than one specialty area (i.e. Manager, TM & OD).

psychological and business perspectives. Some CHRO's who are I-O psychologists have suggested that OD is separate from Talent Management (Avedon, Cerrone, Graddick-Weir, & Silzer, 2010). The term Talent Management is likely used for both staff roles and line human resources roles. In some organizations the term "Human Resources" is being replaced with "Talent Management." Only 35 job titles in this group of members contained Research, Science or R&D, and only 28 were connected to statistics, metrics, or analytics. We seem to be well past the point that I-O psychologists are hired primarily to collect and analyze research data. But the job title of Psychologist also never caught on, and in fact numerous members have resisted identifying themselves as Psychologists to their organizations.

Consultants

Becoming an I-O Consultant has been gaining in popularity over the last 30 years. Consulting firms seem to be growing larger (and acquiring each other), and members who leave positions in a business organization (and academic institutions) often decide to go into external consulting. It can be an exciting, professional growth opportunity that also can be challenging and demanding.

We divided up members in external consulting into three logical groups:

- Members in small, moderate-sized, and large consulting firms (nonresearch)
- Members in independent practice or who are self-employed
- Members in research consulting firms

Clearly those who are in independent practice and who are self-employed are in a very different situation than members in small to large consulting firms. We also would make the case that the research firms are primarily focused on delivering research services and differ significantly from the nonresearch consulting firms. The job titles of members in small, moderate, and large consulting firms are summarized in Table 4.

Small, moderate, large consulting firms. In Table 4 it seems clear that many consulting firms use titles that will have some meaning to their clients and reflect either a typical organizational structure (Director, VP, Manager) or a professional firm (Partner, Principal, Associate, Consultant). A limited number of titles reflect our profession (Psychologist, Research Director, etc.). Consultant is the most widely used title; it is a generic, nondescriptive title and is likely used primarily for more junior staff members.

Independent practice and self-employed. The job titles for single practitioners typically reflect the member as the sen-

Table 4

Job Titles of SIOP Members in Small, Moderate, and Large

Job title	Frequency
· Consultant (Consultant, Senior-, Executive-, Senior-, etc)	117
· Director (Director, Managing-, Associate-, etc)	60
· VP	52
· Manager (Manager, Senior-, Project-)	26
· President	21
· Partner, Managing Partner, Senior Partner	19
· SVP	19
· Scientist (Research-, Associate-, Research Officer, etc)	19
· Other Research titles (Research Associate, -Director, -Consultant, etc.)	19
· Principal, Managing Principal	16
· Associate, Senior Associate	16
· Psychologist (I-O-, Business-, Senior-, etc.)	14
· CEO	12
· Leader, Team Leader, Practice Leader	5
· Chairman, Vice Chairman	4
· EVP	4
· Senior Fellow	4
· Founder, Owner	3
· COO	3
· Other job titles identified only once or twice (Analyst, Specialist, Assessor, General Counsel, etc.)	8
· Unknown	14

ior person. So President and Principal are widely used. The title Consultant is most likely used most by members who have not formed their own company yet or who are between other positions. A larger number of these members (than other groups) identify themselves as Psychologists (51) and few identify a specialty (i.e. Executive Coach).

Research consulting firms. The job titles for this group clearly distinguish them from other consultants and organizational groups. A strong majority of the titles have either Research or Science in the title and a majority of these members have a job title of Scientist. This supports the

Table 5

Job Titles of SIOP Members in Independent Practice or Who Are Self-Employed

Job title	Frequency
President	166
Consultant (Consultant, Independent-, Senior-, Principal-, Organizational-, etc.)	157
Principal (Principal, Managing-, etc.)	56
Psychologist (Psychologist, Consulting-, IO-, Consulting- Industrial-, Organizational-, etc.)	51
CEO	25
Owner, Proprietor	18
Partner (Partner, Managing-, Senior-)	18
Director (Director, Managing-, Executive-)	18
Executive Coach	7
Founder, Cofounder	6
Manager	3
Other job titles identified only once or twice (Chairman, COO, Doctoral faculty, VP, Consulting Executive)	16
Unknown	21

Table 6

Job Titles of SIOP Members in Research Consulting Firms

Job title	Frequency
Scientist (Chief-, Associate-, Managing-, Principal-, Research-, Senior-)	45
Consultant (Consultant, Senior-, Research-)	8
VP	7
Manager (Manager, Division-, Program-)	6
Research Associate, Research Analyst	6
Psychologist (IO-, Research-, Senior-)	3
Director, Study Director	3
Other titles mentioned only once (CEO, President, AVP, Professor, Team Leader)	5
Unknown	4

need to separate them out as researchers rather than practitioners. As we suggested above the research consultants are much more similar to members who work in academic institutions and in government research groups (see below).

Members in Government

SIOP members working in government can be divided into subgroups based on the level of government (federal government, state and local government or military groups) and whether they are in research positions or organizational (nonresearch) positions.

Government organizations. Table 7 presents a summary of the job titles of members who work in government organizational (nonresearch) positions. About half of the members who work in federal organizational positions have titles that include Psychologist or Social Scientist. Most of the remaining members in this group have more typical organizational titles, such as Director,

Manager, or Analyst. Similar results are found for the members in state and local government positions.

Government research groups. The job titles for SIOP members in government research groups (see Table 8) look very similar to the job titles in research firms (see Table 6). The strong majority of job titles include Researcher, Research Psychologist, or Scientist. This is true at both the federal and the state and local levels. In fact these members are often the key clients for the Consultants in the research firms.

Members in Academic Institutions

Because of the standardization of job titles in academic institutions, the primary job titles are widely used for these members. A summary of the titles are listed in Table 9.

The overwhelming majority of members in both psychology departments and business schools hold one of three job titles:

Table 7

Government Organizational Position Job Titles: Federal, State and Local, Military

Federal	Frequency
Psychologist, Personnel-, Social Scientist	25
Manager/Program Manager	9
Other titles listed only once (i.e. Researcher, Statistician,Team Lead, Special Assistant)	5
Consultant	4
Director, Associate Director	4
Analyst, Program-, Management- Planning-	4
Officer	3
Specialist	2
Other	2
State & Local	**Frequency**
Psychologist, Chief Psycholgist	8
Manager/Project Manager	6
Consultant	5
Manager/Project Manager	5
Other Specialist	4
Director, Assistant Director	3
Other titles listes only once (Executive, Psychometrician, Coordinator, etc.)	3
Analyst	2
Regional Administrator	2
Projects Coordinator, Administrator	2
Other/Unknown	1
Military	**Frequency**
Captain	1
Chief, Dept Mil Psychology	1
Commander	1
Faculty, USAF Academy	1
Senior Personnel Psychologist	1

Table 8

Government Research Position Job Titles: Federal, State and Local, Military

Federal	Frequency
Research Psychologist/Scientist	35
Other Titles listed only once (i.e. HR Research Manager, Research	4
Director, Research	2
Team Leader/Coordinator	2
State & Local	**Frequency**
Personnel Research Specialist	2
Ed. Research Analyst	1
Military	**Frequency**
Researcher/Research Psychologist	16
Team Leader	4
Chief / Senior Scientist	2
Organizational Development Professional	2
Chief, Personnel Assessment RU	1

Table 9

Academic Insitution Job Titles - Psychology Departments and Business

Job title	Psychology dept.	Business dept./school
Professior, Emeritus-, Disinguished-	8	10
Professor, Full-, Fellowship-	182	195
Associate Professor	143	130
Assistant Professor	127	182
Research Professor	1	1
Visiting Professor, Adjunct Professor	20	19
Senior Lecturer	1	3
Faculty	4	1
Chair, Program-, Department-, Fellowship-	9	8
Program Director, -Coordinator	13	3
President	2	
Dean	3	4
Associate Dean	1	4
Vice President	2	
Provost, Associate Provost	2	1
Research Director, Researcher, Scientist	4	2
Executive Director		2
Consultant	2	
Psychologist	2	
Other titles mentioned only once	3	2
(Principal, Officer, Analyst, etc.)		
Totals	**529**	**567**

Assistant, Associate, or Full Professor. It is worth noting that there are more members who are Full Professors and Assistant Professors in business schools than there are in psychology departments. This suggests not only that business schools have been recruiting heavily for Full Professors, but they may also be hiring more early-career Assistant Professors than psychology departments do.

This could suggest the ongoing transfer of I-O psychology research talent to business schools (Aguinis, Bradley, & Brodersen, in press). However one senior academic colleague who is a Department Chair in a business school suggests that this may be long lasting once business schools start showing a hiring preference for their own business school doctoral graduates in OB or management and so forth, and there is enough of a supply of them to fill their hiring needs. So hiring I-O psychologists now may only be a temporary strategy until the business schools can produce their own academic talent more suited to their environment.

Conclusions

A few conclusions can be reached about professional labels and job titles:

- Professional labels of SIOP members have historically reflected an academics' perspective.
- Perhaps the two most accurate and descriptive professional labels are:
  - Practitioners (consultants, professionals in organizations)
  - Researchers (academics and researchers in research firms/groups).
- There are many unique job titles (1,110) among SIOP members. The greatest diversity is among professionals in organizations and the least is among members in academic institutions.
- Talent Management is the most common specialty area identified in job titles among professionals in organizations, followed by Organizational Development and Human Resources. Few members have Management Development, and no one has Personnel Research in their job title.
- Job titles in research firms and government research groups are very similar and these titles are much different from than those for members in practice-focused consulting firms, independent practice, and organizations. This reinforces the conclusion that there are major differences in work focus between research firms/groups and practice-focused consulting firms.
- Few members have Psychologist in their title.
- Business schools have more Full Professors and Assistant Professors who are SIOP members than psychology departments have.

Professional labels and job titles evolve over time. They go in and out of acceptance. We have provided a snapshot of the current labels and titles. We look forward to the future when our professional labels, titles, contributions, and standing are clearer to us and the world around us.

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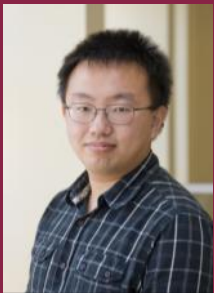| Contents	Features	Editorials	Reports	my.SIOP

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The date is August 28, 2013. I have been tasked with leading a cross-organizational taskforce with representatives from all parts including China, India, United Arab Emirates, and Africa. We have one goal: innovate the way we assess professionalism among HR professionals so that we can offer a global solution. Living in the era of Skype and Adobe Connect, I assume that launching our effort will be easier than it could have been even 10 years ago. I know. Famous last words.

Here is an eyewitness account of our first meeting originally scheduled for 4pm EST. "It started out just fine. We logged into the webcast software and dialed into the teleconference line. Then, it went straight downhill from there. People from all sides logged in at various times making timeliness a suggestion rather than a requirement. The taskforce leader communicated the general mission and vision for the taskforce but not without 32 different requests to clarify the reason for this new mission or vision. Poor Anu from Dubai kept trying to ask a question and no one let her get it in and, frankly, when she did submit her question it was disregarded because of time constraints. If you ask me, it wouldn't have mattered if she had asked her question from the start. Nobody in the 'room' was listening to anyone outside the room. I knew we were in trouble after one meeting."

The eyewitness account above provides insights into an all-too-common business problem. The problem, however, is not one of borders or technological limitations. It is a problem of teamwork and culture. As I embarked upon this task, I realized quickly that we would not attain one objective if we did not address the teamwork issues encountered in this example. How would we address the lack of respect for international perspectives? How would we refocus our effort

to ensure we were accounting for all perspectives? How would we develop a clear plan to help us attain our objective? More importantly, what would we do to ensure that our work could be accomplished by a virtual team? All of these questions led me to one obvious conclusion: I needed to learn about virtual teams and what makes them work—and fast. To that end, I turned to past research with my colleague, **Dr. Deb Cohen**, senior vice president for knowledge development of the Society for Human Resource Management. I started out with three central questions:

- What are the successful behaviors of virtual teams consisting of global members?
- What do domestic members see as challenges?
- How does this differ from international member perceptions?

Challenges in a Virtual World

A virtual team can be defined as one that engages individuals who are geographically dispersed and that engages them across time, location, and organizational boundaries. In 2012, SHRM conducted a survey of 335 HR professionals worldwide. In this survey, we asked specifically what are successes and challenges associated with using virtual teams. In our sample, we also paid special attention to an organization's status as a multinational enterprise, ensuring we captured critical distinctions attributable to those working with global teams.

When asked specifically what virtual teams do best, the survey findings indicated that virtual teams are best at brainstorming and developing plans for projects (SHRM, 2012). By contrast, traditional colocated teams succeed at the same tasks but develop trust much more effectively. Salas, Sims, and Burke (2005) would refer to this as developing swift trust to meet a key objective. Table 1 provides an overview of key distinctions between virtual and colocated teams.

Examining the most challenging behaviors for virtual teams compared to traditional co-located teams, many similarities and differences become salient. Chief among the differences was "developing trust among team members" was the top challenge for virtual

Table 1
Most Successful Behaviors for Virtual and Traditional Teams

Top 5 most successful behaviors for virtual teams in your organization		The top 5 most successful behaviors for on-time/traditional face-to-face teams in your organization*	
1.	Brainstorming solutions for problems or issues	1.	Developing trust among team members
2.	Setting goals for team initiatives or projects	1.	Setting goals for team initiatives or projects
3.	Developing plans for team initiatives or projects	2.	Brainstorming solutions for problems or issues
4.	Coordinating the tasks of the team during initiatives or projects	3.	Developing plans for team initiatives or projects
5.	Designing strategy for the team	4.	Designing strategy for the team

Source: 2012 SHRM Poll on Virtual Teams. * indicates a tie between top two successful behaviors cited by HR professionals.

Table 2

Most Challenging Behaviors for Virtual and Traditional Teams

Top 5 most challenging behaviors for virtual teams in your organization	The top 5 most challenging behaviors for on-time/traditional face-to-face teams in your organization*
1. Developing trust among team members	1. Resolving relationship or personality conflicts during initiatives or projects
2. Resolving relationship or personality conflicts during initiatives or projects	2. Resolving task or information conflicts during initiatives or projects
3. Resolving task or information conflicts during initiatives or projects	3. Developing trust among team members
4. Monitoring the performance of other team members	4. Establishing team norms for process and performance
5. Maintaining team morale during initiatives or projects	5. Designing strategy for the team
	5. Maintaining team morale during initiatives or projects

Source: 2012 SHRM Poll on Virtual Teams. * indicates a tie between last two challenging behaviors cited by HR professionals.

Table 3

Most Challenging Behaviors for Global Virtual Teams Versus Domestic Virtual Teams

Top 3 most challenging behaviors for domestic virtual teams in your organization	Top 3 most challenging behaviors for global virtual teams in your organization
1. Resolving task or information conflicts during initiatives or projects	1. Developing trust among team members
2. Resolving personality conflicts during initiatives or projects	2. Maintaining team morale during initiatives or projects
3. Developing trust among team members	3. Accounting for all perspectives respectfully

Source: 2012 SHRM Poll on Virtual Teams.

teams and only the fifth challenge (tied with "maintaining team morale during initiatives or projects"). Virtual teams tend to be more focused on coordination and planning than colocated teams. As a result, they tend to have more ease establishing team norms out of necessity. It is also not surprising that "monitoring the performance of other team members" is an issue for virtual teams. Table 2 shows the results from this poll question.

But let's examine key differences between those working with global virtual teams and those working with domestic virtual teams. When asked specifically what are the most challenging behaviors for global virtual teams relative to domestic virtual teams, HR professionals listed three principal challenges: developing trust among team members, maintaining team morale during initiatives, and ensuring that all perspectives are respectfully accounted for. Table 3

provides an overview of key differences. The differences between domestic and global virtual team challenges are telling. First, trust is a key issue among virtual teams. A secondary layer is the concept of being respected by peers. When looking for ways to improve coordination among global virtual teams, we must start with accounting for all perspectives. This can be as simple as merely listening but should extend further into other actions such as incorporating perspectives into strategy and building tasks led by global participants. Below are top tips for accounting for all perspectives in a global virtual team.

Top Tips for Accounting for All Perspectives

- Build trust by always allowing others not in the physical room to speak.
- Delegate leadership responsibilities to your global members.

- Monitor derailing behaviors that undermine trust.
- Manage conflicts in quick and timely fashion.
- Focus on the interpersonal side of teamwork—don't ignore it for the sake of progress.

See You Next Time!

We leave you with this parting thought: "Many of the disadvantages of operating a virtual team are blessings in disguise… Virtual teams must form bonds on deeper shared values (there is no "ping-pong table" to superficially unite people)." These words from Walter Chen of IDoneThis highlight the principal advantage of virtual teams: diversity of thought and perspective. If this diversity is respected accordingly, the end result is exceptional performance through trust and production. 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 the following addresses: mo.wang@warrington.ufl.edu and alexander.alonso@shrm.org.

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Application of Modern Technology and Social Media in the Workplace

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Effectively Leveraging Multidisciplinary Teams to Enhance I-O Interventions With Technology

Computers and information technology are becoming an essential aspect of the workplace, making it highly unlikely that there will ever be a return to traditional methods of conducting business (Mayhew, 2007). Technology that supports industrial-organizational (I-O) psychology research and interventions is continuously changing by the day. I-O clients not only want the research rigor built in these systems but advanced technology to administer or enhance the user (e.g., trainee or applicant) experience. For example, gone are the days of building a selection assessment with just an I-O psychologist who conducts a job analysis, writes the items, and gathers validity evidence. Technology solutions are becoming a necessary component of selection practices making it critical for other experts to be involved. These include mathematical modelers to develop the algorithms that drive the technology tool or system, a designer to build the user interface (i.e., the place where the person and the machine interact), and system engineers to build the software. Given these demands, it is becoming even more critical for I-O psychologists to communicate with individuals from technology and engineering disciplines in order to develop solutions that meet the client's needs. Thus, I-O psychologists must learn to work with a variety of domain experts to develop and implement technology-driven solutions.

However, these multidisciplinary teams come with a set of challenges and barriers that must be met in order to be effective. Although both of us have had personal experiences working on multidisciplinary teams and encountered many said challenges, we know we

are not the only ones. I-O practitioners continue to bring the challenges of communicating with those in the technology field to the forefront of discussion at the annual SIOP conference (e.g., Illingworth, 2013; Locklear, 2012; Stehura, Dawson, Glass, Licht, & Ostber, 2012; Stehura, Otsberg, Killian, & Zimmer, 2013; Such, Kane, Klein, Owens & Stephens, 2012).

The fact is if we as I-O psychologists want our research applied appropriately within advanced technologies, then we must all learn to communicate effectively and work with others from very diverse disciplines. If we do, we can and will continue to improve the impact of I-O research and practice by leveraging others' backgrounds and specialties to meet the needs of our organizations and customers. The goal of this quarter's article is to provide an overview of the best practices for working in multidisciplinary teams (MDTs) in order to effectively apply I-O principles using human-centered technology. For this issue, we interviewed three experts who shared barriers that hinder MDT performance and their successes with effectively working in MDTs to achieve our field's goals.

Multidisciplinary Teams: Benefits, Challenges, and Barriers

Multidisciplinary teams come in all shapes and sizes. Practicing I-O psychologists are likely to work with many diverse experts from a range of fields including software developers, computer programmers, and human factors engineers. This is just a very short list of possible disciplines that are involved in technology development and those who can help incorporate our various I-O psychology research and initiatives within today's technology solutions.

