

TIP

The Industrial-Organizational Psychologist

Volume 52 • Issue 1

2014 Conference Wrap Up
New Column: The I-Opener
Branding
TIP Survey Results
And much more...



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INDUSTRIAL and
ORGANIZATIONAL
PSYCHOLOGY

SCIENCE FOR A SMARTER WORKPLACE

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The 10th Annual SIOP Leading Edge Consortium will be held October 17-18, 2014, at the Intercontinental Chicago O'Hare and is devoted to topics that are core to effective succession management, such as how to:

- Strategically align succession management with the organization's goals and future direction, making it a business imperative
- Effectively manage succession globally
- Identify and develop high-potentials
- Build talent pools that are strong, broad and diverse

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Make plans to join your colleagues in Chicago for a 1 ½-day event to learn about the latest insights and strategies for managing today's high-potential and succession challenges. It is an opportunity not just to hear presentations but to exchange ideas and best practices with respected peers in an environment designed to foster learning and networking.

Speaker List

Presenters and Panelists

Brad Borland, Kelly Services
 Kelly Burke, Payless Shoes
 Allan Church, PepsiCo
 Marc Effron, Talent Strategy Group
 Eric Elder, Corning
 Alexis Fink, Intel
 Joy Hazucha, Kornferry/PDI
 Robert Hogan, Hogan Assessments
 Cara Lundquist, LMCO
 Morgan McCall, USC
 Cindy McCauley, CCL
 Jeff McHenry, Ranier Leadership
 Timothy Murphy
 Matt Paese, DDI
 Caroline Pike, Ascension Health
 Mary Plunkett, Carlson
 Bill Redmon, Bechtel
 Vicki Tardino, Boeing
 Nancy Tippins, SHL/CEB

"Ask the Expert" Facilitators

Mariangela Battista, XL Group
 Mike Benson, Johnson & Johnson
 Paul Bly Thompson, Reuters
 Sarah Brock, Johnson & Johnson
 Erika Degidio, BMS
 Erica Desrosiers, Walmart
 Michelle Donovan, Google
 Matt Dreyer, Prudential
 Eric Elder, Corning
 Jana Fallon, Prudential
 Mike Fitzgerald, TRW
 Vicki Flaherty, IBM
 Elizabeth Kolmstetter, USAID
 Jean Martin, CEB
 Linda Simon, DirecTV
 Kim Stepanski, Pfizer
 Anna Marie Valerio, Executive Leadership Strategies

The consortium includes lunch on Friday and Saturday, breaks, and a reception on Thursday evening. Registration fee is \$495 on or before **August 29, 2014**. After the early registration deadline the cost is \$575.

Find more information at www.SIOP.org/LEC

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and the new SIO P logo
have been! Just send your
photo to jbaker@siop.org
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The Hilton Hawaiian Village
balcony proved to be a pictur-
esque spot for Lisa Peterson
(top left) and Christina Foster
(top right) of Xavier University.



Above: Marie Halvorsen-Ganepola at the
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Center: Lynda Zugec and Idowu
Ogunkuade with some SIO P swag!

Left: Maria Åkerlund and Sara Henrysson
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Honolulu/Waikiki beach!



A Message From Your President



José Cortina
George Mason University



By the time this article appears, we all will have been back from Paradise for a while. As of this writing, however, I've only been back for a few days. This means that I am hopelessly jetlagged and am therefore not responsible for any errors of omission, commission, or any other mission that appear herein.

Because I am newly returned from Hawaii, the success of the conference is still fresh in my mind. Attendance was down from Houston (we ended up with about 3,000 registrants) but that was expected. Those who did attend will, I think, agree with me that this was one for the ages. Everything seemed to go very smoothly, and the Convention Center was a 15-minute walk in the sunshine from the Hilton. I want to thank Dave Nershi and his incredible AO team for turning in such a flawless performance. Thanks also to Conference Chair **Robin "Shvitzy" Cohen** and Program Chair **Evan Sinar** for making sure that everything went according to plan.

Something to Consider

As you all know, SIOP hasn't used convention centers in the past. We have always wanted to stay relatively small and intimate, so we have restricted our site searches to cities that had hotels with convention space to accommodate our 22 (!!) concurrent sessions. It turns out that the list is rather short, which is why we sometimes have our conference in places like ##### and ##### (redacted, as usual, by **Tammy Allen**).

But if we became comfortable using convention centers more regularly, then the number of cities that we could consider would increase by a factor of at least 3. Seattle, San Juan, San Antonio, basically any city that begins with S would be possible. Our sites are chosen at least 5 years in advance (Philly, Anaheim, Orlando, Chicago,

and the Washington DC area are the next 5), so a change of heart wouldn't affect anything until 2020 at the earliest, but I wanted to plant the seed now. We will be using a CC in Anaheim, but it is next door to the hotel, so it won't feel any different from usual. In any case, if we expanded our horizons a bit, just think of the possibilities. Vancouver (the city, not the Jeff), Denver (the city, not the John), Charleston (not the dance), Tampa (maybe THAT's what "Tammy" is short for!!), and many other attractive venues become possible, the only downside being a 5 minute shuttle ride or a 15 minute walk. For now, I ask that you keep the possibilities in mind. Now, on to business.

Branding

Those of you who attended the opening plenary know all about the SIOP branding effort. Some of the details are outlined in a different article in this issue, so I won't rehash them here. It suffices to say that **Chris Rotolo, Doug Reynolds**, and their team put in an astonishing amount of work. They surveyed and/or interviewed hundreds of people, worked with branding consultants and graphic designers, and endured a great many discussions with the SIOP EB before settling on a final logo and tagline. They pored over every detail (e.g., and I didn't make any of these up: Should the I in SIOP have serifs? Which shade of red should SIOP be? Doesn't "smart" have

negative connotations in parts of Australia?), and I want the entire membership to know that no stone was left unturned, no constituency was left unsurveyed. I don't know if there is such a thing as a perfect brand, but there is such a thing as a perfect branding process. I know because I saw it with the SIOP branding effort.

Advocacy

Some of you had the chance to meet April Burke at the conference. April is the president and founder of Lewis-Burke Associates in Washington, D.C. Lewis-Burke represents SIOP and other similar sorts of organizations who want to have more of a presence among policy makers. I would encourage you to read more about their efforts over the past year in *TIP's SIOP in Washington* column, co-written by **Seth Kaplan** and Carla Jacobs; their introductory [article in the April issue](#) described the history of SIOP's work with Lewis-Burke. On this topic, I would point out two things. First, we have achieved more in the way of contact with legislative and funding agency staff in the past year than we had in the previous 10 years. Second, April got me to wear a tie!! If that doesn't convince you of her persuasiveness, then I don't know what will. We have a lot more work to do, but we are off to a good start.

Related to this is the work of the Government RElations Advocacy Team (GREAT), chaired by Seth Kaplan (Team members: **Lillian Eby, David Constanza, Daisy Chang, Becky Zusman, Jill Bradley-Geist, Andrea Sinclair**). This committee has worked with Lewis-Burke and with the EB to ensure that we are sufficiently nimble to respond to advocacy opportunities as they arise. For example, when Lewis-Burke needs experts to meet with congressional staffers on the effects of furloughs on employee well being, or on unemployment/underemployment, Seth's committee makes it happen. The GREAT team also coordinated meetings between SIOP members **Eden King** and **Lynn Offermann** and NSF officers in order to develop I-O funding opportunities. As I said, we are making progress that we have never made before. Thanks to everyone whose efforts have made this possible.

What the Future Holds

In one sense, I-O psychology is doing as well as it has ever done. A few months ago, the Bureau of Labor Statistics reported that I-O psychology is the fastest growing occupation... period. No profession is growing faster. This means that, among other things, organizations perceive value in what I-O psychologists do. And why shouldn't they? I-O psychology, when done by those who are adequately trained, really does improve organizations in nearly every way possible. Not that I'm biased.

That said, as I mentioned at the closing plenary, I am concerned about the state of our science. The publication system has developed a set of unwritten rules. Because they are unwritten, they are not known to all, and perhaps more importantly, they avoid the scrutiny received by the written ones. The result is what I perceive to be widespread publication of theories and findings that are just plain incorrect.

In the annual conference plenary, I used the example of degrees of freedom in SEM models. They are easy to count, and if they don't add up to the df reported by authors, then the reader has no way of knowing what model was tested. The work that my students and I are doing shows that df very often don't add up and that the problem may be getting worse, not better, over time.

There are many other examples. **Bob Vandenberg** and **Chuck Lance** have edited three books and a special issue or two describing statistical and methodological myths and urban legends (SMMULs). SMMULs reflect practices that are commonplace, even in our top journals, but have no basis in fact or reason. If it is possible to fill that many pages with statistical and methodological errors, then something must be wrong.

Academics often lament what they perceive to be the lack of application of

their findings to practice. But why should practitioners implement our findings when those findings are based on things like HARKing (Hypothesizing After Results are Known), unreported data sifting, and research design based on convenience rather than a desire to uncover truths about people at work? And if practitioners can't have faith in research findings, then where will they turn for the latest in enhancement of organizational effectiveness, employee well being, and so on? This is a problem for all of us, not just the academics. The solution, which I intend to pursue this year and forever after, is twofold.

First, we have to reward good research practices. For example, we claim to want more field experiments, but then we subject them to greater scrutiny than we do to simpler studies (see King et al., ORM, 2013, to see what I mean). As another example, we all recognize in principle the importance of replication. But if you want your work published in a good journal, you had better do a whole lot more than replication. As a result, no one replicates (see Kacmar et al., 2000). Second, we have to root out bad practices. In order to do this, we have to know which practices to look out for and how to detect them. If you don't know how to count df, then you can't discover if a given author has reported the correct ones. But even those who know how to count df usually don't because it

hadn't occurred to them that df might be incorrect. Reviewers need to be on the lookout for certain common mistakes. In order to make this happen, we need a more systematic approach to developing reviewer KSAs. This will be the theme for the theme track that Program Chair **Scott Tonidandel** is putting together for the 2015 conference. I encourage all of you to attend those sessions. After all, who wants to be the reviewer who failed to see the wool being pulled over their eyes?

In Closing

In addition to those whom I have already thanked, I would like to thank Past Presidents Tamtastic Tammy Allen, Doug Reynolds, **Kurt Kraiger**, **Ed Salas**, **Adrienne Colella**, **Mike Burke**, **Ann Marie Ryan**, **Lois Tetrick**, and though it pains me to say it, **Gary Latham** for their guidance and their stewardship of the society during my stints on the Board. Everyone who serves on the SIOP Executive Board has the same reaction: astonishment at the dedication of so many talented people: officers, council reps, committee chairs, committee members, and the marvelous staff at the AO. We don't always agree on what to do or how to do it, but we can all see that everyone has only the best interests of the society and of the profession at heart, and that makes the disagreements much easier to bear. This is a truly wonderful

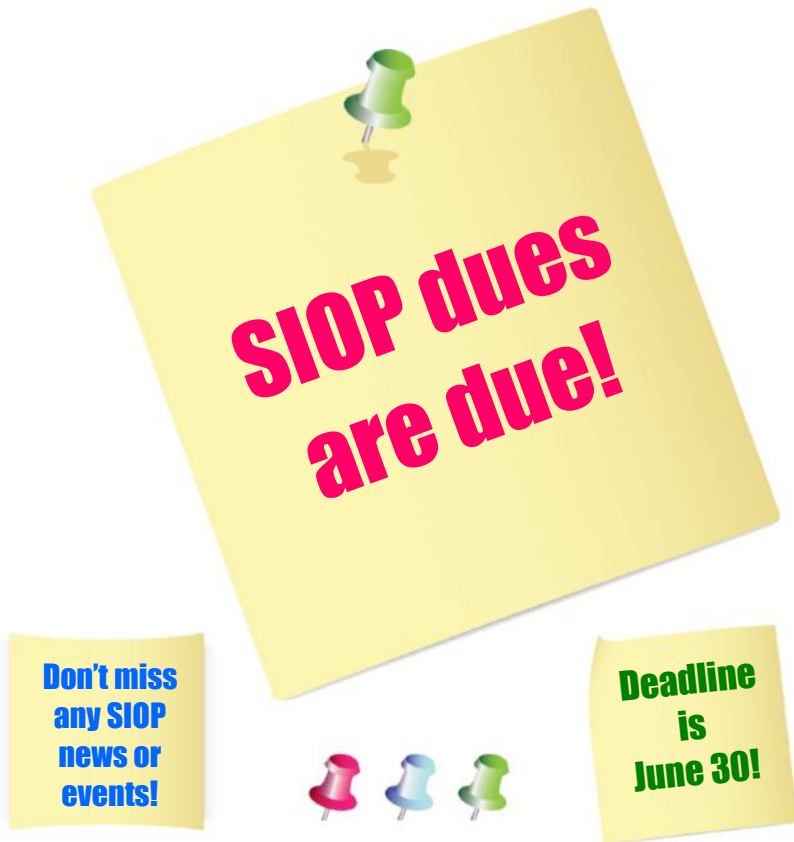
organization. As Tamtastic Tammy Allen said at the conference: Get connected! You'll be glad you did.

King, E. B., & Ahmad, A. S. (2010). An experimental field study of interpersonal discrimination toward Muslim job applicants. *Personnel Psychology*, 63(4), 881–906.

References

Kacmar, K. M., & Whitfield, J. M. (2000). An additional rating method for journal articles in the field of management. *Organizational Research Methods*, 3(4), 392–406.

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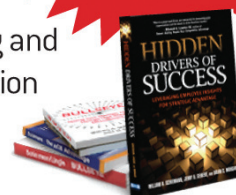
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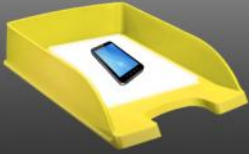
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The Editor's Out-Box



Morrie Mullins
Xavier University



Back to Reality!

The Honolulu conference is now behind us, and it was amazing! It was great to see and talk with so many friends and colleagues, and to hear even more about what the future holds for SIOP. The conversations from April's "Identity Issue" were well-represented in many presentations, and the rollout of SIOP's new brand and logo was everything we could have hoped for. Everyone involved in putting together the conference and helping things run so smoothly did a fantastic job. The team working on the Philly conference has quite the act to follow, but I have a feeling they're up for the challenge!

One of the things **Jose Cortina** talks about in his presidential column this issue is the possibility of opening up even more cities for future consideration. I'd never been to Honolulu before, but I've also never been to Philadelphia, or Anaheim, so the next couple of conferences definitely have my attention. Having more options available to us by utilizing conference centers isn't something I would have looked all that fondly on prior to my Honolulu experience, but I have to admit that the way everything flowed for the three days has me reconsidering that opinion. I, too, am a fan of cities that begin with "S."

Of course, Honolulu will necessarily be unique in many respects. Being up at 5 or 5:30 in the morning (when I'm NOT a morning person!), walking on the beach as the sun rose, going from session to session at the conference through open-air walkways that never let me pretend that I was at "just another conference," and of course, that amazing closing reception! It let me see the world differently, experience the world differently, and try things I'd never tried before. It also let me see things like this, taken on a hike through the rainforest above the city. (See next page!)



has a slightly different approach, and it's taken me a year and a lot of very helpful feedback to decide what mine would be.

Speaking of feedback, you will find a report on the aforementioned *TIP* survey later in the issue.

Becca Baker and I worked to analyze and accurately report what you, our readers, had to

Coming back from something like that is never easy, but with every column I got for the July issue, it got easier. (The deadline for columnists to have things in was the Friday after the conference, so I'd like to say to all of them: Thank you, team! You're amazing! Sorry about the time crunch!)

Related to that, you may notice a change in the organization of this issue. After a few conversations, at the conference and otherwise, I decided that I wasn't doing enough to highlight the hard work our columnists do. As such, starting this issue, *TIP* will lead with our editorial columns, followed by our peer-reviewed Feature articles and important news and reports. The reason for this change is that over the past year, it's become clear to me that the columns are the heart and soul of my vision for *TIP*. This is no slight to any prior editor; as I was told when I started, every editor

say. We offer some amount of interpretation and also thoughts on both the actions that we've taken so far and the ones that are still underway. In order to provide a broader perspective, we asked members of SIOP's leadership to comment within the report and are grateful to **Doug Reynolds, Tammy Allen, and Jose Cortina** for having taken the time to do so. I ask that you please resist the urge to overinterpret the placement of the report—I promise, I'm not trying to “bury” it! (Not that this would do any good because once you navigate to the *TIP* Home Page, you can select any single article you want—one of the changes made because of the survey!) Rather, I didn't want to have it overshadow any of the great columns or peer-reviewed feature articles in the issue.

Which, I think, I ought to go ahead and talk about. Just a bit.

As noted, our new president, Jose Cortina, kicks things off with a recap of some conference high points, and notes about ongoing initiatives. We've got a letter from **George Graen**, and then I'm happy to introduce two new columnists, one with an entirely new column! First, *TIP* welcomes **Rich Tonowski** of the EEOC; Rich is taking over the **On the Legal Front** column from **Art Gutman** and **Eric Dunleavy**, and for his first piece shares with us some updates on adverse impact and what's going on with the EEOC.

Then **Steven Toaddy** offers his first installment of **The I-Opener**, a column that promises to push boundaries and get us to think more broadly about our science and practice. **Paul Muchinsky**, fresh off a very engaging master tutorial on humor in Honolulu, offers a column that I'll not editorialize about at all, other than to say that it's probably my favorite thing of his that I've read and I've been itching to publish it since he sent it to me alongside his column for our April issue!

In the **Practitioners' Forum**, **Amy DuVer-net** and **Eric Popp** provide a great overview of a hot topic, gamification in the workplace. Look for more on this in future issues of *TIP*, and if you've got something you think might be of interest to our readers on the topic, send me an [email](#)! Both research and reports of how implementation or other issues with respect to gamification have been handled are things I'd be very interested in.

Seth Kaplan and Carla Jacobs return with another installment of **SIOP in Washington**, this time focusing on issues relating to the NSF, and **M. K. Ward** and **Bill Becker** interview Professor Wendong Li for this month's **Organizational Neuroscience**. **Tori Culbertson**, in **The Academics' Forum**, does her part to break down the academic–practitioner barrier by attending SIOP's preconference workshops—and loving them! Her piece will definitely have me looking at changing around my schedule when I'm planning for Philly.

Our **TIP-TOPics** team this issue is **David Caughlin**, **Tori Crain**, and **Joe Sherwood**. They lay out some very interesting thoughts on how to make a graduate program more visible. Meanwhile, over in **Max. Classroom Capacity**, **Marcus Dickson** welcomes a new coauthor, **Julie Lyon**, so please, join me in welcoming Julie as well! Their column focuses on the opportunities that arise when we take our classes outside the classroom—and really, who doesn't love a good field trip? Of course, Julie kind of takes that to the n^{th} degree!

Lori Foster Thompson and **Alexander Gloss**, in this issue's **Spotlight on Humanitarian Work Psychology**, interview national human resources development expert Dr. John E. S. Lawrence, of Columbia University. **Rob Silzer** and **Chad Parson**, in **Practice Perspectives**, offer data-focused insights into SIOP's Professional Practice and Organizational

Frontiers Series and update their yearly “dashboard” relating to SIOP recognition. And we say good-bye to **Alex Alonso** and **Mo Wang**, who will be leaving the **International Practice Forum** after this issue. They won’t be going far, though, as you’ll see! Check out their column and find out who will be stepping in, starting in October.

The **History Corner** gives us a double-feature this month, with new History Chair **Jeff Cucina** wishing *TIP* a happy 50th birthday (which happened some time during the month of June), then teaming with outgoing History Chair **Kevin Mahoney** to give us another installment of SIOP’s Living History Series in which they interview **Paul Thayer**. Welcome, Jeff, and thanks again, Kevin!

We wrap things up with an excellent installment of **The Modern App**, in which **Nikki Blacksmith** and **Tiffany Poepelman** talk about the intersection of social media with recruitment, an update from the SIOP Foundation about the Dunnette Prize courtesy of **Milt Hakel**, and a guest piece from **Fred Morgeson** in which he introduces readers to the *Annual Review of Organizational Psychology and Organizational Behavior*. Finally, **Charles Handler** provides an insightful commentary stemming from his experience at this year’s annual conference about I-O’s need to adapt and the competencies we need to be developing for the future.

Our Features this time are a nice mix. To start, we have **Sean Robinson**, **Evan Sinar**, and **Jamie Winter** expanding on a piece they originally presented at the 2013 SIOP conference in Houston, focusing on using LinkedIn in a relatively novel way. **Tom O’Neill** and **Blake Jelley** continue the recent theme of teaching practitioner skills, this time from the perspective of something many of us have tried, incorporating practical experiences into I-O courses. The advice here is potentially useful both at the graduate level and the undergraduate.

Mark Rose, **Oksana Drogan**, **Erica Spencer**, **Elizabeth Rupprecht**, **Neha Singla**, **Elizabeth McCune**, and **Chris Rotolo** don’t quite win the award for “longest author list” in this issue, but they do provide some very timely data about how aware different constituency groups are of the I-O and SIOP brands. This information can and should inform SIOP’s strategic decision making, going forward.

Rob Tett, **Ben Walser**, and **Cameron Brown** offer up their finale for the 2011 SIOP Graduate Program Benchmarking Survey. Rob and his team have done a ton of work on the design, analysis, and reporting of this massive project, and this summative paper speaks to the depth and breadth of their commitment to providing something that will be useable by graduate programs for years to come. Thank you, Rob, Ben, Cameron, and everyone involved in the prior articles!

The last of the Features (and the transition to our Reports, because that's what it is) is our summary of the results of the *TIP* survey mentioned earlier. There were undoubtedly many other ways that we could have analyzed and reported the data, but to me, the story is clear (we need to keep focused on improving the reader experience!) and best presented without a lot of statistical bells and whistles. There are things we are already doing differently as a result of the survey, and others that are still "works in progress." Our first issue, and the fact that when it launched we only really publicized the "flipbook" option that many of our readers found nonintuitive, turned a lot of folks off. Every issue is a new learning experience though, and we're not going to stop trying to find ways to make *TIP* everything you deserve it to be. I'd like to once again thank Doug Reynolds, Tammy Allen, and Jose Cortina for providing commentary about the decision to move from print to digital; much of the information Doug provides can also be found in the minutes for SIOP's Executive Board meetings, which are available on the SIOP web page for all our members.

Our Reports offer some great insights into other things that have been going on and things that are yet to come. **Robin Cohen** and **Evan Sinar** recap Honolulu, and Tammy Allen provides some information about the presidential coins awarded at the conference. Then **Kristen Shockley**

and **Eden King** give us a glimpse into the future and layout a timeline for the 2015 Philadelphia conference.

Drew Mallory, John Scott, Deborah Rupp, Lise Saari, Lori Foster Thompson, **Mathian Osicki,** and Alexander Gloss bring us a report from the SIOP-UN team about the seventh annual UN Psychology Day. It always amazes this I-O in Cincinnati just how far our field's reach has spread. **Tracy Kantrowitz** provides her final update on behalf of the Professional Practice Committee and welcomes her successor, **Mark Poteet**. The work Tracy describes that's been done by the Professional Practice Committee is a great example of all the ways SIOP is making I-O itself into a sustainable entity.

We close with an obituary of **Robert J. (Bob) Lee**, as remembered by **Michael Frisch, Anna Marie Valerio,** and **Cynthia McCauley**, and wrap up with IOTAs from **Rebecca Baker**, SIOP Members in the News from **Clif Boutelle**, and upcoming conferences and meetings courtesy of **Marianna Horn**.

I say it later in the issue, but it bears saying here as well: Thanks to all of you who read *TIP*, and all of you who took the time to fill out our survey earlier this year. There's a new survey in this issue—and this time, there are prizes! Check it out, and let us know what you think of our content.

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Letter to the Editor



What Was, What Is, and What May Be In OP/OB Revisited

To the Editor of *TIP*

Lyman Porter and **Ben Schneider's** (2014) brief history of the OP and OB fields from their roots omitted many early events. In addition to the Yale school, major contributions were made by researchers in many private and public universities. Personally, I began studying applied psychology and human resource management in the late 1950s at the University of Minnesota and taught at the University of Illinois Psychology Department for a decade, joining the new Society of Organizational Behavior in 1976 and becoming head of the Management Department at the University of Cincinnati where I spent 20 years. I've spent the last decade editing *LMX Leadership: The Series*.

The 50s and 60s were exciting times at Minnesota as we transformed from the WWII military and industrial psychology to organizational. We had Paul Meehl, **Marv Dunnette**, Rene Dawis, and **Karl Weick** as mentors and **Milt Hakel**, **Bob Pritchard**, and **John Campbell** as peers. Psychology at Illinois also was exciting with Lloyd Humphries, Joe McGrath, Harry Triandis, and Chuck Hulin.

As I experienced the giant wave of "O" of research, it came crashing in on both industrial psychology and management. Attention moved from the passive employee to the proactive resident of the man-made world of the organization. A main question was how employees designed and changed their home away from home. Research interest shifted from fitting people into machines to the methods that people could use to personally master technology and create prosperity for their company and families. This new design of people's workshops re-



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quired a critical review of many things that the “I” world took as someone else’s concern. We now can understand how Google creates entirely new designs for innovator’s workshops and how they can value employees as much as customers (Grace & Graen, 2014). How they use the methods of “O” to discover what aspects of design of the entire enterprise is most productive and engaging. In short, Google designers start with big data and tailor the conditions for sustained creative performance and performers.

In sum, organizational science covers the actors, the behaviors, and the context of the alliances between and among them. It does not seek universals but seeks to understand and prescribe what works better in particular combinations of ABCs (Graen (2014). Today, OP is different from OB, and complementary. OP focuses more on designing conditions for the better opportunities for talent to collaborate on developing the community that is productive and engaged in wealth creation. O behavior

complements this by finding better ways to manage the entire company for sustainability. In this way, both have important roles to play to welcome the new and promising millennial generation.

Your Servant,

George Graen
Fellow 1976

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**SOCIETY for
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SCIENCE FOR A SMARTER WORKPLACE

On the Legal Front



Rich Tonowski
EEOC



Author's Note: The views expressed here are those of the author and do not necessarily reflect the views of any agency of the U.S. government nor are they to be construed as legal advice.

Introduction

This is my first writing of **Legal Front**, having been invited by Morrie to take up where **Art Gutman** and **Eric Dunleavy** left off. I'm immensely proud to have this opportunity and humbled at the same time. I have two pairs of enormous shoes to fill, not to mention the long line of outsized footwear that came before. I can only try my best to measure up.

In the issues ahead, in response to SIOP interests, I hope to be providing coverage of areas of law other than the traditional concern with equal employment opportunity. To that end, expect to see bylines with names other than my own.

But the courts and EEOC have provided abundant material for this issue regarding EEO. Two recent federal appellate decisions regarding adverse (disparate) impact deserve attention for adding to an already complex legal theory. The news on EEOC is that the agency is determined to slug it out on various aspects of its strategic enforcement plan, regardless of setbacks.

Not Your Old Adverse Impact

Consider adverse impact. We've been told that it involves a facially neutral selection mechanism. That's not necessarily so in the Seventh Circuit, based in Chicago. In *Adams v. City of Indianapolis* (2014), two related cases involving (among other things) the city's police and fire department promotion procedures, district court held for the city. The instant point of contention was dismissing disparate impact claims because plaintiffs had also alleged intentional discrimination. The Court of Appeals affirmed but made a point of correcting the lower court on the neutral mechanism issue. Reasoning primarily from *Watson* (1988),

the appellate court noted “that subjective or discretionary employment practices may be analyzed under the disparate impact approach in appropriate cases,” and held that “an employment policy or practice may fall short of being intentionally discriminatory but nonetheless be tainted by bias; the presence of subjective bias does not remove the policy or practice from the ambit of disparate-impact theory.” Title VII never specified that the practice had to be facially neutral. Having reached this conclusion, the court ruled that the plaintiffs’ argument had a “complete lack of factual content directed at disparate-impact liability.”

The decision seems less at affecting the current case and more at getting interpretation of the law straight for the future. There’s been discussion in the law journals about how situations involving “unconscious bias” could fall through the cracks regarding discrimination theory. “Unconscious” negates intent and disparate treatment; “bias” negates neutrality and disparate impact. The court made it clear that one way or another these situations are covered. In current practice, cases might be filed as both treatment and impact, with the sorting out to be done by the court after all relevant testimony and evidence are discovered.

The Tenth Circuit, based in Denver, was the first appellate court to recognize in *Apsley v. Boeing* (2012) that statistical

significance did not always mean practical significance. The case involved the aircraft manufacturer’s sale of a subsidiary. The employees were laid off from Boeing, and those recommended by Boeing managers were hired by the new entity. Older workers tended to be not recommended, and the disparity was statistically significant, but the alleged shortfall was 60 people in a workforce of around 9,000. Federal EEO statutes do not define how to measure disparate impact or indicate how much is enough to take seriously. The previous appellate ruling on the subject came from the Philadelphia-based Third Circuit in *Stagi v. AMTRAK* (2010), an unpublished opinion that concluded that no (appellate) court had required a plaintiff to make an explicit showing of practical as well as statistical significance to establish a prima facie case of impact. It did so, although noting that the Second Circuit (based in NYC) had looked favorably on the “flip-flop rule,” whereby a defendant can show that statistical significance could be lost by changing the outcomes of one or two applicants.

Comes now the Boston-based First Circuit with *Jones v. City of Boston* (2014). At issue is drug testing police officers, cadets, and applicants for cocaine. The allegation involves false positives for African Americans that make for disparate impact; testing positive can result in unpaid rehabilitation suspension for current police personnel or loss of job. Applicants

can have their conditional offers of employment withdrawn. Testing positive is not a frequent occurrence. Over an 8-year span the White positive rate was 0.3% (30 people); for African Americans, it was 1.3% (55 people). District court granted summary judgment to the city.

The appellate court vacated the judgment and remanded. The decision stands in the tradition of *Stagi*, but the particulars are important. The court noted that the disparity could be viewed as only a 1% difference or as a positive test rate several times that of the other. The issue is “the extent to which we can be confident that the differences in the outcome, whether large or small, were not random.” The court did not find an adequate argument for doubting the existence of statistical significance. The city had urged consideration of the Four Fifts Rule as a measure of practical significance. Although acknowledging that “with a large enough set of data, even very small differences can be statistically significant” and there were good arguments for practical significance in addition to statistical significance, “we also confront powerful pragmatic arguments against adopting such a requirement.” The longest argument had to do with the statistical inadequacy of the rule. Rejecting it in this case “leaves us with no statute, regulation, or case law proposing any other mathematical measure of practical significance. . . . Ultimately, we find any theoretical benefits of in-

quiring as to practical significance outweighed by the difficulty of doing so in practice in any principled and predictable manner.” The court went on to note that showing statistical significance is not easy for plaintiffs, adverse impact is rebutted by a showing of the employment practice’s job relatedness and consistency with business necessity, and it will be tough to prove an effective alternative with less adverse impact when the impact is already small.

The judiciary seems willing to give plaintiffs their day in court if they can make a reasonable showing of numerical disparity, with statistics coming in an “infinite variety” and courts considering them on a case-by-case basis (*Watson*, 1988, plurality opinion citing *Teamsters* [1977]). *Jones* agrees with *Stagi* in that a prima facie case could be established with statistical significance alone. Practical significance does not moot a case just because of small numbers. The court took a 1% difference in positive rates seriously in a context where 1% is a lot. But the *Apsley* court was impressed by the alleged shortfall being less than 1% in the context of close to 9,000 decisions. Maybe context matters.

Regarding the appropriate statistical basis for determining adverse impact, further this writer sayeth naught. The SIOP Task Force on Contemporary Selection Practice Recommendations to EEOC has this as Issue #1. Eric leads it, and Art is on it,

along with several other luminaries of our profession. This effort is most timely.

EEOC: One Tenacious Enforcement Agency

EEOC has been making news this year. Much of this has involved procedural matters of discovery, time limits for filing charges, and the agency's obligation to attempt conciliation before litigation. There have been wins but also a few high-profile losses. Regarding employment selection, the issue of interest is use of background checks, specifically use of credit and criminal history. But not much of substance has transpired since Dunleavy and Gutman (2013) covered the topic. Two appellate decisions affirmed rulings against the agency. EEOC was assessed over \$750,000 for legal and expert costs in *EEOC v. Peoplemark* (2013) because it continued the case after it should have known there was no case. The problem was that a company official had indicated to EEOC a blanket policy of disqualifying those with felony convictions—and it wasn't true. EEOC had thought to go forward under a revised case theory without formally amending its complaint. Ultimately, EEOC withdrew the suit. In *Kaplan* and *Freeman* the district courts bounced the cases because of bad adverse impact statistics. The Third Circuit recently affirmed in *Kaplan* (2014), taking a shot at EEOC in the opening lines of the decision for going after Kaplan's using credit checks when the agency uses them also. Actually, substantive issues on credit checks were

not reached because of the numbers issue, either in the district or appellate court decisions; the complaint was not about credit checks, per se, but adverse impact in how the credit checks were used. This case involved EEOC's use of driver's license photographs for race identification because Kaplan's applicant race records were not complete. The judiciary was not impressed. *Freeman* (2013) involved problematic statistical analyses; the appellate decision is expected soon as of this writing. The next cases on the docket involve criminal history: a BMW plant and Dollar General variety stores. Also pending, Texas is suing the EEOC to prevent the agency's guidance on use of criminal history to trump state law and regulation for hiring into state government and school district positions. EEOC argues that its guidance is only guidance.

The agency lost an effort to expand a sex discrimination in pay case in *EEOC v. Sterling Jewelers* (2014). At issue was filing a national pattern-or-practice suit based initially on three locations. It claimed that it had anecdotal evidence of discrimination covering more, but it had not conducted an independent effort to gather national data. There was also the matter of Sterling having presented statistical analyses during confidential mediation proceedings. The court would not allow the reference to material that was under a confidentiality agreement. The argument got into one of the procedural fights that EEOC has

been waging, whether the courts have the right to review the sufficiency of EEOC investigations. This court held that it was not considering sufficiency; it was considering whether an investigation had actually occurred. Gathering some second-hand information is not an investigation. The agency has filed a notice of appeal with the Second Circuit.

A district court disagreed with the agency's comprehensive concept of racial discrimination in *EEOC v. Catastrophe Management Solutions* (2014). The charge centered on a woman applicant's having a version of dreadlocks. The issue of African American hair styles has been controversial lately, particularly for the military. The court held that Title VII did not cover mutable characteristics, "even a trait that has socio-cultural racial significance." The court added that culture was not the same as race and rejected the assertion that a racial discrimination charge could be based on "both physical and cultural characteristics, even when those cultural characteristics are not unique to a particular group." EEOC wants to go back to court with an amended complaint.

As commentators noted, had the issue of African American hair style been raised in the context of religious observance (e.g., Rastafarian), there probably would have been a different outcome.

EEOC is waging war on an additional front. CVS, the pharmacy chain, is headed

for court over the wording of severance agreements. The agency alleges that the wording is overly broad such that those entering into the agreements think they are waiving their rights to pursue a discrimination charge or communicate with the EEOC. Under § 707 of Title VII, the agency has authority to file suit to demand a change to a practice that embodies "resistance" to EEO rights, without a discrimination charge or pre-suit administrative process. The company and employer-side commentators indicate that agreements like this one are common practice and innocuous. That commonality gives the potential for major impact if EEOC prevails.

Lest anyone think that EEOC is on a losing streak in court, consider that in 2013 the agency brought 13 cases to trial; of these it won 11 jury verdicts, settled one with a consent decree, and lost a bench trial (Effinger, 2014). This doesn't count favorable settlements that contributed to record monetary recovery. Obviously the agency has had problems moving key cases; just as obvious is that it keeps coming back even after an initial loss.

Implications for I-O Psychologists

A plaintiff in a treatment case can get a jury trial, and a successful plaintiff can get compensatory and punitive damages. An impact case doesn't provide these benefits. The Seventh Circuit seems to have opened up an issue in

Adams of how much discrimination can “fall short of being intentionally discriminatory” to make a case impact rather than treatment. Those introducing selection procedures should document the legitimate intent behind their actions.

The Four Fifts Rule took a drubbing in *Jones*, and the court noted a lack of guidance regarding a “mathematical measure” for practical significance. Our profession has something to say about the latter. Statistical significance has become the norm for establishing impact. We await further developments on whether it is necessary or sufficient.

As for the EEOC’s activity on background checks, indications in the HR and legal blogs are that employers are getting the message and are adopting practices that will curtail adverse impact and be defensible. As Dunleavy and Gutman mentioned, a “matrix” that links job content with specific background checks seems a solution; such has been mentioned as a “best practice” prior to EEOC’s activity and is being mentioned by commentators now. Linking specific offenses to specific jobs itself would alleviate the “no convictions, never” issue. EEOC would like employers to go further, to consider the individual’s past behavior and its context in evaluating that person for future behavior. Professional involvement can help with these “subjective” assessments (i.e., involving human judgment) so

they do not result in arbitrary and capricious employment decisions. As for EEOC’s other activity, the emphasis seems to be on arguing application of legal theory, a matter to leave to the lawyers.

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Steven Toaddy
Louisiana Tech University

A Broader Perspective on Telework

I-O inquiry, if such a pursuit is consistently identifiable and meaningful, does not occur in a vacuum. Our field, inasmuch as it is demarcated from other organizational and psychological sciences, nonetheless celebrates a shared underlying scientific tradition and, in many cases, more-recent bridges in the evolutionary ladder—to neuroscience and learning theory and cognitive, developmental, and positive psychology in one direction and to human resource management (though we've recently [drawn fire](#) for our involvement there) in another, to name but a few. We may lament how we fail to lean on the advances made in these attached fields when conducting our own work.

For example, telework in its many guises and forms has been explored fairly well in the last decade or more within our field. The topic has received attention from the perspective of worker well-being and work-life balance (Golden, Veiga, & Simsek, 2006; Kossek, Lautsch, & Eaton, 2006), from the perspective of professional isolation (Golden, Veiga, & Dino, 2008), and from the perspective of leadership outcomes (Gallagher & Yonce, 2009). It has been tied to changes in performance (Golden et al., 2008; Kossek et al., 2006), commitment (Golden, 2006), and turnover intentions (Golden, 2006; Golden et al., 2008; Kossek et al., 2006; Morganson & Heinen, 2011). The scientist-practitioner orientation of SIOP has been captured in efforts to explore how and when to put telework into practice based on the best available scientific evidence available (DeLay & Morganson, 2009). Levels of analysis including the individual (Golden, 2006; Golden et al., 2006; Kossek et al., 2006) and the work unit (Morganson & Heinen, 2011) have been pursued in research. All of these efforts are laudable and contribute to a more robust understanding

and implementation of telework; they are sound examples of the power of sustained and focused I-O inquiry.