We interviewed Tara Kilcullen, director of Training Products at Raydon, who has been working on MDTs for over 12 years, to hear about her experiences. In her current role, she interacts with multiple teams that are building training simulators for military teams that include scenarios of varying levels of difficulty and performance measurement tracking systems that determine which of the scenarios will be presented to the trainee. When she is developing training technologies, she works with I-O psychologists to determine the best performance data to collect within the system and software engineers to develop the best method of streaming the data. By incorporating technology into the training process, organizations can quickly adapt the training to each specific trainee, something that is much more time consuming to do without technology.

Although there are many benefits of MDTs, there are also a number of barri-

ers that exist. For instance, every expert we spoke to mentioned that ***miscommunication is extremely common*** in MDTs and can lead to frustrations, conflict, and even poor performance. This is typically due to every discipline having its own language and approaches to technology development. Another common barrier we heard about is that team members tend to ***lack a common vision for the project.*** Often this can result from having team members who think about and approach problems differently based on the perspectives from their fields. Finally, ***task and relationship conflicts*** are even more typical on MDTs due to the lack of common languages and frequent misunderstandings. Conflict, if not managed correctly, can lead to less than average products and disrupted team performance.

Tips to Work Effectively on MDT Teams

Although we recognize these barriers can happen at any point, we have collected a number of suggestions and approaches for preventing them from happening. Below are tips we gathered from the literature, interviews with the experts, as well as our own experiences.

1. Come Prepared by Doing Research
Think about the time your senior leaders or boss scheduled a meeting to discuss a topic that you knew nothing about. You probably did your homework before the meeting, right? Well the same should be true of work teams. The fact is, when one begins working with an expert from a different domain, it always helps to ***come prepared with an understanding of their background*** and how he or she may approach the task. For example, you can read some mainstream journals or articles from their field to get a sense of the language and assumptions being made as well as their approach to framing questions. By taking the time up front to prepare for the discussion and bringing the right questions to the conversation, you can ensure that all team members are on the same page and less time is spent deconflicting terminology.

David Dworin, owner and managing consultant of [Dworin Consulting](), was another expert we interviewed. He has a master's of science in Information with a specialization in Information Economics, Management, and Policy; a program that focuses on combining various disciplines such as information systems, statistics, computer programming, and management. He explains "many developers will work within the context of development frameworks and programming methodologies. Understanding those frameworks, the steps involved, and what the key questions are will help you to collaborate effectively and may also remove some of the uncertainty that comes with a MDT."

Luckily, for us I-O psychologists, the field has developed a wealth of expertise and research on team effectiveness to rely on when participating in MDTs. Be sure to brush up on the team literature also to get a comprehensive understanding of what makes an effective team.

Our third expert we interviewed was Sae Schatz, chief scientist at MESH Solutions, LLC-A DSCI Company. She has a PhD in Modeling and Simulation (M&S) and teaches Human-Systems Integration (HSI). In her current role, she spends her days working with MDTs to translate research into products and develop training and education materials for government organizations. Schatz suggests that those working on MDT teams involving I-O psychology and technology should spend time reading the HSI literature. Schatz says that "HSI is a philosophy and set of processes that focus on systems-level human performance concerns throughout research, development, and implementation. Good HSI practice promotes several core principles, which can also aid MDTs. The four primary principles are (a) emphasize human performance issues early in the design process; (b) emphasize system-level outcomes (optimizing macro-level outcomes); (c) focus on life-cycle (not just immediate) costs and benefits; and (d) realistically facilitate multidisciplinary design processes. By leveraging these principles, Schatz has seen first-hand the benefits associated for MDTs (Nicholson & Schatz, 2012).

2. Get to Know Team Members on Both a Professional and Personal Level
It is important to constantly ***explain and inform those around you what your role is on the team***. When team members understand each others' roles it can help to improve the dynamic processes of teamwork on MDTs. Misunderstandings between team members are even more frequent on MDTs and lead to many frustrations. Team members need to talk to each other and understand what their coworkers expect from them.

Although it is important for all teams to ***build relationships***, it is even more important for multi-disciplinary teams. Schatz says "once team members have established genuine rapport and trust with one another, then they can make real technical progress. Without that relationship building first, though, teams may encounter any number of issues, such as mistrust, poor communication, or misalignment of efforts." Dworin states that one of the ways he has experienced success on a multidisciplinary team is to have "an in-person meeting early, with some time for business and some time that's purely social. This gives everyone a chance to get to know each other on a personal level, which makes it easier to work through the inevitable hiccups that come up during a project."

3. Develop Explicit Norms, Shared Mental Models, and Agreements

Developing agreements and understandings from the beginning will make things a lot easier for everyone. When teams come together, they should establish structure and norms for how things should be done in the group, and it is important for all members to be a part of this process in order to move towards achieving their common goal and avoid conflict (Kozlowski & Bell, 2003).

In addition, Schatz highlights how important it is to **ensure teams have a shared vision for success**. In one of her recent efforts, she describes her approach to creating a shared vision. "We kicked-off the project by 'painting a picture,' through scenario-based descriptions and graphic sketches, of what the final system would look like. Once we developed that 'story,' we were able to individually contribute to its successful execution without widely deviating from each other. To help maintain the team-wide shared mental model, we also established periodic milestones that require collaborative inputs. For instance, team members might author a (multidisciplinary) paper or create a summary graphic. These activities might seem like a distraction from the immediate technical work, but they save time, long-term, by forcing team members to make their assumptions explicit and create interpretable, cross-disciplinary descriptions of project components."

As we mentioned earlier, conflict on MDTs is very common, and task conflict can indeed lead to enhanced performance, but individuals on the team must believe that it is a safe place for interpersonal risk taking before the MDT team can benefit from this conflict (Bradley, Postlethwaite, Klotz, Hamdani, & Brown, 2012). Members of MDTs must understand that others will not embarrass them or make fun of them if they don't understand something. It has to be understood that it is ok to speak up and let a team member know when he or she is using technical jargon and is not understood.

"The most important thing is to always give people the benefit of the doubt. On an MDT, people are approaching the problem from different perspectives and may have fierce disagreements. If you get frustrated, take every comment in the best possible light and assume that people are trying to be helpful, not insult you personally. Each person on the team adds value and reflects a different discipline that may have research or practices that support the task at hand," says Dworin.

Teams are dynamic and they form, change, mature, and evolve throughout their life cycle (Kozlowski & Bell, 2003). People leave and join teams at various times, thus it is important to consistently revisit these norms and shared expectations for behaviors within the team.

4. Clear Communication Is Key!

As we have learned over the years, all disciplines tend to speak their own language. Yes, that even includes us I-O psychologists! Being able to transcend language barriers is critical to MDT success; therefore, we all need to *avoid using jargon.*

Dworin says, "Jargon leads to people thinking they know what a word means because they've looked it up, or had it explained, but they're missing the nuance practitioners ascribe to it. And even if some people on the team know what the word means and others don't, you've just created an insider–outsider dynamic within the team that you want to avoid." He suggests that team members should explain their ideas and thoughts as if they were telling it to their mother or to a high school student—someone with reasonable intelligence but who simply lacks the domain knowledge. Dworin says "When working with MDTs, it's even more important to explain the thinking behind how you came to a decision, not just the decision itself. Things that are self-evident to insiders may require more context for outsiders."

Kilcullen has found that one of the most successful strategies of working on MDTs is to *continuously ask questions*. She says, "It can be intimidating to come onto a new team, especially one with several different disciplines that you may not be familiar with. Don't be afraid to ask questions. Understanding the project, how it's being run, and who does what—these are extremely helpful in being able to assimilate yourself. You'll be surrounded with many different disciplines that all have their own language. It's important to understand what the various terms mean so you can follow and contribute to discussions better. It also shows that you are truly interested in being a member of the team who is appreciated."

Finally, don't forget, we as I-O psychologists can also help be the leaders and *encourage effective communication practices* because there is one thing we know well and that is people! Schatz explains, "Within interdisciplinary projects…I-O psychologists can help monitor and resolve communication gaps within the project team."

5. Always Learn From Your Mistakes and Successes

At the end of every effort, there is always room for improvement. Be sure that you take the time to gather feedback from all team members and see what could be different in your next project. Kilcullen highlights that she and her team include a postproject review so they can understand what went right, what went wrong, and what they can do to get better next time.

Conclusion

The fact remains, if we as I-O psychologists want our practices and recommendations to be heard, we need to be able to communicate effectively with a diverse range of experts and individuals from different disciplines—especially those in technology-related fields. In addition, if we want to incorporate good measurement practices, and research findings into new technology solutions, we need to be able to translate why these findings are critical.

Working within MDTs comes with its own set of challenges but what we need to remember is all team members come to the table with knowledge, skills, and talents that can enhance the final product or deliverable or even research for that matter. Be sure you take the time to listen and learn from others as well as assist with the communication barriers to get those most out of every team.

What about your experiences? We want to hear from you! What are successful ways you have worked with multidisciplinary teams? What challenges have you faced? Tweet your thoughts to @themodernapp or post your comments on my.SIOP! Be sure to join The Modern App Group and tell us what you think!

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Well-Being and Organizational Outcomes

A number of practitioner-based consulting firms have begun to describe holistic well-being, engagement, and wellness as an integrated set of concepts in managing and building workplaces. The common sense idea is that to fully be engaged is to also have a sense of personal well-being. There are both psychological and physical components to well-being that are interrelated. We are interested in understanding the emerging direction of research on well-being, engagement, and employment outcomes to broaden our view on organizational interventions. Several of the articles below look at a components of well-being and some of the research is not peer reviewed. The awareness of the topic is especially valuable during healthcare reform and because of the high demand to engage and retain talent.

Gallup survey research (Yu & Harter, 2013) has reported that engaged employees are more likely to be involved in wellness programs and to eat healthy and are less likely to be obese and have chronic disease than their less engaged counterparts. They also found in their research that employees who are actively disengaged rate themselves as having lower well-being than those who are unemployed. This is striking given that financial well-being and purpose are two of the elements that Gallup considers in its index. The others are social, community, and health.

Wellness, which focuses primarily on physical health, has been a long term investment made by up to 90% of companies (Parks & Steelman, 2008). Parks and Steelman conducted a meta-analysis to clarify the literature on wellness and important organizational outcomes. Their study found that wellness program par-

billion that U.S. employers spend on health care and the additional $226 billion spent on absence and performance loss due to health issues. Considering that turnover and replacement costs can be between 12–40% of a company's net earnings, there is a large contribution to be made by considering overall well-being. They defined well-being as a multidimensional construct including work, finance, emotional, physical, and social/community. They have a conceptual model that overall well-being impacts productivity, healthcare costs, and retention. Their study does not include engagement directly but looks at intent to stay and turnover. They were able to survey employees in 2010 and then again in 2011. In the intervening year, the organization implemented a wellness program that had individual support components as well as employee competitions, marketing, and health education designed to improve the culture of well-being. Job performance was measured by supervisory rating of overall performance. They found that overall well-being was significantly correlated to all three outcomes. They also found that well-being change was a predictor of change in healthcare costs, such that those whose overall well-being score improved exhibited a greater reduction in costs. It was a significant predictor of change in productivity and outcomes. It was only marginally predictive of the performance ratings. One of the challenges with this study is the voluntary nature of the program and single employer may mean that results do not generalize.

The opportunity for I-O psychologists to engage in considering comprehensively the connections between holistic well-being and engagement with standardized definitions of the constructs to support replication is great. The research is not consistent nor is there sufficient academic research to guide practice in a variety of industries and corporate cultures. The economic, health, and psychological components of this topic need to all be considered to fully integrate the research and thinking of I-O psychologists.

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Humanitarian Work Psychology in South Africa: Poverty, Inequality, the Legacy of Apartheid, and the Role of I-O Psychology

Greetings *TIP* readers! We are here with another edition of the **Spotlight on Humanitarian Work Psychology** column. In this issue we take a look at I-O psychology's integration with global development in the Republic of South Africa from the viewpoint of Dr. Ines Meyer, a senior lecturer in organizational psychology at the University of Cape Town. Prior to her academic career, Ines spent 4 years working in community development in impoverished communities in and around Cape Town. In her role at her university, she has overseen the creation of a humanitarian work psychology (HWP) student-interest group. In addition, she has taken a leadership role in the subdiscipline by serving on the executive board of the Global Organisation for Humanitarian Work Psychology (www.gohwp.org). In many ways, Ines represents the future of the subdiscipline of HWP as she is helping to develop future I-O psychologists who will work as scientist–practitioners focusing on issues of global development; in addition, Ines works in a country that is at the forefront of global development itself. South Africa is a major emerging economy, and it has increasingly taken a leading role in the development of the rest of the African continent (Besharati, 2013). In our interview with Ines we ask about how she became involved in HWP, her current perspective on I-O psychology's role in development within South Africa, and her view on the future of the subdiscipline in the country.

An Interview With Dr. Ines Meyer

How did you become involved in humanitarian work psychology?

Before I started working as a lecturer at the University of Cape Town, I worked for Community Connections, a Cape Town based community development agency. I helped to provide organizational development support and training to community-based organizations (CBOs) in impoverished areas, mostly in urban townships (a township is a largely mono-ethnic urban ghetto created under the apartheid regime). My specific aim was to support the capacity of community workers and CBOs. The foci of these organizations range from youth groups and community gardens to organisations providing health care services. The vast majority of CBOs are run by volunteers who themselves are unemployed. In most cases the CBOs we worked with were initiated by women to address a pressing social need in their immediate environment, for example, a lack of childcare facilities.

facilitate their strategic review and planning processes. I have seen first-hand how through training and organizational development, I-O psychology can contribute directly to enhancing the sustainability of CBOs and community development initiatives. Seeing the benefits of I-O psychology to community development has sparked, and maintained, my interest in HWP.

How is I-O psychology relevant to development in South Africa?

I-O psychology is relevant to development both from a top-down and a bottom-up approach. To me, translating policy into practice signifies a top-down approach. I provide examples of this approach below. However, I see an equally important role for I-O psychology in assisting in a bottom-up approach to development by contributing at a grass-

One CBO that I worked with is the Khumbulani Centre, which provides welfare and support to children and families suffering from HIV/AIDS, drug abuse, famine, or tuberculosis. The organization serves roughly 400 individuals per week on an annual budget only a little higher than my annual salary. Among others, I have worked to

Khumbulani Centre staff and volunteers with Director Gloria Bebeza in the middle of the front row.

roots level to individual organizations. Regardless of which approach is taken, the starting point for I-O psychology's relevance to development comes from a full appreciation of the unique nature of the communities and society you are working in. Central to an appreciation of South Africa is recognition of the country's extraordinary economic inequality and high levels of poverty. It is estimated that nearly one-third of the country lives below the poverty line and the richest 10% of households earn over 50% of the country's income, making South Africa by some estimates the second most unequal society in the world (Central Intelligence Agency, 2014).

The country is very clearly divided into two worlds: one that can compete with the most developed nations in the world and one that is ruled by poverty. Dulani, Mattes, and Logan (2013) report that levels of lived poverty in South Africa have even increased over the last decade, indicating that the sustained economic growth experienced in the country has not benefitted everyone. A lack of education is one of the most important contributing factors to poverty, and in its fight against poverty, the South African government has been hard at work trying to enhance education and skills development through what is referred to as national human resource development (Human Resource Development Council of South Africa, 2010). While great on paper, many policies fall short in

their implementation. It is here that I see I-O psychology having a pivotal role.

As part of South Africa's human resource development strategy, for example, the Skills Development Act (no 97 of 1998), emphasizes "learnerships" as one way to equip South Africans with skills. Learnerships are intended to increase the employability of individuals who do not meet the requirement for entry into other forms of tertiary education, including universities, colleges, and various training institutes. According to 2011 census data, only 11.8% of South Africans aged 20 and above have completed tertiary education (Statistics South Africa, 2012). A learnership consists of both formal coursework and specific practical work experience; it is limited in duration—it usually lasts 12 months—and leads to a qualification that is related to a particular occupation.

In theory, learnerships provide a useful tool to transitioning unemployed individuals into the workforce, yet this transition often does not take place. One of the reasons is that in many instances learnership programs seem to be offered as isolated interventions rather than as part of broader career and workforce planning. From my experience and insight as an I-O psychologist, I believe embedding learnership programs into wider talent management processes could enhance their chances of success. In addition, I believe it

is critical to screen candidates for learnerships, not just for their suitability to the learnership itself but also for their *future* potential to succeed. This emphasis on future potential allows consideration of individuals who might currently lack the existing skills necessary to succeed, and it can help the organization to match learnership participants with career pathways. Without knowledge of best practices in selection, it is difficult to design learnership selection in a way that maximizes individuals' future value to the organization. The enhanced placement of individuals following learnerships might incentivize more organisations to host learnerships and thus to afford more individuals a way out of poverty.

Learnerships are just one example of how important the ability to accurately assess future potential is in South Africa. In a country filled with systemic inequality and skill gaps, giving everyone a fair shot requires looking past immediate knowledge and skill levels. A great example of this is the Awethu project, a Johannesburg-based organization that is the brainchild of Yusuf Randera-Rees, a South African educated at Oxford and Harvard. The idea: If ability is normally distributed in the population, there must be many individuals with exceptional potential in impoverished areas of South Africa who—given the right support—would be able to excel as entrepreneurs. Awethu thus acknowledges

that individuals find themselves in poverty not due to a deficit in abilities but due to the harsh circumstances they were born in. Rather than considering school or tertiary performance, Awethu identifies individuals who are likely to become successful entrepreneurs through assessment centres that tap into their underlying abilities. Following assessment, the program provides the selected candidates with financial support, skills training, and a business opportunity, which in turn enables them to provide employment opportunities for others. Working toward poverty eradication is thus directly built into Awethu's mission of building a better society. The program's success hinges to a large extent on being able to identify and develop those individuals who have the greatest potential to succeed, activities that I-O psychology specializes in. For more information about Awethu, you can check out a video about their work here: http://www.youtube.com/watch?v=gS6Vwr1CMNE.

In addition to poverty and inequality, a defining aspect of South African society is the legacy of the apartheid regime that ruled the country until 1994. This legacy includes both active and latent racism, and large social divides between peoples whose cultures are often quite alien to one another. South Africa is host to vast cultural diversity, but the majority of South African businesses and not-for-

profit institutions have a dominant White culture. To those not familiar with this culture, it can be alienating and can hinder effective performance. Without assistance in adjusting to a corporate culture, individuals might choose to leave educational and employment opportunities rather than to retain the prospect of employment and help shape that culture themselves. I remember vividly that in a talk about racial transformation in South Africa a young Black professional described her "multiple personalities." She confessed that she was one person at work and a completely different person at home. The switching between "personalities" is a likely stressor for many South Africans in employment relationships or in the pursuit of employment.

What does the future of humanitarian work psychology look like in South Africa?

In many ways, the future of HWP in South Africa is bright. Much of this future is determined by the interests of current students. In August 2013, we established an HWP interest group at the University of Cape Town consisting of six undergraduate and postgraduate students and two former students. The common interest within the group is the link between I-O psychology and socio-economic development. It was encouraging to see the degree of interest this group evoked among students, showing that there is an awareness that I-O psy-

chology can make a difference in South African society and a willingness among students to engage with this awareness. We are currently exploring possible research areas. Three students are starting their research dissertations this year and three other students are working on a literature review to help them identify possible research projects. In October 2014 a postdoctoral student will join us to work on a study around volunteering.

In guiding the HWP interest group, I have paid attention to getting students involved in practical community development work. I have continued my involvement with the Khumbulani Centre and have worked to include students in my activities there. This involvement serves three functions: It sensitizes privileged students to the social reality of communities beyond the wealthy suburbs in which the university is situated, it alerts students to the fact that I-O psychology does not only serve a purpose in the business environment, and it exposes students to I-O psychology in practice and hopefully facilitates their understanding of theoretical concepts taught in lectures.

Despite the promise and interests of students, the future of HWP in South Africa is challenged by the very social and racial divides that we endeavor to overcome in the communities we work with. I have come across these challenges in my own work as a lecturer and provide two illus-

trative examples here. In many university residences two students occupy one room. I know of a student who was assigned a roommate from Khayelitsha, Cape Town's largest township. It appears that the student from Khayelitsha is finding her university experience so overwhelming that she is scared to leave her room—and asks her roommate to stay with her for comfort. In addition to having to adjust to difficult academic demands, students have to adjust to new

Dr. Meyer (left) facilitating Khumbulani's 2012 strategic planning session with Athenkosi Muzi, an I-O psychology undergraduate student.

cultural customs and languages. Although this situation is common for many students while studying abroad or traveling far from home, this can happen in South Africa as people move from neighborhood to neighborhood. Indeed, the township of Khayelitsha is located only 30 km (19 miles) from the plush suburb of the University of Cape Town.

A second example is that of a township high school student I know of who was invited to participate in an academic support program offered by the University of Cape Town. The program brings together top-performing high school students from specified underresourced schools in impoverished areas for classes every Saturday. Students who participate regularly and who meet the university entrance requirements on completion of their secondary education are offered a bursary by

the University of Cape Town. This particular high school student had chosen to become an accountant, which would set her on a path to a high-earning career. When I spoke to her towards the end of 2013 she was adamant that, despite the bursary option, she did not want to register for her degree at the University of Cape Town. Her reason: The university was a racist institution. While I was unable to enquire further what she meant I assume that her conclusion was based at least in part on a feeling of alienation by an institutional culture that was foreign to her.

These two examples illustrate that my work as a humanitarian work psychologist pertains as much to my role at the university as it does to my work with organizations and communities. Time will tell if our students will be able to

Some of the HWP interest-group students. Back row from left: Ines Meyer, Marcellino Roberts. Front row from left: Claudia Kelly, Megan Blandin de Chalin, Tamsyn Weeder.

make a tangible difference in society through their work. I am hopeful, and optimistic, that they will.

Conclusion

Thank you to Ines Meyer, and her students, for this in-depth look at humanitarian work psychology in South Africa. The challenges of inequality and poverty, the need to make better evaluations of future potential, and the difficulties of dealing with racial and cultural divides are all opportunities for I-O psychology. If our discipline is to be relevant to the vast majority of the world's populations, we believe it will need to be able to effectively address these and other salient aspects and concerns of societies undergoing rapid socioeconomic devel-

opment. Hopefully the issues in this article will convince I-O psychologists around the world to take up, and continue, research and practice that admits to these dynamics.

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Organizational Neuroscience

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TIP Interview With Professor Sigal Barsade

In this issue, we enter the metaphorical construction site of organizational neuroscience (ON) with one of the builders of the field, [Professor Sigal Barsade, PhD,](#) the Joseph Frank Bernstein professor of Management at the Wharton School, University of Pennsylvania. Her work focuses on the influence of emotions on the following: organizational behavior, group emotions, emotional contagion, organizational culture and change, executives and their management teams, decision making, and employee performance. Sigal Barsade earned her doctorate from University of California, Berkeley. She has extensive consulting experience, including clients such as Levi Strauss and the NBA (National Basketball Association). She has served on several editorial boards and has received awards for excellence in teaching and research.

In this issue, we discuss ways that affect influences organizational outcomes. Dr. Barsade describes ways in which her research studies and consulting work raise awareness of emotional phenomena and how she uses ON to enhance her work.

What are your research interests in I-O psychology? How do your projects relate to ON?

One of the things that got me interested in ON was my emotional contagion research. Initially, my idea for emotional contagion in groups came from an actual work experience when I worked with a really unpleasant person. When that person took vacation, I felt my shoulders lower, and everybody was happier. Then the

person returned along with the tension everyone felt at the office. It fascinated me that other people's emotions had a much stronger effect on people than they realized. People realized they had an emotion but not that it had originated in other people around them.

This led to a bigger idea, which was that we don't come to work tabula rasa without previous experiences or personality. We come in with our traits, backgrounds, and insecurities. What really fascinated me was that we're not conscious of some of these things, yet they can have a really powerful effect on how we respond differentially to a situation. For example, some people may have in their history that people tend to not listen to them and their last job placement was in a secluded office. When they come into an organization, they're hypersensitive to whether they're being listened to or not in a way that their managers or co-workers may not necessarily expect or appreciate. Thus, some people may get very upset about something that others would barely notice. That got me interested in what's outside of our conscious awareness, in addition to what we already know about work. I'm certainly interested in what happens within conscious awareness. It isn't that one piece is more important than the other. Things are definitely happening within conscious awareness, but there is this whole other piece that is happening

outside of conscious awareness at work, and as a field we should know more about that.

So that's what spurred the article, "Implicit Affect in Organizations," written with Professors Lakshmi Ramarajan and Drew Westen, which was meant to review the topic (Barsade, Ramarajan, & Westen, 2009). It's not enough to just show that implicit affect leads to different behaviors, but one must also show that it operates outside of conscious awareness. Lack of conscious awareness shows clearly from a subconscious prime, but this is usually difficult to administer in the field. If you're not doing subconscious priming, the question is how do you show that affect is outside of conscious awareness? We talk about that in the article. Sometimes it can be as easy as simply asking people about the implicit affect source and embedding the source in a whole list of attributions, for example.

In the article, we described three categories of types of implicit affect. These aren't mutually exclusive, and often they run into each other. The first category is implicit sources of affect, meaning that people feel the emotion but they don't know where it's coming from. We then divided that externally and internally. So externally that can be from other people in the environment, which includes emotional contagion. Alternatively, the

source of affect could be from the physical environment, such as how literal artifacts in your environment can influence your mood in ways you don't know (Rafaeli & Vilnai-Yavetz, 2004). Internally, implicit sources of affect can include things like transference, which involves having feelings about another person that actually stem from your generally unrecognized association of that target person with another person in your past. For example, I call this the "You remind me of that kid in elementary school who I hated, and I don't much like you either" effect. There is no reason for the immediate dislike to this new person, except the associations that she or he activates in your brain. Often you don't realize that your associations are the cause, rather you just know that the target person immediately rubbed you the wrong way. This can also happen the opposite way with liking someone for no apparent reason. Another implicit source of affect is attachment styles, which are ways of relating to the world that stem from early childhood experiences.

The second category is implicit experience of affect, which is when people aren't actually aware of feeling the emotion but it still influences their cognition and behaviors. Most of the research about this in I-O would be implicit attitudes or implicit association tests. This second category entails how we have feelings we're unaware of about other people or even ourselves. For example, Professor Shimul Melwani and I conducted a study where we examined the influence of being a recipient of contempt on performance in an OB setting (Melwani & Barsade, 2011). Students at the University of Pennsylvania did a simulated consulting task with a partner, but the partner was really a computer. The computer "partner" was contemptuous of their work and in each round the computer became increasingly contemptuous of the participant's performance. In the third round the computer said "Ok, whatever. All in all, as a University of Pennsylvania student myself, I'm surprised by the low quality of your performance." We examined the influence of being a recipient of contempt on performance (rated by senior management consultants), antisocial behaviors, and aggressive behaviors. After each round we asked participants to explicitly rate their state self-esteem ("I'm doing great on this task"). What we found was that as the feedback got more contemptuous after each round, the participants' self-report of state self-esteem didn't fall but actually rose in each round. One of the fascinating implicit affect findings in this study is that we also measured implicit state self-esteem through an implicit self-esteem association test that participants completed after each round of feedback. In this case, the exact opposite was occurring—participants' implicit, unconscious self-esteem fell after each round! When we examined the mediation between be-

ing a recipient of contempt and successful performance, it was actually the implicit self-esteem that mediated performance, not the explicit self-esteem. In essence, participants were using the explicit self-esteem measures as a type of self-affirmation. However what actually predicted their better self-performance was their drop in implicit self-esteem and their "fighting back" response towards better performance. The discrepancy in this case of the relative awareness and importance of implicit and explicit affect is a great example of the second category of the influence of the implicit experience of affect.

The third category is the implicit regulation of affect and is the most controversial despite supporting research. Implicit regulation of affect occurs when people don't feel the emotion because they're regulating it, *and* they don't even realize that they're regulating it. Interestingly, it doesn't have to be controversial because in organizational psychology we actually generally put it in the personality category. For example, narcissism has been written as a chronically activated implicit affect regulatory construct and has been talked about as a regulatory construct. Narcissists don't necessarily realize that they're being narcissistic and regulating their emotions in that way. We also have an article coming out soon about emotional culture that can be conscious but can also lead to implicit regulation of people's affect. Implicit

regulation of affect is one of the more challenging areas, but just because it's challenging doesn't mean we shouldn't try to access it.

An important point here is that your ON research doesn't require scanners and technicians.

Exactly, understanding subconscious processes does not necessarily need to be high tech. Rather, it's about different ways to access the same phenomenon. The use of the IAT test that I mentioned in the study earlier was not particularly high tech. The most high tech I've gotten is in a study with [Professor Andrew Knight at Washington University in St. Louis](#) where we put monitors that measure electrodermal activity (sometimes called galvanic skin response) on people's wrists as a measure of their energy (Barsade & Knight, in press). We are examining the influence of emotional contagion on the outcomes of entrepreneurial success in an entrepreneurial pitch competition. In this setting, entrepreneurial teams pitch ideas to judges and the winners get some help to launch the venture. The electrodermal monitors, worn by team members and judges, measure energy and gesticulations. We are interested in how the emotional contagion among the team, and then with the judges of the competition (who are also wearing these monitors around their wrists), predicts who wins the competition. Initial results are promising and indi-

cate that literally synchronizing energy, which can be out of awareness, particularly between the team and the judge, can positively influence performance.

An interesting future direction in this area is the question of what happens when you take something that's out of awareness and put it into awareness? For contagion, I think it's problematic that people don't realize that they're catching their emotions from other people at times. People may really own their bad moods, when they shouldn't. I am beginning a study examining what happens when people become consciously aware of the subconscious.

To what extent do you use your research findings in your consulting work?

I use my research all the time, and one piece that people consistently connect with is the emotional contagion piece. For instance, I teach the concept all the time. A recent article in the *Wall Street Journal* used my research in emotional contagion in groups to remind managers that they need to be thoughtful about where they place people when they decide where to seat them at work. I've got an article about CEOs and their senior management team that looks at homogeneity in trait positive affectivity (the type of chronic activation that involves the third type of implicit affect above). We found that the more similar

the CEO was to the rest of the team, the more participative the CEO, and there was less conflict and more cooperation on the team. In the publicly traded companies, those companies made more money. However the CEOs and their senior management teams didn't know that it was influencing their behavior. So I have found the managers are open to implicit affect and understand it, and the challenge comes when deciding what to do about it structurally.

Often a real "aha" moment occurs when managers learn about these processes. For example, after learning about facial feedback, they start to see that if they're looking sour or annoyed, even if it has nothing to do with the employees they are interacting with, those employees may automatically catch those moods to ill effect. So managers begin to see things affectively about their leadership that they didn't see before. They realize that these microeffects and contagion can then ripple out to the entire affective culture of the group.

It sounds like a training intervention to help people create a desired affective culture. Is that the goal?

My colleague [Professor Mandy O'Neill](#) and doctoral student Nick Lobuglio and I are doing a study in a hospital about [creating a culture of companionate love](#) where we are exploring some of these

issues (Barsade & O'Neill, in press). I am starting a study soon with my doctoral students Jamie Potter and Daniel Tussing to conduct an intervention in a call center where we're going to use ESM software to measure how team members are feeling three times a day. Evidence shows that affect influences performance but doesn't inform whether you can intervene. Can you give people feedback about how they're feeling, their teams' feelings, and use that information to lead to better results? In all of these field experiments, it is particularly important to be thoughtful and careful about protecting the individuals in the studies, as this is their workplace, and you want to be sure to leave it untouched or better for you having been there examining these issues.

What final comments do you have for **TIP** *readers?*

Affect is absolutely important to organizations in a practical way, in their employees and how they experience work and their performance. It is something that we can understand and investigate, not only at the conscious level, but the unconscious, implicit level as well.

Conclusions

A heartfelt thank you to Sigal Barsade for sharing her perspective as one of the builders of ON. Her work concerning emotional contagion reveals the power of affect, unconscious or otherwise. Thoughtful methodologies exhibited in her research provide some initial structure to the metaphorical construction site of ON.

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The High Society

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The Power of Words: A Vocabulary Lesson

"Whatever words we utter should be chosen with care for people will hear them and be influenced by them for good or ill" ~ Fake Buddha Quote
We probably all have a class from college that stands out more than others in terms of its impact on us. Whether it be because of the content, the professor, or something else, it's one that you think back on more frequently and perhaps recall details from more easily. For me, this class was Ancient Rome. Thinking back on this class, taught by Dr. Peter Viscusi, it is easy for me to see why it stands out so vividly in my mind. Not only was the content fascinating to me, but the way in which it was presented was nothing short of spectacular. Dr. Viscusi, able to paint the most brilliant pictures through only the use of words, took me on a weekly basis to a time and place I couldn't have imagined on my own. I never once heard the man lecture. Rather, I heard him tell stories in a way that captured the very essence of the people and the time period, and demonstrated to me the true power of words. Indeed, when he spoke of the great orators of the time—Cicero, Caesar, Marcus Antonius—I understood why and how those individuals could be so powerful simply through their words and prose. This was, of course, because Dr. Viscusi was, and is, one of the great orators of my time.

The ability to use words with such precision and purpose is one I greatly admire. On a scale from Oswald Bates, the character portrayed by Damon Wayans in the sketch comedy show *In Living Color* who would use incorrect words (or words that don't exist) in all the wrong places, to Cicero, arguably one of the greatest orators of all time, I'm somewhere near Stoney from Encino Man. That is, I get my point across, but it's not

always pretty and could probably be said a little more eloquently.

One of the issues that I've realized I have is that I don't necessarily consider the importance of using one word over another as often as I should. For example, I overheard a staff member talking to a colleague about whether it was better to be considered "classified staff" or "support staff." She noted that it was a horrible thing to go from classified to support because "if you think about what the words mean, we're being told we're no longer important... we just help *others* be important." Whether or not this is really the case isn't important, it was the truth to her and an issue that I don't think I would have considered before hearing her views on the matter. And yet I *do* understand and appreciate the importance of using one word over another, and not just with regard to the use of because versus since or their versus there versus they're. Words mean different things (obviously), and the word that is used can have real consequences. It may explain why, for example, I was disheartened to learn that I supposedly said that results of a study with which I was involved "prove" something because we don't *prove* things with our studies, we *find support for* things. Clearly, words—and the proper words at that—matter.

Another issue I have is using words out of context, or assuming that other people know what I'm talking about at all times. I'd like to believe this is a common problem for people when communicating with those outside of their own profession. We fall into a rhythm of speaking in a certain way, using the jargon that has come to be our own private language that unites us. For example, in a previous column, I wrote about the different meanings that the terms R&R, curving, and service might mean for those within versus outside of academia. Issues arise, however, even *within* our profession. For instance, in an email to a colleague once, I wrote that we needed to be careful not to HARK (we weren't, for the record, I'm just a paranoid person and felt compelled to say it). I had assumed that my colleague would know that I meant "hypothesizing after results are known" (Kerr, 1998). Unfortunately, I was mistaken. Believing I was using some form of slang, my colleague visited the Urban Dictionary website, only to discover that one definition of the word was VERY different than I had intended (see the second definition, at your own risk). You can't imagine how hard I laughed when confronted with this. After revealing what I had actually meant, the response was something along the lines of, "Oh... I didn't know the term but I recall my advisor telling me once that researchers who do that go to Hell." (I think that might be true...) At any rate, we both knew the phenomenon in question but the word that I chose to use in order to describe it created confusion.

Given the clear importance of words, I have decided to do a sort of public service announcement to help readers know some words that were added to the dictionary this past year. Many readers know these words already and may use them on a daily basis. Others, however, will find this part of the column helpful, enabling them to "talk the talk" with those who are hip to the lingo. In addition, I am taking the opportunity to offer some suggestions for new words that that I believe could (nay, *should*) be added to our own SIOP vernacular. For those of you familiar with *Pee-Wee's Playhouse*, I envision these as being the secret words while we're in Hawaii, and every time somebody uses them people will scream with excitement! (Note: Although I prefer screaming in excitement when these words are used versus getting doused with water or slimed in the spirit of Nickelodeon's *You Can't Do That on Television*, or getting clobbered ala *Rowan & Martin's Laugh-In*'s "Sock it to me" sketches, I'll actually leave the decision of what you do when a particular word is used up to you.)

So first, let's talk about some existing words everybody should know. Last August, Oxford University Press announced a slew of additions to Oxford Dictionaries Online, their free online dictionary. I now present you with a subset of them, along with some of my own notes regarding these words and their potential use by SIOP members.

double denim, n.: a style of dress in which a denim jacket or shirt is worn with a pair of jeans or a denim skirt, often regarded as a breach of fashion etiquette. (*Note: A mention of fashion etiquette in a* TIP *column makes me think about a **Kurt Kraiger**'s advice regarding the SIOP Dress Code. If you never saw it, check it out. A trendsetter who wore mismatched socks before they were cool, he'll do for SIOP fashion what Jennifer Aniston did for women's hairstyles.*)

food baby, n.: a protruding stomach caused by eating a large quantity of food and supposedly resembling that of a woman in the early stages of pregnancy. (*Note: I expect to have this after any reception that offers free appetizers. And, much like an actual pregnancy, I would thank you not to rub my belly when you see me with it.*)

girl crush, n. (informal): an intense and typically nonsexual liking or admiration felt by one woman or girl for another. (*Note: I imagine that with my food belly, most women at SIOP will have girl crushes on me. That's just a guess though.*)

selfie, n. (informal): a photograph that one has taken of oneself, typically one taken with a smartphone or webcam and uploaded to a social media website. (*Note: This word was named as the Oxford Dictionaries Word of the*

[Year](#) for 2013. To show we're with the times, I propose we have a special booth at the conference where people can stand with their best [duck face](#) and snap a selfie to upload to My.SIOP or Facebook or Twitter. We could tag SIOP in all of the Facebook posts and use the #SIOP2014 hashtag on Twitter.)