All of this acknowledged, I set out to open the floodgates on other perspectives a bit wider and see what we had perhaps been overlooking on this particular topic that originated in related fields. I reached out to people who had done (what I deemed to be) relevant work in economics, environmental science, communication technology, law, human resource management, political science, sociology, and technology. In the end, I sat down to have a protracted conversation with [Dr. Tom Prosser](#), lecturer in Human Resource Management at the [Cardiff Business School](#) within [Cardiff University](#) in the [United Kingdom](#). I was drawn to Tom based on the work that he had and his colleagues had done on and around the implementation of telework-relevant agreements in the [European Union](#). Tom hastened to remind me that his expertise was in European labor-market institutional development rather than telework but I would have none of it. I was looking for positions we had not considered previously, not those that fell comfortably close enough to our own discipline to simply reinforce our previous understanding. Here's what Tom had to say on the topic (with a bit of rearranging and my **emphases** added):

I-Opener: What are the major benefits of telework and teleworking?

Tom: In terms of benefits to the firm and the worker, telework involves a number of things. It allows workers to potentially **reconcile work and family life**, there are lots of workers who are involved in telework who are able to stay at home. It also **provides workers with that flexibility**. In terms of benefits for firms, it is a **very positive thing to offer to workers**. What I saw generally in my research was that **firms in countries like the UK**, sort of liberal market economies, **and Denmark, so Scandinavian countries, were generally quite optimistic about it**. They had a quite **relaxed view of workers working at home**, they didn't generally see any problems with it. **It does differ between sectors**; clearly if you're a builder or a waiter or a nurse, generally telework isn't possible. So I think really the benefits of teleworking are that it **gives flexibility to firms and workers** and that consequently it **can potentially increase productivity and commitment**.

I would say the research I did, what emerged is that that quite positive attitude was quite prevalent in **English-speaking countries**, I think because **employment relations tends to be more individualized** in countries like the United Kingdom and the United States. I would say that firms and workers are more relaxed about it, also of course the English-

speaking countries are relatively technologically advanced, if one compares them to countries in Europe, the east for example or countries in the developing world. I also get the impression **that the advantages of teleworking are perceived more in high-technology sectors, white-collar sectors** where there are generally high-skilled work and there tends to be more trust in relationships between high-skilled workers and their management, and also the occupational nature of high-skilled jobs in **professions like IT or finance** tend to lend itself more to telework, and so I would say in sectors that involve high technology and generally in Anglophone countries, there tends to be more perception of the benefits of telework. I saw also in Scandinavia—Denmark was where I did research—and in Denmark I think there was generally a fair amount of optimism. Firms and workers were more relaxed about it. They didn't see any of the potential threats that I'll get to in just a moment.

Understood. What are some of those threats?

Some of the threats of teleworking are, there are quite a lot, to start with a very obvious point: **Telework is just simply impossible for very large sections of the workforce**, if you're a builder or a nurse or a waiter or a cleaner or whatever, clearly teleworking isn't possible, and that's what I saw in my research on the implementation of [The \[Framework\]](#)

[Agreement \[on Telework\]](#). For many sectors, it simply wasn't applicable. In terms of the disadvantages of teleworking, for the sectors where it is available, there are quite a few. But in terms of the disadvantages, there are things like **isolation**, you see that certain workers who engage in teleworking can become isolated from their colleagues, if one is working at home one lacks that element of human contact. Indeed I telework myself occasionally and I really do miss that, you know, the kind of experience of being in the office and talking with friends or seeing students in my case, so there is a risk of social isolation. **From a trade-union perspective**, I guess that goes beyond social isolation in **that the potential for workers to collectively organize** and talk together about issues that face the workers as a whole, **that is diminished if teleworking is introduced**.

Also, there is the **lack of contact with management**, some managers, the ones who prefer to maintain day-to-day or hour-to-hour contact with workers, are quite touchy about that because they're worried about workers doing their own thing or not performing tasks as they should. There's also **sensitivity about company data being shared** or being saved on personal computers that are not controlled by the firm. I think **there's also an equal-opportunities issue** with teleworking, potentially there is a threat **of teleworking being offered to some workers and then not others**, so that's

an equal-opportunities risk. For example it might just be that white men are the ones who predominantly telework, or it might be that more educated workers, predominantly, telework. There is a chicken-and-egg question there, because it's the case that in the more technologically advanced sectors, one generally has workers of a certain profile.

I think there's also a big **sectoral difference**; there are certain sectors like construction in which teleworking simply isn't an issue. And I think it interesting that those sectors tend to be low-skilled ones. And there's also an issue of the concentration of those sectors in certain countries, I think in **the east of Europe**, and I did research in the **Czech Republic**, I have quite an interest in **Poland** as well. In countries where the society isn't as economically advanced, and there tend to be **low-skill sectors** in those countries, teleworking isn't as advanced, so I think that **teleworking is really more the preserve of the countries with more-developed economic systems**.

I think what really emerged most strongly is that in certain continental-European countries, I would say maybe the **Francophone** ones like **Belgium and France** or the **Mediterranean** ones like **Greece and Spain and Italy**, I would think that **trade unions are less enthusiastic about teleworking** because there's a perception that the teleworking **divides the workforce**, so the idea is that workforces should be united, that

workers should be able to fraternize on a daily basis and consequently **collectively organize**, and also, in those countries where there's more of a collective trade-union culture, there's less enthusiasm for teleworking. Of course teleworking exists in these countries, but I think in Scandinavian and Anglo-Saxon countries where there's a more individualized employment-relations culture, I would suspect that trade unions are more positive about teleworking. Another disadvantage of teleworking is **the lack of information** about things like **promotion opportunities or training courses** that are offered to teleworkers, because just merely being in a workplace or an office one is party to information about all sorts of opportunities, whether they're promotion opportunities or training opportunities or social opportunities, and the concern really is that teleworkers might not have access to them.

Also there is a **health and safety risk**: If accidents happen in homes, the issue then is who was responsible for the accident? Is it the individual as a **private citizen** or is it **the firm** because the worker is engaged in teleworking? I guess there are also issues about ergonomical arrangements, whether workers are working with proper equipment, equipment that allows them to carry out the tasks safely. I wonder whether even in sectors that are traditionally not hosts to telework, like construction, the higher skill tasks in them either have been or can be in the future completed via telework.

Yeah, sure, you know, of course, you have professions in those sectors, again, as you said, generally the highest skilled ones, the **managerial-grade occupations** in which teleworking is possible. An example is the **finance sector** because there are the **bank clerks** or the people who work in call **centers don't have the possibility of teleworking**. In fact, if you go **up the hierarchy, supervisors** or people who are doing more advanced tasks generally, yes, **do have the possibility of teleworking**. I looked at the implementation of teleworking in the Danish finance sector and insurance sector and that is what they said, they said the teleworking was a possibility for better-educated or higher-level professions. Recently in *The Economist* there was an interesting cover story on the effect of technology on occupations, and they were predicting that lots of [lower-skilled jobs will be done by computers in the next 20 years](#), and although that's not directly relevant to telework, it does raise a question of a **labor market developing** in the next few decades in which **more jobs can be performed via telework**.

And if you have one topic that you think (I-O types) should think about, what is it?

I would personally go for **isolation**. I say that for a number of reasons. One is that it's a kind of personal experience; I used to do quite a lot a few years ago, but I've by and large stopped doing it purely for the reason that I felt it was isolating me.

Sometimes I was **going 2 or 3 days without having a proper conversation with people**, and that is not nice. I think a major element of work and working is having proper social contact with people. And also in my profession, academia, there's a natural risk of isolation anyway because many days, today for example, I just sit in an office and don't see people unless I go to the canteen or the staff room. Also more broadly, because **we're living in a society that's increasingly atomized**, we have the rise of **social networking** and that **provides people with a kind of superficial form of community**, I'm not a psychologist, but I think that isolation and problems like stress and depression that might arise from isolation are ones that are increasing, so in a way, the fact that you're seeing the rise of something like teleworking isn't so helpful. I think the **isolation** issue is **also interesting from a trade-union perspective**. It was communicated to me by trade unions in Belgium that one of the reasons they had a problem with telework or had reservations about telework was because of the potential for workers to not be able to organize collectively in a trade union and to be **able to talk about relevant developments in workplaces**. So I would be very interested in the isolation issue, that that's my perception, anyway.

Very good. Anything else?

I think, generally, in my research I always adopt a **comparative perspective**, I study European labor markets comparatively, so what I always kind of emphasize is **the importance of looking at differences** between **countries** and **sectors** because there is quite a **substantial difference in the uptake of teleworking** in countries that vary in level of **economic development, individualization of employment relations, and concentration of sectors**. So I think that there are quite profound national and sectoral differences in teleworking between countries and sectors, so I guess that they really need to be appreciated.

In the end, some reinforcement of what we had already studied and understood wrapped, I thought, in a substantial layer of new topics to consider—from trade unions to cross-sectoral and national differences in attitudes about and implementation of telework. Cheers to Tom for his thoughts; let's see whether we'll heed them as we move forward as a field.

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The High Society



Paul M. Muchinsky*
Hypergraphic Press, Inc.

This column will most likely be appreciated more by the academic members of SIOP than the practitioners. However, all members of SIOP will understand the fundamental issue I am discussing. It is the story of a performance measure that suffers from criterion contamination. That performance measure is called the Citation Index.

Here is how it works. Journal articles conclude with a list of references cited within the article. These citations are tabulated per author to create what is called the Citation Index. All the index tells you is that some researcher's name was mentioned in a publication. The Citation Index offers no contextual information about why a researcher's study was cited, that is, whether it was in a laudatory, neutral, or pejorative manner. Think of it as a way to simply quantify name dropping. Most university administrators think the Citation Index is right up there with apple pie and mother's milk. It is supposedly of irrefutable quality, purity, and importance.

I wish to offer an opposing point of view. I begin with why authors like to drop the names of other authors. In most cases the name dropping serves a strategic purpose. The purpose is to influence a positive editorial decision about the submitted manuscript. People love to read about themselves. Dropping the names of people who are on the editorial review board, not to mention the editor, increases the likelihood such people will vote to further glorify themselves by approving the manuscript for publication. I have read rough drafts of manuscripts by colleagues. More often than not I see penciled notations in the margins stating, "Need to insert a few cites here." Authors are socialized to demonstrate they are highly knowledgeable of the scientific literature. The name-dropping phenomenon has reached epidemic proportions. In the past,

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articles that listed dozens of references were limited primarily to meta-analyses or other types of reviews of the literature. Now articles listing dozens of references are commonplace.

University administrators do not understand that citational name dropping is a form of social manipulation having nothing to do with quality. It is simply the game that authors have to play to transform their unpublished manuscripts into published journal articles. Furthermore, a few years back **Mike Campion** wrote a paper about reference citing in which he indicated often times the cited studies have little or no connection at all to the manuscript's content. It would take an astute reader who really knew the literature to recognize an incorrectly cited reference. It would be as if the reader said, "Wait a minute. The study you just cited didn't make that point." Or worse, "The study you just cited reached the opposite conclusion of what you stated."

So if you want a textbook example of a contaminated criterion, I offer you the Citation Index. I admit to you that I have been unsuccessful in getting university administrators to understand the folly of interpreting the Citation Index in the manner they love to do. In fact, I have grown very frustrated about the entire affair. But frustration can lead to creativity. What follows is a fantasy of mine. I present it for your enjoyment and entertainment.

At some university there is a dean who just *loves* the Citation Index for evaluating faculty. The dean makes a big national announcement. The dean says he will incentivize faculty behavior. He has identified a very wealthy donor who will cough up a \$1,000,000 prize to the researcher who has the highest Citation Index rating in the nation. Furthermore, the \$1M prize will be given each year, every year, in perpetuity. The dean will be center stage in this annual photo-op. Needless to say, the dean is the envy of all other university administrators in the nation for being at the vanguard of bold innovation in higher education. I have a plan to both win the money and educate the dean.

My brother-in-law is the editor of some highly influential journal. I am not talking just at the APA level, but something really big, like *Science* or perhaps *The New England Journal of Medicine*. He owes me. Last Thanksgiving he forgot to bring the dessert to the family get-together, and I had to cover for him. Now it is time for me to collect.

I deliberately design the worst research study in the history of science. It is an abomination, featuring one gaffe after the next. For openers, I state the purpose of the research is to address a topic of immense global significance: why some people say "pail" and others say "bucket." In the Introduction section I lay out the theoretical foundation of the

research by hypothesizing that 6th century B.C. Chinese philosopher, Lao Tzu, took a 1-year research sabbatical in Wyoming where he invented reggae music. The Method section details my use of that 1820s wonderment, phrenology: that the bumps and divots in our skull predict behavior. The Results section is a *tour de force*. I report negative standard deviations and raw correlations in excess of 3.00. The Discussion section extols how my findings are instrumental for sustaining human life on the planet Neptune. The Reference section includes citations to journals published before the invention of the printing press, as well as studies conducted about 100 years from now. I conclude the paper with an appendix riddled with correction formulas.

My brother-in-law pulls the trigger and the paper is published. Within days it goes viral. There are three phases of response. First, the paper produces a global firestorm of justified outrage and rebuke. In a rare display of interdisciplinary unity, the paper is annihilated both conceptually and methodologically from all quarters. Every journal and media outlet from *The Congressional Record* on down to *Dell Comics* chews it up. However, my Citation Index rating reaches the stratosphere. Not only do I have the highest Citation Index in the nation, it is the most heavily cited paper since the 1958 classic on the Hula Hoop.

The dean knows full well that I just took him to the cleaners. I also succeeded in making him look like a complete idiot. He balks at making the payment to me. I bring my son, a lawyer, to the meeting. My son introduces the dean to something called the law of contracts. Before you know it, I am holding a certified bank check for \$1,000,000 but receive no 8"x10" glossy capturing the moment. I split the prize with my brother-in-law. He could use the money as he is now looking for a new career. I tell my son I will remember him in my estate planning.

Unbeknownst to the dean, the wealthy donor is a kingpin of organized crime who agreed to the donations to enhance his civic legitimacy. Although it was widely rumored that I split the prize money, I tell the kingpin that the co-recipient was the dean. The kingpin concludes that university administrators are no better than members of his occupation. He dispatches a squad of goons to rehabilitate the dean's value orientation using particular pedagogical techniques with which they are highly familiar. However, prior to their arrival the dean is fired for having disgraced the entire profession of university administrators. With his newfound notoriety, the only job he can get is as a human speed bump at a remote fast food establishment. Nevertheless, the dean (now the ex-dean) remains a "person of interest" to the kingpin.

My actions through this paper serve to reform academia, as I just gave them an object lesson in how to beat them at their own game. All of academia now rejects the Citation Index. For the first time in history there is honest discourse about whether academic research does little more than advance the careers of those who do it. With restrained modesty I describe the entire affair in my textbook in the chapter covering organizational change. I artfully avoid addressing it from an ethical perspective.

Then comes the second phase. While everyone knows my paper was a sham, it becomes the object of study in the fields of psychiatry, abnormal psychology, and clinical pathology. Every journal, book, encyclopedia, and online publication in all the mental health related disciplines around the world republishes my article for the purpose of analyzing the aberrant cognitive processes evidenced therein. The paper is also heralded as a literary masterpiece reflective of dissociative disorders and schizophrenic reasoning by a deeply disturbed author. Following introductory segments written by the president of the Writer's Guild and the Chief of Psychiatry at Harvard Medical School, the article is published as a photographically illustrated paperback book. A colorized NASA photograph of the planet Neptune is particularly stunning. After being highly recommended by Oprah's book club, the

slender volume rises to fifth place in the nonfiction category of the *New York Times* best sellers list. The headline of the Modern Language Association's newsletter screams, "Move Over Dostoyevsky: One Crazy Russian Replaces Another!"

Once again, I make it to the #1 position in the national Citation Index. Once again, I bag another million dollars. I become the modern day Chubby Checker, whose iconic song, "The Twist," topped the charts in 1960 and, when it was re-released in 1962, again became #1. Mr. Checker and I are the only two performers in history to achieve recycled supremacy.

Then comes the third phase. By now the entertainment industry has discovered me. I do all the late night talk shows. I leave every host in tears of laughter by recounting the sham. United Artists decides to make a movie about it all. Robin Williams is selected to play me. Although I am often mistaken for Brad Pitt, given the nature of my character, I agree with the studio's choice. I attend the Hollywood premiere and sit next to one of the *Kardashians*. I don't know which one, and quite frankly I don't care. ABC runs with the idea and develops a half-hour sitcom about identical twin brothers, one who is whacked out but pretends to be normal, while his brother is the reverse. I get to do a

cameo in the season opener. My multi-media royalties are breathtaking. The kingpin contacts me and says he is most impressed by my capacity to generate revenue. He asks me to head up the solid waste division of his corporate enterprise. I politely decline but agree to be the stand-up comic-in-residence at his Las Vegas casino at an annual salary that makes the dean's prize look like chump change. My gig is in perpetuity. My first musical guest is Chubby Checker. I hire my brother-in-law as my agent and manager. I also agree to be the kingpin's business consultant at an hourly rate that makes me blush.

I locate the ex-dean and fly back in my private jet to meet with him. He doesn't seem all that glad to see me. I flash him the peace sign. He returns half of it. I hand him \$100 and tell him it's to incentivize his behavior. I thank him for my fame and fortune and tell him I owe it all to his Citation Index. He tells me what I can do with the Citation Index. Side-ways. As befitting someone incurring cognitive dissonance, I become a staunch supporter of the totally discredited Citation Index.

What goes around comes around. All things new are old. Things old are new to the young. So says Lao Tzu.

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Practitioners' Forum



Amy M. DuVernet
Training Industry, Inc.



Eric Popp
CEB

Gamification of Workplace Practices

Gamification is broadly defined as the application of gaming mechanics in nongame contexts (Deterding, Dixon, Khaled, & Nacke, 2013). Although the term first appeared in 2008, it did not receive wide recognition until late 2010 (Deterding et al., 2013; Kapp, 2014) when it first appeared on Google trends (Google, 2014). Just one year later, Gartner predicted that over 70% of Global 2000 organizations would use gamification for at least one process by 2014 (Gartner, 2011). Although we aren't sure if this prediction has been realized, the evidence that gamification is rapidly gaining traction is undeniable. Not only was it recently added to the latest edition of the Merriam-Webster's Collegiate Dictionary (Merriam-Webster.com, 2014), it was also listed as #5 on SIOP's very own Top-10 Workplace Trends for 2014 (Munson, 2013).

Moreover, a brief perusal of commonly trafficked websites provides a plethora of gamification examples. LinkedIn utilizes a number of gaming elements including progress bars and endorsements. The more recently popular FitBit technology and its associated application display a dashboard with badges, points, and leaderboard rankings. Even our very own my.SIOP has recently added a number of gamification elements (we'll share more on that below).

So what exactly is gamification, and how can I-O psychologists leverage it to improve organizational functioning? In this column, we review emerging work on gamification and highlight opportunities for research and practice.

Differentiating Gamification

Gamification is distinct from other similar concepts such as serious games and simulations. One major difference lies in the time cycle on which each operates. Games and simulations typically involve a definitive beginning and end. Game players and simulation users are typically aware that they are involved in a game or simulation. Each include an inherent outcome—a win/lose scenario or the completion of a task or set of tasks to end the session. In contrast, although gamified contexts include various elements that are common to games and simulations, they are typically intended to promote long-term engagement and provide less defined user paths with no clear beginning or end state. In gamification instead of developing a full game, gaming elements are layered over an existing program or context in order to amplify users' motivation to engage within that context (Kapp, 2014).

Although conceptualizations of gamification abound, common among them is the idea that gamification impacts user engagement through a number of psychological mechanisms including intrinsic motivation, goal setting, and competition. Thus, we, as I-O psychologists, are in a unique position to study those mechanisms and apply them in the workplace. Common elements that are typically “borrowed” from traditional games and applied in nongame contexts

include levels, badges, points, progress bars, leader boards, and virtual goods. Each serves to motivate users by providing feedback, recognition, status, and the potential for competition among users (Muntean, 2011).

Gamification in Training

Learning contexts represent a natural application of gamification, as motivation and engagement are pivotal for positive learning outcomes. Indeed, gamification has been highly touted as a mechanism for making learning fun and increasing learner motivation and accountability (e.g., Huckabee & Bisette, 2014). Moreover, the increasing use of e-learning within training and development initiatives makes the addition of gaming elements to learning contexts convenient and feasible. Gaming elements can be used to encourage participation and interaction in a virtual training session by awarding points or badges to learners when they interact with each other or the instructor. Levels, points, or badges can also be awarded to individuals as they complete learning modules or sessions. Similarly, leader boards can be used to motivate course completion by displaying other learners' progress throughout a training initiative.

A small, but nontrivial, percentage of organizations have begun incorporating gamification into their learning and development initiatives. Recent research con-

ducted at Training Industry, Inc. provides evidence for the increasing use of gamification in training, with the use of gamification in sales training growing from ~8% of organizations in 2012 to ~18% of organizations in 2013. Further, this research points to positive affective and utility reactions to the use of gamification in these contexts (Taylor, 2014). More evidence comes from case examples of gamification that emphasize improvements in performance, learning outcomes, and motivation. For example, Kapp (2014) describes how Pep Boys realized a 45% reduction in safety incidents and claims following the introduction of gamification into their training program.

Research, although sparse, provides some positive evidence as well, indicating that gamification within educational settings can, but does not always, lead to increased motivation and positive learning outcomes (e.g., Domínguez, Saenz-de-Navarrete, de-Marcos, Fernández-Sanz, Pagés, & Martínez-Herráiz, 2013; Rouse, 2013). But while gamification in learning initiatives has, arguably, received the greatest attention within the research literature, this line of inquiry remains an emerging topic with numerous unresolved questions.

Gamification in Selection

The potential for gamification to increase participant engagement and motivation makes it an attractive feature for selection

contexts, as well. There are several areas where gamification can enhance the selection process, including recruitment and assessment processes. Employee referral systems award employees points for everything from selecting an avatar to sharing a job posting (Ordioni, 2013). Job seekers can be encouraged to investigate openings with points awarded for completing a form or watching a realistic job preview video on a company's website.

However, applying gamification to selection assessments presents some unique challenges. In a learning context an employee may be allowed (or even required) to complete a training session multiple times to achieve a minimal score. Once the session is complete they may be rewarded with points or a badge. When gamification is applied in a fitness initiative, employees may receive feedback on their relative standing in comparison with other employees. However, in an assessment application the goal is to measure a skill or characteristic rather than to train or motivate, thus repeated exposure to content or feedback may not be desirable. In addition, the long-term, open path approach common in gamification may be counterproductive in selection settings where candidates must complete all of the required material in a timely manner to meet the organization's applicant-flow needs. These differences between selection and other HR applications limit the degree to which previous research on

gamification training tools can be applied to selection tools, creating a need for targeted research on the gamification of assessments.

Content gamification (i.e., content is altered to be more game like; Kapp, 2014) may be a promising avenue for this purpose. For example, assessments have been created that include simulations, interactive or branching media-based SJTs, or problem solving games. Although this approach can provide numerous data points, our understanding on how to best utilize these data is still developing. As game elements are added to assessments, the test developer is well advised to start small, focusing assessment in specific and controllable aspects of a game (Handler, 2014).

Gamification in Other Contexts

Gaming elements can be applied in other workplace contexts as well. For example, they have been used to increase performance motivation in both sales and customer service contexts to drive revenue and customer satisfaction (Bunchball, Inc., 2012). Other uses include health incentive programs, employee engagement campaigns, and company specific employee knowledge repositories. Some of the most commonly recognized examples of gamification can be found on social networking sites. My.SIOP provides an excellent example; the portal encourages users to subscribe to various

forums and contribute their thoughts and ideas by linking badges and points to these activities. We spoke to **Zachary Horn**, SIOP's Electronic Communications Committee Chair, about the site, and he told us that in building these elements into the community, the committee first sought to identify goals that SIOP members hope to accomplish through participating in the portal (e.g., expanding their network, sharing ideas, etc.). They then linked each of these goals to specific gaming elements in order to provide tangible signals of accomplishment.

Future Research and Guidelines

While research is needed to provide evidence-based recommendations for the introduction of gamification into workplace initiatives, there is no shortage of guidelines for their use. For example, Huckabee and Bisette (2014) emphasize the importance of aligning game elements with business goals. Others recommend thinking of gamification as an unfolding process based on a long-term strategy rather than a short-term initiative (Bunchball, Inc., 2012). Huckabee and Bisette (2014) also stress that games must be challenging in order to be motivating; however, creating a challenging experience could be problematic in a learning and development context, where facilitation of learning is a central goal. They recommend striking a balance between challenging learners and making learning materials as accessible as possible.

Other promising avenues for investigation include the parceling of individual gaming elements' effects as well as the determination of their combined influence on business outcomes. Although some work has focused on perceptions of various elements (Hsu, Chang, & Lee, 2013), more research is needed to move beyond affective reactions to investigate the relationships between various gaming elements and more distal business outcomes. Finally, the potential for generational preferences for and against gamification have been the subject of a great deal of speculation (e.g., Kapp, 2014); research substantiating or refuting these hypotheses is certainly needed.

Thus, gamification represents an emerging trend that promises to spark research and application within the workplace. As a field, I-O psychology has a tremendous opportunity to lead the discussion around gamification and shape its use within organizations.

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Understanding the National Science Foundation

We are excited to share with you information about SIOP's new efforts to build its identity in Washington, DC to support federal funding for I-O research and use our research to help guide policy discussions. Each quarter we will report to you on new advocacy activities as well as our analysis of the role of I-O psychology in significant federal or congressional initiatives, such as the annual appropriations process and emerging national initiatives. We are excited about our early progress and look forward to working with you as we pursue these important goals!

Introduction

In March, SIOP leadership and Lewis-Burke Associates engaged in conversations about whether and how SIOP members are taking advantage of federal grants offered through the National Science Foundation (NSF) and how SIOP could strategically advise members to enhance the quality of their applications and chances for receiving federal funding. In April, Lewis-Burke facilitated a series of meetings for two SIOP representatives, **Eden King** from George Mason University and **Lynn Offerman** from The George Washington University, with six NSF program officers with the goals of:

- raising the visibility of I-O research and the cross-cutting applications of I-O research,
- informing SIOP of possible new interdisciplinary funding opportunities for which SIOP members may collaborate, and
- identifying best practices for SIOP members to build better relationships at NSF, better frame their research proposals to fit the NSF mission, and navigate the application process.



Seth Kaplan
George Mason University



Carla Jacobs
Lewis-Burke Associates LLC

The information below is meant to be a resource for SIOP members who wish to learn more about the agency and seek federal funding. This *TIP* article is one step that SIOP is taking to be more strategic in supporting members in efforts to seek federal funding for I-O research. SIOP will continue to work with Lewis-Burke and with the Scientific Affairs Committee on other activities to support members in this area.

About the National Science Foundation

The National Science Foundation (NSF) is a \$7 billion independent federal agency with the sole purpose to support extramural basic research. NSF is led by one director, Dr. France Cordova, who was sworn-in in March 2014. NSF employs both permanent and “rotating” staff. Rotators are staff members who are “on loan” from a university or another research organization to work at NSF over a certain period of time, usually ranging from 1 to 4 years. There are currently several “rotators” who are SIOP members. NSF is organized into seven research directorates.

I-O psychology aligns most directly with core programs within the social, behavioral, and economic sciences (SBE) directorate. NSF 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, social, behavioral, and economic science has found its ways into several programs across NSF, including large scale trans-NSF initiatives that involved nearly all parts of the foundation. One example is the Science, Engineering and Education for Sustainability (SEES) initiative, which involves multiple NSF directorates and offices.

In 2011, SBE released a new strategic plan, *Rebuilding the Mosaic*, which represents a vision for social, behavioral, and economic science at NSF over the next decade. The research community was heavily involved in the development of the roadmap. Following the exercise, NSF is working to enhance interdisciplinary research and give initial preference to four areas of research over the next 10 years: (a) population change; (b) disparities (broadly defined); (c) communication, language, and linguistics; and (d) technology, new media, and social networking. These themes are being prioritized through SBE’s core programs, and new interdisciplinary programs have been created to encourage proposals across multiple disciplines.

How the NSF Proposal Process Works

The NSF has a formal peer review process in place to determine the quality of proposals.

- Proposals are submitted via online submission platform called FastLane

to a specific program by a specific deadline. Deadlines are available via program websites (provided later in this article) and are often standardized from year to year.

- The first step in the review process is for the program officer overseeing the specific program to identify whether each proposal meets the qualifications for review. For example, is the correct information in the correct format for the biography, are the correct number of pages used for the abstract, and so on. Some of these items are required in advance of the submission through the FastLane platform; however, meeting the required budget, including data management plans, font and margin size, and other items may determine whether a proposal moves on to the next stage.
- Once a proposal has been approved for meeting the requirements, it moves on to a peer review process made up of a panel of at least three scientists with relevant expertise. The scientists read the proposal, engage in a discussion, provide written feedback, and score the proposal. This part of the review is based on two criteria that have been set by the National Science Board (NSB): intellectual merit and broader impacts. Intellectual merit refers to the potential to advance knowledge within a particular field, and broader impacts refers to the ability to contribute to meaningful societal out-

comes. Once this process is complete for each of the proposals for a given program, the program officer reviews the scores and recommends proposals for funding.

- The proposals recommended for funding are either approved or denied by the directorate's deputy director, and those approved receive funding. Note that anytime during the review process a proposal can be removed from the system and returned without review if it does not meet requirements included in the solicitation.

Advice for Engaging With Program Staff

During our meetings with NSF program staff we came away with several key takeaways. First, I-O psychology is seen as a valuable field, and program staff was knowledgeable about I-O psychology and its varied applications. A recurring theme throughout several meetings was that I-O psychology proposals to NSF are often too applied and atheoretical, focused on applications rather than theory. Program staff stressed that basic research can be conducted in an applied setting, but it must answer a foundational question. It should also explain why the proposed study population and environment are appropriate for studying the theoretical scientific questions. In other words, why are these good settings to study the fundamental question?

Carefully Consider the Merit Review Criteria

The most significant take away from our meetings was the recommendation to I-O psychology researchers to focus on the intellectual merit review component in the creation of research proposals. Each program officer we met with had very positive feedback on the broader impacts that SIOP members include in proposals. They suggested this would be a key benefit in larger, interdisciplinary team, as other disciplines sometimes struggle with this. When it comes to intellectual merit, program staff expressed concern with the way I-O researchers frame their research proposals and encouraged more careful consideration of and focus on this component.

Ask for Guidance

Feedback from each program officer the SIOP group met with included openness to engaging with researchers via email and/or phone in advance of proposal deadlines to provide feedback on potential research questions. Program staff noted that this service is widely utilized and that NSF staff cannot provide undue guidance to one researcher over another. Staff recommended researchers plan in advance and contact program officers more than 5 weeks before a proposal is due to allow time to schedule a conversation, incorporate feedback, and draft and finalize a strong application. Staff also stated their

preference for initial outreach via email to schedule a phone call. Staff also preferred an initial one-page summary outlining a proposed topic as a jumping off point for providing feedback.

Ask for Feedback

Program staff at NSF also stated their support for helping to ensure researchers who submit applications that are not funded. Program staff recommended that researchers wait a week or 2 after reading the feedback provided by the review panel before contacting NSF. Staff shared stories of angry researchers who had not had time to digest their feedback. NSF program staff sit in on review panels and take notes; they are willing to help clarify and answer questions about any feedback that a researcher does not understand. Taking the initiative to follow up about reviews that are confusing can make the difference between a subsequent proposal being funded or not.

Utilize Co-Reviews

A “co-review” is a mechanism through which a proposal is reviewed by multiple NSF program review panels. This can be requested by a researcher at the time he or she submits an application. If a research proposal does not fit perfectly into a single program area, contact the program officer to explore the co-review mechanism.

Be a Reviewer

The best way to learn a program and what a successful program looks like is to participate as a reviewer. Program staff for each program must select a panel of reviewers that is representative of the community submitting applications to their program. I-O psychology researchers should be represented on panels that review your proposals; if program staff do not have I-O psychology researchers who are willing to serve, then your fellow applicants lose out on having an advocate who truly understands their work in the room during the review.

Suggest Reviewers

When submitting an application, researchers can suggest individuals that they would like to serve on the peer review panel that reviews their proposal. It is important to carefully consider whether to recommend reviewers and who to recommend. The recommendations should not be anyone with whom you have worked or studied in the past, or with whom you currently work. We received mixed feedback on this suggestions. Some program officers seemed to think that recommended reviewers were at times overly critical about a certain proposal.

Potential Programs of Interest

Most NSF proposals have two deadline dates annually; however, a few have

only one submission deadline per year. Below are summaries of programs that NSF program officers suggested as being relevant to I-O psychology research. Program staff that we met with recommended many programs within SBE. They also recommended some programs within CISE and suggested I-O psychology researchers would be good interdisciplinary partners in the cyber space due to the intersection of developing technology and policies for encouraging the use of new technology.

Science of Organizations

The Science of Organizations (SoO) program, formerly the Innovation and Organizational Sciences program, supports projects that explore the development, formation, and operation of organizations in their various shapes and forms. According to program materials, SoO funded projects should yield “generalizable insights that are of value to the business practitioner, policymaker and research communities.” Research proposals are due twice annually on September 3 and February 2. Further information can be found at http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=504696.

Decision, Risk, and Management Sciences

The Decision, Risk and Management Sciences program supports research on understanding decision making at all

social levels, from individuals and groups to organizations and society at large. NSF has identified areas of priority, including: “judgment and decision making; decision analysis and decision aids; risk analysis, perception, and communication; societal and public policy decision making; and management science and organizational design.” In addition to standard research awards, this program also supports grants for time-sensitive research in emergency situations through the Grants for Rapid Response Research (RAPID) mechanism as well as high-risk/high-reward or potentially transformative research through the Early-concept Grants for Exploratory Research (EAGER) program. Research proposals are due twice annually on August 18 and January 18. Further information can be found at [http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5423](http://www.nsf.gov/funding/pgm_summ.jsp?pgm_summ.jsp?pims_id=5423).

Social Psychology

The Social Psychology Program explores human social behavior, including cultural differences and lifespan development. Among the many research topics supported are “attitude formation and change, social cognition, personality processes, interpersonal relations and group processes, the self, emotion, social comparison and social influence, and the psychophysiological and neurophysiological bases of social behavior.” Research proposals are due twice annually

on January 15 and July 15. Further information can be found at http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5712&org=SBE&sel_org=SBE&from=fund.

Sociology

The Sociology Program is a broad program that supports basic research on all forms of human social organization. Topics for research identified by the program include “organizations and organizational behavior, population dynamics, social movements, social groups, labor force participation, stratification and mobility, family, social networks, socialization, gender roles, and the sociology of science and technology.” Proposals are due twice annually on August 15 and January 15 for regular research proposals and October 15 and February 15 for dissertation research proposals. Further information can be found at http://nsf.gov/funding/pgm_summ.jsp?pims_id=5369&org=SES&from=home.

Methodology, Measurement, and Statistics

The Methodology, Measurement, and Statistics (MMS) program supports interdisciplinary research geared toward the development of innovative methods and models for the social, behavioral, and economic sciences. Proposals that have potential for use in multiple fields of the social sciences are of particular interest.

Grant proposals are due once a year on August 18 for 2014 and August 16 annually for 2015 and on. Further information can be found at http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5421.

Science of Science and Innovation Policy

This program seeks to understand the “scientific basis of science and innovation policy.” Research funded by the program creates and improves tools, models, and data that can be applied to science policy decision making. Proposals are welcome from all of the social, behavioral and economic sciences, as well as domain-specific sciences such as chemistry, biology, and physics. Research proposals are due annually on September 9. Further information can be found at http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=501084.

Science, Technology, and Society

The Science, Technology, and Society program aims to understand the historical, philosophical, and sociological impact of science and technology on society. This program looks specifically to further understanding in four areas: “ethics and values in science, engineering and technology; history and philosophy of science, engineering and technology; social studies of science, engineering and technology; and studies of pol-

icy, science, engineering and technology.” Research proposals are due twice annually on August 1 and February 1. Further information can be found at http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5324&org=SBE&sel_org=SBE&rom=fund.

Graduate Research Fellowship Program

The Graduate Research Fellowship program provides 3 years of financial support for graduate students studying in master’s or doctoral research programs in line with the mission of NSF. The program aims to fund a diverse range of disciplines. Although this program is aimed at students rather than current researchers, it can help introduce future SIOP members to the application process at NSF. Application deadlines vary for each directorate, but all are in early November. Further information can be found at http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=6201.

Stimulating Research Related to the Science of Broadening Participation (SBP)

On February 14, 2014, the National Science Foundation released a Dear Colleague letter for SBE and EHR seeking proposals that help to understand barriers and support mechanisms to encourage underrepresented groups’ participation in STEM fields. For FY 2014, NSF will focus on institutional and organizational

factors, cultural, and societal factors, and economic and policy-related factors. Researchers can submit to any SBE or EHR program and designate “SBP” before the proposal title. Further information can be found at <http://www.nsf.gov/pubs/2014/nsf14038/nsf14038.pdf>.

Interdisciplinary Behavioral and Social Science

The Interdisciplinary Behavioral and Social Science program was developed as a result of the SBE Mosaic exercise. NSF is looking to fund proposals that align with the four priority areas in the Mosaic Report: population change; sources of disparities; communication, language, and linguistics; and technology, new media, and social networks. Please note that it is required to work in a team of at least three researchers who focus on at least two different SBE research disciplines. The deadline for this proposal is December 2, 2014. It is unclear whether future rounds will be competed. Further information can be found at http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=504832.

Cyber-Human Systems

The Cyber-Human Systems program in CISE looks at the intersection between computing technologies and human lives in transformative, novel, or innovative ways to enhance our understanding

of this relationship. Technologies can refer to computers, mobile devices, robots, wearable devices, or others. Projects can focus on an individual user or an entire system. Applications are accepted in three categories: small (up to \$500,000), medium (\$500,001-\$1,200,000), or large (\$1,200,001-\$3,000,000). Application dates are January 14 for small, September 19 for medium, and November 19 for large. Further information can be found at http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=504958&org=IIS&from=home.

Secure and Trustworthy Cyberspace

The Secure and Trustworthy Cyberspace program in CISE was developed in response to various cyber attacks against individuals and corporations. The goal is to develop best practices in cyber technology, enhance training, and promote the transition of research into practice. The solicitation supports interdisciplinary teams consisting of math, statistics, engineering, social sciences working with computing, or information sciences. There are a number of difference sizes of projects and “perspectives” that can be submitted. Further information can be found at http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=504709&org=IIS&from=home.

Resources

NSF website: <http://www.nsf.gov/index.jsp>

Directorates and Offices:

- Biological Sciences: <http://www.nsf.gov/dir/index.jsp?org=BIO>
- Computer and Information Science and Engineering: <http://www.nsf.gov/dir/index.jsp?org=CISE>
- Education and Human Resources: <http://www.nsf.gov/dir/index.jsp?org=EHR>
- Engineering: <http://www.nsf.gov/dir/index.jsp?org=ENG>
- Geosciences: <http://www.nsf.gov/dir/index.jsp?org=GEO>
- Mathematical and Physical Sciences: <http://www.nsf.gov/dir/index.jsp?org=MPS>

- Social, Behavioral and Economic Sciences: <http://www.nsf.gov/dir/index.jsp?org=SBE>

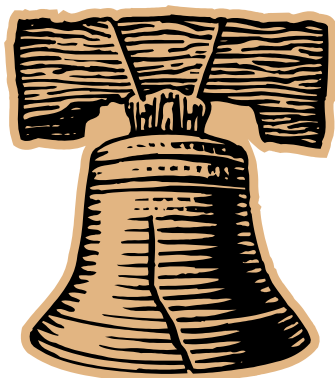
NSF Strategic Plan (FY 2011-2016): http://www.nsf.gov/news/strategicplan/nsfstrategicplan_2011_2016.pdf

A complete listing of active grant programs offered by NSF with submission receipt deadlines: http://nsf.gov/funding/pgm_list.jsp?org=NSF&ord=date.

Information about the NSF Review Process: http://www.nsf.gov/pubs/policydocs/pappguide/nsf13001/gpg_3.jsp#IIIA

The SBE Mosaic Report: <http://www.nsf.gov/pubs/2011/nsf11086/nsf11086.pdf>

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TIP Interview With Professor Wendong Li

In this issue, we talk with another builder of organizational neuroscience (ON), Professor [Wedong Li](#). He studies the joint influences of genetics and environmental factors in the workplace.

Even at this early point in his career, Wendong Li has several notable accomplishments to his name. He received a PhD in Management from National University of Singapore in 2013, and a PhD in Industrial-Organizational Psychology from Chinese Academy of Sciences in 2008. He was the recipient of the Academy of Management's Best Student Convention Paper Award of the HR Division in 2007 and the Academy of Management's International HRM Scholarly Research Award in 2009. Wendong Li joined Kansas State University in 2013 as an assistant professor.

In this issue, we talk with Wendong Li about genetics as individual differences that influence the extent to which people are willing and able to modify, and adapt to, their environments.

What are your research interests?

I examine the issue of proactivity in a number of areas, including work design and analysis, leadership, personality, and career success. Proactivity is a crucial form of human agency, that is, taking an active approach to make things happen. For example, I study how proactive personality characteristics modify people's job characteristics and how people define the boundaries of their jobs. How do individual differences and environmental factors influence leadership development? How can people proactively change and can be changed by the work environment (Li, [Fay, Frese, Harms, & Gao, 2014](#))?

What are your current projects?

Currently I'm working on a few projects related to ON. Specifically, I'm doing research using [two types of approaches](#). The first approach is a behavioral genetics approach, the classical twin studies approach. Typically researchers compare the similarities of different types of twins: identical and fraternal twins. We know that identical twins share 100% of their genes and fraternal twins on average share only 50% of their genes. The basic logic is that you compare the two types of twins, and then you can estimate the effects of genetic factors and environmental factors. My coauthors and I are examining genetic factors that can have some influence on the trajectories or changes of job satisfaction and changes of occupational status.

The second approach I adopt is a molecular genetics approach. Basically, we use information about people's DNA and their genes and study their relationship with individual differences (e.g., personality traits) and work variables. On one project, we are looking at two mechanisms through which genes may be related to leadership role occupancy. This project extends the trait theories of leadership to a molecular genetics level.

What mechanisms do you expect to uncover?

This is kind of exciting because we've already gotten some interesting results. Specifically we looked at a dopamine related gene called DRD2 and how it's indirectly related to leadership role occupancy. We found two mediators. The first is proactive personality. The second is rule-breaking behaviors. What's interesting is that overall there is an insubstantial direct relationship between this gene and leadership role occupancy. Why is this case? It appears to be because this gene has a positive relationship with rule-breaking behaviors, and rule-breaking behaviors in turn have a positive relationship with leadership. So basically, this indirect effect is significant and positive. Then there is a negative correlation between this gene and proactive personality, and proactive personality has a positive relationship with leadership. Overall, the competing positive and negative relationships cancel out each other resulting in an insubstantial direct relationship.

How did you start to do the methodologies of twin studies and the molecular genetics approach?

Originally my interests focused on traditional I-O topics like work analysis and work design. These two areas have a very strong tradition of emphasizing the influence from the organization, supervisor, and the occupation. I even had a paper looking at how company culture can affect people's role definitions (Li, Wang, Taylor, Shi, & He, 2008). I found that even

if people hold the same job title, they can have different definitions of what constitutes their jobs and their job boundaries. That sparked my interest in individual differences. So I went to National University of Singapore and worked with [Richard Arvey](#) and [Zhaoli Song](#). I was also a visiting scholar at University of Minnesota, which is *the* place to study genetic influences on behaviors and attitudes. While there, I got some exposure to the projects they were working on which were so different from the typical I-O approach. They have different cohorts of twins, and they measure people's development in individual differences, such as personality and intelligence, multiple times. They also track people's life experiences like job satisfaction and career development. The unique approach enables researchers to tackle nuanced interplays between the nature and the nurture on human development. I believe it is a very promising way to conduct I-O research.

Compared to more traditional approaches, what's different about using the ON approach to study topics like job satisfaction, leadership, and career changes?

In genetics you can decompose the influences you study into two parts. One part is caused by genetic factors and the other part by environmental factors. It's important to note that the part caused by genetic factors indicates the influence of self-selection, that is, when a person chooses

particular environments that allow for the expression of certain genes. Self-selection is such a big problem especially in organizational research where many researchers study environmental factors. Self-selection is always an alternative explanation in such research. The behavioral genetics approach allows you to distinguish the impact from self-selection and the impact from environmental causation. In her paper, Wendy Johnson highlighted this important contribution of genetic research to other social sciences in addition to psychology. This approach further allows you to control the effect of selection when we study environmental effects.

Another important use of the behavioral genetics approach is that we can study the more intriguing interactions between the person and the environment. Person-environment interaction is such a long-standing theme in behavioral research since Lewin's famous formula $B=f(P, E)$. It may be promising to use genetic variables to reflect the person because the traditionally used personality traits or intelligence are prone to environmental influences. Note that the cost of genotyping is decreasing very fast. Examining the nuanced interplay between genetic makeup and environmental factors suggests we need to provide people who exhibit unique characteristics with more individualized interventions to help them achieve their potential. This notion has not only been embraced in leadership development but also in medicine

(e.g., individualized medicine), a discipline from which organization research often borrows ideas.

What are the challenges of incorporating genetics in your I-O research?

The biggest challenge is that some people think that with this type of research it is difficult to make a significant theoretical contribution. The impression is that genetics research only focuses on genetic influence, is descriptive, and thus is not very theoretical or practical.

The approach that I've taken is an individual differences approach. Studying genetic differences is important because genetics is a fundamental individual difference variable. Individual difference is a very longstanding theme not only in I-O psychology but also in management. This is one reason why I think it's important to study genetic influences.

A second reason is that genetics can unveil underlying mechanisms behind important work behaviors or attitudes. This goes back to the study I described about the relationship between the dopamine gene and leadership. Using a molecular genetics approach, we can examine contrasting mechanisms in the relationship between the person and leadership. A third reason is what I mentioned above. Gene–environment interaction research suggests that genes may have sharply different relationships, for

better and for worse, with work variables under different conditions, providing both theoretical and practical implications. This is called vulnerability genes. One example is provided in the review article by [Belsky, Bakermans-Kranenburg, and Van IJzendoorn \(2007\)](#). Children with DRD4 7-repeat genes exhibited more problem behaviors in stressful situations; but, they expressed fewer problem behaviors when the situations were supportive. There is no reason to expect vulnerability genes to not be present in organization research.

What are the implications of your results?

That is probably the second biggest challenge. When talking about genetic findings, the first thing in people's minds is that you cannot use genetics in selection. Almost all research on genetics does not advocate genetic determinism. Genetics research is still in its infancy in I-O, and thus we are very cautious about practical implications because we need replications. Going back to the study of the dopamine gene and leadership, we did not find a direct correlation between this gene and leadership, but there were two competing mechanisms. What this means is that basically, genes are not necessarily good or bad in their influence. There were two different mechanisms, and it is possible to conduct an intervention on traits or behaviors to minimize the influence of one mechanism and enhance the

impact of the other. Then you could produce either a positive or negative correlation between this gene and leadership. We are conducting more interesting research looking at gene–environment interaction, which will have more useful practical implications.

From observers unfamiliar with genetics and neuroscience, it seems there is a kneejerk fear response when the conversation focuses on the link between genetics and work.

That’s partly because there are so many misinterpretations of genetic research. One is that genetic factors magically affect our behaviors and attitudes, and this simply is not true. All genetics researchers know that genetic influences cannot occur in isolation from environmental factors.

Also, although this might be far reaching, I think one promising future direction for this type of research might be similar to an emerging trend in the field of medicine called individualized medicine. The basic premise of this new trend is that we should treat different patients with different doses or different types of treatment based on individual differences related to their genetic makeup. By extension, in I-O psychology, is it possible that in the future (given sufficient supporting evidence) we provide different training or work environments that could better facilitate peo-

ple’s individual development and help them to realize their full potential? I think it may be too premature to say that this will be totally unfeasible.

To play devil’s advocate, what would a cost/benefit analysis say about customizing people’s work context and interactions based on their genetics?

The cost of studying genotypes is decreasing fast. For instance, the cost of genotyping used to be hundreds of dollars to measure one genetic marker, but now it may be less than \$10 if you only want to measure one piece of genetic information. There’s a website called 23andme.com that says it can potentially do free genotyping for researchers. Another way to minimize costs is to collaborate with other researchers in a medical school or biology department.

What final remarks do you have for TIP readers?

I think genetics is an important area for people doing organizational research because people in other disciplines like political science, finance, sociology, and economics are getting increasingly interested in understanding biological factors underlying various phenomena. We know that people’s individual differences can make a difference in people’s social lives and can influence their economic decisions. The scope and rate of this research are increasing. Now people are working on a new method called

whole genome sequencing to provide information about all combinations of people's genetic architecture. As long as the cost of doing this type of research decreases, researchers can afford to use DNA information as indicators of individual differences. I hope more people could see the strengths of these approaches and be open to this new direction undertaken in other disciplines of social sciences as well. This research is gaining momentum, and I hope to see I-O psychologists keep up.

Conclusions

A special thank you to Wendong Li for sharing his thoughts and describing his work. The future of ON may bring I-O closer to determining the true nature (pun intended) of the relationships between individual differences in genetics and important work outcomes.

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Academics' Forum

SIOP Preconference Workshops: Academics Need to Attend These!

I love all things SIOP. Because of this, I'm always happy to engage in service activities that benefit SIOP and its members. Whereas I often lament my pervasive inability to turn down requests for my time and attention in other areas of my professional life, I don't seem to have any qualms about accepting requests as they relate to SIOP. In fact, I frequently find myself actively seeking ways to become even more involved. Quite simply, I love SIOP.

As I've mentioned in previous columns, I was the student volunteer coordinator for the conference for 2 years before **Adam Hilliard** took over the reins. With the students in his capable hands, I was on the prowl for a new service opportunity. As luck would have it, the SIOP Continuing Education and Workshop Committee had a few spots open. This particular committee, I was told, is responsible for planning, coordinating, and ensuring the high quality of SIOP preconference workshops. Sounds good, I thought. Sign me up.

I attended the workshop planning meeting while in Hawaii, not quite sure of what I'd really be doing but excited to be taking on a new role. I quickly learned that, as a member of the committee, I would be helping to coordinate a workshop at the 2015 SIOP conference in Philadelphia, working with presenters to assure the success of the session. Although the 2014 workshops had not yet taken place (they would occur the following day), we were planning possible workshops for the following year—and they were going to be the best yet (I think that's probably always said, but I am embracing this sentiment as being true because I'm on the committee).



Satoris S. Culbertson
Kansas State University

As we began the meeting, there were two things that instantly struck me. First, I was the lone academic of the group. Although there have certainly been academics on the committee in past years, and some of the other open spots on the committee may be filled by other academics, there were no other academics in the meeting. Everybody else in the room was a practitioner. Second, it dawned on me that I had actually never attended a SIOP preconference workshop before. While other members were commenting on past sessions they had attended as participants (not just worked as part of the committee), I found myself silent in this regard. Uh oh, I thought. I don't belong here. It was only a matter of time before the others would discover that I was not "one of them" and would act swiftly to get rid of me. I was sure this would be during a break. I'd leave to use the restroom and return to find one fewer chair in the room, with all the practitioners looking at me with that "I think you know what this means" face.

Of course, this didn't happen. As I'm constantly reminded, SIOP is full of members who are gracious and inviting and, quite simply, genuinely nice. I don't think many of the committee members even registered that I was the sole academic of the bunch. It just didn't matter. Ideas were bounced around and valued, regardless of tenure and practical experience, and discussions remained con-

structive and productive. The amount that was accomplished in such a short time period was amazing. I was used to travelling at the speed of academia, where a meeting can result in nothing more than minor wording changes to a document that has been under construction since I was in diapers (and I haven't worn diapers in several decades, for the record). These individuals knew how to get things done!

Then there was the matter of having never attended a preconference workshop before. Again, everybody was nice about it. It wasn't a surprise that I had never attended a workshop before, they said. I wasn't the typical attendee, they said. I'd still be able to coordinate a successful session, they said. Sweet. This was going to be a walk in the park. But then my natural neurotic tendencies kicked in. *Why* was it not surprising that I was a workshop virgin? *Who* was the typical attendee, if not me? *How* would I still be able to coordinate a successful session if I didn't even know what a session truly entailed?

The answers to these questions were actually fairly straightforward. The answer to the first two questions was a function of me being an academic. It wasn't surprising that I had never attended a session because the typical attendees for the workshops are (or have become over time) practitioners. As such, some of the content has become more geared toward individu-

als in industry. I could feign indignation at the thought that there is something targeted toward practitioners to the exclusion of academics, but the truth is I hadn't even considered the preconference workshops in the past. I'm not sure why. Perhaps it was because attendance would require an additional day at the conference and additional funds, neither of which I felt was "worth it." Perhaps it was because I didn't need CE credit and therefore automatically dismissed the workshops as only being for those who needed it. Perhaps it was because I had remained in the educational environment, albeit on the other side of the classroom, and didn't feel like I "needed" to be educated on things. I mean, I *was* the educator! You don't teach me, I teach YOU! Regardless of the reason, the fact is that I'm not in the minority among academics. Most academics don't attend the preconference workshops, and this is apparently okay. (Spoiler alert: It's not okay. I'm getting there.)

It doesn't really matter what the reasons for my lack of attendance were. I was stuck on the question of how I would be able to coordinate a successful session having never attended one before. Although the other committee members were certain this was possible (probably because I was exuding insane amounts of confidence, knowledge, and general awesomeness, but that's beside the point), I wasn't so sure. So I decided to attend a preconference workshop the following day. I'm ashamed to admit

that I wasn't attending with the hopes of actually securing new knowledge. I was attending to get a feel for how a workshop might operate in general. I was attending to get an understanding of what I, as the coordinator of a session, might say to introduce the session and the presenters. I was attending to get an idea of the level of interaction that occurs during these sessions. In short, I was attending for all the wrong reasons.

I picked a session to attend in the afternoon. The one I chose was, "On the Legal Front: An Essential Toolkit for Surviving EEO Challenges" presented by **Art Gutman** and **Eric Dunleavy**. Here's the thing. I was able to accomplish my goals for attending the session. I left with a great understanding of what a session might include and what my role will be as the coordinator, but I also got way more out of the session. Drs. Gutman and Dunleavy provided an engaging session that not only captured my attention but sustained it for the entire 3.5 hours. They gave an update to EEO laws and other regulations; identified best practices for mitigating, remedying, and eliminating discrimination; and provided clear take-home points for attendees. They incorporated a mock deposition into the session that was both informative and entertaining. Their presentation of information had me scribbling notes to myself throughout the session in terms of how I could incorporate the material into my fall courses

(particularly my staffing course) as well as research ideas I could explore. So, while I was attending the session for all the wrong reasons, I got all the right information out of the session. And I left kicking myself for not having been attending these workshops in the past.

In addition to obtaining some truly excellent information in an engaging session, I met a good number of practitioners and had discussions with them about what is truly important to them. We talk so much about the scientist–practitioner gap and the need to narrow it, yet I'm not sure how many of us really have discussions that will get us there. Sure, we all have practitioner friends or former students who have gone into practice, but are we spending our time talking about the issues they're facing and how we, as academics, can help? Or do we spend our time simply catching up and talking about "easier" topics? I know that's the case for me a lot of times. I talk to my grad school friends who went the applied route, and we often resort to reminiscing about grad school or talking about our newest additions to our families, never really discussing the professional challenges we're facing. But it was different during my interactions with practitioners during the workshop and workshop recep-

tion. Here, I was able to hear stories that were relevant for addressing the gap and informing my scholarship in ways that burying myself in other academics' work simply won't do.

So I'm ending this particular column by urging all academics to seriously consider attending attend the SIOP preconference workshops going forward. It really *is* worth the additional day at the conference (and didn't make me feel "conferenced out" any earlier). It really *is* worth the additional cost (which includes access to the workshop reception, which is fan-tas-tic). It really *is* relevant for *all* SIOP members, not just practitioners or those needing CE credit. And you really *do* have things to learn still, despite (or perhaps because of) remaining in academia. So I look forward to seeing you all next year—in the workshops.

(Note that this was not meant to be a plug for the workshops simply because I'm on the SIOP Continuing Education and Workshop Committee. Rather, the committee membership was simply the impetus for me finally attending a workshop. I strongly encourage everybody to check out the preconference workshops for Philadelphia. Let my urging here be your impetus to give them a try. My guess is you won't be disappointed.)

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Gaining Visibility for Your Program: Working in Local and Broader Communities

An I-O program can increase its visibility by cultivating productive, viable, and healthy organizational partnerships. Here at Portland State University (PSU), our I-O program resides at an institution that embraces and brings to life the university motto: “Let knowledge serve the city.” As a result, we have forged several enduring partnerships within local and broader communities, which have ultimately improved our program’s visibility. Our goal in this column is to share some of our experiences while also providing more general suggestions for improving your program’s visibility via organizational partnerships. First, we review the importance of connecting with professional associations, as they may serve as a gateway to various organizations. Finally, we give a behind-the-scenes look at a few of our program’s ongoing organizational partnerships.

Involvement With Professional Associations

One way to increase your program’s visibility is through involvement with local, national, and international professional associations. Professional associations provide opportunities for expanding research and practice networks, disseminating scholarly knowledge, and spreading the name and reputation of your program—all of which pave the way for new organizational partnerships. Often, these professional associations hold meetings, conferences, and social events that facilitate connections among researchers and practitioners. After all, you never know when a seemingly casual conversation at a professional event might evolve into a fruitful research collaboration, intern-

ship, or long-term employment. To that end, when attending such events, embodying professionalism and open-mindedness could pay dividends down the line, for you and your program. Finally, like many more before us, we recognize the power of serendipity and how a chance encounter—coupled, of course, with good preparation—can lead to wonderful opportunities.

Local Associations

Although we are all presumably familiar with SIOP and its benefits, some metropolitan areas and states across the U.S. host local professional associations centered on I-O research and practice. These local associations promote events, such as happy hours and presentations, wherein I-O academics and practitioners connect with one another. Compared to the size of SIOP's annual conference, many find the small size of local events to be relatively intimate. To find out whether your geographic area hosts a local I-O association, SIOP provides a list of these groups: <https://www.siop.org/IOGroups.aspx#B>. For example, here in Portland, two PSU alumni, Drs. Rainer Seitz and Jeff Johnson founded the Portland Industrial-Organizational Psychology Association (PIOPA) in 2003. The overarching objectives of PIOPA include establishing a local community for I-O professionals and students as well as promoting I-O research and practice to the Portland met-

ropolitan area. Both faculty and students from our program attend PIOPA events, which often take place at local restaurants/pubs using a meet-and-greet, happy-hour style format.

National and International Associations

Beyond local I-O groups, a program can geographically broaden its visibility by attending conferences and other events hosted by national and international professional associations. It goes without saying that the SIOP conference is essential, but there are other conferences as well such as those presented by the Academy of Management (AOM; <http://www.aom.org/>) and the European Association of Work and Organizational Psychology (EAWOP; <http://www.eawop.org/>). Attending annual or biannual conferences of these associations can boost a program's visibility among related fields and institutions overseas. With respect to PSU's program, we offer a concentration in occupational health psychology, and consequently, many of our faculty and students attend the Society for Occupational Health Psychology's (SOHP; <http://sohp.psy.uconn.edu/>) Work, Stress, and Health conference (WSH; <http://www.apa.org/wsh/>). In the past, some of our graduate students have volunteered on the SOHP Graduate Student Committee to help organize events at WSH, such as panel presentations targeting graduate student issues (e.g., ca-

reer development) and graduate student networking socials. Our involvement in SOHP has provided greater exposure for our program while empowering graduate students with the tools necessary to build partnerships.

Partnering With Organizations

Although professional associations provide one avenue for connecting with organizations and increasing visibility, sometimes such partnerships originate via other means. In the following sections, we describe three recent examples of PSU intervention research, the origins of these partnerships, and how they have increased our program's visibility. Our intention is to illustrate various means by which a program may build partnerships and increase visibility.

Connection 1: Portland Water Bureau and Portland Bureau of Transportation

Establishing the connection. The Safety and Health Improvement Project (SHIP; <http://www.ohsu.edu/xd/research/centers-institutes/croet/oregon-healthy-workforce-center/projects/construction-worker-safety.cfm>), funded by the National Institute for Occupational Safety and Health (NIOSH) and led by **Drs. Leslie Hammer, Donald Truxillo**, and Todd Bodner, developed the intervention and evaluates the effects of the intervention involving both supervisor and team effectiveness training on worker health,

well-being, and safety outcomes at the Portland Water Bureau and Portland Bureau of Transportation. Dr. Hammer made initial contact with these organizations when she presented at a local safety event. As a testament to the visibility gained by presenting to the local community, the safety manager from the Portland Water Bureau took interest in her presentation and introduced himself—a collaboration soon followed.

Benefits. In terms of direct benefits to these partners, the organizations receive an intensive grant-funded training program, intended to impact worker health, reduce stress, improve supervisor support and overall morale, and reduce productivity loss due to absenteeism, illness, and injuries. As for benefits to the research team, this collaboration provides graduate students with a chance to conduct research with a local organization and the opportunity to nurture burgeoning relationships with other public organizations in need of safety and health training programs. To that end, this collaboration has inspired multiple thesis and dissertation projects. By and large, the research team has learned many lessons and gained numerous benefits. For instance, project manager Dr. Mariah Kraner hints at the improved program visibility afforded by this project: "The success of the partnership hinges on upper-management support of the relevant projects. We have developed a great rapport with senior

managers over the course of this partnership, which has helped sustain our current programs and has led to possible future collaborations.”

Connection 2: Oregon Department of Corrections

Establishing the connection. In collaboration with faculty at PSU and Oregon Health and Sciences University, **Drs. Charlotte Fritz** and Leslie Hammer continue a partnership with the Oregon Department of Corrections (ODOC). This past fall, the research team received funding for a 1-year intervention pilot study through the Oregon Healthy Workforce Center, a NIOSH Center of Excellence. The team is implementing an intervention aimed at increasing family-supportive and safety-supportive supervisor behaviors in corrections. Employees from the Department of Corrections’ internal research department initiated contact with faculty at PSU, and a collaboration with Drs. Fritz and Hammer around correction personnel work stress, well-being, and work–life balance soon transpired. Since the beginning, the research team and the organization have shared a common vision, which has facilitated joint decision-making and planning efforts.

Benefits. Those working on the project continue to realize several key benefits. In addition to valuable research experience, team members gain the skills nec-

essary to work with an organizational partner, such as practicing how to communicate the role of I-O psychologists to those unfamiliar with the field. Thus far, this project has facilitated two graduate students’ thesis projects. In terms of lessons learned, **Frankie Guros**, a third-year graduate student, describes the importance of cultivating a healthy relationship based on reciprocity by listening to the needs of the partnering organization. He states, “When working with a community partner, don’t treat them simply as a source of data. If you understand them better, you can communicate with them better. Do your homework and learn as much about the operations and issues within the organization as you can. This will show your commitment to their cause and will also help inform your research or the design of your study.” To that end, the research team reciprocates with the organization by providing key knowledge and tools aimed at improving correction officer well-being.

Connection 3: Oregon National Guard and Oregon Employers of Veterans

Establishing the connection. The Study for Employment Retention of Veterans (SERVe; www.servestudy.org), funded by the Department of Defense and led by Dr. Leslie Hammer and a team of researchers from PSU, the Oregon Department of Veteran Affairs, and Oregon Health and Sciences University, involves a

randomized, controlled trial aimed at evaluating a veteran-supportive supervisor training. The goal of the intervention is to improve veteran and family health and well-being, in addition to increasing retention of veterans and reservists in the workplace. The project involves surveying workplace supervisor –veteran dyads across Oregon in a variety of organizations (i.e., small, large, private, and public), both before and after the implementation of the supervisor training.

To recruit organizations for the project, the research team uses a multimethod approach. Specifically, they contact organizations they have worked with in the past on other projects and alumni working at local organizations. In addition, the team cold calls local organizations and attends job fairs, during which they approach companies advertising job opportunities specifically for veterans. These recruitment practices have proven to be quite effective for gathering organizational contacts. To that end, project manager Dr. Krista Brockwood states, “The most important lesson we have taken away from this experience is that we really need to rely on previous partnerships we have built with organizations. There is also power in networking, acquiring lists of organizations that may be interested in participating or just learning more about the study, making introductions, and getting a foot in the door.”

Benefits. Throughout these recruitment efforts, both the research team and the participating organizations have experienced mutual benefits. Importantly, the multitude of organizational connections established for this project has provided greater visibility for our I-O program both locally and more broadly. For example, these partnerships will likely lead to future research opportunities for faculty and graduate students in the areas of veteran employment, health, and well-being. Due to initial interest from some national corporations, the team expects future opportunities to implement their intervention with organizations outside of Oregon. Further, this project provides partnering organizations with methods for improving the lives of working individuals and their families, as well as needed veteran-specific hiring resources.

Summary

We find that our involvement with local, national, and international professional associations expands our research and practice networks, thereby enhancing our program’s visibility. Professional associations can serve as an excellent starting point, but on-the-ground networking and recruitment efforts can also build connections with organizational partners. Thus, to improve program visibility, we contend that it is critical to establish partnerships with professional associations and organizational partners.

Our next column focuses on building your teaching experience while in graduate school. We will draw from valuable information gleaned from several of our own students who took a summer course from the University of New Hampshire on developing a teaching philosophy and course materials. Our goals are to provide suggestions for developing a teaching philosophy, creating a course syllabus, and gathering materials for a teaching portfolio.

To correspond with the authors about this topic, please e-mail portland-statetiptopics@pdx.edu. In addition, to learn more about the graduate students at PSU as well as the writers of our column, you may view our graduate student website at <http://www.pdx.edu/psy/graduate-students>.

David E. Caughlin is a PhD student in I-O psychology with a minor in occupational health psychology from Portland State University. He received a BS in psychology and a BA in Spanish from Indiana University in 2007, and in 2010, he completed a MS in I-O psychology at Indiana University Purdue University–Indianapolis. His main research areas include workplace affect and motivation, workplace aggression, and work team processes and dynamics. In his leisure

time, he enjoys a relaxing run or bike ride, as well as great food.

Tori L. Crain is currently pursuing her PhD in I-O psychology with a minor in occupational health psychology from Portland State University. In 2009, she graduated with a BA in psychology from Whitworth University in Spokane, WA. Her research interests include the interplay among work, family, and sleep, in addition to the role of family-specific social support in the workplace. In her free time, she loves to be with family and friends playing soccer or exploring Portland’s hiking trails.

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

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Max. Classroom Capacity



Marcus W. Dickson
Wayne State University



Julie Lyon
Roanoke College

I'm excited about this issue's column for a couple of reasons. First, I am delighted to introduce a good friend as coauthor, and second, the topic is one I think people will be interested in.

Let me start by introducing Julie Lyon. Julie is an associate professor in the Department of Business Administration and Economics at Roanoke College. Julie's research interests focus on climate and culture, as well as recruitment and selection, and she has a great record of publishing on the scholarship of teaching and learning. She's served as Roanoke's director of Student/Faculty Research and actively promotes undergraduate students' participation with faculty in research. Julie's also a fellow Maryland Terrapin, having done her PhD at College Park (though she arrived after I was gone). Julie brings a lot of balance to **Max. Classroom Capacity**, giving the column authors from both psychology and business and from a large research university and from a small liberal arts college. It's a great case of complementary fit.

The topic this time around is to share our experiences—and promote your thinking about—teaching I-O psychology or management classes outside of the classroom. I'll start by talking about some brief “field trips” I've taken with my I-O classes, and Julie will share about some *real* field trips: international travel with students.

One of the challenges that many of us face is making the material that we cover in an I-O or management class relevant to our students, especially if those students are entering college direct from high school and may have little meaningful work experience. Of course, many of us tell stories in class related to consulting or other applied projects that we have done, in

an effort to bring the textbook more “to life,” but I had been looking for other ways to help students think about the topics we were addressing in class.

We’re fortunate here in Detroit to have the Detroit Institute of Arts, which is actually just a block away from campus. One of the works of art that the DIA is best known for is a set of murals by Diego Rivera called “Detroit Industry.” The murals were painted in 1932 and 1933, and they are among the few large-scale murals by Rivera in the U.S. that still exist. (Rivera had painted Lenin into a commissioned mural in New York, leading Nelson Rockefeller to have the mural destroyed.) The two main panels of the Detroit Industry murals show the [Rouge Steel Plant \(North Wall\)](#) and the [Ford Model T Factory \(South Wall\)](#). (Copyright prevents us from including the images here, but I really, really encourage you to follow the links, and thanks to Bluffton University for the image links.)

On the first day of the semester, I would announce to the students that we would be meeting at the DIA for our next class period and that, yes, I would be taking attendance that day. For many of the students, it turned out that this was to be their first time to go into the DIA, despite the fact that it is a world-class museum in their own home town. So one of my motivations was simply to get the students into the museum. Beyond that, though, was a plan to introduce the topics of the

Intro to I-O Psychology course through a visually engaging process.

For example, [we would focus on this section of the South Wall](#), and I would ask the students “Who’s in charge here?” They had no problem identifying the supervisor as the man wearing the tie. We then led to questions like “How was that man selected for his job?” “Do you think any of the men working on the cars could ever become the supervisor? Why or why not?” and “Do you think it is fair that these workers probably can’t ever get to that level? What would be more fair?” This allowed us to preview discussions around selection tests, validity, bona fide occupational qualifications, nepotism, and many other selection-oriented topics.

We would focus on [this section, showing tourists watching the workers](#). I’d ask the students how they would feel if there were people watching them work all the time and whether that would affect their behavior in any way. Some students would respond by saying that they’d be proud that they were doing work that was so important and interesting that people would want to come watch, and others would respond that they would find it annoying, which led to a discussion of why people might feel differently about the same situation, and suddenly we had a discussion about the role of personality at work. I would point out the guy in the hat, immedi-

ately above the sledge hammer, and explain that Rivera painted Dick Tracy (a popular comic strip character) into the mural, and then talk about modern animators, game designers, and programmers building “Easter eggs” into their work product. Then we had a conversation going about things like the job characteristics model’s components of task identity leading to meaningfulness of work.

Finally, I’d ask “Where are the women?” and eventually, a student would find [this panel, showing women doing repetitive work](#) (sorting pills in a pharmacist’s lab), leading to a discussion around the changing role of women in the workplace since the 1930s and whether today there would have been women making steel and assembling cars or men in the roles formerly held exclusively by women.

In short, we used this little field trip as a means of introducing the full range of topics that we’d cover in the semester, in a way that made the topics vibrant—sometimes because the images showed things still familiar today and sometimes because the students’ experiences were so different from what was shown in the murals. Throughout the rest of the semester, students would refer in their essays on tests or in class discussion to things they had seen on that one-block class trip.

Of course, unless you’re in Detroit, the DIA isn’t in your home town, so you may not be able to visit the DIA. The point, though, is to think about what sort of experience might be useful to achieve your learning objectives. My goal for the trip was introduction of the semester topics, but yours might be more focused on a particular chapter or concept. Taking students to a practice for an athletic team (one from the school or a local team) for a discussion of leadership or teamwork, or to a local high-end restaurant for a discussion of factors affecting customer service (many students will have wait staff experience, but usually at less high-end restaurants), or to a homeless shelter to talk with staff about either intrinsic motivation (as pay in such a position is usually quite low) or volunteer labor. The limits really just come from what’s available in your community and what will lend itself to your learning goals for your class.

Key issues to focus on: (a) What’s your learning objective for the trip? (b) How will you assess the learning or development that should result from the trip? (c) What permissions do you need, from the site to be visited from parents (if students are under 18) and/or from the department or school? (d) Are there costs (e.g., admission), and if so, how are students made aware of this, and what will you do if students are unable to meet those costs? (e) Are there transportation issues? (f) Can the trip be

done during class time? (If the trip is very far off campus, it may not be possible for students to get back to campus for their next class. If instead you have the trip at a time other than class time, not all students may be able to get free at that time, so how will you address the learning goals for those students?)

I found this experience to be useful in my Intro to I-O classes each time we did it. But at the end of the day, this is a relatively small out-of-classroom experience. So let me turn things over to Julie now. As we write, Julie is in Paris on a study trip with some Roanoke students, and seeing her pictures on Facebook has made me jealous, for sure. So Julie, what can you tell us about international travel with students?

Julie: I'll be honest—I'm nervous about leading one of these trips on my own. I can tell you what I've learned as a program assistant (i.e., chaperone) on a trip a colleague of mine has developed. At Roanoke College, we have a 3-week "intensive learning" semester we call Mayterm. Every 3 years, we must teach a Mayterm course, and it can be a campus-based course or an international travel course. My colleague, Pamela Galluch, developed a marketing course for Mayterm called "Promotions in Paris." The course examines advertisements and sales promotions in Paris, France. We traveled with 14 students in 2012 and are taking 10 students again this year. As the secondary person on the trip, my role was

to manage the budget and help students make the transition to the new culture. I had an opportunity to use my knowledge of cross-cultural psychology to give tips to help students blend in.

Logistics are the trickiest part of planning international travel with students. At Roanoke College, we do not have a designated person to help with logistics; professors are expected to make all travel arrangements and plans for the course. Based on this experience, I have a few tips for planning a successful international travel course:

- *Carefully screen your students.* We collect applications and try to choose students who can benefit the most from the class. The last time we traveled to Paris, we had several students who had been to Paris multiple times. I believe that the less well-traveled students (including some who had never been on a plane before) got much more out of the trip than those who had traveled extensively. We also received student conduct reports on our prospective students from the student affairs division. This allowed us to screen out some potentially disruptive students.
- *Schedule several pre-departure meetings with students and cover everything from cultural differences to packing.* We talked about the im-

portance of blending in and cultural politeness. We also distributed travel guides and map books.

- *Provide electronic copies of readings and assignments.* After the textbook pushed several students over the luggage weight limit last time, we are now providing an eBook and all of the assignments in PDF prior to the trip.
- *Structure assignments to reduce paper clutter.* In the Paris course, we provide students with a small Moleskine notebook (one that easily fits into a purse or pocket) to jot their thoughts and observations during the day. We also provide a small sketchbook that they use for their journaling in the evening. We learned last time that setting up expectations for journal length and collecting journals was a lot easier if they were all the same size. We also provided students with a jump drive for submitting formal assignments. With intermittent wi-fi, students had difficulty uploading to the course management site. The jump drive eliminates paper and provides a quicker method of submitting assignments.
- *Set a daily routine.* We expect students to meet us at breakfast by 9. We then travel by Metro to the day's activity and either sit on the grass (pro tip: bring a tarp for students to sit on) or conduct class while waiting

in line for the museum. Students are on their own for dinner.

- *Get creative with activities.* This year, we have assigned a photo journal reflection project, in which students pair photos they took during the class with their reflections on that experience. These are often the most interesting assignments to read, and they provide an enduring record of the trip's best moments.

I plan to teach my first international I-O psychology course "Introverts in Iceland" in an upcoming Mayterm semester. Iceland has stunning scenery, very few inhabitants, and can be traveled by car in 2 weeks. I found it to be soothing to my inner introvert, and I imagine that other introverts would find the setting ideal for studying introversion. I expect that we will frame our discussion around Cain's (2012) book *Quiet: The Power of Introverts in a World That Can't Stop Talking* and supplement with research articles on introversion and its correlates. Though I worry somewhat that the class will attract all introverts, and we will therefore have difficulty with class discussions, perhaps distributing discussion questions in advance will allow students time to prepare their talking points. I will certainly plan plenty of time for individual reflection and recharging.

If you travel internationally with students, you should be prepared to play

many roles, including pharmacist, therapist, professor, travel agent, tour guide, administrator, disciplinarian, photographer, and friend.

If you have any thoughts or suggestions for teaching I-O psychology out of the classroom, please email Julie at lyon@roanoke.edu or Marcus at marcus.dickson@wayne.edu. Good luck

with your own field trips and travels—we hope you'll consider taking students along for the ride.

Reference

Cain, S. (2012). *Quiet: The Power of Introverts in a World That Can't Stop Talking*. New York, NY: Broadway Books.

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*Spotlight
on
Humanitarian
Work
Psychology*



Lori Foster Thompson
North Carolina State
University



Alexander E. Gloss
North Carolina State
University

Greetings *TIP* readers!