[street food](#), n.: prepared or cooked food sold by vendors in a street or other public location for immediate consumption. (*Note: Now THIS I can get behind. Anybody who knows my love of gas station food and meals from boxes knows this is right up my alley [not sure if a pun was intended]. Find me the Hawaiian food truck and bring on my food baby!*)

[twerk](#), v.: dance to popular music in a sexually provocative manner involving thrusting hip movements and a low, squatting stance. (*Note: I hear that this move will be done during the IGNITE sessions this year. You should definitely plan on checking them out for this reason alone.*)

And now, onto the new words I'd like to propose we add to the SIOP vernacular. With the help of some friends (names not revealed to protect the innocent), I present you with the following, which you should feel free to use as often as possible until they become mainstream within the SIOP community.

authorshipping, v.: the act of transporting authorship across papers with authors who have little to no knowledge of what the heck is going on. (*Example: As the SIOP submission deadline approached, Fred contacted Jane to see if she wanted to read a paper he had drafted using data from a previous study, as he was authorshipping her onto it based on her work on the previous data collection efforts.*)

biz card high, n.: the feeling resulting from sifting through the business cards of people who request your paper and discovering a well-known scholar in the field is interested in your work. (*Example: Oh my stars! Dr. AMAZING wants MY paper. I'm on such a biz card high!*)

discussantize, v.: the act of being made a discussant for a session because nobody else was available but now you look like you have some level of knowledge and expertise that, in fact, you don't. (*Example: After the original discussant, Dr. Famous, fell through as a discussant for the symposium on intergalactic selection methods, I was discussantized as the replacement, which led audience members to assume I must actually be an expert, despite my mere dabbling in the area.*)

dismanger, v.: the reaction, a combination of dismay and anger, that one

feels when written comments are all positive or glowing but a submission is still rejected. (*Example: One reviewer said our paper was a masterpiece, another said it was pure brilliance, and the third said it was as if angels blessed our data, so imagine my dismanger when it was rejected!*)

postertunity, n.: the inclusion of a student (or anyone for that matter) on a poster submission as an "opportunity" but really it's so that he or she will be the one to have to actually make the poster and man it at the conference leaving the other authors to get to sleep off their hangovers from the previous night's excursions. (*Example: Sure, I'll have another mai tai even though my poster session is at 7:30 am tomorrow. I gave my grad student the postertunity to be on the paper, so we're good for a couple more rounds.*)

rule of threason, n.: the reason given to somebody as to why one is unable to be in a session, in that being in that session would violate SIOP's "rule of three" for presenters. (*Example: Lou asked me if I would be a panelist in his session on "Calculating Effect Sizes Using Play-Doh" but thankfully I had already committed to be a presenter in three other sessions, so I was able to use the rule of threason excuse.*)

rule of tréson, n.: the blatant violation of SIOP's "rule of three." (*Example:*

Even though the guidelines clearly stated that each person was only supposed to be a presenter in a maximum of three sessions, Mark decided to buck the rules and submit five things as first author, thereby committing a rule of tréson.)

self-indexification, n.: the act of looking up one's own name in the conference program index. (*Example: Ever since her first conference, the first thing Gail did when she received her conference program was to engage in self-indexification, supposedly to doublecheck the days and times of her sessions but really because she liked to see her name in print.*)

SIOPtic vision, n.: the tendency to see everything in one's life in terms of I-O psychology and basing one's life and vacations around the annual SIOP conference. (*Example: Thanks to my SIOPtic vision, my kids can plan to meet Mickey Mouse in 2016 or 2017, when SIOP is in Anaheim and Orlando, respectively. Until then, Channel 173 should suffice.*)

symposition, v.: the act of strategically positioning a crummy paper within a symposium full of good papers so that it gets accepted simply because the others were good enough to carry it along. (*Example: Bill really wanted to get funding for Hawaii, but because his weak paper was never going to get*

accepted on its own merit, he managed to get it sympositioned in with some quality papers in a session, thereby increasing his odds of getting to the Aloha State.)

So there you have it. I've presented you with words to know -- both existing and newly created -- and hopefully use in the not-so-distant future. If you get a chance to use one of my newly created words, let me know. In addition, if you'd like to create some additional words for fellow SIOP members to include in their vocabulary, I encourage you to head over to the discussion board on my.SIOP and share them in the *TIP* open forum. I'll see you all in Honolulu. Aloha!

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Building Your Program's Internal Strengths and Infrastructure: Service to the Department

Giving back can be as rewarding as receiving. In fact, research supports this adage both in philanthropy (Contie, 2007) and in the workplace (Grant, 2013). This research helps to explain why it feels good to give back to the greater good. In this column, we will discuss several ways in which graduate students can give back to both their department and fellow graduate students. We hope that our suggestions will be helpful for both graduate students looking to further enrich the remainder of their time in graduate school as well as to faculty members and administrators looking to build their program's infrastructure while creating new avenues for graduate student input and involvement. We offer our suggestions through the lens of our experiences at Portland State University (PSU), as we believe a number of our current initiatives can be tailored to programs of all sizes. The resources we're fortunate enough to receive often inspire us to give back in a number of formats. Specifically, we'll begin by discussing several ways we as graduate students build our own resources and turn to contributions we offer to our own I-O track within the department, as well as the department-wide contributions of a popular graduate student group.

Building Knowledge and Community in Your Program

There are number of opportunities for development that can help your program grow in a positive way. Programs and events like colloquia and workshops can provide multiple access points for learning content and building knowledge. Service to the program begins with our own growth and resource development, and the department provides some of these opportunities for development throughout the year.

Building Knowledge

Our graduate program has recently begun to supplement available methods courses via methodological workshops known as "Stats Lunch Brown Bags." In fall 2013, three faculty members specializing in quantitative methods (Drs. Todd Bodner, **Liu-Qin Yang**, and Joel Steele) started a series of workshops that take place once per week during lunchtime. These workshops consist of methodological trainings and talks on working papers. Methodological trainings have addressed topics such as a crash course in R and watching and discussing a methods talk hosted by the Center for the Advancement of Research Methods and Analysis (CARMA; http://carma.wayne.edu/). Paper talks are structured such that a statistical method or problem is discussed in the context of an article or study presented by one of the Stat Lunch faculty advisors or a graduate student. This opportunity provides graduate students a channel through which to both help and receive input from fellow students and faculty.

These workshops have received positive feedback thus far, as students find them to be both informative and beneficial for their academic and professional development. Such workshops can be adapted to other programs by asking departmental faculty members with specialized training to present on their area of expertise or offering senior graduate students the opportunity to present on techniques they have learned along the way or problems they are encountering with their own data analyses. It is also worth asking faculty, graduate students, or staff members in other departments at your university with specialized methodological training to present for your program.

Building Community

Building community in your program allows for the development of a cooperative knowledge sharing environment from which all students and faculty can benefit. To those of us at PSU, building an academic community means that students and faculty are exposed to each other's work and can openly discuss the intricacies of psychology and our individual research interests. By doing this, our graduate students are exposed to different perspectives, methods, and ways of thinking about human behavior.

An example of successful community-building in our program is the annual "Celebrating our Successes" event, which brings graduate students and faculty together to reflect on and appreciate all the research that has been carried out by colleagues in the department in the past year. Graduate student representatives typically work together with the faculty to coordinate and plan for this yearly event. A list is made of all the students who have

completed milestones in their degree progress (e.g., defending a thesis or dissertation) or significantly contributed to their field through publications and conference presentations. It is a great time to look back at the past year and realize just how much you have accomplished as a graduate student. These events are also very good at helping students discover what other students and faculty have been working on, and it may also lead to interesting future research collaborations.

Thus far, we've primarily discussed department-driven growth opportunities through which graduate students can build their own resources. However, throughout this process, graduate students may find themselves looking for opportunities to give back to the program and their fellow graduate students. Next, we share some suggestions through the lens of own experiences in graduate school.

What Can We Contribute as Graduate Students?

Each year, every I-O graduate student in our department works on one of five different committees: the Newsletter Committee, the SIOP Party Planning Committee, the Socialization Committee, the Colloquium Committee, or the Website Committee. Each committee is chaired by a faculty advisor and provides graduate students opportunities to engage in organizational citizenship behaviors specific to our track.

Our Newsletter Committee, for example, compiles faculty, student, alumni, and department updates each fall, incorporating them into a professional newsletter that is sent out to all I-O alumni, current students, and faculty. Working on this committee allows our students to both network with alumni and promote our program. Another opportunity to promote the program comes from maintaining the PSU's Occupational Health Psychology (OHP) website (http://www.pdx.edu/occupational-health-psychology/). In addition to growing the visibility of our OHP program, students gain valuable basic skills in web development (not something we anticipated gaining out of our graduate careers in I-O psychology!).

Our Socialization Committee is another excellent example of directly giving back to the program. Each year, the Socialization Committee meets with first year I-O graduate students to provide them with tips and tricks for navigating graduate school. The work done by this committee goes a long way in reducing ambiguity for new students and allows current students to pass on knowledge they've gained during their time in the program. Graduate students also play a role in contributing to colloquia within the I-O track. Utilizing our OHP program's NIOSH Training Program Grant, I-O faculty members regularly invite notable researchers to present on topics such as methodology in applied research, lead-

ership, and motivation in the workplace. These colloquia have been a great opportunity for graduate students at PSU to be introduced to new research topics and meet and discuss research with experts in the field. Students who are a part of the Colloquium Committee also have an opportunity to network with visiting scholars.

These committees provide several opportunities for I-O graduate students to give back to PSU's I-O program. In addition to providing a valuable service for the department, graduate students also gain important skills in areas such as networking and promotion. You may find that starting one or several of these committees could provide a useful service to your program, or perhaps you've been inspired to fill another need in your department through the use of graduate student committees. Next, we turn to the efforts of a department-wide graduate student group to provide you with some further inspiration.

A Look at Our Psychology Graduate Student Association (PGSA)

Upon entry, all graduate students in the Department of Psychology at PSU automatically become members of PGSA, a group that meets every other week throughout the academic year. Formed several years ago by graduate students in collaboration with the faculty department graduate chair at the time, this group serves to foster a collaborative peer environment in which graduate students can thrive. Importantly, PGSA functions as an organized avenue through which graduate students can directly provide and receive feedback from the faculty about the state of the overall program. For example, the department graduate chair attends one PGSA meeting per quarter, during which graduate students are given an update on the status of the department, including any upcoming policy or procedure changes, as well as an opportunity to directly ask questions, offer feedback, and update faculty on PGSA events (e.g., planned workshops).

In addition to serving as a conduit for faculty–student communications, PGSA also serves several other important roles, such as organizing nonacademic activities for students, facilitating departmental functions, and creating advocacy channels for students to provide annual feedback to the department. Currently, there are several established committees that work towards meeting our stated goals, one of which is the Professional Development Committee, which we discuss in the following paragraphs.

Giving Back to Other Graduate Students: Professional Development Committee

The Professional Development Committee is charged with providing graduate students opportunities that will help

them become better researchers, students, colleagues, and professionals. Every year, this committee organizes workshops covering topics such as navigating the process of writing one's thesis, study strategies for comprehensive exams, finding a useful internship, tips for establishing work–life balance while in graduate school, and publishing in graduate school. Topics are typically addressed in a panel format, in which faculty representatives and senior graduate students share their insights and answer questions from attendees. University employees from outside of the department have also been invited to give presentations on topics such as developing a professional teaching portfolio. This committee has also hosted an alumni mixer, which gave current students a chance to network with local alumni from our program.

Each year, the Professional Development Committee seeks feedback from the larger graduate student population regarding the desired topics for upcoming panels and workshops and tailors the selected presentations to the needs of the current graduate students. Typically, PGSA hosts one to two events per quarter, particularly if different students are willing to lead each panel. Finally, the Professional Development Committee also currently oversees our department mentoring program, in which first year graduate students are paired with second or third year graduate student mentors in the same research lab.

Additional PGSA Committees to Support Graduate Students

Other PGSA-sponsored committees cover areas such as socializing, recruitment, technology, and graduate student advocacy. These committees are responsible for providing several other services to the department, including organizing graduate student happy hours and community outings, as well as providing a forum for graduate students to share technological knowledge with one another (e.g., using R, Excel, Mendeley, LaTex). One last, but certainly not least, channel through which our graduate students give back to the community through PGSA is in the form of several organized community service efforts each year. In the past, these have included toy drives for Toys for Tots, food drives for the Oregon Food Bank, and participation in a local 5K Walk/Run in support of the National Alliance on Mental Illness (NAMI).

Conclusion

Throughout this column, we've discussed several ways in which you can give back to your program, be it through graduate student groups that can organize workshops and outings for both students and faculty, the use of colloquia and methodological workshops, or community gatherings within the department. Whether you've been inspired by our suggestions or have generated new ideas while reflecting on what you've read, we would suggest that

any group seeking to undertake this process begin with a needs assessment (either informal or formal; yes, we are I-Os!) of the current state of your program and areas for potential growth and development. This relatively simple task can go a long way in ensuring the success of endeavors aimed at building a program's strengths. There are a number of ways you can feel good by giving back, and we encourage you to jump in and get started!

Our Upcoming Column

Building on the suggestions we offer in this column to develop the internal strengths and infrastructure of your program, our next column focuses on gaining visibility for your program in the local and broader I-O communities. Our program's focus on applied work within the community offers a unique perspective on conducting research, establishing collaborations, and engaging in service roles. We hope to offer insights into ways in which programs can utilize such partnerships to both give back to the community and positively promote program visibility.

To correspond with the authors about this topic, please e-mail *portlandstatetiptopics@pdx.edu*. 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 seeing you at SIOP 2014 in Honolulu!

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History Corner

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Personnel Research and General Electric

In the 1950s, General Electric developed a personnel research department. A number of talented psychologists worked here and generated influential theories and methods that helped spur the growth of I-O psychology. The personnel research group at GE was trained to be enterprising when generating ideas and empowered to put these ideas to action in many of the General Electric businesses.

The development of the personnel research function at GE can be directly attributed to the efforts of **Herbert Meyer** (1917–2006). Meyer was educated at the University of Michigan through the GI Bill, and came to work at General Electric by way of a contract with the Psychological Corporation. During his early years with GE, Meyer performed a needs analysis for Employee Relations, and also designed a well-received management development program for senior level managers. In so doing, Meyer quickly became well-respected at GE. Meyer's bosses frequently tried to find him a permanent specialty in one area such as performance appraisal or training; Meyer declined, not wanting to be narrowed. Meyer thought GE should have a personnel research function, reasoning that many other organizations (IBM, GM, and DuPont) already had them. Impressed by this idea, Meyer's superior (according to Meyer's autobiographical sketch, n.d.) "asked me to prepare a job description to explicate what I had in mind. I, therefore, was fortunate to be able to describe what I thought was an ideal job for an industrial psychologist." Meyer not only picked his own job, he developed a personnel research function at GE, known initially as the Behavioral Research Service, and soon hired several doctoral-level psychologists. Along with this, there was an advisory board for this group, in-

cluding eventual Nobel Prize winner Herbert Simon and famed social psychologist Leon Festinger. Meyer sought to establish a tradition of freedom and autonomy throughout his staff. Notably, General Electric at this time had a large number of businesses (aircraft in Cincinnati, OH; televisions in Syracuse, NY; home appliances in Louisville, KY; elsewhere locomotives and light bulbs), which would present many opportunities for enterprising young social scientists to try things out.

Although many psychologists worked for GE over time, two examples of influential psychologists long associated with GE (in addition to Meyer) were J. Stacy Adams (1925–1984) and **Melvin Sorcher**. Adams, a social psychologist, was working at Stanford when a GE representative seduced him to come to New York, with the promise of a big payday (J. Wall, personal communication, February 6th, 2014). It was while Adams was working at GE that he began developing equity theory. Adams sent a letter to friend (and member of GE's advisory board) Leon Festinger, where he explained, "I have developed some ideas and research plans over the past months that, to me at least, are quite exciting. I began with some notions variously referred to as 'distributive justice,' 'status congruence,' etc.…I organized those in dissonance theory terms… Each member of the dyad…has certain inputs…and certain outcomes…These inputs and outcomes are evaluated by S[subject] in relation to the other S's inputs and outcomes." Adams would later publish two definitive journal articles on equity theory while at General Electric (Adams, 1963, 1965), before leaving for an academic appointment at University of North Carolina.

Melvin Sorcher joined GE's Behavioral Research Service in 1965. Sorcher eventually ascended to a leadership position within GE (Herbert Meyer left GE to start the I-O Psychology program at the University of South Florida in the Fall of 1973), and adopted the same principle of allowing psychologists in his group the freedom to develop and research their own ideas, as long as they had company-wide significance. Personally, Sorcher became interested in applying behavioral modeling practices. He approached Syracuse psychologist Arnold Goldstein, and together they created a methodology for applying behavioral role modeling to supervisor training (M. Sorcher ,personal communication, December 11, 2013). This behavioral modeling technique was utilized to train GE's supervisors; Sorcher and Goldstein worked to popularize their technique in a series of books and journal articles (Goldstein & Sorcher, 1973, 1974; Sorcher & Goldstein, 1972).

The GE group was an attractive place for new I-O psychology PhDs. Wayne State

PhD Robert Burnaska was recruited to join GE by Herbert Meyer himself (R. Burnaska, personal communication, November 8, 2013). Burnaska appreciated the climate of freedom and autonomy Meyer had established there. Burnaska found that there were many opportunities to pilot ideas in one or more of General Electric's many businesses, and then "if it worked well, we would spread it." Burnaska made a career out of General Electric, working on varied projects including assessment centers, self-managed teams, behavioral modeling, and surveys, and often published his work in prominent journals (Burnaska, 1976; Burnaska & Hollmann, 1974).

General Electric also fostered the research of other notable social scientists (some of whom weren't GE employees). For example, Schachter, Willerman, Festinger, and Hyman conducted a fascinating series of studies at GE's Home Laundry Department and the Owensboro Tube Plant, which were eventually published in *Journal of Applied Psychology*. The stated purpose of these studies was to determine how hostile and irritated states of mind would impact performance. Thus, the experimental group of GE employees in these studies were intentionally frustrated, for example by being insulted or asked to wear cumbersome clothing, all while they were attempting to do their job. The experimenters were committed to frustrating their employees, in fact, "at least one annoying incident occurred on 11 of the 15 working days" (Schachter, Festinger, Willerman, & Hyman, 1961; p. 203). Perhaps not surprisingly, the managers at GE soured on experimental studies after this one (P. Spector, personal communication. January 30, 2013). However, few other organizations would have allowed a disruptive (yet potentially illuminating) study such as this in the first place.

In the mid-1970s, a change in leadership as well as a recession prompted a change in the climate for the personnel research folks. This motivated many of the principle I-O people to leave. However, for the better part of a quarter-century, the personnel research function at GE had been a breeding ground for the development of innovative methods and theories in applied psychology.

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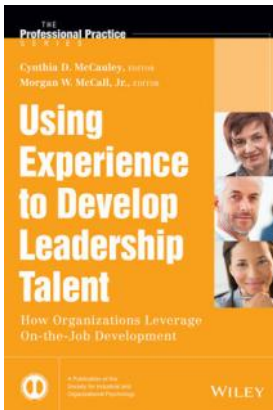
Using Experience to Develop Leadership Talent: How Organizations Leverage On-the-Job Development

By Cynthia McCauley and Morgan McCall

Co-Published by the Society of Industrial and Organizational Psychology and sponsored by the Center for Creative Leadership, *Using Experience to Develop Leadership Talent* provides real-world strategies, best practices, lessons learned, and global perspectives on how organizations effectively use experience to develop talent.

Yes You Can

I-Os and Funded Research

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Verizon Wireless

The Balancing Act

The early career phase of the I-O profession often involves juggling multiple demands and flexing one's "prioritization muscle." Both readers and past contributors have mused with us about how research funding can fit into the early-career mix. So we went searching for success stories and didn't have to look far. The good news: It can be done! To shed light on the balancing act, this quarter we are diving into the funding experiences of your early-career I-O peers; they have found success with research funding while managing the many demands of early career academia. If you think you have heard it all, read on. These three colleagues reveal their strategies for balance, and they have it nailed!

Joining us is **Daisy Chang** (associate professor, Michigan State University; MSU), whose research focuses on occupational stress, workplace violence, and the intersections among self-regulation, leadership, employee health, safety, and well-being. Our second contributor is **Rustin Meyer** (assistant professor, Georgia Institute of Technology; GT), who studies the ways in which individual differences interact with environmental variables (e.g., "situational strength") to influence valued workplace behaviors. Bringing a third early-career perspective to the conversation is **Louis Tay** (assistant professor, Purdue University), whose research interests include well-being and measurement/methodology.

Let's set the stage. Could you give an example of one of your early career external funding experiences?

Daisy (MSU): Yes! In one of my first experiences, I was the principal investigator for a R03 research grant from National Institute for Occupational Safety and Health.