Welcome to another edition of the **Spotlight on Humanitarian Work Psychology** column. In this issue we take a step outside of the disciplinary boundaries of industrial-organizational (I-O) psychology to profile the emerging sub-discipline of national human resources development (NHRD). As you will see, NHRD is closely aligned with humanitarian work psychology (HWP) in its topical focus and history. We are fortunate to have the opportunity to explore NHRD with an accomplished pioneer in the field: Dr. John E. S. Lawrence. John is currently adjunct professor of the School of International and Public Affairs at Columbia University. With a doctorate in applied psychology, John has worked on human resources development projects with, among others, the United Nations Development Programme, the World Bank, the Asian Development Bank, the United Nations Economic and Social Council, the International Labour Organization, and a host of country governments including those of Azerbaijan, Albania, Yemen, Ukraine, Indonesia, India, Bangladesh, Nepal, and Vietnam. Late last year, John was invited to speak about NHRD at the Baku International Humanitarian Forum, a prominent venue for the discussion of the world's most pressing global issues (<http://www.bakuforum.org>). Last year's forum was opened by the president of Azerbaijan, addressed virtually by Russian President Vladimir Putin, and attended by numerous heads of state and Nobel laureates. Before diving into our interview with John, it is useful to discuss why HWP is related to NHRD and why developments in the field of NHRD are relevant to research and practice in I-O psychology.

The Emergence of NHRD and Its Connection to I-O Psychology

NHRD is part of the larger field of human resources development (HRD). According to the Academy of Human Resource Development (<http://www.ahrd.org>), the field of HRD includes contributions from economics, education, management, sociology, and psychology; the field encompasses issues like training and workplace learning, career development, coaching, and organizational development. Despite HRD's typical individual and organizational levels of analysis, there have been increasingly common efforts to consider topics like training, career development, and broader livelihood development on national, and international, levels of analysis. This work has come to be known as NHRD, and it has grown in prominence within the overall field of HRD (Russ-Eft, Watkins, Marsick, Jacobs, & McClean, 2014).

In some ways, the origins of NHRD predate those of HRD as an academic field. For example, references have been made to the importance of nationwide human resources development in a number of resolutions of the United Nations dating back to the 1980s (e.g., United Nations, 1989). These resolutions emphasized the importance of everything from inspiring people to upgrade their knowledge and skills to coordinating nationwide efforts to enhancing job recruitment, retraining, job matching,

and on-the-job training for youth. Indeed for over 25 years, practitioners in the field of HRD have worked closely with national governments and international organizations to help develop human resources throughout various societies. For example, John Lawrence, whom we interview in this article, worked with the government of Swaziland in 1988 to develop human resources in that country's water and sanitation sectors (United States Agency for International Development, 1988). The report made numerous practical recommendations, including greater funding for specific educational and training programs and the development of improved job descriptions in critical occupations. Other examples of work and research in NHRD include recent analyses of human resources development in South Africa, India, and China (Alagaraja & Wang, 2012; Cunningham, Lynham, & Weatherly, 2006).

Because of salient societal needs, the greatest current focus within NHRD is on lower income countries and emerging economies like those mentioned above. However, it is important to note that HRD, and NHRD, have their roots within higher income countries like the United States. One of the earliest and most ambitious human resources development projects on a national scale in the U.S. was that designed from a national study (Drewes & Katz, 1975) and carried out by the National and State Occupational

Coordinating Committees (NOICC-SOICC) in the 1970s (Lawrence, 1990, 2013). These bodies were set up to regularly prepare and update labor-market and occupational information to assist career development, support educational program design, and meet employers' information and training needs.

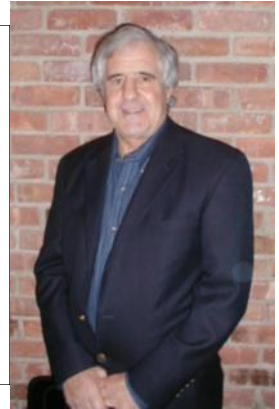
The United States has continued leadership in NHRD through the Department of Labor's Occupational Information Network (O*NET), which replaced the Dictionary of Occupational Titles as an extensive source of information for a large number of occupations in the U.S. economy (over 900 occupations in 2013; National Center for O*NET Development, 2014). O*NET's mission is to "build a demand-driven workforce system by increasing the accessibility of workforce information" and more broadly to "meet the competitive labor demands of the worldwide economy by enhancing the effectiveness and efficiency of the workforce development and regulatory systems that assist workers and employers in meeting the challenges of global competition" (Tippins & Hilton, 2010, p. 6). In summary, the origins of NHRD lie in major projects in which I-O psychology has been intimately involved. In addition, O*NET, for example, is not just an important development and innovation for work analysis, it is an effort to improve human resources on a national, if not international, scale (see below).

With these connections in mind, we proceed to our interview with Dr. John Lawrence to learn more about him, his work, and his views about how I-O psychology can help meet our world's greatest challenges.

An Interview With Dr. John Lawrence

Dr. Lawrence recently presented to the 7th Annual Psychology Day at the United Nations.

A video of his, and of the entire Psychology Day proceedings can be found [here](#).



How did you become involved in national human resources development?

I was introduced to exploration as a profession from childhood. Raised in the remote moors of the Yorkshire Dales in England during the Second World War and its aftermath, I learned resourcefulness as a family necessity. Exposed fortunately to a broad education first as a violin scholar at Oundle School, then (rather differently) as a young officer/instructor at the UK Royal Marines Commando School, then Oxford University and Outward Bound, I emerged with a strong

sense of dependency on requisite skill sets for a wide variety of unexpected circumstances. I realized how important it was to be constructively comfortable with uncertainty and how little our education systems helped foster these kinds of resourceful competencies for each person. After subsequent experience in international (personal and scientific) exploratory expeditions across all seven continents, my commitment hardened toward engaging in public policy on human resources development (with an emphasis on the “s” in resources, acknowledging variability across the human dimension), first within the U.S. from the late 1960s and then increasingly in all world regions. In an article written shortly after I joined the UN (Lawrence, 1992) I laid out an intersectoral approach to HRD which became a blueprint for subsequent UN Secretary-General's reports on HRD at national levels.

What do you see as the greatest challenge to global human resources development?

There are so many, but if I had to choose one, high on the list would be handling and managing uncertainty. This uncertainty is a result of many global developments: from increasingly rapid technological change to the quickly evolving globalized economy. This uncertainty has created major disruptions to the world of work. Consider that over 621 million young people sit idle—neither in school,

training, nor paid employment (World Bank, 2013). In addition to problems with employment, two pillars of human resource development—education and health—are currently in global disarray. Despite gains in some areas, threats to a healthy population and workforce remain dire, especially for pregnant mothers and for infants. For example, one in four children around the world show signs of stunted growth due largely to poor nutrition, 6.9 million children under the age of 5 died in 2011, mostly from preventable diseases like measles, and only half of pregnant women in lower income countries receive the recommended amount of antenatal care (United Nations, 2013). In addition, globally, 123 million youth (ages 15–24) lack basic reading and writing skills (United Nations, 2013). Without health and education, hopes of developing human resources to function effectively in a 21st century economy remain dimmed.

What is the role of I-O psychology in meeting global challenges to human resource development?

To answer this question, it might be helpful to briefly review the ways in which the international economic and development community seeks to promote growth, prosperity, and human well-being. Often the crucial question is how to ensure productive and decent employment for an entire population. International development experts—often from the field of economics—look back to the past for

solutions, in economic models and diagnostics, for how to drive global growth and development. They place a tremendous amount of attention on the “demand” side of the economic growth and employment equation. That is, when an economy stumbles and/or unemployment rises, they look to ways in which we can increase the demand for workers. However, “demand” is only half the equation. Human resources development practitioners, including I-O psychologists, engage with the “supply” side by addressing such topics as education, training, vocational guidance, and the development of occupational information. In the United States and around the world, inefficiencies and disruptions to the labor market (e.g., limited awareness of available jobs and insufficient education and training) lead to road blocks that limit people’s ability to engage productively in the economy and to derive the benefits of meaningful and decent work.

While economists and labor-force “mechanics” are indeed necessary to tweak policy and to use institutional mechanisms to spur economic growth and to help connect people with meaningful work, we also need “explorers” to look for answers in new spaces, and to anticipate where new problems are coming from. I have worked on projects around the world, from Central America to Asia and Sub-Saharan Africa. I have seen that the best “supply-side” workforce development solutions account for

the unique attributes of workers on a local scale, they operate across economic and social sectors, and they are closely connected to private sector employers. I-O psychologists with their focus on individual differences and subjects like training and vocational guidance in the workplace are well suited not only to become the “explorers” we need to develop innovative solutions to local, national, and international human resources development but also to help facilitate and encourage new young “explorers” in all walks of life. These solutions would include ways that individuals, companies, nongovernmental organizations, and local/national governments can best connect people with, and prepare people for, meaningful and decent work. The development of O*NET is a great example of such a solution. O*NET’s information has been utilized by a variety of stakeholders—from the U.S. Federal Reserve Bank to small businesses. Indeed, it has even been adopted in whole or in part by other countries for workforce development purposes (e.g., European Centre for the Development of Vocational Training, 2013). This sort of information and coordination can serve as workforce development “radar” able to guide individuals, companies, regions, and countries through the rapidly changing world of work and the global economy.

I-O psychologists can also assist local and global workforce development by

researching ways to enable human *resourcefulness* and by expanding their analytical domains to include relationships between work and the rest of an individual's livelihood constructs (social networks, parenting etc.). In many ways, promotion of human resourcefulness across these domains is the key to human resources development. Indeed, it is a personal appreciation of the importance of human resourcefulness that drew me to the field. Human resourcefulness can be defined as individual and collective human capacities for resilience, initiative, and ingenuity in response to livelihood opportunities and challenges (Lawrence, 2013). Human resourcefulness has been mentioned by the United Nations Secretary-General as a key global priority (United Nations, 1995). Already, I-O psychologists have paid a great deal of attention to various individual differences that relate to human resourcefulness. Consider the research into adaptive performance (“the proficiency with which employees self-manage novel work experiences”; Schmitt, Cortina, Ingerick, & Wiechmann, 2003) or core self-evaluation (individuals’ fundamental appraisals of themselves and their capabilities across a number of life domains; Judge, Erez, Bono, & Thoresen, 2003). Continued research into the ways in which organizations, educational institutions, governments, and others can work to cultivate and promote human resourcefulness across a person’s lifetime—from student

to career changer and beyond—would fit neatly into I-O psychology’s existing lines of research and would meet a salient need within the global human resources development community. The importance of such work is hard to underestimate. In countries like Pakistan, where well over half of the country’s youth are not in school or at work and where state institutions are struggling, economic growth, prosperity, and human welfare rests largely on individual and community resourcefulness (World Bank, 2013). To put the issue in perspective, nearly half of the people at work in lower income countries around the world are farmers or self-employed (World Bank, 2013). Understanding and promoting human resourcefulness in these less formal occupational settings is perhaps one of the most important challenges facing our world today.

Conclusion

Many thanks to Dr. John Lawrence for this insightful and in-depth look at the world’s human resources development challenges and how I-O psychology has, and can continue to, assist human welfare through the development of human resources. John’s insights serve as a reminder that although stereotypical examples of humanitarian work psychology include corporate social responsibility programs, the work of international not-for-profit organizations, and collaborative responses to natural and humanitarian

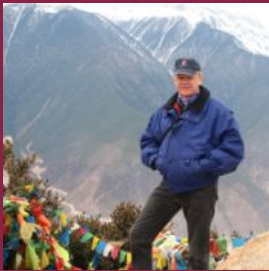
disasters, separating HWP from the rest of I-O psychology is difficult as practically any form of research and practice in I-O psychology is engaged in human resources development. As John has argued, and as highlighted by a wide range of scholars in economics and psychology (e.g., Harbison & Myers, 1964; Becker, 1993; Sen, 1999; Crook, Todd, Combs, & Woehr, 2011), the development of human resources results in greater human welfare by enhancing economic growth through firm performance and by enabling individuals' capabilities and personal freedoms. Thus, practitioners and researchers from across the discipline of I-O psychology, whether they realize it or not, are engaged in forms of work psychology with important humanitarian aims and implications. We hope that our interview with John Lawrence, and our profile of the field of national human resources development, has provided a reminder that by promoting human resources, we all engage in a *humanitarian* work psychology.

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Contents	Editorials	Features	Reports	my.SIOP	TIP Issue Survey
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Rob Silzer

HR Assessment and
Development Inc.

Baruch College, Graduate Ctr,
City University of New York



Chad Parson

Aon Hewitt,

Baruch College, Graduate Ctr,
City University of New York

Best-Selling SIOP Books: A Call for “Recognition Equity” for Practitioners

In the 1980s, SIOP started publishing professional books in I-O psychology. The intent was to provide an opportunity to publish books on important topics relevant to our field and to give SIOP members an opportunity to edit books and write book chapters. It also has earned significant royalty income for SIOP (all royalties go to SIOP).

This article summarizes the book sales for SIOP’s Organizational Frontiers and Professional Practice Series and identifies the best-selling books and editors. We discuss why certain books may sell more copies than others.

We also provide a 2013–2014 update on membership representation among SIOP new Fellows, award winners, appointments, and Executive Board, and we call for “recognition equity” within SIOP for practitioner members.

SIOP Published Books

SIOP jumped into the book publishing business in 1986 with Doug Hall’s book *Career Development in Organizations*. It was the first book in the Organizational Frontiers Book Series (OF). A few years later, SIOP launched a second book series called the Professional Practice Series with **Ben Schneider’s** book, *Organizational Climate and Culture* (1990).

The SIOP website makes this distinction between the two series:

- **Organizational Frontiers Book Series:** “to make scientific contributions to the field and publish books on cutting edge theory and research derived from practice in industrial and organizational psychology, and related organizational science disciplines. The goal of the series is to inform and stimulate research for SIOP members and people in related disciplines.” (SIOP website, April 2014).
- **Professional Practice Book Series:** “these volumes are informative and relevant guides to organizational practice and include guidance, insights, and advice on how to apply the concepts, findings, methods and tools derived from organizational psychology to organizational problems.” (SIOP website, April 2014).

The distinction is not always clear in actuality. Books on training, leadership/executives, selection, and diversity can be found in both series. The Organizational Frontiers Series has always had an academic as the series editor, and the books are more likely to focus on research methodology or theoretical topics. However for the Professional Practice Series, 60% of the series editors have been practitioners and the books are more likely to focus on topics immediately relevant and useful to organizational practitioners.

Overall 41 books have been published in

the Organizational Frontiers Series (OF) by four different publishers: Wiley, Taylor & Francis (Lawrence Erlbaum), Routledge, and Guilford. There are 29 books in the Professional Practice Series (PP), and all have been published by a single publisher: Wiley/Jossey Bass (see Table 1).

Table 1

Number of Books Published by SIOP

Publication decade	Organizational Frontiers Series	Professional Practice Series
1980s	3	-
1990s	9	7
2000s	20	12
2010 to present	9	10
Total to date	41*	29

*The first seven books in the Frontiers series are no longer available from SIOP or the publisher

A complete list of all the books published in each series can be found in the [linked pdf](#). Also see the [SIOP bookstore](#) for currently available books. It should be noted that the first seven books in the OF Series (edited by Hall, Howard, Goldstein, Campbell & Campbell, Schmitt & Borman, Zedeck and Jackson) are no longer available from SIOP or the publisher, but used copies can be found on the Internet.

Best-Selling SIOP Books

We identified the best-selling books in each series. The top-10 best sellers in each series are listed in Tables 2 and 3. The sales for each book in these two

tables are compared to the sales of the 20th best-selling book, ranked 20 out of the top-20 across both lists. Of these 20 best-selling books (Tables 2 & 3), the book with the 20th best sales is *The Nature of Organizational Leadership* edited by Zaccaro and Klimoski (please keep in mind that 40 other books with fewer sales did not make these lists). The sales

for this book was set at 100%. The sales for each of the remaining 19 books are reported as a percentage of the sales for the Zaccaro and Klimoski book. This allows us to provide some comparable information across all books without including actual sales data.

Table 2

Best-Selling Books in the Professional Practice Series

Rank	Professional Practice Book Series			
	Year published	Title	Editor(s)	Comparative % of book sales**
1	1996	Organizational Surveys: Tools for Assessment and Change	Kraut	374%
2	1998	Performance Appraisal: State of the Art in Practice	Smither	340%
3	2010	Strategy-Driven Talent Management: A Leadership Imperative	Silzer, Dowell	198%
4	2005	The Brave New World of eHR: Human Resources in the Digital Age	Gueutal, Stone	186%
5	2001	Organization Development: A Data-Driven Approach to Organizational Change	Waclawski, Church	161%
6	1990	Organizational Climate and Culture	Schneider	151%
7	2001	Creating, Implementing, & Managing Effective Training & Development: State-of-the-Art Lessons for Practice	Kraiger	148%
8	1998	Individual Psychological Assessment: Predicting Behavior in Organizational Settings	Jeanneret, Silzer	142%
9	1999	Evolving Practices in Human Resource Management: Responses to a Changing World of Work	Kraut, Korman	120%
10	2009	Performance Management: Putting Research Into Action	Smither, London	112%

* Wiley (Jossey-Bass) - cumulative sales as of 2/28/14

** Comparative % of book sales figure represents the relative percentage of sales reported for each book on the list in comparison to the book ranked last across both Tables 2 & 3 - *The Nature of Organizational Leadership* - which was set at 100%. For example *Organizational Surveys* sold 3.74 times more total books (374%).

Table 3

Best-Selling Books in the Organizational Frontiers Series

Rank	Organizational Frontiers Book Series*			
	Year published	Title	Editor(s)	Comparative % of book sales**
1	1986	Career Development in Organizations	Hall	317%
2	1994	Diagnosis for Organizational Change: Methods and Models ¹	Howard	229%
3	1989	Training and Development in Organizations	Goldstein	207%
4	1988	Productivity in Organizations: New Perspectives from Industrial and Organizational Psychology	Campbell, Campbell	165%
5	1992	Personnel Selection in Organizations	Schmitt, Borman	165%
6	1995	The Changing Nature of Work	Howard	138%
7	2000	Multilevel Theory, Research, and Methods in Organizations: Foundations, Extensions, and New Directions	Klein, Kozlowski	130%
8	1995	Team Effectiveness and Decision Making in Organizations	Guzzo, Salas	124%
9	1996	Individual Differences and Behavior in Organizations	Murphy	104%
10	2001	The Nature of Organizational Leadership: Understanding the Performance Imperatives Confronting Today's Leaders	Zaccaro, Klimoski	100%

* Each publisher has different close dates for reports and time ranges for sales and earnings calculations. Except where noted the closing date for cumulative units sold is 2/28/14; ¹ = Guilford, cumulative sales as of 12/31/12

** Comparative % of book sales figure represents the relative percentage of sales reported for each book on the list in comparison to the book ranked last across both Tables 2 & 3 - *The Nature of Organizational Leadership* - which was set at 100%. For example *Career Development* sold 3.17 times more total books (317%).

Half of the best-selling PP books listed in Table 2 have been published since 2000, and several are off to a good sales start—*Strategy-Driven Talent Management* and *Brave New World of eHR*. However some of the older books—*Organizational Surveys* and *Performance Appraisal*—have been strong sellers over the last 16–18 years. The top four PP books (Table 2) each have 180% or more in book sales over the 20th best-selling book. The 10 top PP books combine for 75% of the total book sales in the entire PP book series and 35% of the sales of all SIOP books (both series). They have been in print an average of 13 years.

The top selling OF books are listed in Table 3. Only two books on this list have been published since 2000. In fact the top five best-selling books in this book series are all out of print and no longer available from SIOP or the publisher. More recently published OF books have not sold nearly as well as the early ones, such as *Career Development*. There are only two books on the list that have been published since 2000. Of the more recently published books, *Multilevel Theory, Research and Methods* and *The Nature of Organizational Leadership* seem to be selling the most copies. These 10 OF books (Table 3) combine for total sales of 58% of the total book sales in the OF series and 31% of the sales of all SIOP books. They have been in print on average 20 years.

If only the books still in print are considered then the PP books are far outselling

the OF books in general. They would occupy the top eight ranks on a combined list of best-selling SIOP books currently in print. The PP books seems to be more closely related to practical issues and applications whereas the OF books seem more theoretical, but as noted the distinction is not always that clear.

Some would argue that the goal of the book series is not to sell books but to publish on emerging topics and research issues. It would not be a surprise to anyone that these individuals are generally academics and researchers, who are likely to take the same approach in their research. Others, who are generally practitioners, argue that as the book topics get more obscure and less relevant the book's influence significantly diminishes, and selling more books to a wider audience greatly expands the impact and influence of our profession. So the debate among editors seems to be whether to publish narrow, esoteric books that try to identify emerging issues (and sell fewer books) or to publish books that appeal to the more widely shared interests and activities of SIOP members and other key audiences (and sell more books).

Sales Sustainability

Some books may sell initially and then fade quickly in sales. We identified those SIOP books that had sustained sales over time. A book had to be in print at least 2 years to be considered. The best-selling books

Table 4

*Best-Selling SIOP Books by Average Sales per Year**

Rank	Year published	Title	Editor(s)	Series	Years in print	Comparative % of average copies sold per year**
1	2010	Strategy-Driven Talent Management: A Leadership Imperative	Silzer, Dowell	PP	4	438%
2	2009	Performance Management: Putting Research Into Action	Smither, London	PP	5	198%
3	1998	Performance Appraisal: State of the Art in Practice	Smither	PP	16	188%
4	1996	Organizational Surveys: Tools for Assessment and Change	Kraut	PP	18	184%
5	2005	The Brave New World of eHR: Human Resources in the Digital Age	Gueutal, Stone	PP	9	183%
6	2010	The Handbook of Workplace Assessment	Scott, Reynolds	PP	4	155%
7	2001	Organization Development: A Data-Driven Approach to Organizational Change	Waclawski, Church	PP	13	110%
8	1994	Diagnosis for Organization Change	Howard	OF	20	101%
9	2001	Creating, Implementing, & Managing Effective Training & Development: State-of-the-Art Lessons for Practice	Kraiger	PP	13	100%
10	1986	Career Development in Organizations	Hall	OF	28	100%

*As reported by all publishers since 1997

** Comparative % of average number of copies sold per year represents the relative percentage of average sales per year since publication reported for each book in the table in comparison to the book ranked 10 in this table - *Career Development* - which was set at 100%. For example *Strategy-Driven Talent Management* sold an average of 4.38 times more books per year since publication (438%).

based on average sales per year since initial publication are listed in Table 4.

The top selling book in sustainable sales—*Strategy-Driven Talent Management*—has a strong track record with average sales per year of 438% over the last book on the list. In addition the books edited by Smither and Kraut have also been selling very well over a long period of time—*Performance Management*, *Performance Appraisal*, and *Organizational Surveys*. Eight of the top ten books on this list are in the PP series, and the oldest PP book, with 18 years in print, is Kraut's *Organizational Surveys*. The only OF books on the list are among the oldest in that series, and both are now out of print, which suggests that they sold very well while in print many years ago. Clearly the PP series books are now selling noticeably more copies than OF books, and those sales are

more sustainable over time than sales for the OF books.

In looking over the entire list, the topics covered by these 10 books are very relevant and current in organizations today. It could be argued that these topics were chosen wisely, and many are continuing to have significant impact in many organizations. Surely that is one of the key objectives of the SIOP book publishing.

SIOP Royalties

The royalty contracts with each publisher are separately negotiated for a specific time period. The book editors and chapter authors of all SIOP books have kindly reassigned all book royalties to SIOP. SIOP members do not get any direct financial benefit from their book contributions as either editor or author.

The royalty that SIOP receives on books varies based on a number of factors such as the publisher, contract details, book sales, the price of book, the discounts offered to SIOP and others, and so on. Often the actual royalty amounts received from different publishers are not easily understood or comparable.

The royalties from books has been a valuable revenue stream for SIOP as noted by Dave Nershi, SIOP executive director:

Our book series provide an important publishing outlet for our members and a way to disseminate I-O knowledge. In the decades since SIOP launched our two series, we have received approximately \$400,000 in royalties. That is a substantial amount for our organization. All royalties from editors and chapter authors are directed to SIOP. Through this generous action, we can fund important services and programs for members.
(June 3, 2014)

Recent royalties. One somewhat common royalty metric reported by publishers is royalties for the most recent 18–24 month period (although the specific 18 or 24 month periods are not exactly the same across different publishers). Table 5 identifies the five books that generated the highest royalties for recent 18 month (PP) or 24 month periods (OF). We attempted to match the most recent royalty statements across publishers. This list is only suggestive of which books are currently delivering the greatest royalties and could be affected by a range of factors, such as when publishers actually document and pay out the royalties to SIOP.

It is worth pointing out that four of the top five books for recent royalties are in the PP series. These books brought in a significant amount of royalties for just one recent 18–24 month period and only for five books. The four PP books brought in 85% of the recent royalties for these five books.

The first book, *The 21st Century Executive*, is a little older than the others (2001) and

Table 5
Top Revenue Generating Books for the Most Recently Reported 18-24 Month Period

Rank	SIOP books producing greatest recent royalties to SIOP				
	Year published	Title	Editor(s)	Series	Comparative % of 18-24 month royalty earnings**
1	2001	The 21st Century Executive: Innovative Practices for Building Leadership at the Top	Silzer	PP	246%
2	2010	Strategy-Driven Talent Management: A Leadership Imperative	Silzer, Dowell	PP	176%
3	2009	Learning, Training, and Development in Organizations	Salas, Kozlowski	OF	115%
4	2009	Performance Management: Putting Research Into Action	Smither, London	PP	106%
5	2010	The Handbook of Workplace Assessment	Scott, Reynolds	PP	100%

*Each publisher has different close dates and time ranges for earnings calculations; ¹ = Wiley, 18 month earnings as of 2/28/14; ² = Taylor & Francis (Lawrence Erlbaum), 24 month earnings as of 12/31/12;

** Comparative % of 18-24 month royalty earnings figure represents the relative percentage of current book royalties reported for each book in the table in comparison to the book ranked 5th in this table - *Handbook of Workplace Assessment* - which was set at 100%. For example, *The 21st Century Executive* produced recent royalties to SIOP that were 2.46 times greater (246%).

may be going through a sales resurgence or a royalty payout period. Wiley/Jossey Bass is also now selling individual chapters from books so chapters from this book may be being used for leadership training programs or course readings. This book also was recently reprinted with a new cover. The other four books are much more recently published, so these strong royalties might be the result of great initial interest in the books plus their higher book prices (which can directly affect the royalties).

Overall royalties. A very recent sales report from Wiley/Jossey Bass (April 30, 2014) reported overall royalties for all Wiley/Jossey Bass books in both the PP and OF series. It included royalties from various distribution modes: book copies, e-publication, mobile sales, chapter pdfs, and so forth. (We were not able to obtain the overall royalties for non-Wiley books.)

On the list of top-12 overall royalty producing books from the 49 books that

Wiley has published for SIOP, 11 of them are in the PP series (see Table 6). These 11 PP books have brought in 42% of the overall royalty revenue for SIOP, far outweighing the OF series contribution. In addition, three of the editors (along with their co-editors) for these books are responsible for 63% of the royalties from this list of books (Silzer–24%, Smither–23%, Kraut–16%) and 28% of total royalties for SIOP.

It is likely that many of these 12 books are being used in graduate courses in psychology and business (and possibly even undergraduate courses). The topics generally lend themselves to specific courses such as performance management, talent management, organizational surveys, assessment, and human resources. Some of these books are also more recently published so current market interest and higher book prices contribute to higher revenues and royalties.

It should be noted that Wiley/Jossey-Bass has published all 29 books in the PP

Table 6
Overall Royalties from Wiley/Jossey-Bass Books (PP and OF)*

Rank	Year published	Title	Editor(s)	Series	Comparative % of overall royalties**
1	1998	Performance Appraisal: State of the Art in Practice	Smither	PP	376%
2	2010	Strategy-Driven Talent Management: A Leadership Imperative	Silzer, Dowell	PP	330%
3	1996	Organizational Surveys: Tools for Assessment and Change	Kraut	PP	292%
4	2005	The Brave New World of eHR: Human Resources in the Digital Age	Gueutal, Stone	PP	275%
5	2001	Organization Development: A Data-Driven Approach to Organizational Change	Waclawski, Church	PP	214%
6	2009	Performance Management: Putting Research into Action	Smither, London	PP	181%
7	2001	Creating, Implementing, & Managing Effective Training & Development: State-of-the-Art Lessons for Practice	Kraiger	PP	175%
8	2001	The 21st Century Executive: Innovative Practices for Building Leadership at the Top	Silzer	PP	160%
9	2010	The Handbook of Workplace Assessment	Scott, Reynolds	PP	136%
10	2000	Multilevel Theory, Research, and Methods in Organizations: Foundations, Extensions, and New Directions	Klein, Kozlowski	OF	108%
11	1999	Evolving Practices in Human Resource Management: Responses to a Changing World of Work	Kraut, Korman	PP	103%
12	1998	Individual Psychological Assessment: Predicting Behavior in Organizational Settings	Jeanneret, Silzer	PP	100%

* Report close date is 4/30/14

** Comparative % of overall royalties represents the relative percentage of overall royalties since publication for each book in the table in comparison to the book ranked 12th in this table - *Individual Psychological Assessment* - which was set at 100%. For example *Performance Appraisal* produced overall royalties to SIOP that were 3.76 times greater (376%).

series and 20 books in the OF series (50% of the OF books, from 1986–2003). The OF series was temporarily, and then permanently, moved to other publishers (Guilford—2 books in 1993 & 1994; Taylor & Francis—10 books in 2004–2009; Routledge, which combined with Taylor and Francis—9 books in 2011 to present).

A key conclusion is that the Professional Practice book series and the editors and authors who edit and write the books have made significant contributions not only to the revenue stream for SIOP but also to the larger organizational and professional worlds. They are widely read and relied on for professional expertise and guidance.

Best-Selling Book Editors

The book editors often do not seem to get much credit from SIOP for their professional contributions and revenue generation. To address this we identified the editors (who have co-editors for some books) whose SIOP books have sold the most copies. They are listed in Table 7.

It is an impressive achievement for a professional organization that these 11 editors have been responsible (at least in good part) for a 57% of all SIOP book sales across both book series. It is not evident that SIOP is fully appreciative of their important contributions; although 10 of the 11 are SIOP Fellows (except for

Gueutal) there seems to be little public recognition for their publishing efforts. Particular appreciation should go to the top four editors (Kraut, Smither, Silzer, and Howard) who have had multiple hit books, often on very different topics. Typically they have spent several years editing and producing each book.

The best-selling editors cover a full time range for SIOP book publishing, from early *Frontiers* books (edited by Hall, Goldstein, Schmitt & Borman, and Howard) to more recent Professional Practice books (edited by Silzer, Smither, Kraut, and Gueutal & Stone). Of the 22 books edited by the editors on this list, 12 are from the PP series and 10 are from the OF Series. However four of the OF books are now out of print (edited by Hall, Goldstein, Schmitt & Borman, and Howard). So among the remaining 18 books currently in print, 12 (67%) are in the PP Series. The more recently published books also tend to be in the PP series.

Comparison of Professional Practice and Organizational Frontiers

The Organizational Frontiers Series was initiated in 1980s with *Career Development* edited by Doug Hall (1986). A total of 41 books have been published in the OF Series since then, selling 53% of the total copies of SIOP books and bringing in 45% of the total book royalty. The Professional Practice Series was launched a few years later with *Organ-*

Table 7
Best-Selling Book Editors

Rank	Editor(s)	# of books	Title(s)	Series	Comparative % of number of copies sold per book*	Comparative % of total copies sold by each editor**
1	Kraut	3	Organizational Surveys: Tools for Assessment and Change (1996)	PP	2370%	305%
	Kraut & Korman		Evolving Practices in Human Resource Management: Responses to a Changing World of Work (1999)		759%	
	Kraut		Getting Action from Organizational Surveys: New Concepts, Technologies, and Applications (2006)		340%	
2	Smither	2	Performance Appraisal: State of the Art in Practice (1998)	PP	2152%	252%
	Smither, London		Performance Management: Putting Research Into Action (2009)		710%	
3	Silzer, Dowell	3	Strategy-Driven Talent Management: A Leadership Imperative (2010)	PP	1254%	222%
	Jeanneret, Silzer		Individual Psychological Assessment: Predicting Behavior in Organizational Settings (1998)		896%	
	Silzer		The 21st Century Executive: Innovative Practices for Building Leadership at the Top (2001)		374%	
4	Howard	2	Diagnosis for Organizational Change: Methods and Models (1994)	OF	1446%	204%
	Howard		The Changing Nature of Work (1995)		871%	
5	Hall	1	Career Development in Organizations (1986)	OF	2009%	177%
6	Schmitt, Borman	2	Personnel Selections in Organizations (1992)	OF	1044%	127%
	Dragow, Schmitt		Measuring & Analyzing Behavior in Organizations: Advances in Measurement & Data Analysis (2001)		402%	
7	Guzzo, Salas	5	Team Effectiveness and Decision Making in Organizations (1995)	OF	785%	125%
	Salas, Kozlowski		Learning, Training, and Development in Organizations (2009)	OF	301%	
	Salas, Goodwin, Burke		Team Effectiveness In Complex Organizations: Cross-Disciplinary Perspectives and Approaches (2008)	OF	233%	
	Salas, Tannenbaum, Cohen, Latham		Developing and Enhancing Teamwork in Organizations: Evidence-based Best Practices and Guidelines (2013)	PP	100%	
	Judge, Highhouse, Salas		Judgment and Decision Making at Work (2013)	OF	No data	
8	Goldstein	1	Training and Development in Organizations	OF	1310%	115%
9	Gueutal, Stone	1	The Brave New World of eHR: Human Resources in the Digital Age (2005)	PP	1177%	104%
10	London	2	Employees, Careers, and Job Creation: Developing Growth-Oriented Human Resource Strategies and Programs (1995)	PP	425%	100%
	Smither, London		Performance Management: Putting Research Into Action (2009)		710%	

* Comparative % of total number of copies represents the relative percentage of total number of copies sold for each book in the table in comparison to the book in this table with the lowest number of books sold among these 21 books - *Developing and Enhancing Teamwork* - which was set at 100%. For example *Organizational Surveys*, sold 23.7 times more books (2370%).

** Comparative % of total number of copies sold by each editor represents the relative percentage of total number of copies sold by each editor across all books edited in comparison to the editor ranked 10th - London - who was set at 100%. For example Kraut's book sold 3.05 times more books (305%).

izational Climate and Culture, edited by Ben Schneider (1990). A total of 29 books have been published in the PP Series since then, selling 47% of the total copies of SIOP books but bringing in 55% of the total book royalty and a higher percentage of recent book royalties. Other comparisons between the two book series can be found in Table 8.

Although the PP series was started later than the OF series and has had fewer books published in the series, it has sold many more copies per book (PP—on average 2,303 copies per book; OF—1,762

copies per book), brought in greater total royalties, (PP—55%; OF—45%) and had a much higher average of royalties per book (PP books 70% higher on average than the OF books). It suggests that PP books are more successful in appealing to target markets.

The 53 book editors for the PP books include 26 practitioners (49%) and 27 academics/researchers (51%). This balance closely reflects their representation in the full SIOP membership (49% practitioners and 48% academics/researchers). Similarly the five series

Table 8

Comparison of Professional Practice and Organizational Frontiers Book Series

Comparison of two SIOP book series*		
	Professional Practice	Organizational Frontiers
Books published	29	41
Total copies sold	64,475	72,243
Average number of copies sold per book	2303	1762
Total royalties since 1997***	121%	100%
Average royalties per book***	177%	100%
Number of publishers	1	4
Historic series editors	Academics/researchers Practitioners	2 4**
Current editor	Practitioner	Academic
Current editorial board makeup	Academics/researchers Practitioners	4 10
Book editors	Academics/researchers Practitioners	74 (95%) 4 (5%)

* Data is based on available information provided by SIOP and the publishers.

** Two practitioners were coeditors at one time

*** Comparative % figure represents the relative percentages of royalties compared to the royalties for the Frontiers series which were set at 100%. So the Professional Practice series had 121% in total royalties in comparison and 177% of average royalties per book in comparison to the Frontiers series.

editor terms for the PP series have been filled by three practitioners (Waclawski and Church were co-editors for one term) and two academics/researchers. The current PP series editor is a practitioner and the editorial board is evenly split with four practitioners and four academics/researchers. Despite the focus being on professional practice, all member groups are fairly represented in these appointments.

However, a much different picture emerges for the OF series. Of the 78 book editors for the OF books, there are 74 academics/researchers (95%) and only 4 practitioners (5%). Of the five OF series editors appointed by SIOP all of t

them have been academics/researchers (100%) with no practitioners (0%) ever appointed to that position. Further the current series editor is an academic and all 10 members of the current OF editorial board (100%) are academics/researchers with no practitioner representation (0%).

It is notable that there is almost no inclusion of practitioners in the OF Series (as board members or book editors). Unfortunately this lack of inclusion has long been a problem in SIOP for appointments and recognitions. The editors of each book series have wide discretion (with the approval of the SIOP president) on who gets appointed to the editorial boards. The data on the OF Series are an example

of the lack of inclusion and balanced representation in SIOP. It suggests that SIOP continues to be primarily an *academic society*, run by and for academics/researchers, and not a *professional organization* that fully includes and represents all member groups.

The lack of practitioner inclusion in the Frontiers Series ignores the greater recent success and impact of the Professional Practice Series, which is both inclusive and balanced in member representation.

Conclusions

The following conclusions can be identified for the SIOP books:

- The book series have been successful in communicating I-O psychology expertise and knowledge, in raising the visibility of the profession broadly in organizations and universities, in supporting SIOP members in their publishing efforts, and in delivering royalty revenue to SIOP.
- The Organizational Frontiers Book Series got off to a strong start in the 1980s and several of the early books are still on the all-time best-seller list. However seven of those early books are now out of print.
- The Professional Practice Book Series has a strong sales record and is now far outselling the OF books even though there are fewer books in the series. The momentum has

shifted and the PP books now have stronger sustainable sales and royalty income to SIOP, compared to the OF books.

- A few key book editors, with multiple best-selling books have delivered significant book sales and royalty income for SIOP.
- The Professional Practice Series has equitable and balanced representation among series editors, book editors, and editorial board members. The Organizational Frontiers Series has not included practitioners in the positions of series editor, book editor, and board member.

Many Series Editors and Editorial Board members have discussed what books should be accepted into the book series. Depending on the person, they typically reach one of two conclusions.

One group, typically the academics/researchers, argues that books should be published that represent a specific issue that may represent leading thinking in the area. They are generally not concerned with how much the book sells but prefer to advocate for esoteric or research methodology topics. This is similar to what is going on in refereed I-O psychology journal articles (Silzer & Parson, 2012b). They want to be the first to cover a specific but narrow issue.