The funded project explored the exposure to physical and psychological violence in the workplace among physical therapists using a qualitative research design. I conducted 92 in-depth interviews and coded the transcribed interviews to identify the antecedents and consequences of exposure to violence among physical therapists, as well as the potential intervention opportunities to prevent future exposure and alleviate the negative consequences of exposure.

In addition, I'm also currently a co-investigator on a NASA-funded project led by **Steve Kozlowski** (see description in prior *TIP* issue here). I was invited to be part of that research as I have expertise related to affective reactions to stress that members may experience during long-term missions in the unique environment.

Rustin (GT): I had a great first experience with funded research in graduate school (a 1-year contract with my advisor **Reeshad Dalal**, provided by the Army Research Institute; ARI), which helped me demonstrate the fundability of the ideas I was working on while interviewing for assistant professor positions. Then, once on the job, I and my colleague **Ruth Kanfer** also successfully obtained external funding from a nonprofit organization that works to improve issues of women's empowerment in the developing world (http://www.care.org). We served as sub-contractors on a Bill and Melinda Gates Foundation grant dedicated to improving

health delivery systems in Bihar, India. Our specific project focused on helping to develop and implement a team-based incentives program for frontline healthcare workers. This opportunity developed very serendipitously through an acquaintance of my graduate students (**Carla Burrus**) and has opened my eyes to humanitarian work psychology's positive potential to improve health outcomes, reduce poverty, and further other important causes. The collaboration led to two student internships, has taken me to India on multiple occasions, and has challenged our team to adapt our research toolbox to deal with dramatic cultural differences.

Louis (Purdue): Sure! The Templeton Foundation had a call for proposals on the "New Assessments and Measurement of Virtues" to be submitted in April 2013. I, along with my co-PI **Steve Stark**, submitted a proposal to apply the latest psychometric modeling techniques borrowed from personality testing to overcome possible social desirability bias, which is a significant problem for assessing something like virtues. The Templeton Foundation liked the idea, and they decided to fund the project for our requested amount of $250k.

A great variety of examples with inspirational impact! And as early career academics, what other work-related items were you juggling at the time of these projects? Why did you decide to prioritize pursuing funding?

Louis (Purdue): In the Templeton Foundation example, I had just started as an assistant professor at Purdue University in January 2013. Further, my wife is also a professor and we had then a 10-month-old infant to care for. Needless to say, I was a little busy. But the opportunity was too good to pass up without trying. Over the course of a month, I did some brainstorming during my down times but prioritized writing the full proposal by dropping everything else at work for a week (before the deadline) and focused solely on grant writing. I made sure to spend time on grant writing but also limited my time so it wouldn't become a time sink. Deliberate procrastination is a great time-management technique.

Daisy (MSU): I have other research projects going on that are on topics that are directly related, tangentially related, or unrelated to research questions addressed by the funded research I described. I also have to maintain the regular teaching load and mentor graduate students. Finally, I engage in service activities such as reviewing for journals and conferences, and serving on committees within my department and for the professional societies.

Personally, I pursue funding because it supports research activities that I may otherwise not be able to pursue due to lack of resources (e.g., fee to pay participants; access to unique population). Funding is important insofar as it sup-

ports me to ask and answer questions that I'm interested in. That's how I determine the priority of pursuing funding as opposed to working on other activities.

Rustin (GT): The ARI funding outlined above (plus continued additional support from ARI) helps to fund my primary line of research, so it was an easy choice to pursue it. Further, it has helped my progress greatly, so the time and effort I put into the proposals and other deliverables was time very well spent because it allowed me to think carefully about the specific projects I would work on in subsequent years.

The other work-related items I was juggling at the time were typical assistant professor duties: teaching undergraduate and graduate classes, mentoring graduate students, and serving on committees as well as family duties associated with a now 3-year old son. Thus, while it is not easy to find the time to develop one's grant seeking toolbox, I know that it is an activity that is highly valued at my institution so it will be viewed as time/effort well -spent by my department chair, dean, and tenure/promotions committees (even in those cases where funding applications are not successful).

What suggestions would you give to early career colleagues that are interested in getting involved with research funding?

Rustin (GT): It took me some time to realize that grant success truly begets grant success. With continued practice, you get better at this form of scientific writing, and granting agencies like to see that other granting agencies have invested in you and that you have managed their investment wisely by turning it into important science. Thus, my biggest piece of advice is to get started early! Ideally you should try to get your feet wet in whatever way possible as a graduate student, but if you are already in your first academic job, find people in your department who have been successful with grants. Ask them if you can look at their successful proposals, see if they will help you develop your ideas/ read your proposals, and see if they have any opportunities to serve as a Co-PI, subcontractor, and so on.

Louis (Purdue): Frankly, I wish that we had training on grant writing early in graduate school. The way one goes about writing for a grant is different from writing for a journal publication. After taking some grant writing workshops at Purdue, I have learned that the main things are to identify the key problem and then bring in your expertise to solve it. Also, you need to familiarize yourself with the grant agency's long-term goals and constantly think from their perspective about why they would want to invest their resources in this project. In other words, you need to develop your sales pitch by understanding the needs of the customer.

I would suggest that early career colleagues keep up to date with all upcoming grant opportunities through their university and/or mailing lists. Cast a wide net and work on grants collaboratively. Just keep trying. And as with publications, many will be rejected but some will stick. Since starting at Purdue, I have worked with colleagues to apply for seven grants; one funded, three rejected, three still under review.

Daisy (MSU): My first suggestion is that it is important to think about the reason of why you would like to apply for research funding. Obviously, I understand that for academia, there is the tenure evaluation with an increasing focus on one's funding track record. However, if you are doing work that really doesn't require the money, then it's not productive to twist your research interests to fit the funding agencies' call for proposal. So it's important to balance between pursuing funding and working on projects that are related to your core research interests.

A second suggestion is to find good mentors to guide you through the proposal preparation if you would like to pursue research grants. These mentors should be experienced in grant writing and grant management. Moreover, I would recommend seeking mentors who are experts in both your own research area, as well as outside of your research area. I was very

fortunate to have great mentors when I first started to pursue grants. They provided me with good advice and reviewed my proposals before I submitted them. The feedback from my mentors who have expertise in areas outside of I-O was particularly helpful for pointing out the blind spots of my proposal. It is important to remember that grant review panelists have expertise in various areas, and a successful proposal needs to be able to describe a project that has strong scientific merit without being bogged down by jargon or well-established assumptions within the field. So having mentors who can help with that is very important.

For all our early career academics out there, what do you see as the largest benefit of seeking out external funding as an early career academic? Are there any drawbacks?

Daisy (MSU): The benefit is that it helps you to do work that you may otherwise not be able to do due to the lack of resources. But the obvious drawback is that grant writing does take a significant amount of time and effort. Unlike working on a manuscript that you can send somewhere else if it gets rejected by one journal, it is not always possible to salvage a rejected proposal. Again, this is where the motivation for pursuing funding question is important—if the proposal is on a topic area that you are really interested in, then it will be much easier to turn the rejected proposal into an actual piece of research,

perhaps with a scaled back design, alternative sample, or support from other sources (e.g., startup account). But if it's something that doesn't necessarily fit with your existing research interests, then it's much harder to actually make much use of out the proposal. So I think for early career academics, it is important to make sure that funding is sought to support your work and not the other way around.

Rustin (GT): The largest benefit is that it encourages you to think strategically and programmatically about your future research and the direction of your career. As opposed to working on projects that can be done inexpensively or those that conveniently land in your lap through colleagues, grants help you take charge of your own research destiny in that they provide a clearer path to success early in your career.

I do not see any drawbacks as long as a few conditions are in place. First, pursue grants only for the purpose of funding the research you want to do. There is a potential risk in "chasing the money" by proposing research that you are not passionate about because you believe that it has a high probability of being funded. Further, there is also the chance that you might create a positive feedback loop wherein grants lead to growth in your lab that can only be sustained by obtaining more and larger grants, as opposed to serving to help you complete the research you believe is most critical

for the field/your career. This doesn't mean that you should decline an unforeseen opportunity should one present itself, it simply means that you need to know who you are, what you stand for, and what you're passionate about so you can choose and pursue opportunities wisely. Second, be sure that your institution values and supports seeking external funding (e.g., looks favorably on obtaining grants, has infrastructure to support funding applications and research). Lastly, make sure that grants lead to publishable research!

Louis (Purdue): One big benefit to seeking out external funding is that it forces you to consider key issues society is facing. As I-O psychologists, and more broadly applied psychologists, we can tailor our work to address these issues where possible. It is exciting to see how we can contribute this way. I think one of the biggest benefits to having funding is to be able to fund graduate students. My students can get funded to do what they love to do most: research. My research tells me that money (and I guess by implication grant money) is good for happiness… and from personal experience, I can't think of any drawbacks! Also, it is a wonderful validation that other people care about your research when you receive funding.

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

We thank Daisy, Louis, and Rustin for sharing their insights and accomplishments, and indeed, it IS possible to balance early career demands with the pursuit of research funding! Stay tuned for the next issue in which we bring you the "world records" of I-O grant experiences! Remember, *whether early-, mid-, or late-career,* your success story could be next—and until next time remember: Yes You Can!

Special Announcement: You spoke, we listened! In an effort to meet the science-based needs of its members, SIOP will hold its inaugural "Science Funding Speed Mentoring" event at the annual conference in Honolulu, sponsored by the SIOP Scientific Affairs Committee and led by Mark Poteet and Jessie Wildman. This event, scheduled for Friday, May 16, from 4:00 pm– 5:30 pm, will pair small groups of protégés with experienced experts from the science-funding arena to discuss and learn best practices, tips, mistakes to avoid, emerging topics, and steps for seeking research funding. Please see the March e-newsletter or visit the SIOP website to learn how to sign up for this free event!

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April D. Schantz
Florida International University

A Young Scholar's Guide to Building a Professional Network

Building a professional network is an essential part of transitioning from graduate student to employed professional. Whether your career goal is in an applied, academic, or research firm setting, the effectiveness of your professional network has been shown to strongly affect professional success. As one type of social network, a professional network is effective when it succeeds in these five functions: (a) socialization of the novice to the norms and ideals of the profession; (b) development of professional friendships; (c) helping establish professional reputation and visibility; (d) providing a network of communication for professional contacts and job opportunities; and (e) providing information about current developments that have not yet been published (Rose, 1985). The challenge of establishing a viable, effective network can be even more difficult for young female scholars (Parker & Welch, 2013; Rose, 1985).

What a network is, what it is not, and tips for developing safe network building practices are the aims of this short article. To assist, a panel of successful women professionals have provided their insights and recommendations.

Meet the Panel

Our panel is represented by several professional women at Florida International University (FIU) in various positions and tenure levels.

- Asia Eaton, currently an assistant professor in Psychology and Women's and Gender Studies, exam-

ines several lines of research concerning the relationships between social power and gender.

- Kristin Nichols-Lopez has recently attained associate chair of the Department of Psychology at FIU.
- Suzanna Rose serves as the founding director of the School of Integrated Science and Humanity at FIU. Dr. Rose has researched various interests regarding women's career development and relationship studies.
- Dionne Stephens is currently assistant professor in the Department of Psychology and Affiliated Faculty in the Latin America & Caribbean Studies and Women's Studies programs.

First, our panel discusses the conceptualization and relevance of networking, including their own experiences with networking. We then provide a variety of networking tips for the young female scholar, for those transitioning from graduate student to Junior Faculty status, and especially for use during conferences and group events.

In general, how would you describe building a professional network for a psychology graduate?

KNL: As a researcher and as an administrator, networking is important in both areas.

From what I've seen so far, and remember it's very early in my career, you become better trained as a researcher as you interact with more people. You get exposure to ideas, to different ways of thinking. Networking is building relationships with people that can collaborate with you, write letters of recommendations, vouch for you, or train you from a different perspective; and the more people that will vouch for you, the more successful you will be.

DS: I honestly don't like networking because my interpretation of it is, "I'm doing something to get something." There's a sense of feeling fake, where it doesn't have to be. So, going to conferences and being "perky" and trying to be interested in people's research for the sake of forwarding myself, I don't like that.

My networks are just based on a sort of organic connection of friendship. If I feel a person is someone interesting that I could spend time talking to, we just build a kind of communal connectedness.

SR: It's extremely important to network; I think it's underestimated sometimes. Also, women have to do more to establish and maintain their network. Research indicates that men graduate students maintain close friendship ties with their graduate advisors and have close friendships with more men from their graduate institution (see Rose, 1986), whereas women don't get

as much support making that transition to faculty. I'd say that women should definitely work deliberately to establish their network. Start in graduate school by getting involved in seminar series, bringing in people that you can meet that are in your research interest area and that can become a conduit for information as you make the transition to junior faculty.

DS: I would recommend surrounding yourself with people that recognize that you have a different experience as a woman. It doesn't necessarily mean that all your friends should be women or that you have to be part of a women's group. You need someone that will validate you as a woman and your unique experiences, but also, you need to move from there.

What were your early experiences with networking?

AE: I should start off by saying that I am not an expert networker, I've really had to learn by trial and error. Networking and promoting your research and yourself has always been extremely uncomfortable for me. I always felt like, I'm a scholar, why do I have to do this hand-shaking, shoulder-rubbing exercise? Shouldn't I just be able to put my nose to the grindstone, do my work, and be recognized for my work? But, it turns out that making

scholarly connections is absolutely essential to your success because that's where you get invitations to be on panels at conferences, that's how you get access to samples of potential participants that you don't normally have access to, it's how you get reviews of manuscripts that you're feeling kind of shaky about, that's how you get invited to be a collaborator on a manuscript. It is through your network—it all happens through your network.

SR: My own personal experience was that I was not prepared or aware of the great importance of networking until I became a faculty member. Although I had done some as a graduate student, I realized, if you're going to go academic track, you *must start networking as a graduate student.* You need to develop ties with people that will eventually be able to review you for tenure promotion, and that can take quite a while to get going.

DS: That's where it caught me as well, when I went up for tenure and needed to be found favorable with external reviewers. They should know who you are! Who could *you* suggest that would have a favorable review of *you*? If I had developed more external contacts, I wouldn't have been so stressed about my tenure review.

AE: I avoided networking for a long time and only started when my mentor, Suzanna Rose, introduced me to others in the department. At conferences, I absolutely hid from people except when I was presenting my poster. They would come by; I didn't have to go looking for them. They would come to my poster and ask me about it, which I was perfectly capable of handling.

My inclination is to network with women first. But, while that may be within your comfort zone, it's not a good long-term strategy. You should have a network that includes people of both genders. In fact, there is research that shows women with networks that have a high proportion of women are less likely to have leadership positions (Parker & Welch, 2013). While it may be easier to approach and network with women, don't restrict yourself to a network full of women.

What advice would you give to young scholars as they build a professional network?

DS: I would recommend developing your network in two ways: a social network and a strategic network. The big thing is to have someone you can trust but further ahead than you. And you don't know who those social supports or strategic supports are going to be. Also, consider your style and develop relationships with someone who fits your style. Just because everybody loves a particular professor, that might not be what you need.

Most importantly, develop a trustworthy network. My network helped me when I was in a tight spot: vouched for me, validated my position, and supported me through the process.

AE: Actually, I don't think that people who are multiple levels of promotion above you are going to be very helpful for you. You've got your mentors, but someone who got tenure or applied for jobs 30 years ago is not, by and large, going to have time to network with you. Also, the tenure and job application processes have changed dramatically, making your peers the best resource for up-to-date tips.

The people that I went to graduate school with have been an incredible resource for me. Your peers are the people who are going to see the same changes as you, come across the same funding challenges, and grow old with you in the field. So, definitely, stick with your graduate student cohort, get to know them well. You never know where people are going to end up and what ways you might be able to help each other.

KNL: And even going back and reconnecting with your undergraduate groups can be an excellent resource for networking.

I've called and communicated with some of my old undergrad professors. Even in looking backwards, the more places you are, the more people you meet, the larger your network becomes, the more opportunities there are for you.

Because all of my colleagues from graduate school are in difference places, I know people now, not because of me, that moved on to other places. I now have connections to some of the top research universities and centers. I made relationships with them while I worked with them and now I have a network.

New faculty members came from places where they know people. Other people's relationships benefit you, but you have to make relationships with those other people. Consider *all contact* with people, every day, as network building. For me, my network was mostly built up at FIU. I'm from here, I went to school here, and I stayed here. That's why I say that my networking has not been as strong as others. I limited my own opportunities by not going to conferences as a graduate student. I had personal reasons for not doing so, but I can guarantee that it limited my possibilities for jobs. I may have had a completely different career if I would have done those types of things. But, in the end, it's how you carry yourself every day. Work every day to be the consummate professional.

SR: Going to conferences is one way, but it's also being around when guest lecturers are considered or hosted. Say, you're writing a master's thesis and often citing a certain person. You should try to get that person invited to your university, and be the one to host them or drop them to their hotel. Getting involved in those researchers that you already cite and study is a good guide because those are the people that will be most interested in your work, and those are the ones that you will want as external reviewers for tenure.

Also, be multilevel in your strategy. You could reach out by correspondence, go to some conferences, and try to get involved in your professional association on some type of committee. What you *really* want is one-on-one contact with people. Go out to the organized dinners; try to get yourself invited when a group is going.

AE: I tend to be more comfortable in smaller groups. I would advise going to smaller conferences or go to the programs within your division at the larger conferences. For example, at APA, I have gotten to know and networked with Division 35 members, which is Psychology of Women Division. One tip that I've learned: If someone is doing interesting research, or just gave a talk that interests you, learn more about *them*. Ask how they like

the conference so far; ask about their research, or university, or experiences as grad student or early professor. There is something very awkward for me about introducing my research and myself, I feel like a salesperson and I hate that. So, I ask them about themselves and express an interest in them and get them to talk to me. After some discussion, they usually ask about my research, which is more in my comfort zone.

A networking challenge for women is in having their attempts at professional relationship building misinterpreted as a romantic interest. What cautions or preventative measures would you suggest for this type of situation?

SR: In terms of the conference circuit, I'd just say, "Be aware." I don't have an easy answer for that one. Maybe the best thing to do is to have a "buddy" at the conference, another graduate student who you can touch base with and compare notes.

Probably things your Mother told you: Do things in groups, try not to get isolated. So, a dinner invitation from Mr. Famous with you alone would be pretty shocking. Maybe you would decide, "I better go to it." Maybe it's more likely to be a drink or something that is right there in your hotel and where there are other people. You can try to keep the conversation from getting personal, try to stick to the research, or professional topics. If somebody starts questioning for more information about your personal life, then it's time to suddenly get a text you have to answer.

AE: I always talk about research and only delve into personal/professional things with women. Also, as I tend to make physical contact when I'm talking, I try to avoid that when I'm talking with men. In a way, this is a difficult issue because it's like saying to women, "don't get harassed." I mean, the problem is really with the harasser, and that's where the solution should be addressed. There are plenty of women who have kept to professional topics, who haven't made physical contact, and still have been misinterpreted. The issue becomes, *how do you respond to that?*

I had one situation at a conference where (and I'm not sure if this is the right response or not) I decided to just end the conversation. I extended my hand, even though he was not finished with his sentence, and said something like, "Well, it was good meet you, I've got a lot of other things to attend to, and I wish you luck." He didn't extend his hand at first; he was kind of taken off guard. I kept my hand there, and he eventually did because it was too awkward to have someone extending their

hand to you and you not doing anything. So, he shook my hand and I left.
SR: The best thing is to start your prevention strategy earlier. When somebody invites you to something, ask for more time. You say, "Well, I'd like to do that, let me check my schedule." Just give yourself more time to ask, "Does this make me uncomfortable?" Then you have time to get out of it.