The other group, typically practitioners, wants the books to cover topics and is-

sues that they are facing in their organizational work. They want relevant, practical, and useful books. They do not want to have to read 20 journal articles in order to abstract bits and pieces of information but would rather read a book that summarizes those findings and identifies what works and does not work in practical applications.

This difference may account for some of the differences between the two series in sales and royalties. The PP books have greater sales because they are more relevant and useful to a wider audience. However, the OF series may be more comfortable letting individual members choose the topic that is closest to their own research and therefore appeal to a much smaller audience.

One other variable in sales is whether the book is being used in a course. The *Organizational Survey*, *Performance Appraisal*, and *Strategy-Driven Talent Management* books get some of their sales as course textbooks. One series editor has suggested that that can have an important impact on sales.

We would argue that the purpose of publishing the books is to educate and influence broadly, in the profession, in organizations, or in courses. Publishing books on topics of interest to a narrow audience seems better left to university publishers and not a professional organization.

Recognition and Inclusion

We strongly suggest that SIOP should do a better job at fair recognition and balanced inclusion. Currently these book editors often go unheralded, despite the years of work that go into each book. SIOP seems to have an indifference to that. The Professional Practice Book Series has allowed practitioners to make significant contributions to the profession, to SIOP visibility, and to SIOP revenues. The SIOP Executive Board should be encouraged to better utilize the demonstrated expertise and sales power of our practitioner members to generate stronger revenues.

It could be argued that the Professional Practice Series should be by practitioners and for practitioners similar to how the academics/researchers treat the Frontiers Series. The academics/researchers fully control the Frontiers series. There does not seem to be much consideration on the OF series for the other 50% of the SIOP membership—the practitioners. The OF approach does not seem very balanced or professionally inclusive.

A Call for “Recognition Equity” in SIOP

As we have discussed in previous articles in *TIP* (Silzer & Parson, 2012a; 2012c; 2013), SIOP has said that it is focused on “integrating science and practice at work” (SIOP website, www.SIOP.org, 8-14

-13). However academics/researchers and practitioners have been treated very differently in SIOP, particularly in getting recognition for their professional contributions and in appointments and awards.

Given that this problem is not getting resolved, we call for “recognition equity” in SIOP for practitioners. We think it is past time that SIOP transition from an academic society to an inclusive professional organization that serves all of its membership. There needs to be more balanced representation and inclusion of all member groups in Fellow designations, awards, and key appointments (Silzer & Parson, 2013).

Appointments

We have previously reported on SIOP awards, appointments, officers, and Fellow designations. We are updating the SIOP dashboard data (Silzer & Parson, 2013) for 2013–2014 year to identify any recent progress. An update of the recent SIOP appointments can be found in Table 9.

In general little has changed from the last update, which is disappointing. A few notable changes from 2012-2013:

Table 9
2013-2014 SIOP Committee, Board, and Foundation Appointments

2013 – 2014 SIOP appointments		
2011 membership	Academics/researchers*	Consultants/practitioners in organizations**
	48.60%	49.30%
2011 members with I-O PhDs	44%	56%
SIOP appointments		
SIOP Foundation (n = 6)	83%	17%
SIOP Representatives to AOP (n = 4)	100%	0%
Leading Edge Consortium Chair (2013) (n = 1)	0%	100%
Publication Board (n = 8)	37%	63%
Book series /IOP journal/ TIP editors (n = 4)	75%	25%
Professional Practice books editorial board (n = 8)	50%	50%
Organizational Frontiers books editorial board (n = 10)	100%	0%
Fellowship Committee (n = 9)	78%	22%
Strategic Planning Committee (n = 5)	60%	40%
Total (n = 88)	70%	30%

* Academics and researchers in research-focused consulting firms

** Practitioners in consulting firms (nonresearch) and in organizations

- The Publication Board switched from almost an entirely academic board (under an academic chair) to a much more balanced board (under a practitioner chair).
- The chair of the 2013 Leading Edge Consortium switched from several academics to a practitioner (however a researcher has been appointed chair for the 2014 LEC).
- There continues to be a lack of inclusion of practitioners and a heavy dominance of academics/researchers on SIOP Foundation Board, SIOP representatives to AOP, key editors (of SIOP book series, *IOP*, and *TIP*), Organizational Frontiers Editorial Board, Fellows Committee, and key Committee Chairs.

This lack of progress on inclusion of practitioners (50% of the membership) continues to be a major problem. Some of these appointed groups have chosen to do nothing to be more open to practitioners, while other groups now have an even worse inclusion record than last year: Organizational Frontiers Editorial Board and Fellows Committee. The overall inclusion ratio on key appointments (70% vs. 30%) is virtually unchanged from last year. Why has SIOP not taken action on this to ensure more balanced representation? Perhaps more practitioner representation would better address these core issues.

Recognitions and Awards

We have updated the member representation for Fellow designation, key appointments, and SIOP officers. See Table 10 for an updated SIOP progress dashboard.

As the data in Table 10 indicate, there has been **no progress** or very **little progress** in Fellow designation, awards, key appointments, and SIOP officers. In par-

Table 10

SIOP Progress Dashboard of Member Representation (2013-2014)

SIOP progress dashboard (2013-2014)		
	Academics/researchers (1)	Consultants/professionals in organizations (2)
2011 membership	48.60%	49.30%
2011 members with I-O PhDs	44%	56%
Fellows		
Past	83%	17%
2011-2012	83%	17%
2012-2013	83%	17%
2013-2014	88%	12%
Conclusions	Negative progress	
Awards (4)		
Past	84%	16%
2011-2012	10 awards 88%	1 award 12%
2012-2013	11 awards 69%	5 awards 31%
2013-2014	6 awards 2 shared awards 64%	3 awards 2 shared awards 36%
Conclusions	Slight progress	
Key appointments		
2011-2012	79%	21%
2012-2013	74%	26%
2013-2014	70%	30% (3)
Conclusions	Slight progress	
SIOP officers		
2004-2014	80%	20%
Past Presidents		
2011-2012	75%	25%
Executive Board		
2012-2013	69%	31%
Executive Board		
2013-2014	68%	32%
Executive Board (5)		
Conclusions	No progress	

1 - Academics and researchers in research-focused consulting firms

2 - Practitioners in consulting firms (non-research) and in organizations

3 - We were unable to identify the work focus of two committee chairs.

4 - Awards do not include grants or recognitions for graduate students.

5 - One of the officers categorized as a Practitioner is VP of Research for a professional organization and might more accurately be categorized with Researchers. The ratio would then change to 74% A/R and 26% P.

ticular the Fellow designations' lack of inclusion and balance has only become worse (88% of Fellow designations were given to academics/researchers). This committee had a researcher chair, and

78% of the members were academics/researchers. It is no surprise that an unrepresentative committee would lead to noninclusive decisions. It is troubling that certain groups such as SIOP Foundation, the representatives to AOP, the Frontiers Editorial Board, and the Fellowship Committee have done nothing to be more representative and inclusive of all SIOP members.

There are a few very slight trends over the last 3 years in a few areas (awards, appointments, and Executive Board membership), but progress is exceedingly slow and almost imperceptible. We would like to think that measuring and publishing these data has gotten the attention of at least a few members in SIOP. However appointments are still being made that are noticeably biased in favor of academics/researchers.

Conclusions

SIOP promotes itself as supporting and recognizing the importance of both science and practice to the profession. Yet SIOP's actions do not reflect this. There is still a lack of member balance and inclusion of practitioners in awards, appointments, Fellow designations, SIOP officers.

We suggest that SIOP take the following actions to address this lack of inclusion:

- Insist that all SIOP Boards, committee chairs, awards, committee mem-

berships and key appointments are evenly balanced between practitioners (nonresearch consultants and organizational practitioners) and academics/researchers.

- No member should be allowed to hold more than one key position or appointment at one time (currently one academic is holding at least three key chairs).
- Ensure practitioners are given an equal number of SIOP awards and Fellow designations as academics/researchers. One option to be considered is starting a SIOP practitioner Fellow for outstanding practice contributions.
- Require that the SIOP presidency alternate every other year between a practitioner and an academic/researcher. This should also apply to other significant SIOP positions, such as Foundation Board chair, Program chair, and so forth.
- Establish, promote, and deliver on a specific set of SIOP initiatives for supporting and recognizing excellence in I-O practice, such as developing objective guidelines for evaluating practitioner contributions and practitioner Fellow designations.

We call upon SIOP to support **“recognition equity”** for the 50% of the SIOP practitioner members who are often not included in SIOP in awards, appointments, and other recognitions. Member inclusion and balanced member repre-

sentation are critical to any professional organization. It is long past time that SIOP fully transition from an *academic society* to a *professional organization* that represents, supports, includes, and recognizes all member groups.

¹This book was later reprinted in 2009 as part of the Organizational Frontiers Series.

²The publishers have denied our request to allow us to include actual book sales and royalty data for the books. In lieu of the actual data, we present the data in relative terms (comparing across books). This approach does provide some indication of the success of the book series and of individual books.

³There are four different publishers for these two series, and they provide different reports with different data at different times for different time periods. We sorted through the different and often-confusing reports to try to find comparable data. The information that we include is based on the data reports that were provided to us by the publishers and SIOP.

⁴The sales data was converted into comparison data. The average sales per year for each book is reported as a percentage of the average sales per year of the *Career Development* book (Hall), which was set at 100%.

⁵Because the royalty reports are not standardized across different publishers, we tried to find comparable data and time periods. We based our analysis on the available

data. More complete and directly comparable publisher data may alter the results.

⁶The term “practitioner” refers to the 50% of the membership who are employed in organizations or in consulting firms that are not research firms. Researchers working in research consulting firms share a common focus on research with academics. No matter how you group members, the practitioners in organizations or in consulting firms (non-research) are significantly underrecognized by SIOP.

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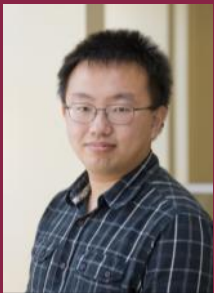
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International Practice Forum



Alex Alonso

Society for Human Resource
Management (SHRM)



Mo Wang

University of Florida

Farewell and Onto a New Chapter!

For those of you that know me, there is no question that I am a Yankee fan. From the moment I first watched a spring training game in Tampa and saw Donny Baseball hit from his customary crouch, I knew I would love the pinstripes till the day I die. This love affair with the New York Yankees has seen the 1970s, 1980s, the stellar 1990s, and early 2000s come and go. During that period, I saw the likes of Mr. October and Mo rise to legendary heights. I relished Aaron “Bleeping” Boone’s shot and survived 2004, 2007, and 2013 with all the **Eric Dunleavy** teasing I could withstand. During this era, one Yankee has stood above all others as a paragon of performance and wizard of winning. Derek Jeter is Mr. November and the quintessential Yankee. This season is his final season and like all great athletes he is retiring after having brought joy (or angst) to the hearts of baseball fans for years. In my admiration of the Yankee captain, I must acknowledge his class and his desire to do what’s best for the game. His future is full of other endeavors that will continue to support his mission. Like Jeter, Mo and I have encountered new endeavors where we can further our mission of further driving I-O psychology in a global setting. For Mo, there is furthering the science of I-O through the National Science Foundation and continued research. For me, there is my role on the SIOP Executive Board and furthering practice through my role at SHRM. Like Jeter, it is time for us to hand the reins to a new columnist.

Before we bid everyone farewell and introduce your new **TIP International Practice Forum** columnist, we thought it would be worthwhile to review some of the highlights from the last 3 years. When choosing highlights I focused on some of the more memorable lessons learned from the global I-O community. At first, I scoured our columns.

Then, I scrubbed through our research incubator efforts. Next, I reviewed all International Affairs White Paper Series contributions. Finally, I compiled a list of the top three lessons learned in our tour of the globe. The top-three lessons learned over our last 3 years are as follows:

Number 3: My employee engagement is not your employee engagement. In 2012, **Jay Dorio** of IBM Kenexa highlighted interesting cultural differences in drivers of employee engagement. What's even more interesting is that employee engagement does not have the same types of conditional enablers even when comparing the U.S. and Canada. This lesson did not come by surprise but revealed so much about cultural nuance.

Number 2: Selection tests are applied differently even when thinking about cognitive ability and personality. In 2011, **Eduardo Barros** and colleagues shared their research looking at how Latin American employers applied to the findings of cognitive ability testing to make selection decisions. They detailed the use of cognitive ability tests for non-traditional employment decisions such as fitness for duty. Their contribution taught us about creativity in the application of I-O psychology.

Number 1: Executive coaching and assessment takes all kinds of creativity. In 2013, **Alison Eyring** offered an interesting

insight into the trends among Asia's best executive and leadership development practices. Executive assessment and development varied widely, including distinct concepts for role play exercises and other learning exercises. Coaches are known as much for their creativity as they are for their technical prowess.

Despite the highlights, one lesson learned stands taller than the rest: There is a wonderful world of I-O psychology out there and it needs to be shared for all to enjoy. Over our 3-plus years of writing this column, Mo and I have been amazed by the number of global practitioners out there wanting to share their insights and driving the practice to new heights. This brings us to your new columnist. One international I-O practitioner has stood above all others as a contributor to our efforts. She has come to us time and time again looking for ways to seek additional contributions. She has shared her lessons learned over the years and sought new ways to improve the column. She lobbied for research incubators and developed the International Affairs Committee wiki. She contributes globally through every medium we could think of, and she drives innovation in practice throughout the globe. When it came time to discuss retirement, Mo and I instantaneously thought of her. So without further ado, we present **Lynda Zugec** as your new **TIP International Practice Forum** columnist.

In 2007, Lynda Zugec founded a human resources consulting firm named The Workforce Consultants. Following extensive experience in human resource positions throughout North America, Europe, and the Middle East, Lynda recognized a need to combine the teaching and research expertise of highly qualified academics with the management teams responsible for human resource policy and practice throughout the business community. This inspired the organizational strategy of The Workforce Consultants. Prior to creating her own company, Lynda was a human capital advisory services consultant with Mercer Human Resources Consulting Ltd., one of the world's premier human resources consulting firms. Lynda holds an honors degree in Psychology and Applied Studies along with a specialization in Human Resources Management from the University of Waterloo and a master's degree in Industrial/Organizational Psychology from the University of Guelph. Lynda also has the distinct honor of being our first contributor and was the first two-time contributor to this column. But this short bio does not do her any justice. So here are the top three things anyone should know about Lynda:

- She is incredibly talented as evidenced by her black belt in karate! Read her column or she'll give you a roundhouse kick to the temple.
- She is a sensational collaborator and does everything possible to make

joint efforts successful. It doesn't matter whether you are putting together a proposal or dinner for friends, Lynda will ensure it is a success, a team success.

- She will make the **TIP International Practice Forum** better. She is a successful international entrepreneur who will drive this column to new heights.

Farewell and See You Next Time!

Mo and I would like to leave you with this final parting thought: "We live in a wonderful world that is full of beauty, charm and adventure. There is no end to the adventures that we can have if only we seek them with our eyes open." These words from Jawaharlal Nehru highlight the purpose of our column and our mission over the last 3 years. We have sought to show I-O adventures with our eyes open. This mission and column is now Lynda's to steward. But the adventures will always be yours (and ours) a global community of I-O psychologists.

Mo and I wish you all a warm farewell, and Lynda greets you all with a friendly smile.

WE NEED YOU AND YOUR INPUT! We are calling upon you, the global I-O community, to reach out and give us your thoughts on the next topic: change man-

agement strategies. Give us your insights from lessons learned in your practice. We are always looking from contributors and we will be on the lookout. To provide any feedback or insights, please reach Lynda by email at lynda.zugec@theworkforceconsultants.com.

Reference

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History Corner



Jeffrey M. Cucina
U.S. Customs and Border
Protection

Happy Birthday!

In June 1964, the first issue of *The Industrial-Organizational Psychologist* (*TIP*, then known as *The Industrial Psychologist*) was published; thus this issue of *TIP* marks the 50th birthday of the newsletter. *TIP* has been published every year since 1964, progressing from an entirely text-based, 14-page paper newsletter to 208-page (in April 2014) digital publication with photos and links to videos. The first issue began with a note from President S. Rains Wallace (1964), who noted that the newsletter had “been a gleam in the eyes of many of the members for some years” (p. 3). Wallace indicated that one goal of launching *TIP* was to keep members of Division 14 (as our organization was known in 1964) informed about the activities of the division, its committees, and its membership. In his editorial, Perloff (1964a) mentioned that the goal of *TIP* was not to compete with other technical publications in the field but rather to focus on the profession itself including announcements of employment changes, in-progress research, new instruments and techniques, and other items of general interest to SIOP members.

The first issue of *TIP* also included a number of articles on issues that are still relevant today. It included a copy of the Executive Board minutes, which highlighted discussions about the invasion of privacy within society, adverse impact, and “a possible trend of industrial psychology away from the liberal arts school to the business administration school” (p. 7). In addition, Glasner (1964) wrote about the distinction between internal and external consulting.

In the second issue of *TIP*, Perloff (1964b) announced the establishment of regional editors for *TIP* who solicited and reported activities of industrial psychologists

within seven regions, corresponding to the American Psychological Associations' regional associations. SIOP President Baxter (1964) discussed his impressions of the current state of psychology in the (now former) country of Yugoslavia. By November 1965, *TIP* had quintupled in length to 73 pages and then editor Bougler (1965) noted that it was viewed as a leader among APA division newsletters. *TIP*'s first photographs appeared in the December 1973 issue. Pictures of then SIOP President Edwin Fleishman and Past President Bob Guion appeared in the issue as well as a photograph in an advertisement for a textbook. Over the years, *TIP* progressed from a simple stapled newsletter to a bound booklet that arrived quarterly in SIOP members' mailboxes. One year ago, *TIP* went entirely digital and can now be viewed on tablets and computers. For more information on the first issue of *TIP*, check out Scott Highhouse's (2008) article or read the issue yourself at the early *TIP* archives webpage: <http://www.siop.org/tip/archives/default.aspx>.



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History Corner



Kevin Mahoney
South Dakota State
University



Jeffrey M. Cucina
U.S. Customs and
Border Protection

The SIOP Living History Series: An Interview With Paul W. Thayer

Note. The views expressed in this paper are those of the author and do not necessarily reflect the views of U.S. Customs and Border Protection or the U.S. federal government.

The SIOP History Committee launched the SIOP Living History Series at the 2013 SIOP conference. The series involves interviews of historic I-O figures who have made notable contributions to research or practice in I-O psychology. This year, **Paul W. Thayer** (see Figure 1) was interviewed by outgoing SIOP Historian Kevin T. Mahoney. Dr.



Thayer is an emeritus faculty member of North Carolina State University (NCSU) and a Fellow of SIOP, the American Psychological Association, the Association for Psychological Science, and the American Association for the Advancement of Science. He has been a member of SIOP since 1956 and has served in all of SIOP's the elected offices, including president.

During the session, Dr. Thayer discussed his career, which has spanned both industry and academia. He spoke extensively of his 21 years at the Life Insurance Marketing and Research Association (LIMRA), including LIMRA's groundbreaking biodata research and the application of survey methodology to refute myths in the industry. In 1977, he joined the faculty of NCSU becoming the department head. He found working one on one with graduate students, serving as a mentor, and leading the department to be his favorite ac-

tivities at NCSU. His SIOP presidential address, entitled “Somethings Old, Somethings New” went on to be published in *Personnel Psychology* and is now considered one of the classic articles in I-O psychology. Dr. Thayer closed the interview by discussing what he saw as the current challenges facing our profession. The History Committee recorded the interview, which has been uploaded to SIOP’s official YouTube channel: http://www.youtube.com/watch?v=0kQH_AYeWgg&feature=youtu.be.

More information about Dr. Thayer’s life and work can be found in his autobiography (<http://www.siop.org/Presidents/Thayer.aspx>).

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Application of Modern Technology and Social Media in the Workplace



Nikki Blacksmith
The George Washington
University



Tiffany Poeppelman
Google (Contractor)

Three Ways Social Media and Technology Have Changed Recruitment

Prior to the introduction of social media and technology, recruiters focused on face-to-face networking and cold calling candidates. Since the introduction of online job boards, social media websites, and other related technologies, the recruiter's job has changed immensely. Recruitment today is more strategic, personalized, and targeted than ever (Sunderberg, 2014b). Eighty-three percent of organizations are now using social media as part of their recruitment process (Sunderberg, 2014b)! Although [LinkedIn](#) is the network of choice for recruiters, [Facebook](#) and [Twitter](#) are used as well (Sunderberg, 2014b). This article will discuss three ways social media and technology have begun to evolve the recruitment process and the role of the recruiter, followed by some potential research avenues to better understand the transformation.

Easy and Quick Access to Qualified Applicants

Recruitment is a dynamic and complex process that includes advertising a job opening to qualified applicants, enticing them to apply for the job, maintaining the candidate's interest throughout the process, and influencing their decisions until an offer is officially extended (Breaugh, 2013). In the past, organizations relied on agencies, campus recruitment, job boards, and print advertisement to reach applicants with the idea that the larger the pool of candidates, the more selective recruiters could be. However, social media are now enabling recruiters to search for qualified applicants who were not necessarily searching for a job, says **Matt Reider**, president of Reider Research and VP at [Campion Recruiting Services](#). This is huge change, as in the past, organizations found it very hard to reach

an individual if they were not actively seeking employment.

Organizations and recruiters can promote jobs to their targeted applicants by filtering data from applicants' social media profiles like LinkedIn (Kutik, 2013). For instance, if a job applicant logged onto LinkedIn, he or she may be provided suggestions based on your interests and skills. Asynsley Trudeau, a senior technical recruiter for [STS Technical Services](#) with over 8 years of experience in recruiting, says that he now has to be "creative in the ways he finds passive talent." For instance, he has found Google+ to be a great tool because he can conduct a key word search on résumés that applicants are posting to the site. New technologies also use search engines and social media site data to keep track of where the best sources of applicants are and track the number of qualified individuals who apply, the number of applicants interviewed, and also the number that were hired. This information is extremely useful for recruiters when determining where to best spend their time.

Despite the introduction of many other technology methods of recruitment, employee referrals are still seen as an ideal recruitment method. Organizations view employee referrals as one of their preferred methods and research has provided evidence that this method can be quite beneficial in terms of hiring high

performers (Breaugh, 2013). The great news is social media has also provided resources through which employees can quickly reach their network in one simple click or post online. One study demonstrated that on average 60% of employees are willing to post a job opening on Facebook in order to share it with their friends (Sunderberg, 2014a).

Challenges

These new means of recruitment require that recruiters build personal relationships with applicants. With the increased ability to quickly and directly contact applicants comes an increased importance for organizations to have the right tools and recruiter in position to develop those relationships (Sullivan, 2013). Recruiters can no longer broadcast or advertise a job opening in one place, but rather they need to regularly participate in ongoing conversations on various social media websites (Sullivan, 2013).

More Compelling Content Required

There are an increasing number of avenues and methods through which organizations can increase awareness and brand among job seekers. In the past, it was hard for organizations to provide information outside of advertisements, career websites, and personal contact with employees working for the organization of interest. Now, applicants can view videos and webinars, access websites

that provide information from other applicants and employees, and read blogs or other forms of personal communication that provide insider information about an organization of interest. For example, many websites such as [Glassdoor](#) provide job applicants the ability to post about their experiences in the recruitment process and learn about the internal realities of a potential employer from current or former employees.

Applicants are likely to place heavier weight on information they deem as credible compared to secondary sources of information they receive about an employer through advertising and corporate websites (Sullivan, 2013). The information applicants view as authentic typically comes from primary sources; applicants want to hear firsthand what it is like to work in that organization, and social media is often where they start. For instance, LinkedIn makes it very easy for applicants to scour their extended network to determine whom they might know that works for the organization to which they have applied. Reider explains that applicants are also using LinkedIn to bypass the recruitment process and speak directly to the hiring manager. This can be a smart tactic for an applicant, as they will get more attention than if they simply submitted an application online, but the recruiter is also not there to advocate for the applicant or help in the negotiation process. Organizations are now taxed with de-

signing and monitoring an abundance of content in various forms. The lines between recruitment and selection are blurring; applicants may perceive the hiring process as an indication of what it might be like to work in that particular organization, depending on the methods used. For example, many organizations are adopting [virtual simulations](#) as a way to not only assess whether the applicant can do the job but also provide applicants with a realistic job preview (Winkler, 2006). Other organizations, such as the Army, provide [assessments and tools](#) online that can help applicants make decisions about whether they fit in the organization and, if so, where they would be best placed. This gives applicants a better understanding of whether they think they might enjoy working in the organization and either self-select into or out of the recruitment pipeline.

Challenges

The multitude of spaces where organizations must place recruitment content, along with the sheer number of individuals that come into contact with an applicants, introduces several new challenges for organizations. First, organizations have to ensure that the recruitment messaging is consistent across all sources. Also, every employee in the organization should be treated as a recruiter and be well equipped to describe the organization to any applicant in a positive and realistic manner. Organiza-

tions also have to rigorously manage their online presence and pay attention to what is being said about them and manage the conversation.

Issues of Fairness

Organizations have long recognized that they need to consider how applicants react to the recruitment and selection processes (Breaugh, 2013). Recruitment is not a one-way conversation but rather a mutual negotiation between an employee and employer. Organizations need to worry about how they treat applicant just as much as the applicant has to ensure they are providing a good impression to the organization.

With the use of new technologies and social media in the recruitment process, organizations have introduced new forms of potential bias or new components of the process to which applicants may view as unfair. For instance, the use of social networking sites such as LinkedIn gives recruiters access to information that could lead to discrimination (e.g., race, gender, age, religion, etc) whether intentional or unintentional. Research is beginning to understand how social profiles are perceived and found that applicants who place pictures on LinkedIn are preferred over those who choose to omit pictures (Salter, Poepelman, & Miglaccio, 2014).

Caution is also warranted about potential bias, or new factors affecting hiring outcomes, introduced by placing a large focus on recruiting online. Though still unknown, there is a possibility that certain methods of recruitment may lead to a biased sample of applicants. For illustration purposes, we'll provide some hypothetical examples. LinkedIn provides specialized access to employers if the job seeker pays a certain amount per month, potentially giving more affluent applicants a leg up. In addition, LinkedIn is designed such that the more people you are connected to, the more people you have access to or have access to your account. If an organization places all efforts on LinkedIn it may be reasonable to determine if they are actually reaching more talented applicants or simply those who are very well socially connected.

Challenges

Organizations will need to implement several policies and interventions to ensure they are always being fair to their job applicants. For example, there is a large portion of individuals who do not use social media websites for one reason or another. Organizations need to consider how they will continue to reach out to this portion of the population, ensuring that they are also alternative methods that do not require Internet access. Recruiters must also be aware of common issues arising from these new media

in order to overcome them. For instance, Trudeau explains that some older candidates may perceive that they are being discriminated against and therefore build an online résumé that omits decades of their work experience in order to make them look younger. The way individuals job search and the way recruiters leverage these technologies likely varies extensively across individuals and organizations; a richer understanding of how they are being used will be needed to address issues of fairness.

Given that all employees are also recruiters in the sense that they can post a job opening or spread information (e.g., Glassdoor) through the Internet about the employment experience at their organization, organizations must also ensure that they provide the necessary training and tools to their employees. Messages to applicants should be consistent, positive, and aligned with the organization's goals for the future. This will likely evolve to be an ongoing form of communication between the employee and the organization.

A Widening Practice–Research Gap

Recruitment research has long been lagging behind the practice, but the gap is likely widening at a much faster pace than ever before. Based on our conversations with recruiters in the field and a review of the literature, we suggest some areas of research that should be pursued in order to close the gap.

Theory (Re)Development

The recruitment literature has traditionally been fragmented based on specific topics (e.g., messaging, method, sourcing), which are treated individually rather than as a combination of variables that interact with one another (Breaugh, 2013). Hence, recruitment researchers lament the lack of theory and comprehensive understanding of the process and how those affect recruitment outcomes. This is the case even more so with online communication between applicant and recruiter and the introduction of new technologies. A recruiter may send LinkedIn messages, email, have a phone call, and videoconference with in the process of recruiting one applicant. Understanding the interaction among messaging, methods, and sourcing is crucial to capture the essence of the process and its outcomes. Researchers have been calling for an integrated theory for a while, and it is still greatly needed (Breaugh, 2013).

Furthermore, some theories may be outdated. For example, many theories or empirical approaches make the assumption that applicants are generated by presenting advertisements or posting about a job (which very much used to be the case). However, Reider explains that this is shifting; organizations can now be the first to initiate contact, as they are seeking out the talented passive candidates. When developing an integrated theory, researchers should consider

whether previous theories are still sufficient to explain the nomological network. Furthermore, many of the theories focus on one aspect, such as messaging, in isolation from the other processes (Breugh, 2013). From what we have learned from recruiters in the field, the way a message is said may be less important than who delivers the message and that it is very much an ongoing process rather than a moment in time.

Understanding Increased Importance of the Recruiter

Previous research has not been successful in finding effects on recruitment outcomes due to recruiter characteristics (Breugh, 2013). However, with the increased emphasis on relationship building in the recruitment process, this research may need to be revisited. Research has found that recruiter behaviors do matter in terms of an applicant's probability of accepting a job offer. This line of research should continue as some researchers may be viewed as more competent than others as the role is changing, and also, all employees could possibly be seen as a recruiter. It may also be the case that applicant and recruiter personalities interact, making some dyads more successful than others.

Targeted Recruitment

The introduction of social media in recruitment further highlighted the impor-

tance of targeted recruitment. Sullivan (2013) predicts that targeted recruitment will be the next trend; organizations will adopt market research practices by identifying and targeting their specific pool of desired applicants. This calls for a need to integrate work analysis research and recruitment. Organizations need to design their recruitment strategy to align with their hiring strategies. Recruitment literature has often been treated as a separate body of work from selection research. However, the utility of selection systems relies on an organization's recruitment practices. It is essential that organizations are recruiting the same KSAOs they use to identify qualified applicants.

Most recruitment research is conducted using college students, and researchers have been willing to assume that the results of those studies will generalize to individuals with more job search and work experience (Breugh, 2013). However, the targeted recruitment research has shown that applicants across varying roles and with different characteristics have differential preferences when applying for jobs. This suggests that one cannot assume that experienced job applicants are seeking the same thing as a job applicant fresh out of college. Researchers should consider revisiting some studies and replicating them with different populations of job applicants to assess generalizability.

Reactions to New Methods and Processes

Applicant perceptions and reactions have been a fruitful avenue of research in recruitment and should become increasingly prosperous with the various new methods and processes in recruitment. For instance, organizations are now using virtual reality in their recruitment. In addition, many social media sites allow organizations to promote tailored advertisements to individuals. There is no research that we are aware of that has evaluated applicant reactions to these types of promotional content on personal sites. Another issue that has surfaced is the question of whether or not organizations are invading applicant privacy by accessing their personal profiles. Research should investigate how and when applicants may view this type of recruitment as an invasion of privacy and what kind of effects it may have on recruiting outcomes.

The recruitment landscape is changing and research has some catching up to do. Although this article only covers a few gaps or areas of concern, there are far more that are not covered here, and we want to hear from you, the experts. Tell us about your job search experiences as a recruiter or job applicant! How has social media and technology helped or hindered your ability to find the right job or ideal applicant? In addition, tell us about your research on these areas so we can high-

light it for readers. Tweet your thoughts to [@themodernapp](https://twitter.com/themodernapp) or post your comments on [my.sioj](https://my.sioj.com)! Be sure to join [The Modern App Group](https://www.themodernappgroup.com) and tell us what you think!

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Calling for Nominations: The Dunnette Prize

About Marv Dunnette

Marv Dunnette received many accolades and honors during his professional career, including the presidency of SIOP and receipt of its Distinguished Scientific Contributions award. He authored some of the most significant publications in the field of I-O psychology in the 20th century.



Marv is revered by those who knew him for his creative thinking and research, clarity of writing, iconoclastic critiques (such as *Fads, Fashions, and Folderol in Psychology* and *Mishmash, Mush, and Milestones*), awesome mentorship, remarkable humanity, and sense of humor.

To get to know him, you can make a good start by reading *Being There: A Memoir*, online at <http://www.siop.org/presidents/Dunnette.aspx>. If you are pressed for time, scroll to the end and read the Summing Up section. His professional impact was immense.

His personal impact was even greater. Marv touched many lives during his long and illustrious career. He was most proud of his contributions to the lives of his students, 62 of whom received doctorates of psychology under his mentorship. Many of those he influenced have chosen to honor his memory through the creation of the Dunnette Prize.



Milton D. Hakel
SIOP Foundation
President

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DUNNETTE
— PRIZE —

The Dunnette Prize recognizes living individuals who have made significant and lasting contributions to understanding (assessing, predicting, and explaining) human behavior and performance by explicating the role played by individual differences. Such contributions can be in the form of basic research, applied research, or applications in practice. Marv did not see these as distinct entities; each informs the others.

The Dunnette Prize carries a cash award of \$50,000, to be presented at the 2015 SIOP Annual Conference in Philadelphia. There the recipient will give an invited address.

The call for nominations is now open. The nominator must be a SIOP member in good standing and will need their username and password to initiate the nomination using SIOP's online awards program. The nominator must provide a minimum of three but no more than five letters of recommendation, one of which may be from the nominator. It is the responsibility of the nominator to

gather the recommendation letters and upload them, along with the self/team statement, using the online awards program. Self-nominations are welcome. SIOP membership is not a requirement for nominee(s).

Please visit www.siop.org/SIOPAwards/dunnette.aspx for full details on this exciting award.

On to Philadelphia

In closing, permit me to point out that you can still give tax-deductible contributions to the Dunnette Fund, or indeed to any of the funds of the SIOP Foundation. That said, it is going to be exciting next April to learn who won the inaugural Dunnette Prize—being there will be such a momentous event for SIOP. Now is the time to submit nominations and endorsements.

The SIOP Foundation

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Guest Editorial



Frederick P. Morgeson
Michigan State University

Introduction to the *Annual Review of Organizational Psychology and Organizational Behavior*

This year marks the launch of the *Annual Review of Organizational Psychology and Organizational Behavior*. This launch initiates what we believe will be an essential resource for those who study people at work. In this article, I would like to introduce this new journal, provide a little background on its origin, and outline what we see as our distinctive mission.

For over 80 years, Annual Reviews has published comprehensive collections of critical reviews written by leading scientists. It currently publishes 46 journals across numerous disciplines within the biomedical, life, physical, and social sciences. Prominent among these journals is the *Annual Review of Psychology*, one of the highest impact journals in psychology. Each year since 1950, the *Annual Review of Psychology* has published a handful of articles in the field of industrial and organizational (I-O) psychology, organizational behavior (OB), and human resource management (HRM). Although these articles have been highly impactful, their focus has often been necessarily broad, and limited space has prevented more in-depth coverage of the full range of I-O psychology and OB/HRM topics. Recognizing this fact, the Annual Reviews Board of Directors approved the creation of the *Annual Review of Organizational Psychology and Organizational Behavior*, a journal devoted to publishing reviews of the I-O psychology and OB/HRM literature that will replace the limited coverage of these topics in the *Annual Review of Psychology*.

The start of a new journal is, in part, a journey into the unknown. Although we are cognizant of the numerous outlets for review articles, none are published annually

and focused exclusively on research conducted in I-O psychology, OB, and HRM. We see this as a significant gap, particularly for such a diverse and vibrant field. We believe that the *Annual Review of Organizational Psychology and Organizational Behavior* will occupy a unique place in the field and contribute to the codification and advancement of our science by providing the opportunity for in-depth and extensive coverage of its various domains.

The purpose of the *Annual Review of Organizational Psychology and Organizational Behavior* is to provide distinctive reviews across the range of I-O psychology, OB, and HRM domains. Reviews will summarize significant developments in the field, with a focus on recent research. As additional research in an area accumulates, we will periodically revisit the same topics. Not every area will be covered in each volume, but over time we will cover them all, with commensurately greater and more frequent coverage for those areas with greater activity. In addition to these articles, each volume will contain one “perspectives” article written by our field’s distinguished scholars. These articles allow authors more latitude to write what they feel: about the field, their own career, or some combination of the two. The first two, written by **Lyman Porter** and **Benjamin Schneider** (Volume 1) and Edgar Schein (to appear in Volume 2), are engaging, interesting, and provocative. Our intended audience includes not only

immediate colleagues within a domain but also other disciplinary colleagues updating their knowledge, graduate students entering the discipline, adjacent scientists looking into our field, undergraduates exploring the domain, teachers keeping up with the latest developments, and practitioners working in organizations. As such, we seek articles that people want to read and that are accessible at several levels, have a lively point of view in which authors express ideas in their own way, have a scholarly respect for the range of evidence, and are critical rather than comprehensive. This will be accomplished by engaging leading scholars to write reviews that reflect their particular expertise and point of view. Of course, authors will not simply use this journal as a venue to review their own research program but rather will lend their wisdom to the accumulated research within their areas of expertise to review and help shape future research for those areas.

We feel the first volume lives up to this promise. Complimentary access to all of the articles in Volume 1 is available until March 2015 (go to <http://www.annualreviews.org/toc/orgpsych/1/1>). As you will see, we cover a wide range of topics written by leading scholars in a domain. In addition, to bring these ideas to life, we have created a handful of supplemental materials to complement the articles themselves. This includes:

- A wide-ranging conversation on their careers and the state of the field with Lyman Porter and Benjamin Schneider: <http://t.co/mSo3nFrM9F>
- Jane Dutton on compassion: <http://bit.ly/1hmx8aC>
- **Robert Ployhart** on microfoundations of competitive advantage: <http://bit.ly/OULCYM>
- **Herman Aguinis** and **Robert Vandenberg** on how to improve the quality and impact of research: <http://bit.ly/1i00mh7>

These materials are freely available for your use in seminars, meetings, or classes. This is just one way we are trying to make the work in our field more accessible.

Consistent with the diversity in our first volume, the journal name reflects the diverse research our field has to offer. “Organizational Psychology” is intended to capture the range of research conducted under the auspices of the I-O psychology paradigm and “Organizational Behavior” is intended to capture the range of research conducted under the OB and HRM paradigms. We do not intend to neglect domains not reflected in our journal title, but as ours is the longest title in the Annual Reviews portfolio, we could not in good conscience add any more descriptive terms!