So, let's say you do go to dinner, and then they say, "Do you want to come up to my room?" Well, then you need to be prepared with some answers. Maybe you want to rehearse this with somebody. If you've accepted an invitation with somebody and you're a little nervous about it, go through a couple different scenarios with your buddy. Then you would have your "canned response" to keep things at a limit that's comfortable for you. If they suggest that you have an after dinner drink, you have something prepared to say such as, "I'm sorry, I'm meeting a friend in 10 minutes and have to be going." Because, if you're nervous, you might not think. Some people are very skilled at responding in the instant, but others get a little scared or stage fright and can't think. Be prepared with your brush-off. It's the same thing you would do if you went on a date with

somebody; but I think because of the power differential, it makes people unsure of how they should behave.

As we wrap up the discussion, I'd like to thank our panelists for an interesting and lively discussion! Regarding ethical standards and practices, both SIOP and AoM have guidelines posted on their websites addressing professional and ethical behavior. Please take time to know the expectations of ourselves and others, and may your upcoming conferences be filled with opportunities to develop your professional network!

Interested in more? An extended version of the interview with our three experts is available on the SIOP website, here.

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Bill and Barbara Owens:
Sustaining and Advancing I-O

The SIOP Foundation exists to sustain and advance I-O psychology. It exists *because* **Bill Owens** and his wife Barbara sought to make a charitable contribution, and its creation was SIOP's response to their generosity.

The origin of the SIOP Foundation has already been reported in *TIP* and need not be repeated here, other than to provide a link back to it (http://www.siop.org/tip/jan10/14hakel.aspx). What is important is to underline the opening contribution by Bill and Barbara.

Bill served as President of Division 14 in 1969–70, and his presidential autobiography is well worth reading, at http://www.siop.org/presidents/Owens.aspx. It conveys great insight into the development of our field, including the insertion of "and Organizational" into its name during his presidential year.

Most SIOP members nowadays know of Bill because of the award named for him, given to the author(s) of the publication in a refereed journal judged to have the highest potential to significantly impact the field of I-O psychology (http://www.siop.org/SIOPAwards/owens.aspx). It was created with the proceeds of Bill and Barbara's initial contribution ($25,000), to which subsequently has been added $79,576 in contributions and investment returns. This endowed fund has already paid out $25,500 in awards, showing the power of foundations to leverage the charitable gifts that are received.

SIOP members with ties to the University of Georgia will know that Bill was the founding director of its Institute for Behavioral Research. In 2011, that institute

Milton D. Hakel
SIOP Foundation
President

received a major gift from Barbara, and it is now known as the William A. and Barbara R. Owens Institute for Behavioral Research. It is directed by SIOP member **Lillian Eby** and is an outstanding interdisciplinary center that well shows how our field can provide both sense and synergy.

Bequests

At the time of the renaming of the Institute, Barbara let us know that there would be a bequest to the SIOP Foundation. Barbara died on February 14, 2013, leaving an unrestricted contribution of $100,000 to the Advancement Fund.

You too can name the SIOP Foundation to be among your beneficiaries. The Foundation is here because others, like Bill and Barbara Owens, laid the foundation. 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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Suggested Practices for Making I-O Connections: Let's Build Bridges and Grow I-O!

From the SIOP Education and Training Committee
Joseph A. Allen*
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Tara S. Behrend
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Suzanne T. Bell
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Author's Note: Authors are listed alphabetically; all authors contributed equally. Correspondence concerning this article should be directed to Joseph A. Allen; Department of Psychology; University of Nebraska at Omaha; 6001 Dodge Street, Omaha, NE, 68182; josephallen@unomaha.edu.

It may come as no surprise, but there are an awful lot of people who have no idea what I-O pychology is or what I-O psychologists do. Common reactions from new acquaintances include, "Ooo, I could really use some help organizing my home and be a more industrious person" or "Wow, that's a mouthful" or "No really, what do you do for a living?" Perhaps even more alarming is the number of students across universities who aren't introduced to I-O—even if they are psychology majors! We are struck by the number of prospective graduate students who tell us that they wouldn't know that I-O existed had it not been for a chance encounter with an I-O psychologist. For every one of these talented young people who join the field, there are 10 more who don't have that chance encounter and end up in a different field.

In short, there is a clear need for I-O psychologists to make connections, build bridges of knowledge, and grow I-O from the bottom up. That's the main purpose of a new subcommittee of the Education and Training Committee. Education and Training Committee Chair **Scott Tonidandel** reached out to committee members and asked that we take

up the charge to start a grass-roots initiative to grow I-O in our own departments, universities, corporations, and communities. That is, we seek volunteers who will reach out to their local universities, alma maters, high schools, and civic groups, and offer to meet with employees and students to introduce them to I-O pychology. In essence, we want you to become "Bridge Builders" and connect I-O with people who otherwise wouldn't be introduced to the field.

SIOP Members Who Are Making Connections and Building Bridges

In speaking with our colleagues in both academic and applied settings, we learned of some amazing and inspirational efforts that are already building bridges. For example, program directors and faculty of The College of New Jersey (TCNJ), Louisiana Tech University (La Tech), and Seattle Pacific University (SPU) are actively involved in making connections with undergraduate students, other departments on campus, and organizations in their community. Each of these programs offers programs and services that provide value to organizations and the community, create unique real-world learning for students, and increase the visibility of I-O. Jason Dahling, associate professor at TCNJ, is passionate about introducing I-O to students early in their education. TCNJ I-O professors give talks in freshman advis-

ing courses. Their I-O students have the opportunity to work under faculty supervision and develop training programs and structured interview guides for local businesses. La Tech's doctoral program has a consulting group, AROS (Applied Research for Organizational Solutions), that provides consulting services for the local Chamber of Commerce, large corporations, and several nonprofits. AROS connects with high school and undergraduate students through job searching and interviewing workshops developed and delivered by doctoral students. **Tilman Sheets**, director of La Tech's I-O program, says that the work of AROS has created a lot of positive buzz in the community, even gaining the attention of the university's new president. At SPU, the recent development of the Center for Leadership Research and Development (CLRD) has created a "storefront" for I-O on campus and in the greater Seattle area. They partner with corporations and nonprofits, bringing I-O principles to organizations near and far. They just returned from a trip to India! **Rob McKenna**, department chair of I-O Psychology at SPU, says that the CLRD events, including leadership conferences, have been immensely effective in making connections with students and the community. As a result, nearly every SPU undergrad student knows what I-O is.

From a practitioner perspective, **Lauren McEntire**, senior manager, Organization

and Management Development for Frito-Lay, **Chloe Lemelle**, Senior HR Consultant at AT&T, and **Kathryn Keeton,** I-O psychologist with Wyle/NASA-Johnson Space Center, all have had similar experiences of making connections in their local communities and with students. These practitioners have gone back to speak to the programs from which they graduated, as well as universities in communities where they currently work. Chloe says that students found such value in her initial talk, she now has a standing invitation to speak annually at her alma mater, the University of Texas at Arlington.

Lauren used tools from the SIOP website but believes that meshing those in with your personal career story can be most helpful. She says the students really want to latch onto something at their level, so having them ask questions in advance of your interaction to help you tailor to their interests and fully engage them has been most successful for her. Chloe agrees that sharing stories of her personal career journey is what really resonates with students. Lauren adds that giving these talks also led to some organic mentoring relationships that are very rewarding!

In addition to giving talks in the classroom setting, Kathryn emphasizes the importance of creating visibility in your workplace and educating your peers on I-O applications relevant to their work. Lauren also encourages practitioners to get in-volved with existing community programs. For example, Frito-Lay participates in a junior achievement program through which Lauren gives talks to middle school and junior high students. Lauren also suggests inviting a select few advanced students to do a half-day job shadow during the summer.

How to Make Your Own Connections and Become a Bridge Builder

We've put together some suggestions to help get you started making connections. In creating this guide, we realized that SIOP members and student affiliates have all kinds of networks that can be starting places for connections. The suggestions list contained here was created by brainstorming and talking to past volunteers; you may have creative ideas too! We've grouped this guide into three sections: Who to Contact, What to Share, and What Resources are Available to You. In addition, we created a my.siop group where everyone who becomes or wants to become a "Bridge Builder" can share their experiences. We also created a "Building Bridges" link under the "Resources" tab on SIOP.org . Go there to find all the resources listed on our suggested practices list and more.

Suggested Practices for Making I-O Connections

WHO TO CONTACT

At Universities

Consider: Local area universities; your alma mater; universities you currently attend or work for

- Contact the career center and see if you can volunteer to give a workshop to job-seeking students about different kinds of career assessments
- See if the career advisors in the psychology department know about I-O; offer to talk to majors
- Contact instructors who teach Intro to Psych and offer to teach a module about I-O
- See if there are student groups who host guest speakers: Try Psi Chi, SHRM student chapters, honors programs, or student chapters of civic groups like Rotaract

At High Schools

Consider local area private, public, and charter schools; schools that focus on science

- Speak with psychology teachers and offer to speak with the class about I-O
- Find out who organizes Career Day and offer to speak about your work as an I-O psychologist

In Communities

- Contact civic groups and offer to give a brief talk: Rotary Club, Kiwanis Club, and so forth
- Contact business groups and see if you are eligible to attend an event or give a presentation on how I-O can connect to the group's work
- Work with regional SIOP and SHRM groups who may already be doing outreach; if they aren't, offer to start a program
- Take advantage of take your kids to work day—if you don't have kids, take someone else's or give a presentation to the group of kids who come to your office

RESOURCES TO SHARE

Visibility brochure by SIOP entitled "Top Minds and Bottom Lines: What Can I-O Psychology do for your business?"
http://www.siop.org/visibilitybrochure/topminds.pdf

Visibility marketing slick by SIOP entitled "What in a Name?: Job Titles for I-O Psychologists"
http://www.siop.org/userfiles/file/What's%20In%20A%20Name.pdf

Visibility brochure from SIOP entitled "Maximizing Human Potential Within Organizations: Learning the Science Behind Talent Management"
https://www.siop.org/visibilitybrochure/visibility.aspx

Connect with a community of I-O psychologists using My.SIOP.org
http://my.siop.org/Home/Login?returnurl=%2f

WHAT RESOURCES ARE AVAILABLE TO YOU

- The Educational Outreach program (THEO; formerly the SIOP Teacher's Bureau); maybe use it to find a partner
- Education and Training Committee for SIOP
- Other Visibility volunteers
- Resources on siop.org such as the ones listed above, and more

This year's annual conference is about "Making Connections." Connections need to happen on an international level with connections between East and West but also close to your home with the university, high school, and civic groups. In honor of this year's theme, we are launching the "Bridge Builders" initiative and encourage everyone to volunteer. "Bridge Builders" are those who are willing to make a commitment to reach out to share their research, work, or a general orientation to I-O to at least one university, high school, or civic group. Just think, if even half of the 8,000 SIOP members were willing to make a connection this year, and give one talk to 25 people, we'll have reached 100,000 people by next year. In 10 years, we'll introduce I-O psychology to over 1,000,000 people. Incredible, but true. At the conference this year, connect with one of us at the "Building Bridges" booth on the first full day of the conference. We'll give you a button as a visual expression of your commitment to making a connection for I-O this year. We'll also be available to help you strategize about how you can best make the connection and connect you with available resources.

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Registration is open for SIOP 2014!

Need to know more before you register?
Check out the Conference Information page!

SIOP 2014 Conference Highlights

Evan Sinar
2014 Program Chair

Robin Cohen
2014 Conference Chair

Here are some not-to-be missed highlights from the SIOP 2014 conference! (Please see the January 2014 issue of *TIP* and the online program for more comprehensive descriptions.)

Wednesday

Aloha SIOP! Come to the Welcome Reception at 4:30 to experience the unique combination of SIOP and aloha spirit. It will be a great way to start this amazing conference.

Thursday

Opening Plenary: Congratulate award winners, hear the presidential address of Tammy Allen, and kick the conference off in style!

The conference program gets off to a rousing start with several Big Data-focused presentations, Communities of Interest on I-O Inspiring Broader Impact (9:30 am), Evidence-Based Management (11:00 am), and New Academics and Practitioners (2:00 pm), an Invited Session on the Mergers and Startups shaping our field (Noon), and two sessions sponsored by the Alliance for Organizational Psychology, among dozens of other enticing and diverse sessions.

Friday

Friday's many highlights include four Friday Seminars (Biological Foundations of Organizational Behavior and Cultural Encounters and The Impact of Cultural Differences on Interpersonal Processes in Work Organizations starting at 7:30 am; Generational Differences in the Workplace and Using MPlus for Structural Equation Modeling in I-O Research starting at 11:00 am), a Master Collaboration on Research Gaps, Best Practices, and Future Agenda for Technology and Assessment (9 am), and Executive Board Invited Sessions on Licensure in I-O (8:30 am). There is also your annual forum to hear directly from and share your opinions with SIOP Leadership (9:30 am) and the 4th Annual Invited IGNITE Session: "Connections That IGNITE I-O Research and Practice" (11:00 am).

Saturday

Saturday will close the conference programming just as strongly as it started, so make sure to stay the whole day! Saturday features the 2014 Theme Track, this year on Breakthrough: Expanding I-O Psychology Through Connection (see the full article with everything you'll want to know about the Theme Track here [Jen, can you please add the link to the TT article elsewhere in this issue?], a SIOP Living History Series session with Edward Lawler (9:30 am), seven Roundtables, and several sessions along with a full set of posters on Occupational Health/Safety/Stress & Strain/Aging (which along with Inclusion/Diversity was the topic area that surged the most in number of sessions from 2013 to 2014).

3:30: *Closing Plenary With Keynote Address by Geoff Colon:* You may not know him but he will be sure to leave you ready to promote our field, our brand, and all that we as I-O psychologists have to offer. We'll also have a chance to hear the vision of incoming president José Cortina.

5:00: *Closing reception:* Flavors, music, and dance of the islands will give you a view of Hawaiian culture at its finest. Please plan to stay for this very special event held in a spectacular outdoor setting.

Throughout the Program

- Posters (19 different sessions this year, including nearly 700 posters!)
- Five Master Tutorials
- Three Debates (on I-Os in business schools, whether searching for interactions is worth the trouble, and the ethical issues surrounding identified employee surveys)
- 11 Communities of Interest
- 14 Alternative Session Types featuring creative and high-energy formats conceived by submitters
- Award Winner sessions showcasing members recognized for their Distinguished Contributions, and the M. Scott Myers Award
- Over 1,000 concurrent sessions: the largest number at any SIOP conference
- The most globally diverse group of presenters ever!

Enjoy all of this in possibly our most beautiful setting yet. This will be one of the most talked about SIOP conferences we have had so you are not going to want to miss it. So book your flight, get your sunscreen ready, and come experience all of the aloha spirit that SIOP has to offer.

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SIOP 2014 Theme Track
Breakthrough: Expanding I-O Psychology Through Connection

Kristen Shockley
Baruch College and The Graduate Center-City University

Who doesn't love a good TED talk? (If you are wondering who or what TED is, head here: http://new.ted.com)?

Have you ever imagined hearing a TED talk specifically geared toward topics in which I-O psychologists are interested?

Well, imagination becomes reality in Honolulu! This year's theme track "Breakthrough: Expanding I-O Psychology Through Connection" is adopting a unique format; all talks will be presented TED-style. This means you can expect a group of hand-picked, dynamic speakers presenting on engaging topics in the typical 18 minute, idea-heavy, PowerPoint slide-light TED format. All speakers will focus on "ideas worth spreading" but with the added emphasis of how I-O psychologists can use connections outside the traditional field to foster breakthrough ideas.

Specific topics include *East Meets West*, featuring three talks about how understanding cultural differences and effectively managing these differences can contribute to individual and organizational effectiveness; *Neuroscience Meets Leadership*, including three presentations focused on the application of neuroscience and cognitive psychology to leadership theory and practices; *Business Meets Psychology*, where, through the use of a case study analysis, two speakers will highlight connections that psychologists and business practitioners can make to enhance how they work together to help companies achieve greater success; *Deductive Meets Inductive Research*, featuring three methodologists who describe how these seemingly contradictory philosophical approaches can be used in conjunction to create breakthrough ideas; and *Technology Meets Application*, where two speakers will showcase different ways that I-O psychologists that can leverage technology to improve our research and practice.

In addition to some of your favorite SIOP speakers (**Michele Gelfand, Rich Griffith, David Waldman, Steven Poelmans, Bill Becker**, **Fred Oswald, Ron Landis, Robert Vandenberg, Kevin Impelman**), we are bringing in three speakers from outside mainstream I-O:

• Hazel Markus is joining us from Stanford University's social psychology department. She is a pioneer in the study of cultural psychology, having published numerous journal articles and books on the topic, most recently *Clash!: 8 Cultural Conflicts That Make Us Who We*

Are. Her talk will focus on approaches to conceptualizing cultural differences.

- David Dotlich is the CEO of Pivot, a strategic leadership boutique that develops corporate strategy and executive development programs for many *Fortune* 500 companies. He has been named one of the top 50 coaches in the U.S. and has authored numerous books, including most recently *Bringing People Together to Solve the Paradoxes of Work and Life*. He will be representing the business side of the Business Meets Psychology session.

- Ben Waber of Sociometric Solutions and Massachusetts Institute of Technology will be highlighting his research using sociometric badges, wearable devices that use a variety of sensors to capture face-to-face interactions, extract social signals from speech and body movement, and measure proximity and relative location of users. He has been recently featured in the popular press (http://www.businessweek.com/articles/2013-12-19/sociometric-solutions-ben-waber-on-workers-wearing-sensors) and has recently authored a book called *People Analytics*. He will describe how the use of objective data can help organizations leverage their people potential.

Full descriptions and list of speakers of the theme track sessions are below. All sessions are on Saturday, May 17 in Theater 310. Note that CE credits are available for the individual sessions within the theme track. See http://www.siop.org/conferences/14con/regbk/themetrack.aspx for additional details.

We hope to see you there for a session or two, or all day! Trust us, it will be better than the beach!

East Meets West, 7:30 am–8:50 am
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 am–10:20 am
David Waldman, Steven Poelmans, 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 am–12:20 pm
Business Meets Psychology,
11:00 am–12:20 pm
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 bring 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. As part of the session 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 pm– 1:50 pm
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 pm– 3:00 pm
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.

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From the LGBT Ad-Hoc Committee: Open Invitation to Allies

Larry R. Martinez
The Pennsylvania State University

Thomas Sasso
University of Guelph

Nicholas P. Salter
Ramapo College

At the 2013 SIOP conference in Houston, it was brought to our attention that some SIOP members felt that the the LGBT Committee was only for LGBT (lesbian, gay, bisexual, and transgender) individuals, in large part because of the name of the committee. After some debate, we decided that the name of the committee should remain the same for branding/ recognition purposes but that we needed to do a better job of clarifying exactly who we are and what we do to the general SIOP membership. As such, in this article, we hereby state that the LGBT Committee is not just for LGBT individuals (in fact, we are delighted to meet new allies); provide some brief background information about our committee; and extend an enthusiastic invitation to the general SIOP membership to become involved in LGBT issues, activities, and research at this year's SIOP conference and thereafter.

Background of the LGBT Committee

In 2003, Ann Marie Ryan (SIOP president at the time) proposed that an ad-hoc committee on LGBT research and membership issues should be formed (Chao, 2003). The vision for this committee was that would give "voice" to LGBT people within SIOP. Prior to this, though LGBT issues and concerns were being discussed in both research and applied settings, SIOP did not have a formal mechanism for this. Under the direction of the first cochairs, **Scott Button** and **Mikki Hebl**, this ad-hoc committee began exploring how to promote and encourage the awareness and scientific understanding of LGBT issues in the workplace.

The current mission of the LGBT ad-hoc committee is to increase favorable attitudes and awareness of LGBT

issues within SIOP, to encourage research on LGBT issues, and to promote the well-being of LGBT professionals in the workplace. The ad-hoc committee is currently structured into multiple "subcommittees:" research, outreach, policy, and SIOP planning. The committee is composed of students, academicians, and practitioners at multiple stages of their careers and is currently composed of roughly equal numbers of self-identified heterosexual and nonheterosexual SIOP members. Although the committee currently holds ad-hoc status, the goals of the committee are ongoing, and thus we will be petitioning for full committee status in the near future. The LGBT Committee presents an annual award to the best SIOP conference submission pertaining to LGBT issues, maintains ongoing partnerships with professional organizations such as Out & Equal, and meets regularly throughout the year to accomplish short-term goals. One of our most impactful accomplishments has been SIOP's adoption of a workplace antidiscrimination policy statement that supports the passage of the Employment Non-Discrimination Act, which we have publicized to key congressional lawmakers as they deliberate this important legislation.

What Is an Ally?

Although the focus may seem to be on LGBT-identified people, an important part of our community is allies. The term *ally* typically refers to individuals who strive to end oppression through supporting and advocating on behalf of "oppressed" nonheterosexual minorities (Washington & Evans, 1991). Although "allies" are traditionally thought of in terms of LGBT equality, the idea of supporting and advocating on behalf of others has been seen with other groups as well. For instance, feminists support equality between men and women, and many racial nonminorities are supportive of racial equality. Like these other groups, allies subscribe to the notion that individuals should receive equal treatment regardless of sexual orientation or gender identity. Contemporary research on LGBT allies is mostly qualitative in nature and typically conducted in education or counseling fields. However, this work highlights two broad types of behaviors that allies can engage in: *supporting* LGBT individuals in an interpersonal way and *advocating* on behalf of LGBT individuals in improving social conditions. Sabat, Martinez, and Wessel (2013) recently high-

lighted several opportunities to advance our knowledge of allyship into organizational contexts. The SIOP LGBT committee has made several strides in advocating on behalf of LGBT employees and promoting LGBT research. However, we believe that involving the broader SIOP community will be instrumental in creating substantial changes to workplace equality policies at the federal, community, and organizational levels.

We recognize that the name of our committee may sound exclusionary to some. Perhaps a longer name (e.g., LGBTQAAI Committee) would be more inclusive. However, the operational point to keep in mind is that the committee is focused on LGBT *issues* not LGBT *people*. In fact, a more appropriate name, which does not rely upon delineated categories among people, would be something akin to CEMA's name: The Committee for Sexual Orientation and Gender Identity Affairs. However, to avoid sounding like alphabet soup or losing brand recognition at the expense of technical correctness, we believe that "LGBT Committee" suffices.

Why Are Allies Important?

Allies are critically important in the pursuit of civil rights for any minority or stigmatized group, not just for LGBT individuals. Indeed, history has shown us the impact that allies have had in the Civil Rights Movement of the 1960s. Many non-Black civil rights activists at that time participated in sit-ins, marches, and freedom rides to show their support of racial equality. Of particular note is the fact that these allies typically fell victim to the negative repercussions that resulted from challenging the status quo.

In particular, as nonminority individuals, allies have (by definition) a numerical majority in social and workplace contexts. They also typically hold more power within organizational hierarchies, which also enables them to wield power that minorities cannot. With regard to socially stigmatized minorities, research has shown that minority group members receive negative backlash after standing up against even blatant discrimination, which majority group members do not (Kaiser & Miller, 2001). In addition, confrontations of prejudice enacted

by minority group members themselves elicit more negative responses than identical confrontations enacted by nontargeted majority group members (Czopp & Monteith, 2003; Czopp, Monteith, & Mark, 2006). These studies also show that there was no difference in subsequent prejudiced behaviors on the part of perpetrators of prejudice (prejudice was reduced in both cases). Thus, standing up for minority groups is equally effective in reducing prejudice, but allies do not typically receive negative backlash for doing so.

There are also very positive implications for LGBT individuals who have supportive allies. In organizational contexts, Ragins and Cornwell (2001) found that LGBT employees who felt supported at work were less likely to report discrimination and other negative workplace outcomes. Ragins, Singh, and Cornwell (2007) also found that the fears associated with not disclosing one's sexual orientation at work were related to lower incidences of disclosure in the workplace. Thus, if allies can show that they would be supportive of LGBT individuals, these individuals would be more likely to come out at work. Other work has highlighted the positive consequences of disclosing one's sexual orientation (Day & Schoenrade, 2000; Griffith & Hebl, 2002) and gender identity (Law, Martinez, Ruggs, Hebl, & Akers, 2011) including more positive workplace attitudes and lower turnover intentions.

In summary, allies can wield power that may be unavailable to LGBT individuals, they are less likely to receive negative backlash after standing up for minority group members, and they can contribute to an organizational climate that encourages disclosures and authenticity at work, which is related to more positive workplace outcomes for LGBT individuals. However, SIOP allies are in a unique position to contribute to workplace equality for LGBT employees. The SIOP membership represents an extremely talented, educated, and capable group of individuals who can have considerable influence in organizational and federal policies. We now highlight some specific things that SIOP members who believe that individuals are entitled to workplace and social equality regardless of sexual orientation or gender identity can do at this year's SIOP conference and beyond.

How Can SIOP Allies Participate in LGBT Activities at SIOP?

There are a number of LGBT-related activities at the annual SIOP conference, and this year is no exception. There is an annual full committee meeting, in which we recap the previous year and set goals for the following one. This is open to any SIOP member who is interested, not just committee members, and is a good way to get an overview of what the committee is currently working on. This meeting is scheduled for May 16 at 2:30PM, Room 301A, Hawaii Convention Center. There is also an annual LGBT reception, which is a less formal opportunity to network with individuals interested in LGBT issues. The presentations of the Best LGBT Submission Award are given at this reception as well. This is scheduled for May 16 at 4:30 pm, Nautilus Suite, Hilton Hawaiian Village. Both of these events are fantastic ways to get involved with LGBT issues at the conference, a relationship that can be maintained throughout the year through committee work between conferences. We also encourage you to sit in on symposia, poster sessions, and expert panels related to LGBT research. These sessions will highlight some of the interesting work SIOP members are doing relevant to LGBT workplace issues including selection, withdrawal, leadership, and work–family issues.

We sincerely hope that you will consider stopping in to the committee meeting to get more information about what we are currently working on and to the reception to chat. Our goals for this article were to clarify who we are as a committee and extend a heartfelt invitation to SIOP members who are interested in learning more. Looking forward to seeing you in Hawaii. Aloha!

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Remember to visit **SIOP's external award resource** for a select list of ongoing award opportunities. These external awards bring significant visibility and recognition to our members, SIOP, and our profession.

There are submission deadlines throughout the year.
We encourage you to check out these award opportunities and submit nominations even if the deadline is months away!

For more information, to tell us about a nomination or award, or to suggest an award to be included in the resource table, please contact the External Awards Committee at ExternalAwards@siop.org.

News From the SIOP United Nations Team

SIOP Representatives to the United Nations:

John C. Scott, APT*Metrics*
Deborah E. Rupp, Purdue University
Lise Saari, New York University
Lori Foster Thompson, North Carolina State University
Mathian Osicki, IBM
Drew Mallory, Purdue University
Alexander Gloss, North Carolina State University

The SIOP UN Team continues its efforts to bring work-, worker-, and employment-related theory, research, and practice to help advance the goals of the United Nations and increase I-O psychologists' potential for global impact. We remain dedicated to involving as many SIOP members as possible in these initiatives and will continue to look for opportunities such as the United Nations Agency Project described below. In addition to that project, please note that SIOP members can participate in this year's Psychology Day at the UN, which is focused on sustainable development and cochaired by Lori Foster Thompson. This event is described below along with information about registration.

Our team members are also involved in other activities that connect the work of the United Nations with the field of I-O psychology. Examples of these efforts include work with the Istanbul International Center for the Private Sector in Development, the Psychology Coalition at the United Nations, and the Global Compact, all described below. For ongoing updates and opportunities, please visit our SIOP United Nations Team group page on my.SIOP.

United Nations Agency Project

One aspect of the SIOP UN team's mission is to form partnerships with various UN agencies to identify potential projects for SIOP members aimed at applying I-O knowledge to help UN agencies accomplish their strategic goals. We formalized our first project last November and issued a call for expressions of interest for work on a talent management initiative being pursued by a major UN agency. Our vision was that teams of SIOP members with the requisite expertise (including academics and practitioners, as well as students) would be formed to "bid" on the project. Response has been very good, as two project teams have been invited to meet

with the agency and submit a full proposal. We are currently in conversations with other UN agencies to identify similar projects. Please be on the lookout for future calls.

Psychology Day at the United Nations

A full house is expected for this year's Psychology Day at the United Nations, which Lori Foster Thompson is cochairing. The event will take place at the UN in New York City on April 24, 2014. Space is limited, registration is required, and all SIOP members are invited to attend. The speakers will address psychology's contributions to the three pillars of sustainable development: social, environmental, and economic. Many SIOP members will recognize these pillars as they map onto "triple bottom line" commonly attended to by organizations interested in corporate social responsibility: people, planet, and profit.

Psychology Day's 2014 theme around sustainable development was chosen because of its relevance to some of the biggest issues being tackled at the UN today. As the Millennium Development Goals near their 2015 expiration date, the world's post-2015 development agenda is being discussed and defined. Although the details continue to be worked out, it is clear that a *human-centered* approach focusing on the three pillars of sustainable development is the way forward. Placing people at the heart of development requires a profound understanding of human behavior, judgment, decision making, work, social, and mental processes. Psychology provides the evidence base for this understanding.

For up-to-date information regarding registration for Psychology Day, please visit http://unpsychologyday.org. The program is reaching finalization, with an exciting line up of speakers scheduled, including experts spanning various subdisciplines and regions of the world. Maya Shankar from the White House will provide a behavioral economics perspective on the topic, as will Elke Weber, a psychologist from Columbia University. Saths Cooper will come from South Africa to share his perspective. H. E. Ambassador Carlos Enrique García González, Permanent Representative of El Salvador to the United Nations, has promised to make an appearance, as has John Lawrence, a psychologist working in the national human resource development sphere, who has a long history with the United Nations Development Programme (UNDP).

Istanbul International Center for the Private Sector in Development

Speaking of the UNDP, a team consisting of Alex Gloss, **Stuart Carr**, Dharm Prakash Sharma Bhawuk, and Lori Foster Thompson has been hard at work on a contribution to a foundational report being developed by the UNDP's Istanbul

International Center for the Private Sector in Development. The report as a whole considers barriers to and opportunities for poverty reduction from the perspective of various psychology subdisciplines. Alex, Stu, "Bhawuk," and Lori's contribution focuses on how research and theory from I-O psychology can facilitate this understanding. Various topics are covered, including the relevance of work analysis to socio-economic development as well as corporate social responsibility/engagement.

Psychology Coalition at the United Nations (PCUN)

SIOP UN representatives are members of the PCUN (Psychology Coalition at the UN), a recently formed group of psychology associations working together on UN efforts. PCUN meets monthly at the UN and is focused on gaining greater recognition for the value of psychological sciences for issues addressed by the UN.

Opportunities to participate at the UN include attending commission presentations and submitting written and oral statements to UN areas. Some UN areas of particular interest to SIOP representatives include social development, status of women, sustainable development, population and development, international labor organization, and associated agencies like UNICEF. Many of these UN areas provide opportunities to submit written and oral statements on topics of strategic importance. Recent statements submitted by SIOP UN representatives, in conjunction with other PCUN members, included I-O research on gender stereotypes, workplace discrimination, and the use of assessments and training as evidence-based solutions to these issues.

UN Global Compact

The UN team continues to partner with the UN Global Compact in identifying ways in which SIOP can promote the Global Compact principles surrounding human rights, labor, environmental sustainability, and anticorruption in organizations. If your employer is not currently a Global Compact participant, our team would be happy to meet with you to assist in this process. We are also pursuing ways in which graduate programs in I-O psychology can become official Global Compact participants, as well as incorporate the Global Compact 10 Principles into their curricula. We will continue to update you on these efforts.

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International Affairs Committee: Update and Announcements

Angelo DeNisi
Chair, IAC

The International Affairs Committee (IAC) is a standing committee of SIOP that is charged with providing a channel for communications among I-O psychologists around the world, hoping to help SIOP learn from what others are doing and also contributing to the global knowledge base on behalf of SIOP. The chair of the committee is appointed by the SIOP president for a 2-year term, and the committee members are appointed by the chair.

One of the most important charges for the IAC is to develop a SIOP White Paper Series. The purpose of these white papers is to allow SIOP and SIOP members to weigh in on issues facing HR managers and I-O psychologists around the world, and they represent a means by which I-O psychology can "give itself away" in a global society. Thus, the papers in this series are meant to address issues that are important for members worldwide, and for which SIOP members have some expertise to share. The White Paper Review Board, in charge of this activity, includes **John Scott, Soo Min Toh, Stuart Carr,** and **Lynda Zugec**. The board members began the process with a long conference call to discuss possible topics for forthcoming white papers.

Several topics were suggested, vetted by and voted on by the Board members, and two topics emerged as good candidates. The board then set out to identify teams who could produce the papers, and many more discussion followed. Thus, this is an ongoing process, but we now have firm commitments for two papers that should be ready later this year. They are:

1. Workplace Bullying: Causes, Consequences, and Coping Strategies, by **M. Sandy Hershcovis** (University of Manitoba), **Tara C. Reich** (London School of Economics and Political Science), and Karen Niven (University of Manchester), and

2. Youth Employment and Youth Unemployment Around the World (working title), by **Rosalind Searle** (University of Coventry), **José M. Peiró** (University of Valencia), **Berrin Erdogen** (Portland State University), and **Ute-Christine Klehe** (Justuc-Liebig University Giessen), with several other potential authors involved as well.

The IAC is also charged with the selection of a winner for the SIOP Best International Poster Award. This year, we

received a number of suitable nominees from **Evan Sinar** (SIOP Program Chair), and a subcommittee consisting of **Paula Caligiuri, Neil Anderson**, and **Donald Truxillo**; read the nominees; and came up with a winner. We are pleased to announce that this year's winner is "Developing Cross-Cultural Personality Norms: Which Grouping Method Is Appropriate?" by **Jack Kostal, Brenton Wiernik, Deniz Ones,** and **Joy Hazucha**.

All the authors are from the University of Minnesota, except for Joy who is at Korn-Ferry International. Their paper will be recognized at the poster session as well as at the International Member reception and the awards ceremony.

We look forward to both of these papers, and congratulate the winners of the best International Poster award.

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Use the redesigned my.SIOP to connect, collaborate, and follow your I-O colleagues in all-new ways. 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.

Highlights of SIOP's Programming at the 2014 APA Convention

Autumn Krauss
Sentis

SIOP's APA Program Committee is excited to report that Division 14's programming for the APA Convention is finalized and fantastic! Here are some highlights as to what is in store for Division 14 members at the 2014 APA Convention:

- Two theme tracks, each with full-day programming focused on the following topics:
  - I-O Psychology's Role in Supporting the Federal Workforce
  - I-O Psychology's Role in Supporting a Workforce Operating in High-Risk and Extreme Environments
- Three invited sessions addressing the following emerging I-O topics:
  - An Introduction to Humanitarian Work Psychology
  - How Psychologists Can Help Create Healthy Workplaces
  - The Emerging Field of Organizational Neuroscience
- Three paper sessions focused on the following core I-O topics:
  - Healthy Workers–Healthy Organizations: An Examination of Strategies to Facilitate a Healthy workforce
  - Cognitive Processes at Work: Insight Into Organizational Decision Making and Learning
  - Leadership Behavior: Implications for Performance and Creativity
- A symposium highlighting Options for I-O Psychology at the Undergraduate Level
- Two poster sessions showcasing current research and practice in Industrial Psychology and Organizational Psychology
- Two social hours, one jointly held with PTCMW, the DC-based I-O professional association, and the other jointly held with Division 5 of the APA (Evaluation, Measurement, and Statistics)

We hope you find that this program is of interest to you and that you think ideas learned at the conference could prove useful to your work. We have tried to highlight I-O research and practice contributions within our key areas of expertise along with contributions that I-Os are making to topics that bridge the gap to other APA divisions. We also colisted over 40 sessions being put on by other APA Divisions that will be of particular interest and relevance to Division 14 members.

As a reminder, the APA Convention is from August 7 to 10 in Washington, DC. Further details about the Convention can be found here: http://www.apa.org/convention/.

We are aware that the Annual Meeting of the Academy of Management is from August 1 to 5 in Philadelphia, just a short train ride from DC. Why not make the most of an east coast swing and get both management and psychology insights over the course of a week!

Finally, we really need to acknowledge the excellent work of our planning committee, who organized several high-value invited sessions, as well as our review team, who provided timely and thoughtful reviews of the open call submissions. A special acknowledgement should also be made to PTCMW and its members, who collaborated with us extensively on the theme track programming (http://www.ptcmw.org/).

If you have any questions about Division 14's programming or the convention in general, please get in touch at autumn.krauss@sentis.net. Otherwise, we hope to see you in the nation's capital!

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Don't miss out!

There is still time to register for the 2014 SIOP Conference in Honolulu!

ALOHA!

Notes From APA Council of Representative Meeting

Deborah Whetzel
Human Resources Research Organization

Rodney Lowman, John Scott, Lori Foster Thompson, and Deb Whetzel attended the 2 ½ day session of the APA Council of Representatives meeting in Washington DC on February 21–23, 2014. Similar to the meeting in Hawaii, a number of significant actions were taken.

One of the biggest changes was the "mega-issue" discussion of a topic of interest to the profession of psychology. The purpose of these discussions was to permit Council to influence APA policy as it unfolds. At small tables, we discussed the impact of the Affordable Care Act on psychology and psychologists. Although this may not seem particularly relevant to I-O psychology, to the extent that we were able to view hospitals as *organizations* and doctors and nurses and other health care professionals as *employees*, there was a lot that we could bring to the table. For example, hospitals and accountable care organizations need to be able to document their performance in a variety of ways (e.g., performance appraisal and other measurement methods), and this is one thing, among many others, to which our profession can contribute.

Regarding the restructuring of Council, Council voted YES to (7a) delegate authority for specific duties to the Board of Directors in a trial (3-year) basis. Delegated fiduciary responsibilities include:

- Financial/budget matters
- Hiring, evaluation and support for the chief executive officer
- Assuring alignment of the budget with the APA strategic plan
- Internally focused policy development

Council voted YES (7b; motion 1) to reconfigure the Board of Directors to include :

- The president, president-elect and past president, elected by and from the general membership
- The recording secretary and treasurer, elected by the Council
- The chair and chair-elect from the Council Leadership Team, elected by the Council
- Six members-at-large elected by and from the general membership,
- The APAGS past chair (elected directly by and from the APAGS membership)
- One public member appointed by the Board
- The chief executive officer (ex officio, nonvoting)

Council voted YES (7b; motion 2) to create a new Needs Assessment, Slating and Campaigns Committee (NASCC). This committee is charged with: (a) conducting an annual needs assessment and developing slates for seats on the Board of Directors and Council that are elected from the general Association membership, (b) soliciting and vetting candidates for the election slates, and (c) helping support the dissemination of information about, and conduct of, election to these seats. Members will have 3-year staggered terms. To avoid "king/queen making," individuals are not permitted to serve on the NASCC if they have served on the Board of Directors or Council in the past (1) year and are restricted from concurrent service for at least 2 years following service on the NASCC. That said, people can have two terms on NASCC.