In fact, the title of the journal reflects, in part, the unique challenge of our field. The

field’s roots are old and continue to grow and develop in new and interesting ways. It encompasses multiple disciplines, and we face the challenges inherent in such a multidisciplinary, applied field. Researchers and practitioners can be found working in psychology departments, business schools, and public and private organizations across the globe. Research can span multiple levels, and its disciplinary bases are varied and diverse. There are many intersections among these domains, yet there are also often many unique and valuable tangents. The *Annual Review of Organizational Psychology and Organizational Behavior* captures what is known in an area, enabling scholars to keep up with developments in related domains, and identifies current trends and key areas in need of future investigation, all of which are important to the continued growth and advancement of our science. Periodic reviews are needed as we seek to connect the dots among disparate domains and draw from advances made in other areas. As Porter and Schneider (2014, p. 17) note in their perspectives article in the inaugural volume:

as the fields move forward in the years ahead, there needs to be more effort to demonstrate how we generate cumulative knowledge about behavior in organizations, where new concepts and results actually and directly build on what has been discovered earlier. We have planted lots of trees, but do we have coherent forests?

We hope the *Annual Review of Organizational Psychology and Organizational Behavior* moves us a little closer to achieving this objective.

Finally, the editorial team consists of an editor (myself), two associate editors (**Susan Ashford**, University of Michigan, and **Herman Aguinis**, Indiana University) and five editorial committee members (Jennifer Chatman, University of California; **David Day**, The University of Western Australia; **Ann Marie Ryan**, Michigan State

University; Ben Schneider, CEB Valtera; and **Sabine Sonnentag**, University of Mannheim). We hope you find this journal interesting, helpful, and provocative. Please let us know what you think!

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Guest Editorial



Charles Handler
Rocket-Hire

Adapt or Die: Competencies Required for Survival as an I-O Psychologist

It was the best of times, it was the worst of times....

It was truly great to attend SIOP this year. Besides a nice tan, I walked away from this year's conference with mixed emotions. On the positive side, I attended more sessions than I have in a long time, and they were all great. Hats off to the program chair and each and every person who contributed and attended. It was a truly great learning experience.

This year I sought out content related to the cutting edge of our field in an effort to support my own practice and to learn how others in our field are using technology and adapting to the pressures it is creating. I attended sessions on social media, gaming, big data, as well as a variety of more traditional employee selection issues. My take away from these sessions was quite positive. After seeing top notch discussion and content from a lot of really smart and talented people, I see serious potential for our field. At the same time, what I saw and heard is a bit terrifying. Here's why.

The pace of technological change that is happening right now is very rapid. Individuals are improving their quality of life via the adoption of new technologies very quickly and this is forcing organizations to play catch up. Many of these technologies have a direct relation to how organizations engage and work with people. Despite this, it is clear to me that I-O psychologists are at risk of being left out of the equation. I don't think this is due to a lack of interest on our part. Quite the contrary, I believe I-O has a core foundation in the social mission to make work better for both individuals and organizations. This transcends any specific technologies. The scary part is that

we have to understand that we are not in control of how technology is forcing change and that to remain relevant we must adapt both our mindset and our toolset.

The rapid changes we are experiencing are making data (big or otherwise) the star of the show. Electronic communication and commerce are generating fertile ground for insight. The cruel irony is that data have been the star of our show for decades, and now once data are finally valued in the mainstream, we are at risk of losing our ability to work with them.

We are feeling this increasingly strong pressure because the nature of data is changing. My background and early training is in psychometrics and statistics. Although it is not my main focus at this point in my career, I know more than enough to be dangerous. But as I have watched what is happening, I have become increasingly convinced that I am not equipped to handle what is coming. I understand the tools and techniques required to handle relational databases and the [“V”s that are the earmark of big data](#) (high volume, high velocity, high variety, high veracity), in concept. However, I am completely lost when it comes to any related tools and techniques.

This has been a source of increasing discomfort for me and so it was a chilling epiphany of sorts to hear many other I-O psychologists who are light years beyond

my quant abilities report the same feeling. It seems to be a point of agreement that I-O grad school is not focused (or equipped) to teach us the skills needed to work with the type of data that organizations are starting to adopt as a core business process. In fact command of this stuff is a whole different discipline.

So what are we going to do about this disconnect?

I think the solution begins with revisiting our roots. Now more than ever, we have to understand who we are as a field and what our main differentiator is. This will be essential to our ability to articulate our value proposition and to effectively lobby for our seat at the table.

I believe our main value proposition as I-O psychologists lies in our ability to understand people via reliable and accurate measurement of the core traits that make them who they are. Hot shot data scientists may be able to manage massive data sets and connect dots to provide organizations with valuable insight, but what they are not trained to do is to properly measure things about people.

Despite some really cool advances in robotics, organizations are still composed of and run by people, and they rely on people as their customers. Without the ability to measure and understand people, the real insights in clouds of data will remain hidden and the abil-

ity to implement positive changes for people and work will remain limited. Our seat at the table will be offered and honored if we position ourselves correctly. We are scientists who know how to use data to gain insight about people. How can one have “people analytics” without the ability to properly measure things about people?

But to make our mark, we will have to go beyond our core foundation in understanding people and work. Our full value will remain untapped if we are not able to be open to a much deeper level of collaboration than we are used to. The big picture around this is that in order to survive and thrive, I-O psychology needs to embrace a multidisciplinary approach that will require us to be but one element of a larger team of researchers and scientists working together to gain insight and take action based on what we have learned.

What is going on right now is going to force us to change our mindset about how we work in organizations. At present, most of us are used to working on projects where we are driving the data collection process. Job analysis, validation studies, engagement surveys, performance management, learning, these are all tools that we have closely guarded as our domain. These processes are what generate the data we value to help drive impact in organizations. The reality is that the sources of data that

contribute to and define these processes are broadening. Like it or not, we are going to find ourselves slowly losing our ability to drive the data collection and interpretation process.

For example, I didn’t hear crowdsourcing mentioned once in any of the sessions I attended, but I believe crowdsourced data will be a major force that shapes the future of our field. Crowdsourced or not, there is no denying that data will be coming in hard and fast from a multitude of sources, and we will not be able to do anything with it on our own. We are going to have to adapt, or we will be left in the dust.

My intention in this article is not to be draconian. In fact I believe our field is entering into the best of times and that we are positioned to take our field to new heights. I am not alone in this opinion. Most of us are proudly aware that the Bureau of Labor Statistics has identified I-O psychology as the fastest growing profession.

However, in order to fully realize our potential and make sure we don’t go the way of the 8-track tape, we are going to have to embrace some new competencies. These will not replace our existing technical knowledge, but speak to the mindset needed for our success moving forward. The basic sketch that comes to mind includes the following:

- **Collaborative spirit-** Valuing and welcoming the chance to work with others
- **Multidisciplinary mindset-** Working effectively and inexorably with other disciplines
- **Wide-open thinking-** Remaining open to any and all ideas as potential sources of valuable insight
- **Acquiesce-** Understanding that our agenda and mindset may not always come first
- **Sense of urgency-** Championing the ability to drive research that can keep up with the pace of change
- **Embracing technology-** Prospecting for and incorporating the latest technologies from outside our field
- **Humanism-** Valuing people and the human experience above all else and seeking to understand how to better the lives of all humans

- **Collectivism-** Understanding the interdependence of every human being and valuing the information that can be gained via the interactions of humans with one another

I view this model as a simple sketch that is open source. It is a starting point for the generation of discussion and ideas among all who care to comment. As with all competency models, regardless of the labels we use, there is a common underlying truth. In this case the truth is that although we cannot discard our roots, we had better start growing some new branches.

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Social Media as a Tool for Research: A Turnover Application Using LinkedIn

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A previous version of this paper was presented at the 2013 Annual Conference of the Society for Industrial and Organizational Psychology.

When conducting research on behavior in the social sciences, obtaining behavioral data (as opposed to behavioral proxies, like intentions) is often considered the optimal methodological technique. However, in some cases researchers may not have access to such data. For example, in the field of employee turnover, issues may prevent researchers from collecting turnover data, such as the hesitancy of organizations to give access to confidential personnel information and the complications of anonymity that come with matching participants to employee records. If only there was an open sea of data that researchers could utilize to document information, such as turnover behavior, without relying on access to a source such as an employer's coveted personnel file...

...believe it or not, there is! The purpose of this article is to display the research value of social media by introducing it as a

new data collection tool for I-O researchers. Specifically, this paper outlines the method of using [LinkedIn](#) to add turnover data to an existing dataset. We present a brief study that uses this method to provide empirical evidence that employee engagement and turnover intention are appropriately related to LinkedIn coded turnover data. The paper concludes with a discussion of considerations to using this method and ends with a call for continued utilization of social media data in scientific research.

Social Media as a Research Tool?

Recent advances in technology and the popularity of social media have provided researchers with a source of infinite information. Organizational researchers have acknowledged this resource and are encouraging future research to incorporate the use of social media (Vandenberg, 2011). Members of the SIOP community have responded to this call by investigating how social media is potentially changing organizational functions (McFarland, Schmit, & Ployhart,

2013) and its positive and negative effects with regards to sourcing and selecting talent (Salter & Poepelman, 2013; Winter, 2013; Zide, Ellman, & Shahini-Denning, 2013); others have even established the empirical link between social media data and job performance (Sinar, 2013). One of the most popular social media networks receiving attention in these I-O research investigations is LinkedIn.

LinkedIn is a professional social networking website used by over 200 million working professionals (LinkedIn, 2013). Standard profiles on LinkedIn contain a wealth of individual employment data that researchers can utilize. For the purpose of this paper, our LinkedIn data coding effort focused on tracking employee turnover. However, this is only one application of how social media data can be used in research. There are a variety of other variables that researchers can code using data obtained from a LinkedIn profile including number of positions changes (indicator of career ambition), number of years in the workforce (indicator of work experience), number of connections (indicator of networking), number of recommendations received (indicator of performance), number of companies worked for (indicator of mobility), skills and experience, education, and age. The following section details the process of using LinkedIn to add turnover data to an existing dataset.

The Methodology: Using LinkedIn to Collect Turnover Data

Using LinkedIn to obtain turnover data can provide the addition of actual turnover behavior to an existing dataset. To code turnover data utilizing this resource, a researcher must have an existing dataset that contains two pieces of information: the full name of the participant and the name of the participant's organization at the time of data collection.

To begin this process, the researcher can use the advanced search option on LinkedIn to simultaneously search for the full name of the participant and the name of the organization the participant worked for at the time of data collection. For example, searching for "Mark Bridge" from "Microsoft" allows the researcher to match the Mark Bridge in their existing dataset to Mark Bridge's LinkedIn profile and all the data that comes with it.

Upon matching a participant in the existing dataset to their LinkedIn profile, employment data from each profile can be used to see if the participant has left their organization since the existing dataset was collected. Standard LinkedIn profiles provide employment history in detail, including the names of organizations, job titles, and dates and duration of tenure with each organization. For example, at the time the data were collected in our existing dataset (May 2009), Mark Bridge worked at Microsoft.


According to his LinkedIn profile, he was an architect at Microsoft from June 2003 to May 2010. He then began a new position at IBM Global Services as the director of the Business Platform Division in May of 2010. Therefore, we can use this information to add turnover behavior to our existing dataset and code Mark Bridge as “turned over.” Table 1 outlines this methodology and provides a visual using Mark Bridge’s profile. The following section provides an empirical application of this methodology.

Can This Method Actually Work?!

Sure this unorthodox data collection method sounds great in theory, but one question remains: Is it empirically valid? To answer this question, four established predictors of turnover were analyzed to see if they were related to LinkedIn coded turnover. Two of the four variables were collected from a participant’s LinkedIn profile that should be related to turnover: the numbers of positions held by the individual and number of compa-

Table 1

Summary of Steps and Example Using LinkedIn to Code Turnover Data

Information required	To use this method, researcher must have an archival dataset with two pieces of information: <ol style="list-style-type: none"> 1. Full name of the participant. 2. Name of the participants organization at the time of data collection.
Step 1	In LinkedIn, use “Advanced Search” to simultaneously search for participant’s name and organization. For our example, we searched for “Mark Bridge” from “Microsoft”.
Step 2	Upon locating participant, review employment history. Since the data collection in May of 2009, Mark Bridge left Microsoft for a new position with IBM in May of 2010. If participant does not have complete employment history, remove them from the analysis.
Step 3	According to the LinkedIn data, Mark Bridge has left Microsoft to work for IBM since the time of the archival data collection. Therefore, he can be coded as “turned over” in the archival dataset.
Sample profile	

*Mark Bridge is not a real person

nies the individual has worked for. Previous research has established these two variables are positively related to turnover behavior (Marsh & Mannari, 1977). Obtaining evidence that they are empirically related to LinkedIn coded turnover is not very interesting; however, it would provide validity that turnover coded using LinkedIn data can be a legitimate indicator of turnover behavior.

Hypothesis 1: Number of companies worked for will be positively related to LinkedIn coded turnover.

Hypothesis 2: Number of positions held will be positively related to LinkedIn coded turnover.

This study also utilized two variables from our existing dataset that possess theoretically meaningful relationships with turnover and have been consistent predictors of the behavior: employee engagement and intention to stay. Employee engagement refers to the extent that an individual personally identifies with a job and is motivated by the work itself (Roberts & Davenport, 2002). Research on engagement emphasizes its influence on organizational outcomes such as turnover, concluding that engaged employees' are less likely to leave the organization than those who lack engagement (Roberts & Davenport, 2002). Meta-analytic research supports this notion as employee engagement possesses a consistent negative relation-

ship with employee turnover (Harter, Schmidt, & Hayes, 2002). Therefore, we expect to find a negative relationship between self-reported employee engagement from our existing dataset and LinkedIn coded turnover.

Hypothesis 3: Employee engagement will be negatively related to LinkedIn coded turnover.

The theory of planned behavior recognizes the power of intention in predicting actual behavior (Ajzen, 1985). Specifically, turnover intention is the extent that an employee intends to leave their current job in the near future (Hom, Griffeth, & Sellaro, 1984). Intention has been considered one of the most powerful predictors of turnover behavior and is an essential component to the foundational models of turnover (Hom, Mitchell, Lee, & Griffeth, 2012; Mobley, Griffeth, Hand, & Meglino, 1979; Price & Mueller, 1981, 1986; Steers & Mowday, 1981). Meta-analytic research reports a consistent positive relationship between intention to leave and actual turnover (Griffeth, Hom, & Gaertner, 2000; Steel & Orvalle, 1984). However, the intention measure in our existing dataset evaluates employee intent to stay (as opposed to intent to leave). Therefore, we expect to find a negative relationship between self-reported intent to stay from the existing dataset and LinkedIn coded turnover.

Hypothesis 4: Intention to stay will be negatively related to LinkedIn coded turnover.

Support for the four proposed hypotheses will provide validity that social media data can be a useful research tool for in the area of turnover. The following sections describe the method and results of this study.

Method

Participants and Procedure

The final sample for this study comprised 222 employees from five different organizations in industries including food products, telecommunications, financial services, and pharmaceuticals. Sample employees held professional and sales related positions. Forty-two percent of the respondents were male and 58% were female with an average age of 39 years. The average organizational tenure reported by incumbents was 14.18 years.

The data from this study were obtained from two sources. Information such as participant name and self-reports of employee engagement and intent to stay were obtained from existing validation study datasets. LinkedIn-related data including number of positions, number of companies, and turnover were collected separately by searching for each participant's name and organization on LinkedIn and coding the respective variables. The

data from the validation studies were collected between May of 2009 and April of 2011. Turnover data were coded from LinkedIn in July of 2012. Therefore, turnover was measured approximately a year to 3 years after validation study data were collected.

Measures

Turnover. Turnover data were obtained from the LinkedIn profile. Data were coded using the methodology highlighted in the earlier section of this paper. The turnover base rate for those in our existing dataset who had a LinkedIn profile was 9%.

Number of companies. The total number of companies each participant has worked for according to their LinkedIn profile.

Number of positions. The total number of positions each participant has held according to their LinkedIn profile.

Employee engagement. Employee engagement was obtained from the existing validation study dataset. This variable was measured using a 17-item measure developed by the organization conducting the validation study. Scale responses were evaluated on a five-point Likert scale ranging from 1 = *strongly disagree* to 5 = *strongly agree*. The measure was scored by multiplying the average of the 17 items responses by 17 to compute a number meaningful

to the validation study analysis. The coefficient alpha for this scale is .92.

Intention to stay. Intention to stay was obtained from the existing validation study dataset. This variable was measured using a four-item intention to stay measure developed by the organization conducting the validation study. Scale responses were evaluated on a five-point Likert scale ranging from 1 = *strongly disagree* to 5 = *strongly agree*. The measure was scored by multiplying the average of the four items by four to compute a number meaningful to the validation study analysis. The coefficient alpha for this scale is .89.

Results

The means, standard deviations, and inter-correlations for the study variables are presented in Table 2. Results indicate that all four study variables were related to LinkedIn coded turnover, providing support for each of the four study hypothesis. Specifically, number of companies and number of positions were positively re-

lated to LinkedIn coded turnover ($r = .36$ and $.34$, respectively, $p < .01$), and employee engagement and intention to stay were negatively related to LinkedIn coded turnover ($r = -.14$, $p < .05$, and $r = -.23$, $p < .01$, respectively).

A hierarchical logistic regression analysis was also conducted to examine if study variables predicted LinkedIn coded turnover in the presence of each other. Table 3 displays the logistic analysis. Results show that together the variables entered in Block 1 (number of companies and number of positions) signifi-

Table 2
Descriptive Statistics and Intercorrelations Among Study Variables

Variables	M	SD	1	2	3	4	5
1. Turnover	0.09	0.28	—				
2. Number of companies	2.11	1.59	.36**	—			
3. Number of positions	2.53	1.97	.34**	.88**	—		
4. Employee engagement	67.25	9.50	-.14*	-.17*	-.15*	(0.92)	
5. Intent to stay	16.47	3.13	-.23**	-.15*	-.17*	.70**	(0.89)

N = 222

Note: Coefficient alphas are displayed in parentheses

** $p < .01$

* $p < .05$

Table 3
Logistic Regression Analysis on LinkedIn Coded Turnover

Variables	Step 1	Step 2
	B ^a	B ^a
1. Number of positions	0.23	0.26
2. Number of companies	0.31	0.30
3. Engagement	—	0.04
4. Intent to stay	—	-0.28**
ΔNagelkerke R ²	0.21	0.08
Model χ ²	21.29**	29.99**

N = 222

^astandardized regression weight

** $p < .01$

* $p < .05$

cantly predicted turnover, Nagelkerke $R^2 = .21, p < .01$. However, each of these variables did not uniquely predict turnover. Together, the variables in Block 2 (all four study variables) also significantly predicted turnover, Δ Nagelkerke $R^2 = .08, p < .01$. Specifically, in the presence of the other study variables, intention to quit was uniquely related to turnover, $X^2_{\text{Wald}} (1, N = 223) = 7.12, p < .01, OR = .756$, showing that higher levels of intention to stay is associated with lower levels of turnover. Therefore, results provide consistent empirical support that study variables are related to LinkedIn coded turnover.

Considerations When Using This Methodology

This article demonstrates that using social media data as a resource for conducting turnover research can be effective, but there are some considerations to acknowledge when practicing this method.

LinkedIn has become an increasingly popular professional social media website; however, only a subset of the population currently has an existing profile. For example, the sample size for our existing dataset was 1,208 individuals. Of this population, we were able to locate LinkedIn profiles for 474 individuals (39% of the total sample). Of the 474 who had LinkedIn profiles, 222 people had profiles that contained enough in-

formation to code turnover data. When using this method to add turnover (or any type of data) to an existing dataset, researchers must acknowledge that only a portion of the sample will have a profile on the social network. Therefore, this tool is recommended for researchers who have existing datasets large enough to maintain statistical power with a decrease in sample size.

Turnover scholars acknowledge the distinction between voluntary and involuntary leavers (Campion, 1991). Voluntary turnover refers to employee-initiated turnover (i.e., the employee decides to leave) whereas involuntary turnover refers to employer-initiated turnover (i.e., the employer decides the employee leaves). The standard practice of conducting turnover research restricts analysis to those who voluntarily leave the organization, as involuntary leavers are typically disregarded due to the assumption that attitudes would provide little insight to their involuntary departure (Mobley et al., 1979; Steel, 2002).

When coding turnover data, researchers can utilize LinkedIn information as a means to determining if turnover was voluntary or involuntary. For example, employment dates (e.g., employed at General Motors until March 2009) followed by gaps in employment (began next job at Ford in December 2009) could be an indicator of involuntary turnover (i.e., layoffs or termination). However,

this method is not infallible as individuals with gaps in employment may have voluntarily left for reasons such as spousal relocation, or to take care of a sick family member (Lee & Mitchell, 1994). The takeaway point here is that when using any type of data from social media networks, it is crucial researchers establish a clear coding criterion and consistently apply it across participants.

Conclusion: Social Media Data Has the Potential to Benefit Research!

In summary, this paper presents an innovative way to collect data using information provided by a social media resource. Although there are issues to consider when using this methodology, our results provide initial evidence that this method has the potential to benefit researchers. This article is not suggesting this technique should replace the standard way of conducting research. However, it is our intent is to stimulate curiosity and a new way of thinking to further progress our science. We hope this study shines a light on the potential value that social media data can provide when conducting scientific research, and we challenge members of the I-O community to continue to explore new ways to leverage this unconventional data source.

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Integrating Practical Experience in I-O Courses

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Although in many programs it might be traditional for both undergraduate- and graduate students to learn about I-O through readings, lectures, and discussion, integrating practical experiences directly into courses might be useful for student engagement and learning (cf. Strobel & van Barneveld, 2009). It also seems well aligned with the desire to train high-quality personnel capable of finding, understanding, and using the best scientific evidence, along with local evidence and stakeholder concerns, to improve organizational decision making (Briner & Rousseau, 2011). It is possible that academically oriented students stand to benefit, too, as science informs practice but practice also informs science. Experiencing little with respect to practice could lead to the pursuit of scientific problems of small applied significance, which is increasingly difficult to defend in light of sweeping budget cuts to arts, humanities, and social sciences. In this article, we offer “how to” suggestions for supporting practical experiences and training as part of I-O course delivery.

An Argument for Integrating Practice-Based Learning Components

Training personnel to competently deploy evidence-based practice requires more than obtaining research knowledge about a wide range of topics in I-O. It requires more than the development of research skills and active engagement in research projects. Arguably, there is also a need for students to experience the process of generating solutions to actual organizational problems (Peterson, 2004). Providing students with an authentic, applied situation as the starting point for refining their skills in defining problems, acquiring, appraising, and using relevant evidence is one promising way to make the practice of I-O psychology more evidence-based (Briner & Rousseau, 2011; Goodman & O'Brien, 2012). Similar approaches are popular elsewhere, such as the use of problem-based learning in medical education (Barends, ten Have, & Huisman, 2012) and applied projects in management courses (Goodman & O'Brien, 2012). Despite the relatively large volume of research on problem-based learning in medical education, meta-analytic evidence suggests this approach is more effective in other fields,

such as business and social science (Walker & Leary, 2009; see also Strobel & Barneveld, 2009). Interestingly, accredited PhD clinical psychology programs require extensive supervised practice to build applied competencies (Catano, 2011)

Rather than just serving as an exercise to satisfy the interests of practice-focused students, we believe that opportunities to routinely incorporate applications of I-O knowledge in course delivery could add an important dimension that might support learning. As students actively search the literature in order to bring evidence-based knowledge to bear on real organizational challenges, they are required to analyze and critically consider I-O concepts (Jelley, Carroll, & Rousseau, 2012) and engage in evidence-informed causal analysis (Goodman & O'Brien, 2012). Moreover, students must mold the concepts to fit the client organization's needs and available resources. This often means conducting targeted literature searches to inform answers to a particular organizational problem and adapting current knowledge and practices to offer the most defensible, workable intervention.

Exposure to practical, problem-based learning is compatible with research-informed principles of learning and instruction (Ambrose, Bridges, DiPietro, Lovett, & Norman, 2010; Goodman & O'Brien, 2012). In particular, in their book, *How Learning Works: Seven Research-Based Principles for*

Smart Teaching, Ambrose and colleagues discussed the importance of student motivation for learning. Subjective value, a supportive learning environment, and confidence to succeed have the potential to promote student motivation and learning. "Authentic, real-world tasks" are likely to have high subjective value for students (Ambrose et al., 2010, p. 83). Moreover, focusing on complex, practical problems can help students navigate the path from novice to a higher degree of competence. "To develop mastery, students must acquire component skills, practice integrating them, and know when to apply what they have learned" (Ambrose et al., 2010, p. 95). Thus, motivation might be promoted by considering practical, real-world problems, which could lead to increased learning and knowledge acquisition.

We begin by considering preparation and implementation issues with respect to integrating practical components into I-O classes. During course preparation, the course description is one focus, and it may be helpful for the instructor to build his or her network of potential organizations willing to participate during this time, too. During course delivery, there is a need to balance teaching of content versus application, offer project oversight, use appropriate grading, act quickly if a project falls through, and consider legal issues. We will discuss these in the context of a general strategy for integrating real-world experiences into course requirements.

The basic idea is that students are required to work in semiautonomous work teams in which they establish contact with an organization (e.g., through personal contacts; through the professor's contacts). Students identify a job on which to perform a work analysis and, with support from the work analysis findings, develop an HR intervention with potential to improve the organization's current practice. At the senior-undergraduate level we have found that student teams can, quite successfully, find participating organizations in which they can practice applying their I-O knowledge. Examples of four team projects in the first author's class that were recently adopted in organizations include:

- an emergency response division of a 100,000-employee health organization integrated a behaviorally anchored rating scale (based on an extensive application of the critical incident technique) in its performance appraisal system;

- a career counseling and consulting company integrated job relevance weighted personality traits assessed by SHL's Occupational Personality Questionnaire (as supported by a personality-oriented job analysis; cf. O'Neill, Goffin, & Rothstein, 2013);
- a performance appraisal system using the relative percentile method (Goffin, Jelley, Powell, & Johnston, 2009) was piloted in a local vehicle maintenance franchise (as supported by a task analysis with linkages to KSAOs); and
- an in-basket test was developed for selecting project leaders in a campus organization that manages university clubs (as supported by interviews and a task analysis).

Course Preparation

Course Description

Table 1 contains a sample course description for a senior undergraduate

Table 1

Example Course Description with a Practical Component and a Focus on Personnel Issues

The purpose of this course is to offer a detailed consideration of selected topics in personnel/industrial psychology. The focus will be on current research and evidence-supported practice. Core issues include work analysis, testing and assessment, personnel selection with a focus on personality testing and the job interview; legal issues involving adverse impact, protected classes, and discrimination; and measurement, interpretation, and use of performance appraisal data. Lectures will provide a foundation that supports in-depth literature reviews and practical contributions in selected areas, and knowledge acquisition will be tested through a midterm exam. The course will be structured such that the instructor will provide an introduction to course concepts, and then students will identify concepts for further independent literature reviews, integrations, and implications for practice to be reported on in term research papers. Students will work in self-managed work teams, become experts on selected topics, and convey this expertise through applied presentations detailing work analysis procedures and findings, and the development of a novel human resources intervention. The course is geared toward research and practice although there is a slightly stronger focus on research. Students will gain experience in integrating and interpreting research findings with an eye toward identifying future research needs and applications of organizational interventions involving personnel psychology.

course geared toward personnel issues and the “I” side of I-O psychology (although it could be modified to focus on the “O” side). A review of that course description indicates themes related to a balance of research and practice, with deliverables addressing knowledge synthesis (term paper), knowledge acquisition (midterm exam), and knowledge application (presenting a work analysis and HR intervention). We suggest that instructors weight the application component at least 30%, preferably more, as in our experience students tend to invest a tremendous amount of time in these projects.

Networking and Maintaining Professional Contacts

Instructors may consider maintaining a network of contacts in local businesses, firms, and college/university HR groups that may be willing to participate. We see this as fitting well within a more general objective of staying connected with the business community (see Mohrman & Lawler, 2011), which can be valuable for promoting evidence-based management, knowledge dissemination, applied research, and consulting. However, in our experience it is often not necessary to use the instructor’s own contacts. In many universities and colleges, students have part-time jobs or have previous employment experience. Students can draw from their own contacts and job experience in most cases,

and this might be quite meaningful as the students may identify with the company or job and see its improvement as a valuable contribution. In cases where students do not have established contacts with organizations, it is possible for them to choose a job and study it indirectly, using resources such as the O*Net and current literature pertaining to a position or job in particular.

One suggestion is to use the instructor’s own network for graduate classes where only one or two team projects would be needed. This allows for a bit more control over what projects are chosen and their magnitudes. In undergraduate courses, where 5, 10, or more teams each need their own unique project, we would encourage the students to find their own methods of partnering with an organization or identifying a job to study indirectly (e.g., through O*Net).

Course Delivery

Balancing Content and Application

One change that instructors including an applied project will need to make is a reallocation of time spent on teaching content versus managing application and process issues (Peterson, 2004). We advocate teaching principles derived through formal research, as well as providing students opportunities to contextualize the application of knowledge (Rousseau & McCarthy, 2007). As a rule

of thumb, 50-70% of course time may be spent on content delivery, whereas 30-50% may be spent on managing application and process issues. These proportions could be adjusted during the course depending on the stage of the team projects and other course expectations, such as term papers and exams. Moreover, during content delivery, for a given topic one avenue is to cover theory, empirical evidence, and actual descriptions of applications in practice (Table 2 contains sample topics that can support both content and application components). Students may appreciate and benefit from examples of what the application of the principles looks like in practice, whether this is by drawing from videos, the instructor's past experiences, existing cases, and so on. This ties content to application, a step that, if overlooked, might leave students feeling ill-prepared when they need to develop an HR intervention for the team projects. Finally, when students are researching a particular work analysis method or HR intervention, instructors should encourage teams to search for,

Table 2

Sample Topics and Theoretical, Empirical, and Application Issues That Support Both Course Content and Application Components (With a Slight Focus on "I" Issues, Although "O" Issues Could be Readily Integrated)

-
- Teaching skills for evidence-based practice (e.g., Rousseau & Barends, 2011)
 - o Develop a focused, practice-related question
 - o Search for relevant evidence
 - o Critically appraise the evidence
 - o Integrate evidence from formal research, local data, decision-maker expertise, as well as ethical and
 - o Implementation and evaluation, or developing recommendations inclusive of those considerations
 - Brief descriptions of work analysis techniques
 - o Task analysis
 - o Critical incidents
 - o KSAO content validity linkage ratings
 - o Competency modeling
 - o Personality-oriented work analysis
 - An overview of selection methods and validities (e.g., Schmidt & Hunter, 1998)
 - Unstructured versus structured interviews, and descriptions of how to build a structured interview (e.g., O'Neill,
 - Decision making models in selection
 - o Combining scores from test batteries
 - o Top-down, multiple hurdle
 - o Utility analysis
 - Performance measurement and management
 - o Motivation and justice
 - o Rating scale format and development
 - o Purpose of the appraisal/use of appraisal data
-

and help them find, additional theoretical, methodological, and empirical resources for further learning on a team-by-team basis. Later, each team's unique in-depth knowledge in a particular area will be shared with other class members through team presentations. This ties application back to content. Overall, the goal is to engender a reciprocal relationship between the content and application course components. This has some parallels with the so-called "flipped" classroom, in which substantial course content is reviewed outside the classroom through videos, reading, and discussion with peers, whereas the instructor spends more time guiding, coaching, and clarifying issues during classroom time.

Instructor Oversight

In terms of instructor oversight, we suggest that instructors allow teams to work "semiautonomously." Teams should choose the topics they wish to pursue, sketch project plans, and research the methods and intervention independently. The role of the instructor is to deliver general course content that is in line with the course objectives and that provides general knowledge that supports the development of the projects. The instructor might coach each team separately, which we suggest doing in weekly "minimeeting" of 5–10 minutes with each team during class sessions. These meetings will need to be longer depending on the stage of the pro-

ject and its relative emphasis to other course requirements (e.g., exams, papers). Teams need to come to these meetings prepared to discuss ideas and avenues for the project, and with some background research done. Then, the instructor can help shape the project, keep it manageable, and identify resources (e.g., articles, chapters, manuals) for the team's further consideration. Later, teams can bring results of the work analysis and intended uses to support plans for an HR intervention on which further coaching can be provided. Note that this will reduce time for one-way content delivery of course material, although our impression is that it gives teams more ownership over the learning process and contributes to a positive learning environment. This is consistent with literature suggesting that individual learning and creativity may be enhanced by effectively leveraging divergent team member views constructively (summarized by Tjosvold, 2008). It is also consistent with principles of learning advocated by Ambrose et al. (2012), such as the principle that students' motivation determines, directs, and sustains what they do to learn and the finding that problem-based learning increases preferences and motivation for active, independent formats (MacKinnon, 1999).

The instructor should use his or her discretion with respect to communicating directly with the organization. Many team projects are ultimately based on the student's understanding of a poten-

tially valuable HR contribution for the organization. The extent to which the organization is involved or committed to implementation can vary substantially. Companies and teams that are highly collaborative may benefit from some communication from the instructor regarding expectations, whereas direct contact with the instructor may not be needed with minimal organizational involvement. In addition, when the instructor is using his or her own personal network, rather than the students reaching out to their own contacts, it might be advisable to stay in the loop with respect to the proposed project and communications between students and company point people.

Grading Issues and Rubrics

One of the challenges of grading team projects is to manage fairness perceptions. Although there are likely several approaches to managing fairness, our preference is for a mix of individual and team-level grading. This is consistent with research recommending that teams have both individual and team-level objectives, although it is important that these objectives are congruent and complementary (Levy & Williams, 2004; Murphy & Cleveland, 1995). The team-level objective is to deliver a sound 20-60 minute presentation reviewing their work analysis and HR intervention. Specifically, in these presentations, teams lay out their background research,

methodology, work-analytic findings, and HR intervention in detail, and each team member's responsibilities (Figure 1 contains a sample grading rubric). In the first author's course he allocates a 66% weighting for grades based on this team-level objective.

At the individual level, peer ratings from classmates can be used. Students may be given "participation" marks (e.g., 5% of the course grade) for attending and grading team presentations. The purpose of these participation marks is to increase attendance and attention to other teams' projects, which may provide the opportunity for indirect, vicarious learning through other teams' different experiences. Given that students are being marked individually on this component, it is critical that they communicate their names, roles, responsibilities, and deliver an equal proportion of the presentation. In the first author's course he weights these peer ratings 33%. They are combined with the team-level score to provide an individual's grade on the team project.

The first author uses the relative percentile method rating response format, which involves placing a tick mark for each presenter on a scale from 0 to 100. The scale represents percentiles, such that the individual's performance in the presentation corresponds to the % of other individuals who would be expected to perform lower (Figure 2 con-

Introduction

- Interesting title
- Team members are introduced, and sections they will cover is clearly stated
- Team member roles, responsibilities, and contributions highlighted, workload distributed equally
- Identification of position analyzed
- Brief coverage/mention of work-analysis technique(s), output (tasks, competencies, both)
- Brief coverage/mention of HR intervention(s)
- Introduction is clear, succinct, well organized, and attracts audience's attention

Work Analysis

- Purpose of work analysis is stated (to develop the specific HR intervention)
- Purpose of work analysis is used to drive decisions regarding the work-analysis methodology (data collection, analyses, and inferences)
- Research involving current practices in work analysis (and possibly its connection to the HR intervention, if relevant) is cited and explained in order to justify the specific work analysis methodology applied and the decision rules followed/decisions made
- Reasoning for making decisions is sound; supportive data is presented to justify decisions
- Work analysis methodology uses appropriate information gathering techniques given the purpose and conclusions drawn
- Work analysis covers all aspects of the position *relevant to the stated purpose of the HR intervention* (i.e., there are no relevant deficiencies)

HR Intervention, Tool, or Technique

- Purpose is clearly articulated (i.e., the intended use of the product or service, who would be the users/consumers of the tool)
- Has its basis in work analysis findings and, if relevant, other research (transportation of findings, meta-analysis)
- Adheres to best practices and research on relevant issues (research findings and citations are provided where necessary)
- Format is professional, logical, and would be easy for the intended users to apply without error (would not lend itself to difficulties of interpretation or misapplication; clear and concise instructions will be key).
- Does not seem to make any false claims or have major logical flaws; Would not likely lead to unfair, biased, legal issues, or inappropriate treatment of individuals; Does not violate recommendations in course text, *SIOP Principles* (posted on Blackboard), and so forth.

Conclusions – Say the following four statements:

- In this presentation, we analyzed the position of...
- We identified relevant (tasks, competencies, KSAOs, etc., fill in the blank) using...
- We developed (the HR intervention; fill in the blank) that serves the purpose of...
- We believe in our HR product because...

Throughout

- Presentation was clear and easy to follow with logical segues
- The linkage between the work analysis and the HR intervention was logical
- Engages the class (e.g. with strategically placed questions, anecdotes, enthusiasm, makes eye contact, proper body language, appropriate amount of material on each slide, finishes on time without rushing)
- Presentation and presenters were professional (think: you're trying to sell the class on your ideas and their application); Questions were answered effectively
- The tool seemed like it could be adopted for use in organizations (i.e., sell the audience on your tool)
- All presenters were significantly involved in the presentation and their roles/contributions to the project were clear and equitable; All team members attended the presentation

Figure 1. *Sample Team-Level Grading Rubric*

tains a sample form). The principles of the relative percentile method are typically covered in performance assessment; accordingly, the students are familiar with the method and meaning of the scale. For example, we review the extensive reliability, validity, and psychometric evidence supporting this method in class (e.g., Goffin et al., 2009; Olson, Goffin, & Haynes, 2007).

The above procedure, of course, is only one of many ways of combining individual and team-level assessments. For example, an instructor could determine equitable individual-level allocations of a team's assessed performance by considering peer ratings, written comments, and members' suggested allocations of a team's earned points to the members of that team. The second author has used this procedure. Team points are a function of the grade the team earned on the project (e.g., evaluations of the presentation and paper) multiplied by the number of team members. Audience ratings and comments can be incorporated into the presentation evaluations. The proportion of a team's points earned by each of the team's members is informed by the members' feedback about each other's contributions. We

Please identify each presenter, and note the topics he or she covers. Assign a rating from 0 to 100 based on the presenter's performance by placing a vertical line directly on the scale below. Write the person's name above or below each inserted line.

Evaluator: _____

Presenter name: _____	Topics covered: _____
Presenter name: _____	Topics covered: _____
Presenter name: _____	Topics covered: _____
Presenter name: _____	Topics covered: _____

% grade for each presenter

0-----20-----50-----80-----100

Figure 2. *Sample Peer Rating Form Using the Relative Percentile Method*

are not aware of the original source for this idea, but it involves asking students to divide up the team's "earnings."