Council voted YES (7c) to expand its scope to focus on directing and informing policy and ensuring APA policies are aligned with APA's mission and strategic plan. The Council will review and revise the strategic plan and identify and prioritize the major issues facing psychology and APA's efforts to fulfill its mission. This motion involved creating a Council Leadership Team (CLT) consisting of:

- Chair
- Chair-elect
- Past chair
- APA president
- APA president-elect
- APA treasurer
- Early career psychologist (ECP) representative
- 3 members-at-large
- APAGS chair
- CEO or designee (without vote)

Two models were provided regarding the structure of the Council. Both models included 1 vote per Division (54 CoR seats) and 1 vote for each State and Provincial/Territorial Association (SPTA; 60 CoR seats), and 1 vote each for APA president-elect, APA past president, and APA recording secretary. The two models differed in that one model included representatives from ethnic/minority groups, regional psychological associations, and members-at-large. The other model included representatives from areas within the discipline and important perspectives from the membership: education, science, public interest, practice, advocacy, health, ECP, APAGS, and diversity. These two models were not voted on, however, they were discussed extensively in small groups and as a large group over the course of the meeting. The end result of these discussions is that the Implementation Working Group will consider suggestions made by the large group and come to Council in August with additional possible models or variations on these models.
APA is in good financial shape. APA's

Standard and Poor rating is BBB+ and the fair market value of both its buildings is in excess of $60 million each. In addition to approving the 2014 budget, the 2014–2016 financial forecast, and the investment policy statement, the COR voted for the following:

Support for the Center for the History of Psychology: The Smithsonian Institution-affiliated CHP, founded at the University of Akron in 1965, holds some of the nation's most famous psychology artifacts, including the famed simulated shock generator used by psychologist Stanley Milgram in his well-known studies on obedience to authority; materials from the Stanford Prison Experiment by psychologist Philip Zimbardo; items on animal learning featuring the work of renowned psychologists Keller Breland and Marian Breland Bailey; and an exhibit on the research done by Kenneth and Mamie Phipps Clark that was instrumental in the case of *Brown v. Board.* Researchers from around the world regularly travel to work with the Center's extensive holdings. The CHP is recognized as the largest collection of its kind in the world.

Centralized Applications System for Graduate Education in Psychology: Designate funds to provide developmental support of APA's centralized application system for graduate education in psychology. The Finance Committee and the Board of Directors reviewed a detailed 6 year business plan in December 2013 that estimated a recoup of initial investment by year 2018 and recommended support for this designation fund.

Funding for Implementation Working Group (IWG) activities to restructure Council: At the August 2013 meeting, Council approved major governance changes and asked President Bersoff to appoint an Implementation Work Group (IWG) to develop specific plans to operationalize the changes. The Board requested that the consultants involved in GGP continue to provide limited guidance and content expertise on specific elements of the new system. A detailed communications plan was developed that included education of the membership on the purpose and merits of these changes, to increase the likelihood of a positive outcome to any bylaws vote. We also heard a presentation about the APA Practice Organization (APAPO). Briefly, the APAPO is a c(6) organization that focuses on advancing a particular trade and they engage in unrestricted lobbying in doing so. This is different from APA, which is a c(3) organization and, as such, cannot lobby. The APAPO works with the APAPO political action committee (PAC) that facilitates unrestricted giving and donations. To provide an idea of the size of APA and APAPO, APAPO's 2013 operating expenses were $4.67 million; APA's 2013 operating expenses were $104.88 million. Other issues that the Council of Repre-

sentatives voted on included:

- Voted YES to approve APA definition of early career psychologists as being within 10 years of the receipt of the doctoral degree.
- Voted NO to petition for a new division, Society for Technology and Psychology. The concern was the overlap with current divisions: Division 46, Society for Media and Technology, and Division 21, Applied Experimental and Engineering.
- Voted YES to approve resolution on Firearm Violence Research and Prevention.

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See you in Honolulu!
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Report of the SIOP Election Committee

José M. Cortina
Chair

Our most recent elections were the first since the SIOP Executive Board approved the refinement of several aspects of SIOP's election procedures. For a complete recap of these changes see "An Interview with Committee Chair **Doug Reynolds**" available online at: http://www.siop.org/article_view.aspx?article=957).

In her chair report last year, then President-Elect Tammy Allen reported that although the changes in election procedures might not have a noticeable influence on the outcome of the process, they should improve the transparency and clarity of the process. She also mentioned the need to address two further issues. First, some board positions receive a small number of nominations. Second, there is a need for continued review of the modified procedures.

These two issues appear to be inextricably intertwined, at least for the moment. The Election Committee (Reynolds, Allen, Cortina) discussed a variety of issues relating to elections during multiple conference calls, but the concern that was raised most often was the small number of people who received a substantial number of nominations for the positions other than president (Communications Officer, Conference and Program Officer, Research and Science Officer). In each case, two people received relatively large numbers of nominations. This in and of itself is not necessarily a problem. We must reiterate, however, that the election process begins with nomination. If there is someone that you the reader wish to see elected to a certain position, then we would ask you not only to nominate that person but to encourage others to do the same.

We also discussed the changes that had been made in time for the 2013 elections. Although changes may be made in the near future, the Election Committee, with the support of the Executive Board, decided not to make any additional modifications. The reasons were that it wasn't clear what changes, if any, ought to be made and that changes to elections procedures create disruptions to which members often require time to adjust.

In any case, as we noted in December, [http://www.siop.org/UserFiles/Image/Refresh/Voting_Results_2014.pdf] the results are in, and we had an abundance of excellent nominees. Thank you all for

your willingness to run. The total number of votes cast for President, Communications Officer, Conference and Program Officer, and Research and Science Officer were 803, 675, 729, and 749 respectively. The new Communications Officer is **Alex Alonso**. The new Conference and Program Officer is **Evan Sinar.** The new Research and Science Officer is **Fred Oswald**. Congratulations to you all! I look forward to hazing…that is to say…serving with you.

Last but not least, the president-elect is **Steve Kozlowski**! Congratulations to my old friend. It is the hope of every SIOP president that the president-elect be someone who lacks either the information or the temerity to do them serious damage in the introduction at the plenary session. Unfortunately, Steve has enough temerity to choke a pig, and he has 25 years of information upon which to draw, including my time in graduate school. Oh dear. Upon learning of Steve's victory, I felt…well… I probably felt a lot like Tammy felt when she saw that I had won: looming vulnerability, nausea, cold sweat, sleep crying, ricketts, rabies, scabies, eczema, the heartbreak of psoriasis, a deep and abiding need for a double martini, and a clinging onto the desperate hope that Georgia will, for some petty and unforeseeable infraction, ground Steve for SIOP Week 2015.

Actually, Tammy probably didn't experience that last part. That would just be weird.

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http://www.siop.org/conferences/

Obituary: Irwin L. Goldstein

Benjamin Schneider
CEB's Workforce Surveys and Analytics and
Professor Emeritus, University of Maryland

Irwin L. Goldstein—called Irv by everyone always—was born in New York City on October 4, 1937, the first child of Benjamin and Molly Goldstein. His father had emigrated from Russia in 1920 and his mother's parents had done the same a generation earlier. His father ran a candy store, working very long hours serving as a life-long role model for Irv. Irv grew up surrounded by family brought to the U.S. by his father. Nearby also lived Arlene (Micki) Isaacson, whom he met when he was 15 and married later, and whom he always described as his best friend.

After graduating from the even-then well-known Stuyvesant High School, he enrolled at Queens College but transferred to Baruch College (downtown City College, now CUNY) after meeting Angelo Dispenzieri, a kind, tough, smart, man whose demeanor was always lively, smiling, energetic, and welcoming—all traits that characterized Irv as well. After City College he enrolled in Psychology at Maryland and in his second year there he married Micki.

C. J. (Jack) Bartlett arrived from Ohio State University (OSU) in Irv's last year at Maryland to set up the Industrial Psychology program for which Irv originally thought he had come to Maryland; they became great buddies. Irv's first job after the PhD was at OSU in their Industrial/Applied Experimental program, but he and Micki missed the East Coast and family, especially after their first child, Harold, was born. When Jack Bartlett asked him to return to Maryland the story goes that Micki told Irv: "I don't know about you but I am going upstairs to pack." And so began the wonderful legacy Irv left at the University of Maryland as an academic (eventually chair of Psychology), a professional (eventually president of SIOP), and an administrator (eventually dean of the College of Behavioral and Social Sciences and then vice chancellor for Academic Affairs for the entire University System of Maryland).

Irv loved ideas, especially good theoretical ideas that had practical applications. He was at various times associate editor of both the *Journal of Applied Psychology* and the *Human Factor Journal*, and his very influential book on *Training in Organizations* went through four editions. SIOP is what it is today because of his efforts on its behalf. He was president of SIOP (1985–1986), and he planned and managed the first SIOP conference held in Chicago in 1986 with 600 in attendance; this year in Houston there were 3,800. These statistics fail to capture his amazing influence on SIOP members, but space does not permit an elaboration of them except to say that Irv WAS the first SIOP conference, and Irv made it happen.

As a practitioner, Irv was a frequent expert witness and was so effective in this role that organizations being served with consent decrees sought him out to be their guide. He loved working with colleagues like **Wayne Cascio** and **Jim Outtz** and **Shelly Zedeck** in his role as an expert witness, and more recently, companies (such as Coca Cola, and Morgan Stanley Smith Barney) sought his help in their attempts to become more sensitive and supportive and inclusive of diversity.

In his many academic administrative roles Irv was a mentor to all: graduate students, faculty, department chairs, and deans and campus presidents as well. Irv had had excellent role models to work from and he cared for excellence and hard work always—always with a twinkle in his eyes.

Irwin L. Goldstein died on March 18, 2013 surrounded by his family and in communication with his friends. He is survived by his wife and best friend of 42 years, Micki, his son Harold (who now teaches at Baruch College), his daughter Beth, and his four loved grandchildren (Miriam and Benjamin Goldstein, and Zachary and Ethan Purcell).

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IOTAS

Rebecca Baker
Xavier University

Transitions, New Affiliations, Appointments

The I-O PhD program at Auburn University is very pleased to welcome our new faculty member, **Jesse Michel**. Jesse will join SIOP members **Dan Svyantek** and **Jinyan Fan** as a faculty member in the Auburn I-O program in August 2014.

Jesse received his I-O PhD from Wayne State University in 2007 and has taught for the last 6 years in the I-O program at Florida International University. **Good luck and congratulations!**

Keep your colleagues at SIOP up to date. Send items for IOTAS to Morrie Mullins at mullins@xavier.edu .

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Coming Soon!

2015 Awards, Scholarships, Fellowship, and Research Grants will be accepting applications in early May!

Nominations will close June 30 so start thinking about a colleague to nominate today!

www.SIOP.org/awardsonline/

SIOP Members in the News

Clif Boutelle

When we think of the media, it is the major newspapers, magazines, and network radio and television that come to mind. Although they still remain important to any organization seeking to generate awareness about itself, the Internet has created a whole new avenue of media outlets that should not be overlooked. In fact, more and more organizations are utilizing Internet sites and social media to tell their stories.

And a growing number of SIOP members are finding their way onto Internet sites because writers, whether mainstream media or on the Internet (often reporters are writing for both), still need credible resources. So, the opportunities for media mentions are expanding and that is good for the field of I-O psychology and SIOP members.

Following are some of the press mentions, including online sites, that have occurred in the past several months:

Earlier this year the Bureau of Labor Statistics released its fastest growing occupations list for the next decade, and industrial-organizational psychology was at the top of the list, prompting some news organizations to want to learn more about I-O. A February 5 *ABC News* story, which was distributed to media outlets across the country, asked that question and described I-O practitioners and scholars as "versatile scientists specializing in human behavior in the workplace." SIOP President **Tammy Allen,** along with **Tracy Kantrowitz** and **Doug Reynolds,** were quoted in that and other stories. Kantrowitz said she wasn't surprised by the BLS ranking. "It's consistent with what we've seen in recent years. Applications to grad schools are way up."

Smart phones are not the workplace distraction some employers may think they are, according to research by **Sooyeol Kim,** a doctoral candidate at Kansas State University, that appeared in the February 19 *Business News Daily* and *Huffington Post*. The study's findings suggested that "having workers take small breaks on their phones through the day may positively influence their perceived well-being at the end of the workday," said Kim.

A January 13 story in the *Washington Post* covered a congressional panel investigating the feelings of low self-esteem and stress that afflicts federal workers. Testifiers included SIOP members **David Costanza** of George Washington University, **Eduardo Salas** of the University of Central Florida, and **Amy Grubb** of the FBI. However, the story

described industrial-organizational psychology as "government therapy" and consistently referred to I-O psychologists as therapists who counsel stressed out workers. There was swift reaction from the I-O community, led by SIOP President **Tammy Allen,** prompting the writer to follow-up 4 days later with a story clarifying that I-O psychology is "very different from that of a therapist with a client on the couch" but rather "I-Os provide science-based guidance to organizations, including the federal government" and "I-O is the application of psychology to the world of work." The writer also made reference to Wayne State University's **Alyssa McGonagle's** research in worker health and safety showing the impact of I-O psychology.

In January, SIOP's Visibility Committee announced its "Top 10 Workplace Trends for 2014," based upon solicitations from SIOP members. The top two trends were Big Data and increasing efficiency. Stories about the top 10 trends appeared in several publications including the January *28 Business News Daily* and *EHS Today*.

In a January 17 *IT Business Edge* story about women making better leaders than men, **Gordon Curphy** of Curphy Consulting Corporation in St. Paul, MN agreed that women, who are generally more collaborative by nature than men, are more effective leaders. He said there is a great deal of research that shows women are generally better leaders. "To me, leadership is all about building a cohesive, goal-oriented team that gets results. Women do a better job at that than men do."

Creating work teams comprising both genders is the most effective way to be productive, according to a study by **Kaitlin Thomas** and **Lynn Offermann** of George Washington University that appeared in the January 15 *Business News Daily* as well as other media outlets. "We examined the impact of team gender on several variables important to team success, including trust, cohesion, inclusion, and task/relationship conflict," said Thomas. The study randomly assigned 300 management students to teams. Some were predominantly female or male and some were gender-balanced. Gender balanced teams outperformed and were more effective than both predominantly male and female teams, she said.

Researchers at North Carolina State University have found that when job applicants realize an organization has viewed their social media profile, they are less likely to perceive the hiring process as fair; this could have serious repercussions for the hiring organization's reputation, said doctoral candidate **Will Stoughton**. The study was the subject of an article in the January 13 issue of *Sci-*

entific American. "When you think about the fact that top talent usually have a lot of choices as to where they want to work, it (checking social media profiles) really begins to matter," said **Lori Foster Thompson**, a coauthor of the study. She added that applicants have several ways of learning if employers are viewing their social media profiles. **Kristl Davison** of the University of Mississippi pointed out that screening job applicants' social media profiles is now routine, but few studies have assessed the practice's validity as a hiring tool.

Ethan Waples of the University of Central Oklahoma and **Bob Hogan** of Hogan Assessment Systems were featured in a January 10 story in the *Oklahoman* (Oklahoma City) about bad bosses. "Bad bosses typically blow up, show off, and conform under pressure," said Waples. "Companies look for somebody confident, commanding, and who can make decisions, but those behaviors used the wrong way can cause employees to lose trust in their leaders," he said. The most common downfall of poor managers is volatility and mood swings between good and bad, optimism and pessimism, Hogan said. The best way to choose managers is to ask the people who have worked for them in the past about their integrity, judgment, confidence, and vision, he added.

The Oxford Handbook of Retirement 2013, edited by **Mo Wang** of the University of Florida, has received extensive news coverage because it forecasts a difficult retirement for blue-collar workers. The story appeared in the January 10 *Louisville Courier-Journal* as well as *CBS News* and the *Associated Press* among other news outlets. Wang said it was a misconception that lower wage earners don't adequately prepare for retirement. He said they want to save toward retirement, but they can't because they don't have the earnings to do so. In addition, many people don't save enough for their own retirement because they lack financial literacy skills, he said.

In the wake of Mary Barra being named the CEO of General Motors, a December 11 *Wall Street Journal* article focused on how companies deal with passed-over high profile executives. **Paul Winum** of RHR International (Atlanta) was quoted in the story saying that whether top-level officers at GM leave depends to some extent on how Ms. Barra shares power with her longtime colleagues. In the case of one top executive, he said Barra "should frankly discuss his aspirations and any resentment over not getting the CEO role. However, if he really wants to be a CEO, he will leave." Winum was also quoted in a January 1 *Wall Street Journal* story discussing how turnarounds often aren't fast enough for demanding investors.

Tom Heetderks, of ResCare based in Louisville, KY, a national provider of home care to seniors and people with disabilities, contributed to *The Talent Equation,* a CareerBuilder publication, about the difficulty employers have in finding qualified candidates to fill job openings. He described ResCare's strong employment brand that aims to promote a positive culture for both potential recruits and existing employees. "As a key part of a larger, smart retention strategy, a winning employment brand is underappreciated as a powerful way to connect with and thus retain valued employees," he said.

Ben Dattner of Dattner Consulting in New York City was quoted in a November 4 story in *Fortune Magazine* about why professionals who build a career following one philosophy would personally indulge in the exact opposite behavior. For example, prosecuting attorneys who break the law, religious leaders who preach modest living while amassing fortunes, and primary care doctors who are overweight and smoke. "There can be deep psychological reasons for that. The areas that fascinate you can also be areas of weakness," he said. "We're often best at doing for others what we're worst at for ourselves."

The Week news magazine cited research by **Eduardo Salas** of the University of Central Florida for a story on team building. Identifying distinct roles is one of the proven ways to increase the quality of teamwork because teams work best when everyone knows their assignments, he said. "The only strategies that consistently deliver results are those that focus on role clarification: who's going to do what when the pressure gets intense."

Lynda Zugec of The Workforce Consultants contributed to a November 30 *CNN Money* story about volunteering and finding the right fit for those wanting to give back to their communities. She advised people to look closely at the organization and how it impacts the community, as well as what duties volunteers perform. Don't take the first thing that is offered, she said. She also was featured in the November-December issue of *Advantage* discussing steps that people can take to find the right occupation or career path.

Zugec was quoted in an October 30 *New York Daily News* story about how people should handle losing their job. "One of the most damaging things someone can do…is to harbor negative feelings for an extended period of time," she said. Another outlet in which Zugec was quoted was an October 31 *CareerBuilder* story about finding the right size company in which to work. For those who enjoy a variety of responsibilities, a small company may be a better fit, whereas larger

companies may offer more career development and training opportunities, she advised.

Please let us know if you, or a SIOP colleague, have contributed to a news story. We would like to include that mention in SIOP Members in the News. Send copies of the article to SIOP at boutelle@siop.org or fax to 419-352-2645 or mail to SIOP at 440 East Poe Road, Suite 101, Bowling Green, OH 43402.

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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

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: CSIOP, 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: ICAP, 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, 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. 17–18
SIOP Leading Edge Consortium. Chicago, IL. Contact: www.siop.org.

Oct. 24–25
River Cities I-O Psychology Conference. Chattanooga, TN. Contact: www.utc.edu/psychology/rcio/

Oct. 27–31
Annual Conference of the International Military Testing Association. Hamburg, Germany.
Contact: www.imta.info/Home.aspx .

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.)

Nov. 14–16
2014 Conference on Commitment. Columbus, OH.
Contact: fisher.osu.edu/~klein.12/ ComConf14/Commitment.htm.

2015

Feb. 25–March 1
Annual Conference of the Society of Psychologists in Management (SPIM). Austin, TX. Contact: www.spim.org.
(CE credit offered.)

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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