Suppose your group was to be paid \$1,000 for your work. How much money would you give to each member of your group? You may choose to allocate case points to group members equally. In fact, this is likely the default position for groups wherein each of its members each made substantial, coordinated contributions to the collective effort. However, equal allocation of points is not fair if the level of individuals' contributions to the group's work was not equal.

The second author has had students provide self- and peer-ratings on a behavior observation scale version of *The Comprehensive Assessment of Team*

Member Effectiveness prior to asking for the point allocations described above. Readers may wish to consult an expanded set of resources which includes behaviorally anchored ratings scales (see Figure 3 for a sample) on a web-based platform and has considerable evidence supporting its validity (Ohland et al., 2012). The purpose is to encourage team members to reflect carefully on the behaviors which inform their suggested allocations, and to inform, and promote fairness of, individual grades associated with the team’s work.

What to Do if a Project Falls Through?

It might be wise to encourage students get started right away (cf. Gersick, 1988; Walther, 1992) and to maintain a “Plan B” in case their primary project falls through. An alternative Plan B could be to work with a different organization or study a job through indirect avenues (e.g., O*Net, primary scientist and/or practitioner readings about the job). Instructors could remind students of this, such as during minimeetings with teams that seem to have a tenuous relationship with the organization. We emphasize to our students that the respon-

This self and peer evaluation asks about how you and each of your teammates contributed to the team during the time period you are evaluating. For each way of contributing, please read the behaviors that describe a “1”, “3” and “5” rating. Then confidentially rate yourself and your teammates.

Contributing to the Team's Work	5	5	5	5	5	<ul style="list-style-type: none"> Does more or higher-quality work than expected. Makes important contributions that improve the team's work. Helps to complete the work of teammates who are having difficulty.
	4	4	4	4	4	Demonstrates behaviors described in both 3 and 5
	3	3	3	3	3	<ul style="list-style-type: none"> Completes a fair share of the team's work with acceptable quality. Keeps commitments and completes assignments on time. Fills in for teammates when it is easy or important.
	2	2	2	2	2	Demonstrates behaviors described in both 1 and 3
	1	1	1	1	1	<ul style="list-style-type: none"> Does not do a fair share of the team's work. Delivers sloppy or incomplete work. Misses deadlines. Is late, unprepared, or absent for team meetings. Does not assist teammates. Quits if the work becomes difficult.

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Figure 3. *Sample Behaviorally Anchored Rating Scale From the Comprehensive Assessment of Team Member Effectiveness (Ohland et al., 2012).*

sibility falls on them to take appropriate protective and remedial actions to ensure they have a project to deliver but that the instructor is available for consultation and support.

Legal Issues

The legal issues are complex and likely vary from country to country, state to state, and so on. Our experience is to emphasize the learning opportunity for the students and that deliverables should be implemented with caution and with the organization’s legal department’s oversight. In our experience most organizations have existing confidentiality and mutual nondisclosure agreements that they will ask students to sign. We also

stress adherence to SIOP's *Principles* (2003) and general legal issues (e.g., Aamodt, 2010). It is, however, beyond the scope of this article to provide deep coverage of all potential legal concerns. We advise instructors to contact their university legal department if they are unsure of the legal implications of involving students in practical opportunities in organizations. These departments should also be able to arrange for a mutual nondisclosure agreement in the event the organization does not have one in place and other liability mitigation documents that help protect the institution of legal ramifications. Finally, we invite readers to share their best practices in the handling of legal issues in SIOP's my.SIOP.org section for "Community Discussions."

Final Remarks

The application of applied work in I-O psychology education described here is only one of many avenues for implementing problem-based learning to support knowledge and skill acquisition. We believe it offers a compelling opportunity for providing student exposure to applications and practices of I-O psychology, a motivating environment to learn I-O principles, and a helpful way for students to build their resumé. Other common methods of which we are aware include the use of case studies involving local organizations, case-study competitions involving practitioners who judge the teams' presentations, formal practicum requirements, and oppor-

tunities for consulting through the department. We feel that a useful first step for those wishing to integrate application opportunities would be to consider some of the suggestions here and elsewhere (e.g., Jelley et al., 2012; Peterson, 2004).

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Contents	Editorials	Features	Reports	my.SIOP	TIP Issue Survey
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I-O Psychology and SIOP Brand Awareness Among Business Professionals, HR Professionals, Faculty Members, and College Students

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I-O psychology has struggled with visibility issues for decades (Gasser, et al., 1998). However, with a bright career outlook (U.S. Bureau of Labor Statistics, 2014), growing membership, and many SIOP members focused on promoting the SIOP and I-O brands (Allen, 2014), there are reasons to be optimistic about prospects for improving recognition and appreciation of the I-O field. Over the past year, for example, SIOP and its members have made substantial improvements to branding (Reynolds, 2013), conducted the first of a series of pre-SIOP workshops designed to highlight the field to non I-O business professionals (SIOP, 2013) and reinvigorated educational outreach efforts (Howardson, Kim, Shoss, Barber, & Jundt, 2014).

This study provides a status check on visibility of I-O psychology and SIOP by

evaluating awareness and perceptions of I-O and SIOP among HR professionals, business leaders, faculty members, and college students. This study provides a follow up to a recent study of HR and business professionals (Rose, McCune, Spencer, Rupperecht, & Drohan, 2013) and expands that study by providing information about awareness and perceptions of I-O/SIOP among college faculty and students. Results will be used to gauge progress of SIOP's visibility efforts over time and to help direct future efforts for increasing I-O and SIOP's visibility.

Method

Online surveys were sent to four key groups: (a) business professionals ($n = 139$), (b) HR professionals ($n = 150$), (c) faculty members ($n = 105$), and (d) college students ($n = 113$). Surveys con-

tained between 59 and 68 items each, and were distributed electronically during May 2013 to research panels obtained by Qualtrics, an online survey vendor and market research firm.

The majority of the business professional participants were male (50.4%) and were 40 years of age or older (55%). Business participants' job level included executive or director (37%), manager (62%), or other (1%). The majority of HR professionals were between the ages of 30 and 49 (61%), were female (59%), and had worked in the field for at least 6 years (75%). HR participants' job level included executive or director (22%), manager (36%), individual contributor (25%), and other (17%). The majority of faculty participants were between the ages of 30 and 49 (51%), were female (63%), and were employed by public institutions (55%). Faculty participants reported their department affiliation as education (36%), business (20%), psychology (16%), criminal justice/law (9%), or other (19%). The majority of college student participants were between the ages of 18 and 29 (78%), were female (83%), and were pursuing an undergraduate study degree (92%). Among student participants, approximately 59% were psychology majors and 40% were business majors.

Survey questions focused on familiarity with I-O and SIOP, sources of awareness about I-O and SIOP, having experience

working with I-O psychologists, services associated most closely with I-O psychology, perceived value of I-O to social science research and organizations/business, and perceived strengths and weaknesses of I-O.

Results

Familiarity With I-O and SIOP

Participants were asked to indicate their familiarity with the profession of I-O psychology on a five-point scale ranging from 1 = *not familiar* to 5 = *very familiar* and to indicate their familiarity with a range of professional organizations potentially relevant to business and HR professionals, including SIOP. Table 1 summarizes results of familiarity with I-O psychology and SIOP.

Table 1
Familiarity With I-O and SIOP

	<i>N</i>	<i>I-O brand*</i>	<i>SIOP brand**</i>
Combined samples	507	27.80%	17.40%
Business professionals	139	31.70%	13.70%
HR professionals	150	34.70%	19.30%
Faculty members	105	21.90%	25.70%
College students	113	19.50%	11.50%

*Indicates participants were familiar, very familiar, or extremely familiar with I-O

**Indicates participants were familiar (versus not familiar) with SIOP

Across all samples, 28% of participants indicated familiarity with I-O and 17% familiarity with SIOP. Among the four

groups, HR and business professionals had the highest (35%) and second highest (32%) levels of familiarity with I-O, respectively. For HR, these findings are not surprising considering that HR personnel practice in some of the core I-O areas. Further, the 32% I-O familiarity rate for business professionals was nearly identical to the I-O familiarity rate found for business professionals in an earlier study (Rose et al., 2013). Compared to the other three samples, college students were least familiar with I-O (20%) and SIOP (12%). These findings suggest that some of the greatest opportunities for improving I-O and SIOP visibility may lie with increasing awareness among students.

Table 2 shows familiarity with SIOP as compared to other similar professional organizations. The top-three most famil-

iar organizations for both the business and HR professionals were as follows: American Society for Training and Development (ASTD), National Human Resources Association (NHRA), and Society for Human Resource Management (SHRM). Faculty members were most familiar with the Academy of Management (AOM), followed by Society for Consulting Psychology (SCP), and SHRM. For college students, the three most familiar professional organizations included NHRA, SCP, and SHRM. SIOP was among the less familiar organizations for all four samples.

Channels of Awareness

Participants were asked how they learned about I-O and SIOP. This information will be helpful to understand the current baseline and to determine effective and poten-

Table 2

Familiarity With Professional Organizations

Organization	Business professionals (n = 139)	HR professionals (n = 150)	Faculty members (n = 105)	College students (n = 113)
Academy of Management (AOM)	18.20%	21.10%	19.20%	9.60%
American Society for Training and Development (ASTD)	21.60%	30.30%	16.20%	5.80%
International Personnel Assessment Council (IPAC)	10.80%	16.40%	11.10%	5.10%
National Human Resources Association (NHRA)	26.40%	38.80%	14.80%	25.60%
Society for Consulting Psychology (SCP)	10.80%	17.80%	18.10%	17.90%
Society of Human Resources Management (SHRM)	20.30%	56.60%	18.50%	17.30%
Society for Industrial and Organizational Psychology (SIOP)	12.80%	19.10%	17.00%	9.00%
None of the above	52.00%	22.40%	14.00%	40.40%

Table 3
How Have You Heard About I-O?

Source	Business professionals (n = 44)	HR professionals (n = 52)	Faculty members (n = 52)	College students (n = 27)
I have read or heard about I-O psychologists in the news	72.70%	42.30%	55.80%	55.60%
I had a class in I-O psychology	31.80%	48.10%	57.70%	33.30%
I had a class in psychology (other than I-O psychology) where I-O psychology was discussed	2.30%	1.90%	7.70%	14.80%
I had a class in business where I-O psychology was discussed	2.30%	0.00%	3.80%	7.40%
I had a class in human resources where I-O psychology was discussed	2.30%	1.90%	3.80%	14.80%
During a meeting with a mentor or advisor	N/A	N/A	N/A	7.40%
I know someone who is an I-O psychologist	18.20%	26.90%	38.50%	0.00%
My organization (current or previous) employed I-O psychologists	11.40%	23.10%	21.20%	0.00%
I have worked alongside I-O psychologists	11.40%	21.20%	34.60%	3.70%
I have hired I-O psychologists to provide services (i.e., as a vendor or employee) for my organization	9.10%	13.50%	7.70%	0.00%
I sell services to I-O psychologists	4.50%	19.20%	15.40%	0.00%
I have attended a SIOP conference (semi-annual or annual)	6.80%	25.00%	21.20%	7.40%
I have a degree in I-O psychology (MA, MS, or PhD)	9.10%	9.60%	15.40%	3.70%
I taught a class in which we taught I-O psychology	13.60%	5.80%	28.80%	0.00%

Table 4
How Have You Heard About SIOP?

	Business professionals (n = 19)	HR professionals (n = 29)	Faculty members (n = 46)	College students (n = 14)
I have read or heard about SIOP in the news	94.70%	58.60%	54.30%	21.40%
I had a class in business where SIOP was discussed	0.00%	0.00%	2.20%	0.00%
I had a class in psychology (other than I-O psychology) where SIOP was discussed	0.00%	6.90%	6.50%	28.60%
I had a class in I-O psychology or organizational behavior where SIOP was discussed	15.80%	48.30%	54.30%	64.30%
I know someone who is a SIOP member	63.20%	75.90%	45.60%	92.90%
I am a member of a SIOP social network (e.g., LinkedIn)	5.30%	31.00%	32.60%	0.00%
I have visited the SIOP website	47.40%	34.50%	34.80%	14.30%
I have been invited to a SIOP conference (semiannual or annual)	21.10%	27.60%	28.30%	7.10%
I have attended a SIOP conference (semiannual or annual)	15.80%	37.90%	26.10%	0.00%
I have purchased or read materials published by SIOP	26.30%	24.10%	28.30%	0.00%
I have a degree in I-O psychology (MA, MS, or PhD)	10.50%	13.80%	30.40%	0.00%
I have worked alongside I-O psychologists	21.10%	13.80%	30.40%	0.00%
I taught a class in which we discussed SIOP	5.30%	10.30%	26.10%	0.00%

tially underused channels for future visibility efforts.

Tables 3 and 4 summarize the sources through which participants gained familiarity with I-O and SIOP, respectively.

Across all four samples, the top two most popular channels to learn about I-O were the news and having had a class in I-O psychology. Other relatively popular ways for business, HR, and faculty to become familiar with I-O were knowing an I-O psychologist or having worked with one.

Sources for gaining familiarity with SIOP varied by sample. For both business and HR professionals, the top two sources were the news

and knowing a SIOP member. Faculty members' top two channels were the news and having had a class in I-O psychology or organizational behavior where SIOP was mentioned. Most students learned about SIOP from a SIOP member or by having a class in I-O or organizational behavior.

The finding about the news as one of the main sources to learn about both I-O and SIOP parallels increasing attention to I-O and SIOP in national coverage (Mullins, 2014) and is encouraging, considering that SIOP has marshalled many resources and efforts on visibility initiatives in recent years, such as a new top 10 workplace trends list (e.g., Munson, 2013). Also, while findings indicated that knowing an I-O psychologist was among the highest rated channels for I-O awareness among business (18%), HR (27%), and faculty (39%), it is notable that not a single student (i.e., 0%) identified knowing an I-O psychologist as a channel for their awareness. Again, as with the low familiarity ratings for I-O and SIOP among students and consistent with other assessments (Howardson et al., 2014), the message seems to be that students represent a critical leverage point to improve I-O and SIOP visibility.

Experience With I-O Psychologists

Tables 5 and 6 show different areas an I-O psychologist worked in while employed in respondents' organizations and types of projects on which respondents worked together with an I-O psychologist, respectively. Although there was some variability by sample and question, the areas that were mentioned more often included (a) HR technology, (b) motivation/job attitudes/surveys, (c) job analysis/job design/competency modeling, (d) coaching/leadership/leadership development, and (e) organizational performance. Although most of these areas align with those that I-O psychologists tend to be involved in (e.g., SIOP, 2014), it is interesting to note that testing and assessment was not among the areas most commonly mentioned. These findings

Table 5
An I-O Psychologist Worked in Respondent's Organization in the Following Areas

Service	Business professionals (n = 44)	HR professionals (n = 52)	Faculty members (n = 52)
Benefits/compensation/payroll	11.40%	7.70%	5.80%
Careers/career planning	11.40%	5.80%	9.60%
Coaching/leadership/leadership development	6.80%	3.80%	7.70%
Groups/teams	4.50%	5.80%	9.60%
HR technology	9.10%	13.50%	9.60%
Inclusion/diversity	2.30%	7.70%	11.50%
Job analysis/job design/competency modeling	9.10%	11.50%	7.70%
Legal issues/employment law	4.50%	11.50%	1.90%
Motivation/job attitudes/surveys	9.10%	9.60%	11.50%
Worker well-being/occupational health	4.50%	11.50%	9.60%
Organizational performance	4.50%	9.60%	9.60%
Organization development	9.10%	5.40%	7.70%
Performance management/talent management	6.80%	15.40%	3.80%
Recruitment/talent acquisition	6.80%	9.60%	0.00%
Testing/assessment	4.50%	7.70%	3.80%
Training/training and development	4.50%	9.60%	1.90%
Workforce analytics/HR	6.80%	5.80%	1.90%

Table 6
Types of Projects on Which Respondents Worked Together With an I-O Psychologist

	Business professionals (n = 44)	HR professionals (n = 52)	Faculty members (n = 52)
Benefits/compensation/payroll	9.10%	3.80%	3.80%
Careers/career planning	4.50%	9.60%	9.60%
Coaching/leadership/leadership development	6.80%	17.30%	13.50%
Groups/teams	4.80%	5.30%	17.30%
HR technology	9.10%	9.60%	9.60%
Inclusion/diversity	2.30%	7.70%	11.50%
Job analysis/job design/competency modeling	4.50%	5.80%	21.20%
Legal issues/employment law	4.50%	5.80%	5.80%
Motivation/job attitudes/surveys	4.50%	11.50%	15.40%
Worker well-being/occupational health	4.50%	5.80%	7.70%
Organizational performance	6.80%	9.60%	15.40%
Organization development	4.50%	13.50%	11.50%
Performance management/talent management	6.80%	7.70%	9.60%
Recruitment/talent acquisition	2.30%	7.70%	7.70%
Testing/assessment	6.80%	9.60%	7.70%
Training/training and development	2.30%	7.70%	9.60%
Workforce analytics/HR	9.10%	5.80%	7.70%

psychology for all four samples tended to be (a) coaching/leadership/leadership development, (b) groups/teams, (c) motivation/job attitudes/surveys, (d) organizational performance, and (e) organization development. In contrast, items such as legal issues/employment law, workforce analytics/HR, and recruitment/talent acquisition

suggest that some areas that I-O psychologists are experts in are less visible as a domain of I-O psychologists within organizations (e.g., testing) than others (e.g., leadership development) or, similarly, involve less collaboration between I-O psychologists and other employees.

Perceptions of I-O and SIOP

To understand the value of I-O and SIOP, participants were asked to select the services they associate most closely with I-O psychology, to rate I-O psychologists' value to social science research and organizations/business, and to indicate the field's strengths and weaknesses through open-ended comments. Table 7 shows that the top services most closely associated with I-O

psychology were endorsed less frequently as the areas most closely associated with I-O. Again, we view the absence of testing/assessment among the top areas across groups as notable. The high endorsement rate of benefits/compensation/payroll among business professionals also is surprising, although it parallels previous findings (Rose et al.,

Table 7
Which Service(s) Do You Associate Most Closely With I-O Psychology?

Service	Business professionals (n = 44)	HR professionals (n = 52)	Faculty members (n = 52)	College students (n = 27)
Benefits/compensation/payroll	45.50%	21.20%	23.10%	29.60%
Careers/career planning	25.00%	26.90%	26.90%	29.60%
Coaching/leadership/leadership development	47.70%	42.30%	32.70%	40.70%
Groups/teams	36.40%	38.50%	44.20%	40.70%
HR technology	27.30%	34.60%	34.60%	11.10%
Inclusion/diversity	25.00%	21.20%	38.50%	25.90%
Job analysis/job design/competency modeling	27.30%	26.90%	34.60%	29.60%
Legal issues/employment law	6.80%	13.50%	15.40%	11.10%
Motivation/job attitudes/surveys	31.80%	32.70%	48.10%	33.30%
Worker well-being/occupational health	15.90%	23.10%	34.60%	37.00%
Organizational performance	25.00%	32.70%	46.20%	33.30%
Organization development	22.70%	34.60%	42.30%	37.00%
Performance management/talent management	18.20%	30.80%	30.80%	22.20%
Recruitment/talent acquisition	13.60%	19.20%	17.30%	7.40%
Testing/assessment	29.50%	28.80%	23.10%	25.90%
Training/training and development	15.90%	30.80%	25.00%	37.00%
Workforce analytics/HR	11.40%	21.20%	19.20%	22.20%

2013). With these exceptions, the top areas endorsed generally align with those in which I-O psychologists tend to present and publish (SIOP, 2014).

Figure 1 illustrates respondents' perceived value of I-O psychologists to social science research and organizations/businesses. Overall, ratings for I-O's contribution to research and organizations/business were high, ranging from 3.8 to 4.5 on a scale from 1 = *very low* to 5 = *very high*. Interestingly, although differences were only statistically significant within the business group, $t(39) = 2.43, p = .020$, HR and business professionals assigned higher value of I-O psychologists to social science research, whereas faculty members viewed I-O's value as higher for organizations/businesses. Compared to the other three samples, students gave the lowest value ratings for both social science research and organizations.

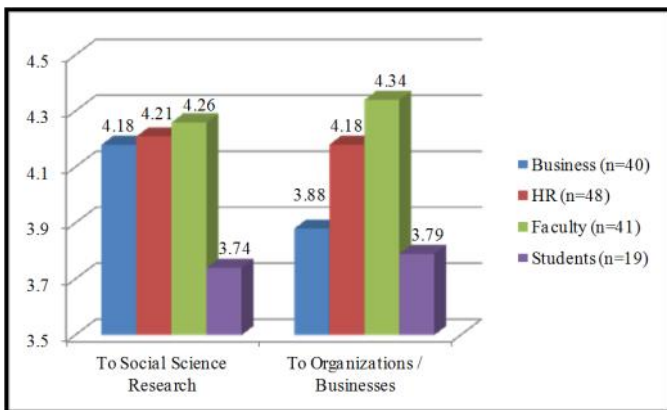


Figure 1. *Perceived Value of I-O Psychologists*¹

¹ Rating scale: *very low* = 1; *very high* = 5

Participants described in open-ended comments what they view as strengths and weaknesses of I-O psychology. Table 8 shows that respondents identified the following areas as strengths of the field: increasing workplace productivity, understanding self and others, focusing on employees, and expanding credibility of psychology. The weaknesses mentioned included extensive schooling, subjectivity of conclusions, lack of understanding by those outside the field, and the cost of hiring an I-O psychologist. Although somewhat vague, potentially due to limitations of online panels for gathering open-ended comments, the categories and comments tend to align with those found in similar studies (e.g., Rose et al., 2013). For example, specific strengths such as “aims to increase organizational performance and effectiveness” and weaknesses such as “general public's lack of awareness of their value and purpose” have been recurring themes.

Conclusions

To summarize, select highlights from the results indicate that:

- Compared to other professional organizations (e.g. SHRM, ASTD), HR professionals, business professionals, faculty members, and students are not very familiar with SIOP

Table 8
Strengths and Weaknesses of I-O (open-ended comments)

Category	Examples
STRENGTHS	
Increase workplace productivity	<ul style="list-style-type: none"> · "Very good understanding of what needs to be done to improve the workplace, · "...aims to increase organizational performance and effectiveness" · "...allows businesses to run more effectively by helping workers (even if the workers · "Improve productivity, morale"
Understand self and others	<ul style="list-style-type: none"> · "Learn more about personal self, and help others" · "...helps you understand other people besides yourself" · "understanding human behavior / resolving problems incorporating business and
Focus on employees	<ul style="list-style-type: none"> · "...focus on the well-being of employees" · "Helpful to understand needs of employees" · "Looks at employees as people, not just numbers"
Expand credibility of psychology	<ul style="list-style-type: none"> · "It helps emphasis in the business world that psychology is a valid aspect of · "...focused on the interactions between the business world and psychology" · "Material rewards, trust and respect from clients, and personal satisfaction"
WEAKNESSES	
Extensive schooling	<ul style="list-style-type: none"> · "Advanced degree is needed" · "Courses can be time-consuming" · "All the schooling"
Subjectivity of conclusions	<ul style="list-style-type: none"> · "Classifying or categorizing people into 'types' is not a perfect science. Human beings · "You have to sometimes get personal with people and make judgments about them.
Lack of understanding by public	<ul style="list-style-type: none"> · "Not well understood by people outside of psych or HR" · "General public's lack of awareness of their value and purpose" · "Erroneous impression of "soft" science/discipline. People thought it's not as
Cost/labor intensive	<ul style="list-style-type: none"> · "...the cost of having these types of psychologists come to your business and · "It takes time and resources to get results" · "...too labor intensive" · "...cost too much"

- Across all four groups, HR and business professionals are most familiar with I-O and students are least
- Across all four groups, the top two most popular channels to learn about I-O and SIOP are the news and having had a class related to I-O psychology; a close third for all samples other than students is knowing an I-O psychologist
- The top services most closely associated with I-O psychology across groups are coaching/leadership/ leadership development, groups/ teams, motivation/job attitudes/ surveys, organizational performance, and organization development

- All groups familiar with I-O and SIOP assign a high level of value to the impact of I-O and SIOP on social science research and organizations/ businesses

Although these results point to numerous objectives and activities that are likely to drive increased visibility, we view three as especially important. The first is to improve student awareness of I-O by maintaining and amplifying educational outreach using programs like THEO (Howardson et al., 2014) and visibility committee student webinars (Persing & Corbet, 2013). Improving student awareness of I-O represents a po-

tentially high return on shorter and longer term visibility, given students' current low awareness and familiarity, and their future roles in business and other organizations. The number one ranking for I-O as a career by the U.S. Bureau of Labor Statistics (2014) should facilitate progress toward this goal by enhancing the field's appeal for students. Second, association of I-O psychologists with testing and assessment and related legal issues, in addition to other core areas, can be improved. More focus on linking the testing and assessment companies represented by SIOP members, with SIOP and I-O, could directly support this goal. Finally, as I-O and SIOP seek to improve visibility, it will be essential to maintain the high level of perceived value among the various respondent groups studied. Those familiar with I-O and SIOP had highly favorable opinions of both but perceived as a weakness that I-O is not well understood. More exposure through national news, social media, and other outlets while maintaining the core values and expertise that make I-O valuable and unique should help to address visibility without reducing perceived value.

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The 2011 SIOP Graduate Program Benchmarking Survey

Part 8: Correlations and Latent Themes

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The 2011 SIOP survey of I-O graduate programs was undertaken to identify normative benchmarks of current practices in the education of I-O practitioners, researchers, and educators. The data offer three main uses. First, they allow individual programs to see where they stand in comparison to peer programs (i.e., MA vs. PhD, psychology vs. business/management), offering confirmation and exploration of program identity (e.g., for marketing purposes) and leverage in securing better resources (e.g., to raise stipends to competitive levels). The second use is as a baseline for tracking changes over time in how I-O programs are composed and managed. Seeing trends in I-O education could offer uniquely valuable insights into where the field is headed in light of where it's been. The third application is to advance discourse on how to improve graduate education in I-O, with an eye to the possibility of licensure and program accreditation. Regardless of where one stands on those controversial issues, hard data serve more informed discussion.

Each of the previous seven installments provides a relatively pixelated snapshot of a major part of I-O graduate training (basic program features, admissions, curriculum, assistantships, internships, comprehensive exams, and theses/dissertations). Here, in

our last installment, we attempt to take stock of what the data mean collectively. This is no easy task, as there are hundreds of variables offering thousands of relationships, all with limited power imposed by an overall modest sample size. Identifying major themes seems a reasonable pursuit, nonetheless, which is our goal here.

There are many ways to distill a dataset such as ours. We tried a series of "nested" principal components analyses (with oblique rotation), starting with variables within a given table, repeating across tables in the same *TIP* article, all leading to a third-order PCA of lower factors from all seven articles. Difficulty in interpreting factors led us to a simpler, regression-like correlational strategy beginning with a putative distinction between IVs and DVs.

Five sets of variables were selected as IVs because of their uniquely informative quality: (1) program type (degree type, department type), (2) basic program features (department size, program size, number of graduates per year), (3) SIOP competency factors (I-focused, O-focused, methods, individuals/teams, general psychology, applied cognition), (4) self-rated preparation of students for I

-O career pursuits (applied sales, applied research, academic teaching, academic research), and (5) the three top-10 program lists (Gibby, Reeve, Grauer, Mohr & Zickar, 2002; Kraiger & Abalos, 2004: both PhD and MA). We then correlated the remaining variables with each of those 18 IVs, computing eta for categorical DVs with $k > 2$ levels.

The correlations, sorted top down per IV, offer a rich weave of connections from which to identify latent themes. To clarify each IV's unique contributions, we also ran partial correlations controlling for earlier IVs. This successive partialing strategy mimics hierarchical regression by estimating how much a given IV explains a given DV independently of earlier IVs. Note that our five IV sets can be split into two main types: structural (program type, basic program features) and content (competency focus, career preparation, top 10s). We used cumulative partialing within the structural IV set, and then controlled for all five structural IVs in considering the unique effects of the content IVs. A .zip file containing all of the tables referenced in this paper is available at www.siop.org/tip/july14/TettTables.zip. To facilitate reference to normative descriptors (means, SDs, etc.), the tables are organized by DV grouping in parallel to earlier reported norm tables. Further, the tables are numbered to correspond to the earlier *TIP* installments. For example, Tables 3.1 to 3.4 report zero-order IV

correlations with the various curriculum DVs covered in the third installment. The parallel set of partial correlations is offered in Tables 3.1p to 3.4p.

Before getting to the IV–DV relationships, we describe two preliminary analyses. First, dedicated readers of this series may have noticed that prior installments have not covered the fourth IV set listed above: preparation for I-O career pursuits. We spend a little space here looking at how those pursuits vary by degree and department types. Second, we consider how all 18 IVs intercorrelate.

Preparation of Graduate Students for I-O Career Pursuits

Toward the end of the survey, we asked programs how well they prepare their students, overall, for careers in practice (sales, applied research) and academia (teaching, academic research). Figure 1 plots the means broken out by the 2 x 2 array of degree type crossed with department type, and Table 1 presents corresponding ANOVA results.

Significant main effects are evident for degree type regarding each of the four career options, the two applied options being favored in master's programs and the two academic options in doctoral programs. This is not surprising given greater demands in academia for advanced training. Preparation for applied research is stronger in psychology depart-

ments, but a significant interaction with degree type, in light of Figure 1, shows that applied research is rated equally highly in all but doctoral OB programs. The further two-way interaction for applied sales (see Table 1) shows that the noted split between master's and doctoral programs on applied versus academic focus is especially pronounced in OB programs. Correspondingly, psychology doctoral programs more uniformly target preparation for all four career tracks, albeit less so for applied sales.

Relations Among IVs

Correlations among the 18 IVs are presented in Table 2. *Ns* vary from 97 to 120 in most cases, yielding two-tailed critical values of around $\pm .16$. Of central interest here are the strongest values within each variable block (mostly, $r > |.30|$). *Ns* are lower for relations involving the three top-10 lists, as comparisons in those cases are limited to peer programs (i.e., PhD-psych-only for both Gibby et al. and K&A-PhD, and MA-psych only for KA-MA). Partial correlations, reported above the main diagonal, control for degree and department types. A number of findings in Table 2 are noteworthy. We begin with zero-order correlations involving program types.

The first two columns of correlations echo main effects for degree type and department type reported in earlier installments. All told, PhD programs tend

to have (a) more core faculty ($r = .32$), yet (b) fewer graduates ($-.49$); (c) weaker emphasis on I-related and O-related competencies ($-.35$, $-.33$), but (d) stronger emphasis on methods competencies (.27); (e) weaker career preparations in applied sales ($-.50$; see also Table 1, Figure 1), and, to a lesser degree, applied research ($-.20$); and much stronger emphasis on academic career preparation in both teaching and research domains (.60, .59, respectively).

Moving one column to the right, correlations involving department type show that OB programs have (a) more core faculty ($r = .37$), (b) weaker focus on I-related and general psychology competencies ($-.20$ and $-.36$), and (c) stronger focus on applied cognition (e.g., decision making; $r = .34$). OB programs also show (d) less preparation for applied sales ($-.36$) and, even less so, applied research ($-.60$). In contrast, emphasis on academic job preparation is roughly even in the two department types ($r = .08$ for teaching, .11 for research, both *ns*).

Moving further down and right in Table 2, it is notable that programs with more core faculty tend to produce fewer graduates ($-.18$). This may reflect differential research emphasis: more time for one-on-one mentoring reduces teaching loads, demanding more faculty. Methods competencies are also emphasized in larger programs and departments (.21 and .19), whereas programs producing

more graduates tend to have a stronger focus on both O and applied cognition competencies (.32 and .22) and a weaker focus on methods competencies (-.17). After controlling for degree and department types, larger programs also tend to emphasize development of I competencies (partial $r = .25$), whereas smaller programs tend to emphasize applied cognition (partial $r = -.20$).

Career preparations show marked relations with several other IVs. Relations with program type are redundant with main effects reported above (see Table 1 and Figure 1). Not surprisingly, given greater opportunities for applied over academic jobs, programs producing more graduates emphasize preparation for applied sales (.44) and less so academic teaching and research (-.41 and -.58). Programs housed in larger departments (i.e., higher n -faculty) prepare their students more for applied research and both academic career facets (.22 to .27). Larger programs per se (i.e., higher n -core-faculty) tend also to prepare students more for academia (.31 and .34) and less so (than smaller programs) for applied sales (-.24). Controlling for degree and department types reduces the zero-order r of -.24 between program size and preparation for applied sales to a partial r of .01. Conversely, a modest r of -.12 between program size and preparation for applied research increases to a partial r of .19, suggesting suppressor effects of program type.

Relations between career preparations and competency focus suggest that programs emphasizing applied careers tend to focus more on both I and O competencies (.20 to .52) and less on methods competencies (-.25 for applied sales). Programs emphasizing academic career paths show the reverse pattern (-.17 to -.43 for both I and O competency focus; .37 and .48 for methods competency focus). General psychology content is emphasized more where preparations are stronger for careers in applied sales and academia (.26 to .38). It is also noteworthy that the main linkages between competency emphasis and career preparations are largely upheld, albeit weakened, after controlling for program types. Thus, these relations tend to hold within the cells of the degree-by-department breakout.

The noted effects involving career preparations are consistent with correlations among just those four variables. Programs reporting preparation for applied sales also report preparation for applied research (.43); a stronger link is evident between preparations for academic teaching and research (.79). Applied sales preparation is negatively related to the two academic components (-.34 and -.40), although the notably weaker corresponding partial r s (-.07 and -.15) suggest the zero-order relations are carried primarily by differences in degree type.

Several relations involving the top-10 lists bear mention. Gibby et al.'s most productive doctoral programs (all psych), relative to peer programs, tend to have more core I-O faculty ($r = .20$), be housed in larger departments (.33), and graduate more students (.24). Not surprisingly, they also tend to prepare students less for applied sales jobs (-.27) and more for academic jobs (.28 for teaching; .23 for academic research). The K&A doctoral programs (all psych) tend to focus less on applied cognition competencies relative to peer programs. The K&A master's programs (all psych) show a similar tendency (-.21) and tend also to report weaker preparation for academic jobs, relative to peer MA programs (-.25 per aspect).

All told, relations among the designated IVs are complex but interpretable. The main questions going forward are these: What program features are markers for each IV and what general patterns emerge suggestive of latent themes?

Latent Themes in IV-DV Linkages

The survey yielded 246 continuous variables (other than the 18 IVs) and 241 categorical variables (all but 11 are dichotomies: feature present vs. absent). Some continuous DVs are principal components derived from more specific variables. To reduce the number of DVs, components replace their input variables. We also derived continuous scales

from several variables treated as nominal in the previously reported norms. For example, preferred year of thesis/dissertation milestone (e.g., proposal defense, data collection) was configured here as a ratio variable, such that a negative correlation indicates an abbreviated timeline and a positive correlation an extended timeline. Finally, some variables were dropped owing to N being too small (< 10). All told, 227 continuous DVs and 235 categorical DVs were judged usable.

To identify major themes, we sorted, per IV, the relationships reported in Tables 1.1 to 7.7 and 1.1p to 7.7p from strongest to weakest, using $\pm .30$ as a convenient cutoff for interpretation, and then looked for patterns suggestive of dominant themes. We chose the partial r s as the main basis for sorting as they afford successively "cleaner" interpretations of a given IV's unique relationship to the DVs. Sorted results are presented in Tables S1 to S18 (one per IV). Our methods and interpretations are neither definitive nor exhaustive; readers are encouraged to peruse the relationships and draw their own insights. The following is offered as an initial—and fallible—foray into the complexities of graduate education in I-O/OB.

Master's versus doctoral programs (Table S1). Degree type is a major distinction covered in the previously reported norms. Most obviously, doctoral

timelines are longer than master's, and standards are higher for both student selection (e.g., higher admissions cut-offs) and performance (e.g., dissertations are longer than theses). Doctoral programs also tend to have more resources (e.g., higher stipends, more years of funding) and are both more research oriented (e.g., higher expectation of peer-reviewed publications) and quantitatively focused (e.g., offering more advanced methods courses). Echoing relations among the IVs, discussed above, Master's programs tend to be more applied versus academic (e.g., more likely offering internships, being more concerned with intern performance) and tend to accept more students. A more subtle difference is that doctoral programs tend to be more flexible (e.g., permitting students to switch advisors, allowing more choice on written exams). We see this as less a softening of standards than a reflection of the longer timeline and associated affordances of students to pursue specialized interests.

Psychology versus business/management departments (Table S2). Department type yields a number of identifiable patterns of relations with the DVs. OB programs tend to be more academically oriented (as per relations involving career preparation, discussed earlier; see Table 1), more research-focused, and better resourced. They are also more quantitatively oriented, with the notable exception of psychological

measurement. Course offerings and requirements in other major domains also vary. Psychology programs emphasize traditional I-related topics (job analysis, personnel selection, training), whereas OB programs favor courses on leadership and HR functions (e.g., job evaluation/compensation, OD). Showing their stronger applied focus, psychology programs are more likely than OB programs to offer internships. Differences are further evident in applicant screening, psychology programs giving greater weight to undergraduate performance in psychology and methods courses, and in research.

Department size (N faculty; Table S3). Programs in larger departments appear to be more flexible (e.g., less likely to require certain courses, internships less likely to require preapproval), more quant-focused in comps (e.g., advanced statistics are fairer game), more externally funded, and, curiously, less likely to offer oral exams. Where orals are used, they tend to be less structured. Large-department programs also tend to report lower rates of student selection, linked to both more applicants and fewer admissions (see Tables 2.1 and 2.1p). Greater selectivity is further evident in Tables 2.3 and 2.3p as per higher entrance standards on major screens (e.g., $r = .27$ with GRE-V percentiles). Large-department programs also report higher stipends and stronger norms for students to be in the lab.

Program size (N core faculty; Table S4). Program size covaries with select DV sets. Larger programs tend to require students to take courses on meta-analysis and HLM but less so (than smaller programs) courses on IRT, factor analysis, and multivariate methods. They also tend to be more flexible (e.g., less structured in oral exams, permitting students to switch assistantships) and, understandably, use more graders on comprehensive exams. Larger programs have students spend less time presenting their proposals and final dissertations, but the documents themselves tend to be longer. Internship pay tends to be higher for students in larger programs, and students' IRB training and SIOP attendance is more strongly expected.

N graduates per year (Table S5). Controlling for previous IVs, several themes emerge in relations with the number of annually minted graduates. First, and somewhat obviously, highly graduating programs tend to attract more applicants and accept more at higher rates. More substantively, they tend to be less research focused (e.g., lower publication expectations, fewer research credits, more administrative-only assistantships) and more applied (e.g., internships more likely). Correspondingly, advanced statistics courses are less often offered (e.g., multivariate) and required (e.g., factor

analysis), funding commitments are lower (e.g., number of years), and theses and dissertations are on a shorter timeline (e.g., final defense expected earlier). Also tied to higher numbers of graduates are a variety of DVs relevant to educational standards. Thesis and dissertation committees and defenses are less likely to be required, and defenses, when required, are shorter; GRE scores are weighted lower in applicant review and corresponding cutoffs are lower; and more courses are taught by adjuncts.

"I"-focused competence (Table S6). Programs targeting the industrial side of I-O, not surprisingly, are more likely to require I-related courses (e.g., job analysis, performance appraisal) and, less so, O-related courses (e.g., workplace diversity). GRE cutoffs tend to be lower, suggesting less selectivity in admissions. Comprehensive exams tend to emphasize quantitative methods (e.g., regression, correlation, meta-analysis) and deemphasize qualitative and mixed methods. Exams also tend to be held later in students' tenure, possibly to permit better mastery, as evident in lower exam failure rates. I-focused programs tend to emphasize technical competence as a primary goal of internships. Such programs may also be "practicing what they preach," for example, by giving greater weight to GRE test scores in

applicant screening and by engaging higher proportions of I-O faculty in the screening process.

"O"-focused competence (Table S7). Understandably, programs reporting an emphasis on the organizational half of I-O tend to offer O-related courses more frequently (e.g., organizational theory, OD, workforce diversity) and are more likely to require that students take such courses (e.g., OD, diversity, consulting/business skills). A more applied focus is evident in higher internship volume and in graduates tending to seek applied over academic jobs. Perhaps due to their greater frequency, internships tend to be more structured (e.g., more formal contracts). O-focused programs report a higher percentage of interns with problems in technical competence, but the reason is unclear (e.g., differential selection, training, or work demands). Such programs also show less emphasis on quantitative analytics on comprehensive exams (e.g., factor analysis, regression, psychometrics, multivariate) and more on qualitative/mixed methods. Finally, higher-O programs show reduced funding for students, as per shorter assistantships and lower financial support for student research.

Methods-focused competence (Table S8). Programs with a methodological identity appear to strive especially hard to achieve good fit by accepting a smaller number of applicants, more often requiring refer-

ence letters in the application (offering unique review of research-related KSATs) and less often assigning students to assistantships with non-I-O faculty. Along similar lines, accepted applicants choose to attend such programs at reduced rates, suggesting greater self-selection. Internships appear to have more stringent requirements (e.g., I-O relevance, supervisor qualifications) and tend to pay more. Business-oriented courses (e.g., judgment/decision-making, consulting/business skills) are less often required, research expectations are stronger (e.g., SIOP conference attendance, publications, lab presence), and, controlling for structural IVs, thesis/dissertation timelines are shorter. Finally, comprehensive exams tend to be more rigorous, with the oral component more highly structured.

Individual/teams-focused competence (Table S9). Understandably, programs reporting an emphasis on individual and team competence reported both higher frequency of workgroup/team courses and increased likelihood of making such courses mandatory. Given the particular relevance of HLM to team research, it makes sense that courses on this topic also tend to be required. Courses on personnel selection, on the other hand, are less often required. Comprehensive exams tend to include a realistic data set and conceptual questions on research, analytics, and test development, suggesting an overall applied focus. Timelines for theses and dissertations (e.g.,

proposal submission and defense, data collection, data analysis) are longer, page lengths tend to be higher, and proposal defenses longer, suggesting higher expectations regarding theses and dissertations.

General psychology-focused competence (Table 210). Programs emphasizing general psychology tend to have curricula with greater focus on organizational development (OD) and structural equation modeling (SEM) and less focus, more generally, on both qualitative and quantitative methods. Stressing research in other ways, such programs have heightened publication expectations and allocate a higher percentage of credit hours to research. Comprehensive exam retakes are rarer, and the oral component tends to be longer and more customized (e.g., strategy discussed for individual students, hints provided to students).

Applied cognition-focused competence (Table S11). Programs focusing on applied cognitive competence offer more courses on human factors and fewer on psychometrics and general-O; HLM is also more often a required course. Such programs tend to be more selective, reporting higher GRE percentile cutoffs. Perhaps tied to this, fewer retakes on quantitative exams are reported. These programs are less likely to target meta-analysis and nonparametric statistics, perhaps suggesting an emphasis on experimental methods.

Preparation for careers in applied sales (Table S12). An applied focus is evident here in relations with a number of DVs. Programs preparing students for applied sales careers offer and require more courses on I-related topics (e.g., job analysis, performance appraisal) and with more sales-related themes (e.g., consulting/business skills). Internships are less likely in the first year of study (better preparing students for applied work), intern performance is rated more often, and professionalism is more often an area of intern development; external grants are less frequent. Controlling for the structural IVs, dissertation presentations are longer, as are theses/dissertations themselves and timelines for their completion. Applicant screening is more lenient (e.g., lower GRE percentile cutoffs), and there is evidence of greater bureaucracy (e.g., use of intern request forms, stronger expectation of IRB training, more structured oral exams).

Preparation for careers in applied research (Table S13). An applied orientation is evident here in the greater likelihood of requiring students to take applied courses (e.g., OD, individual differences) and of having students complete a client-focused report in analytic exams. Stronger research emphasis is evident in higher research standards (e.g., requiring that proposals include a literature review and proposed measures) and, after controlling for structural IVs, stronger publication expectations, longer theses/dissertations, and longer

timelines for those projects. Research focus is further evident in the heightened frequency and requirement of advanced statistics courses (e.g., multivariate, SEM). Higher weights assigned to GRE scores in applicant review suggest greater selectivity. Interestingly, programs higher on applied research career preparation (after controlling for the structural IVs) show greater continuity of internship placements from year to year and, correspondingly, greater ease in arranging internships. Combined with lower likelihood of problems with interns' technical competence, this suggests applied-research programs provide host organizations interns with especially valued skills.

Preparation for careers in academic teaching (Table S14). Programs higher on this dimension, understandably, report offering more teaching-focused assistantships. Other possible markers of a teaching emphasis include longer written comps (i.e., assessing broader sets of knowledge commensurate with college-level teaching demands) and stronger expectations that students will work with more faculty (i.e., academic job rotation). Two further markers may be lower rates of problems with interns' interpersonal and technical competence (i.e., selecting and preparing students as teachers may help mitigate problems in those areas). An academic focus is revealed in fewer required courses in especially applied areas (e.g., consulting/

business skills, OD, job analysis) and less reliance on realistic datasets for quantitative exams. Along related lines, certain methods topics (e.g., advanced research methods, regression) are fairer game for exams, and yet methods course requirements in other areas (e.g., factor analysis, SEM) are more lax. Research standards tend to be higher, as per greater expectations of students for independent research, publishing, collecting their own data, and following through on research as proposed. Fellowship funding is greater, and campus life ratings are higher as well. Finally, after controlling for structural IVs, thesis/dissertation timelines are abbreviated.

Preparation for academic research careers (Table S15). Programs self-identifying as developers of academic researchers show their research orientation in higher expectations of students to publish, have a lab presence, conduct independent research, be IRB-trained, and run their own analyses. Correspondingly, greater weight is given to applicants' research experience. Several correlates suggest better selection and/or preparation of students for internships (e.g., fewer interpersonal, technical, and professionalism problems) as well as comprehensive exams (lower failure rate) and theses/dissertations (lower likelihood of needing to gather new data). More courses are made available in general I and O; certain O-related courses are less likely to be required

(leadership/management, work attitudes). Interestingly, several methods courses are also less likely to be required (e.g., PCA, IRT, HLM), but SEM is judged fairer game on comprehensive exams. Finally, negative relations with thesis/dissertation milestone years (after controlling for structural IVs) suggests a quicker timeline for completion.

Gibby et al. top 10 (Table S16). Several sets of variables distinguish Gibby et al's top-10 most productive graduate programs relative to their psychology-doctoral peers. First, they are more selective in applicant screening (e.g., higher GRE and GPA cutoffs) and, correspondingly, engage higher performance standards (e.g., thesis/dissertation committees are larger, final defenses are more formalized). They also appear, however, to be more flexible (e.g., fewer restrictions are imposed on research methods and content). Fewer courses are offered in general I-O and applied topics (performance appraisal), and test development is less likely a target of examination. A subtler pattern suggests stronger emphasis on internships (e.g., more likely to require internship, greater concern for onsite supervisor credentials) and weaker emphasis on comprehensive exams (e.g., shorter orals, lower likelihood of considering multivariate stats as fair game). Collectively, the data suggest that the greater productivity defining this group is fed by more selective screening, a more principled but

flexible approach to research, and greater value placed on applied experience over exam performance.

Kraiger and Abalos top-10 doctoral (Table S17). This subset of psychology-based doctoral programs, identified from student ratings, is distinct from peer programs in several ways. There appears to be less emphasis on certain quantitative courses (e.g., PCA less likely required, ANOVA less often offered) and O-related courses (e.g., general O, OD less likely required). A stronger applied flavor is evident in greater availability of courses in employment law, greater concern for intern performance, and stronger expectations that dissertations will be more than a meta-analysis (i.e., involving "real" data). Greater flexibility is evident in higher numbers of oral exam retakes, shorter written comprehensive exams, and greater lateness in meeting all major research milestones. Finally, assistantships appear to be shorter in these programs with respect to both hours/week and overall duration (in weeks).

Kraiger and Abalos top-10 master's (Table S18). The KA-MA programs, also identified from student ratings, are distinguished from peer programs in a few ways. First, these programs tend to offer both more I and more O courses (e.g., personnel selection, performance appraisal; work motivation, work attitudes). Second, there appears to be a stronger focus on measure-

ment (e.g., psychometrics and PCA are fairer game for comprehensive exams; exams are more likely graded on multiple dimensions and intern performance is more likely evaluated by multiple raters). This latter theme suggests that the KA-MA programs may tend especially to practice what they preach. Third, greater flexibility is evident in students being more likely to start an internship without preliminary coursework, and data collection occurring with greater lateness. Countering this flexibility to some extent, comps scheduling tends to be more rigid. Finally, the KA-MA programs average lower GRE percentile cutoffs in applicant screening, have more proposals pass with minor revisions, and rely less on conceptual analytic questions in comps.

Some General Observations

In addition to the obvious differences between degree types on timelines and performance standards, several other general themes emerge from the data. First, looking beyond central tendency in the norms reported in earlier installments, a major feature of I-O/OB graduate education (in the U.S., at least) is high variability across programs on most characteristics. Reaching consensus on what constitutes a good and proper education in I-O/OB (e.g., as part of accreditation initiatives) might accordingly be expected to be challenging. An early step, perhaps, would be separating areas judged most critical for standardized

practice (e.g., requiring or not requiring an internship) from those less critical. Failing to agree on the targets of standardization would limit agreement on other things, such as what should count as evidence of mastery and at what levels mastery is indicated.

A second major theme, evident mostly in earlier installments, is that the difference between master's- and doctoral-level education in I-O/OB tends to be greater in OB-based programs than in psychology-based programs. The relatively low levels of definitive I-O/OB features in participating business/management master's programs raises the question as to whether such programs merit consideration as I-O/OB programs at all. Being listed on the SIOP website (without vetting) does not, in any meaningful sense, make a program an I-O/OB program. This dovetails with the first point, regarding standardization: Judging whether business/management masters programs can meet even basic standards for consideration as I-O/OB programs offers an early test of the prospect of achieving standardization across less divergent program types.

Third, some readers may be concerned that I-O/OB programs producing the largest numbers of graduates tend to have the lowest entrance requirements and the lowest performance standards. Although standards are *relatively* low, whether they are so low, in an absolute sense, as to jeopardize the brand of I-O/OB (i.e., in

advancing “The science of a smarter workplace”) is a separate issue well beyond the survey’s scope. The noted link between *N* grads and standards, however, makes this a possibly relevant pursuit going forward.

Fourth, building further on previous points, it is important to distinguish between program flexibility in meeting students’ needs and (a lack of) rigor in educational standards. Higher flexibility may be construed as lower rigor, yet sometimes we see higher flexibility paired with higher rigor (e.g., in the Gibby et al. top-10). We urge caution in interpreting correlations along those lines and in discussion of educational benchmarks. Pursuit of common standards should not be confused with uniformity in how those standards are achieved.

Conclusions

As we close out our coverage of I-O/OB graduate education circa 2011, several caveats bear consideration. First, the IV–DV relationships—both zero-order and partial—reveal complex patterns of program features. The only interactions we considered with any empirical rigor were those between degree and department types. There is potential, of course, for more complex interactions that might prove important for understanding how all the parts play out together in distinguishing among programs. Modest *N*s prevent extensive explorations along those lines, but readers may deduce meaningful patterns

overlooked in the current series. We welcome such contributions and hope the reported findings advance understanding of I-O/OB education beyond the limits of our own interpretations.

Second, data were provided per program by typically a single person (usually the program director). Those individuals may be the best suited to providing the requested data, but better data may derive from a consensus-driven strategy promoting active discussion among core faculty. This was done in some cases, but improving the rate of its occurrence is a reasonable aim in future surveys.

Third, the overall response rate of around 60% means dozens of I-O/OB programs chose to not complete the survey. This limits the sample’s representativeness and so also the soundness of the norms and relationships. Should future surveys be planned with similar aims, we hope current results will be judged valuable enough to inspire more complete participation in achieving a more thorough rendering of the state of I-O/OB graduate training.

Where we go from here is a wide-open question. Regardless of how the data are used and despite their limitations, our detailed descriptive findings offer nonetheless a defensible “here” from which to go.

The IV/DV distinction in this context is not meant to convey causality. The conceptual relationship tends to be reciprocal in that

we learn about both variables per pairing. This does not deny the possibility of causality in either or both directions, but such inferences are beyond the current data.

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² Eta-squared is the proportion of total sums-of-squares attributable to the targeted effect. Taking the square root yields a categorical (nonlinear) analog to linear correlation.

³ Relations with the three top-10 variables allowed control of only the three basic program features (department size, program size, *N*-graduates/year) as each of the top-10 sets is nested within degree and department types.

⁴ Main effects cited here ignore degree-by-department interactions identified for some variables in earlier installments. Readers should consult those earlier installments for clarity on comparisons by program type.

⁵ What counts as adequate *N* is mostly arbitrary. Readers are reminded that results are more robust as sample size increases.

⁶ It should also be noted that we did not transform the variables to account for skewness, which, as indicated in the previously reported norms, is substantial in many cases. The observed correlations, we suggest, permit a rudimentary identification of major trends, nonetheless.

⁷ There are no partial correlations for degree type as it is the first in the set of IVs.

⁸ Neither of those features is necessarily associated with higher *N*-grads/year; e.g., given enough applicants, acceptance rates need not be especially high.

⁹ The partial *r* for preferred year of thesis/dissertation completion is unusually strong (1.00). It should be noted that degree type accounts for 92% of the total observed variance on this DV (not unexpectedly, given the nominal 2- vs. 5-year timelines). The psych/OB distinction accounts for 12% of the remaining variance, and *N* grads/year mops up 50% of the residual, leaving just 3% of the original variance to correlate with anything else. We take the 1.00 partial *r* to be an overestimate of the true effect of applied research career preparation, but the direction of effect is plausible: all else being equal, it takes longer to complete an applied-focus thesis/dissertation.

¹⁰ As noted earlier with respect to partial *r* = 1.00 for applied research career preparation in relation to thesis/dissertation completion, the partial *r* = -1.00 in this case can be traced, in part, to modest variance remaining after strong structural IV effects are considered. The direction seems plausible in that programs targeting academic research career trajectories may seek more timely completion to better prepare students for the academic job market.

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The 2014 *TIP* Readers' Survey: Key Results and Current Directions

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With invited commentary from

Douglas H. Reynolds (Development Dimensions International), Tammy D. Allen (University of South Florida), and José M. Cortina (George Mason University)

In February–March 2014, SIOF conducted a survey of *TIP* readers to get a sense of the membership's reaction to the transition of *TIP* to a digital format. The survey was prepared by *TIP* Editor Morrie Mullins, with input from multiple members of SIOF leadership, and was reviewed prior to distribution by a group of SIOF members from numerous membership categories (academics, practitioners with emphases in both research and consulting representing both public sector and private sectors, and graduate students). An initial email was sent to all SIOF members inviting them to take part in a survey hosted on SurveyMonkey.com, with a follow-up email sent a little over 2 weeks later. A total of 1,069 SIOF members provided at least partial data for use in analyses (as ever, number of responses varied by question). Due to an oversight, an additional 26 members participated after the data were downloaded but before the survey was actually closed (March 11). Those members' responses are included in all frequency-based analyses. With under 1,100 responses and a total of between

6,000–7,000 SIOF members, the response rate is not particularly high, but it is reported to be in line with participation rates for such important SIOF activities as elections.

Data from the *TIP* Readers' Survey indicate:

- Two-thirds of respondents report reading digital *TIP* either a little less or much less than its print predecessor, often due to (a) announcements of new issues being not received, forgotten, or ignored in already-full email inboxes and (b) issues with the software/interface.
- Over 57% of respondents report enjoying digital *TIP* less than its predecessor.
- Around 52% of respondents report being either satisfied or very satisfied with *TIP*.
- About 22.74% of respondents prefer digital-only *TIP*, whereas 33.68% of respondents would prefer SIOF produce both digital and print versions of *TIP*.

Based on the data, the following action items were either implemented as of the April 2014 issue (the first three) or offered for further discussion (the final two).

- Improve communication concerning *TIP*'s availability and options.
- Add an external table of contents that allows readers to choose single articles to read either in the e-magazine or as pdfs, in addition to making the full issue available.
- Discontinue e-reader format support.
- Consider alternative software options.
- Explore print-on-demand.

Respondent Demographics

Data were collected on self-identified primary work setting, student versus nonstudent status, years of SIOP membership, and preferred technology to access *TIP*. Of those responding to the work setting question ($n = 1,018$), 493 were academics, including 179 graduate students; 258 self-identified as working in consulting (including 40 graduate students); 89 worked in government (including 28 graduate students); and 178 in industry/for-profit positions (including 40 graduate students). Of the total sample, 29.35% of respondents were currently students (discrepancies between the total percentage of students and the percentages derived from the above sample sizes are due to not all graduate students choosing to answer

the career question). In terms of tenure in SIOP, the two most heavily represented groups were those with 0–5 years of membership (35.29%, which includes the bulk of the graduate student respondents) and 21+ years of membership (23.74%). About 2/3 of respondents access *TIP* using a PC (either desktop or laptop), and almost 20% were Mac users; of the remaining access options, the largest single mode was with an iPad (8.28%), with small numbers of users reporting various other devices/tablets. Noteworthy was that only a total of 12 users reported using either a Kindle tablet ($n = 10$) or an e-reader ($n = 2$).

In addition to the above, the survey queried a number of factors potentially related to reactions to a digital publication. 39.85% of respondents indicated that they spent at least 50% of their work week online, with another 27.93% indicating between 30–49%. Of those who reported having read at least one issue of *TIP*, 60.89% indicated that they had read at least 20% of the latest issue they accessed, with 27.7% reporting that they read 1–19% of the issue.

Key Outcomes

Respondents reported reading digital *TIP* a lot less (extreme anchor on a five-point scale) than the print edition; 53.95% of respondents selected this op-

tion. In total, almost two-thirds of respondents indicated that they were reading digital *TIP* less than they had read the print version. Respondents reported enjoying digital *TIP* less (extreme anchor on a three-point scale) than the print edition; 57.22% of respondents selected this option, as opposed to 12.62% who enjoy the digital edition more.

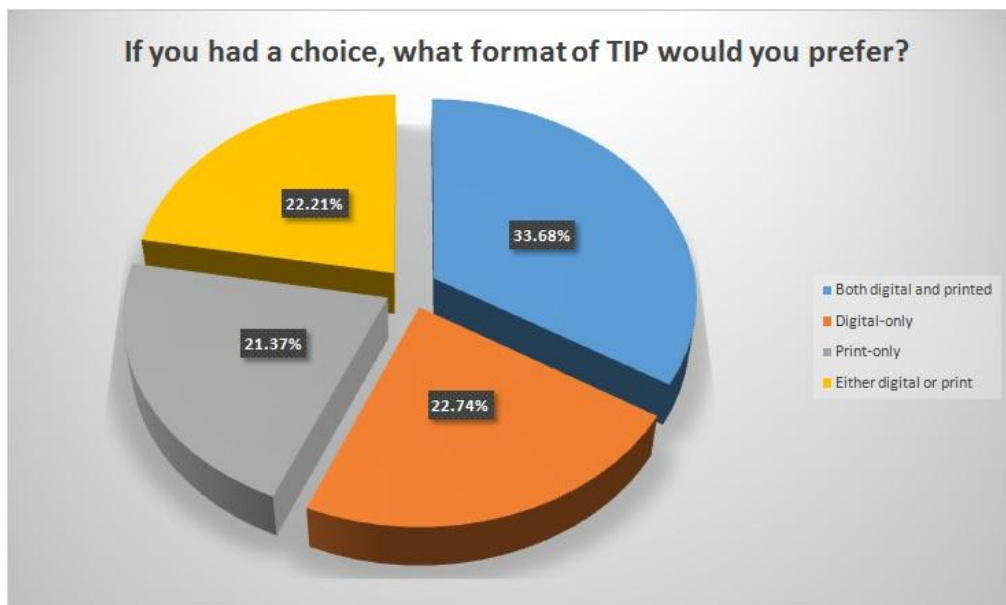
Another metric indicating current reader attitudes was gathered with a question asking, “If you had a choice, which format of *TIP* would you prefer?” The distribution of responses is presented in Figure 1.

As you can see, the most-preferred option based on this survey was both digital and print support, with pure digital

and pure print receiving almost the same level of support as the “either digital or print” option. Given the reasoning behind the transition to digital publishing, however, supporting both digital and print options may not make good sense for the organization.

We contacted SIOP leaders for background on the decision to transition to a digital format and the issues that were considered at the time.

Doug Reynolds: *“This issue was discussed over the course of several meetings in 2012 and was a tough decision for the Executive Board because everybody had such a positive orientation toward the publication. Many Board members voiced personal views about how the*



print publication has been a valued asset over the course of their careers and were reluctant to move away from the print version they were accustomed to.

“However, the Board also was presented information about implications of maintaining a print publication in light of the trends and costs for print compared to now-available options for digital. Some of the important facts included (a) the decline in requests for the paper version (approximately 2,000 members were already opting out of the print version at the time of the discussion); (b) cost—we were paying about \$50,000 a year to produce and mail it; (c) significant revenue shortfall (estimates ranged from \$12,000 to \$28,000/year shortfall in advertising revenue); (d) timeliness concerns resulting from the long publication lead time (by the time the issue was produced, many topics were out of date); and (e) the large amount of staff time required to produce the printed version could be allocated to more strategic SIOP objectives.

“These facts, paired with the industry trend for smaller circulation publications to move toward digital distribution and the low cost for the tools required to make the transition (less than \$3000) swayed the group to pursue digital options. Aside from the obvious cost considerations, the digital platform allowed for more flexibility in format and con-

tent, as well as a shorter production window. Given the trends in publishing, the fact that we would end up having to take TIP digital was pretty clear. The only real question was when the transition would occur and how much of SIOP’s funds were we willing to lose by lengthening the transition time.”

José Cortina: *“SIOP made the decision for the same reason that every organization is making this decision: Print is very expensive, and more and more people prefer these sorts of things to be electronic. For myself, last year I jettisoned 30 years of journals that I had received or inherited because they took up space and I didn’t use them anymore. In 20 years, most SIOP members will have had very little experience with hard copy journals and will wonder why anyone considered this to be a close call. There are things that we need to do better with the digital version, and we are working on those things. But suggesting that we go back to print is like suggesting that we go back to LPs: Some people still prefer them because of the nice big package and the exposure to tangential stuff that they might not have experienced otherwise, but most of us are happy getting individual songs with a mouse click.”*

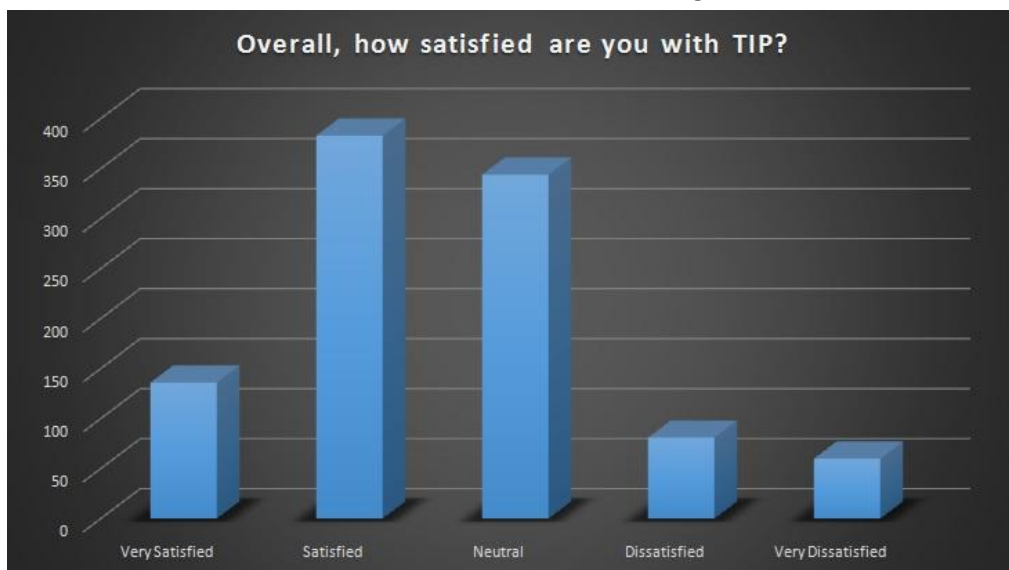
Data from the 1004 members who responded to the question, “Overall, how satisfied are you with *TIP*?” are presented

in Figure 2. Although the distribution certainly skews toward the “satisfied” end of the spectrum, having only a little over 50% of respondents indicate that they are satisfied with *TIP* is not satisfactory from an editorial perspective, and having one-third indicate that they are neutral about it is troubling as well. Our mission over the next 2 years is to continue to do everything we can to work with Publications Manager Jen Baker and the SIOP Administrative Office team to improve reader satisfaction.

Because concerns had been raised (a consistent theme in the open-ended comments as well) about the software/interface used to present digital *TIP*, a question was included about satisfaction with that interface. The plurality of responses (43.37%) indicated that readers were neutral on the matter, with a total of

28.6% being either very satisfied (7.79%) or satisfied (20.81%), and a total of 28.03% being either dissatisfied (14.77%) or very dissatisfied (13.26%). These numbers are certainly sufficient to warrant exploration of other software options.

We also probed general perceptions of usability of the digital version of *TIP*, asking respondents to rate the usability of the online journal with the technology they utilize most often; the results ($n = 802$) were parallel to responses on satisfaction with the interface but trended slightly more positive. A total of 42.27% of respondents indicated that digital *TIP* was either very easy (10.6%) or easy (31.67%) to use, with 23.06% finding it either very difficult (8.6%) or difficult (14.46%). Data from a follow-up question indicated that of those individuals who had experienced frustration with our digital edition, 68.73% cred-



ited that frustration to the interface (including the “zoom” feature, which has also been heavily remarked-upon in prior communications and open-ended comments to the survey, including questions preceding the “frustration” question) and 31.27% ($n = 116$) indicated frustration was due to “The fact that *TIP* is online at all.”

Digging Deeper

In an effort to identify patterns that might help us better understand the data, a number of supplemental analyses were run. ANOVAs indicated that despite the fairly large sample size, there were no differences in any key outcome variables (overall satisfaction with *TIP*, satisfaction with the software, changes in enjoyment of *TIP*, or changes in reading habits) based on self-reported employment setting. The shift from print to digital seems to have affected our members without regard to the source of their income. Differences did emerge, however, based

on tenure in SIOP. This was reported in five categories (0-5 years, 6-10 years, 11-15 years, 16-20 years, and 21+ years), but upon examination of the ANOVA results it became clear that most of the significant differences based on tenure in the organization centered around the 0-5 year group being different from other groups. Because this group ($n = 383$) contained the student members ($n = 318$), it seemed more elegant to eschew the ANOVAs and focus instead on significant differences between student and nonstudent respondents. The results of significant t -tests for these groups are reported in Table 1.

As can be seen, students reported spending significantly more of their week online (anchor points: less than 10%, 11–29%, 30–49%, or more than 50%¹), had read or accessed fewer of the digital issues of *TIP* (range from 1–3), showed less change in enjoyment (anchor points ranged from enjoying digital *TIP* less than print to enjoying digital *TIP* more than print on a 1–3

Table 1
Significant Mean Differences for Student Versus Nonstudent Respondents

	Portion of week spent online		Digital issues read		Enjoyment change		Change in reading habits		Overall <i>TIP</i> satisfaction	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Students	3.32	0.82	1.73	0.88	1.73	0.74	2.17	1.32	3.62	0.91
Nonstudents	2.89	0.96	2.21	0.86	1.48	0.67	1.67	1.05	3.37	1.05
	$t(1049) = 6.90$		$t(539) = -5.72$		$t(901) = 4.75$		$t(884) = 5.51$		$t(977) = 3.53$	

Note: All t -tests are significant at the $p < .001$ level; the df are lower for the "Digital Issues Read" variable because only respondents who indicated at least one digital issue read were included; with those who had read no digital issues included the pattern remains the same but the means drop for both groups ($M = .85$ for students, $M = 1.15$ for nonstudents).

scale), reported slightly less decline in their reading of *TIP* (five-point scale ranging from reading digital *TIP* “a lot less” to reading it “a lot more” than print), and were slightly more satisfied with *TIP* than were nonstudent respondents.

In some respects, it shouldn’t be surprising that the group of SIOP members with the most positive reactions (relatively speaking, of course) to the digital transition is also the cohort with the fewest positive associations with the print version of *TIP*, unlike those of us for whom it has been a part of our professional landscape for most of our careers.

A final set of exploratory ANOVAs was conducted utilizing the “If you had a choice...” preference question as a research factor. The four groups differed significantly on their enjoyment of digital *TIP* [$F(3, 849) = 219.32, p < .001$], satisfaction with *TIP* [$F(3,908) = 45.87, p < .001$], satisfaction with the software [$F(3, 807) = 33.38, p < .001$], and how

much they read *TIP* relative to its print incarnation [$F(3, 831) = 114.43, p < .001$]. As can be seen in Table 2 (Tukey post hoc patterns are reported in a footnote to the table), the mean differences on these outcome variables are generally consistent with what would be expected based on respondents’ stated preferences.

What We’re Doing About It

Improving Communication

Beginning with the April 2014 issue, the announcement email linked readers to the *TIP* “launch page” rather than the “flipbook,” and included information about the contents of the issue. Being linked directly into the “flipbook,” with its sometimes-unintuitive controls, was an issue raised by no small number of respondents and led to a lack of awareness of other options. The announcement email also made it clear that readers had the option of either the flipbook

Table 2

Means and Standard Deviations for Outcomes¹ Differing by Reading Preference

	Enjoyment change ²		Overall <i>TIP</i> satisfaction ³		Software satisfaction ⁴		Change in reading habits ⁵	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Digital only (DO)	2.25	0.71	3.83	0.88	3.31	1.19	2.90	1.33
Digital or print (DoP)	1.82	0.57	3.84	0.73	3.34	0.91	2.05	1.03
Digital and print (DaP)	1.22	0.22	3.31	1.10	2.78	1.01	1.42	0.56
Print only (PO)	1.05	0.50	2.90	1.03	2.41	1.04	1.14	0.87

1 On the outcomes, the “Enjoyment Change” variable was measured on a 3-point scale such that higher scores indicated more enjoyment of digital as opposed to print *TIP*, whereas the other variables were measured on 5-point scales. For the “Reading Habits” question, the low anchor point was “I read the digital version a lot less than the printed version” and the high anchor point was “I read the digital version a lot more than the printed version,” with a value of 3 indicating “About the same.”

or .pdf version of not only the issue as a whole but of each individual article (a request that turned up several times in the open-ended comments to the survey). The availability of a .pdf option was clearly not communicated by us as well as it could have been because although we have offered a .pdf since launch, when asked whether they were aware that *TIP* offered this option about two-thirds of respondents indicated they were not.

Tammy Allen: *"Although involved in the discussions concerning the transition to digital TIP, I was one of the readers who did not realize that a .pdf version was available! There have been some bumps in the road. We are all busy and anything that busts our usual routine can make for a difficult adjustment. I know there are other members like me who miss not having print TIP available to drop into their tote bag for airplane reading. However, I also appreciate the greater flexibility that the digital format provides, and with the .pdf available I can print and read when convenient. Moreover, the content is better than ever. I hope members who reported they enjoy digital TIP less continue to support and read TIP as we continue to improve the product both in terms of content and format."*

Communicating options very directly and making sure the link to the launch page highlighted the availability of both

flipbook and pdf versions have so far seemed helpful.

In addition, announcements about *TIP* have been (and will continue to be) made through SIOP's various social media outlets as well as the initial email. Because of concerns about the sheer volume of emails received (SIOP understands how busy all of its members' inboxes are!), utilizing social media (both the @SIOPTweets and @TIP_Editor twitter accounts, the SIOP Facebook page, and the SIOP LinkedIn group) to announce new issues and to provide links to specific articles, as well as occasionally highlighting *TIP* articles on the main SIOP page, will help provide reminders without further exploding your inboxes.

External Table of Contents

The *TIP* "launch page" to which the email announcement directs readers now includes a full table of contents for the issue. This allows readers to skim through the article and column titles and click ones that sound interesting; it may not be the same as flipping through a physical copy, but it also doesn't require opening the flipbook version of *TIP* at all because, as noted, all articles are now available as downloadable individual .pdf files. Of 964 readers who answered the question, "If individual articles were made available as web pages through

SIOP.org, how likely would you be to access them?” 575 said that they would be either likely or very likely to do so. The .pdf can be viewed as its own page or saved locally and makes for more convenient sharing of articles than was possible with the pre-April setup. This also addressed a concern voiced by a number of readers in open-ended comments, specifically that it was difficult to print off single articles using the flipbook interface.

Discontinuing e-Reader Support

This decision was not made lightly, and we apologize to any readers who utilized a basic Kindle or Nook to read *TIP*. Not just for removing those options but for the quality of the version of *TIP* you received for the prior three issues. Put bluntly, the translation to e-reader format of a publication as feature-rich and complex as *TIP* was never satisfactory to anyone involved in the publication process. When we saw that only two respondents listed “e-reader” as their primary means of reading *TIP*, it was decided that we needed to focus on doing fewer things but doing them better. Discontinuing e-reader support in favor of the external table of contents and individual article .pdfs is a change that Publications Manager Jen Baker and the AO team handled with grace, and we hope that the change is one that our readers agree is worthwhile.

Consider Other Publishing Platforms/Programs

I (the editor) have been researching other publishing programs, but my experience with sample publications is that many of them have the same kinds of functionality problems that open-ended responses indicate have been problematic for *TIP* readers, and some either do not support the full range of mobile devices or are targeted solely to mobile device users. Many of them have limited “zoom” functionality, and although not all of them have the same scrolling features that some respondents noted as problematic, many of them still do not utilize the same kinds of commands/interface that readers are used to in interacting with plain pdf files. That being said, the pdf-to-e-magazine market seems to be proliferating in terms of publishing options, so continuing to examine potential solutions if reader satisfaction numbers do not improve is important.

Exploring Print-on-Demand

An ideal solution would be a publishing program/publisher who (a) provides software that can do the kind of digital conversion we have with 3D Issue (our current software), with comparable or better functionality, and (b) can provide readers with the option to order a paper copy directly from the publisher. At least some readers have indicated that they would

be willing to pay extra for a paper copy of *TIP*, and at least one service (HP Mag-cloud, which will soon be merged with Blurb.com) does exist that does digital and print-on-demand. Unfortunately, the cost to order a copy through this service would be \$.20 per page, or about \$40 for a 200-page copy of *TIP*. This is unrealistic, so the search for print-on-demand options will continue.

Ongoing Data Collection

More frequent “sensing” of *TIP* readers is important, but not every survey will focus on the same elements as the one we recently completed. Moving forward, we will look at further tailoring the publication, getting your reactions to the content, the layout, and the other elements that are central to our number one goal: Providing a high-quality publication to SIOP members. With that in mind, starting now we will be conducting a survey to go along with each new issue, for at least the next year. These surveys will ask you about what you read, what you enjoyed, what aspects of the publication you appreciated (or didn’t), but they will stay relatively brief. To help encourage feedback, for each issue we will be giving away two \$100 credits to the [SIOP Store](#), where you can pur-

chase SIOP gear, books from SIOP’s Organizational Frontiers and Professional Practice Series, and more! All you have to do to enter is submit a survey. In other words, it goes a little like this: Read *TIP*. Give feedback. Get entered to win SIOP swag. It’s just. That. Easy. Given how many of you were willing to take time out of your busy schedules to give us feedback without any direct incentives, I hope you will make time to do so again by clicking this link, [LINKY], which you’ll find at other points throughout the issue.

Final Thoughts

Thank you to everyone who contributes to *TIP*—our regular columnists, SIOP committee chairs, article authors, the AO, members of SIOP leadership who took the time to contribute their thoughts to this piece, Jen Baker—and to you. Thank you, the reader, for caring enough to share how you feel about *TIP*. We continue to listen and continue to be committed to providing you with the best possible reading experience.

Endnote: 1: Oops. Apparently, there was no way for anyone to spend exactly 10% of their work week online...

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Honolulu 2014: SIOP Makes Connections

Robin Cohen
Conference Chair
Johnson and Johnson

Evan Sinar
Program Chair
Development Dimensions International (DDI)

The 2014 SIOP conference in Honolulu was one for the record book. The aloha spirit infused the conference, and attendees were able to enjoy not only the fabulous program but the beauty of their surroundings as well. We had 2,974 attendees who enjoyed all that the conference had to offer. We want to take this opportunity to share some of the highlights from the scholarly program as well as the special events that made this conference memorable.

Scholarly Program!

Much of what makes the SIOP conference so spectacular is the quality and diversity of the program. This year, with more sessions than ever before (and yes, with an ever-enticing climate lurking just outside the convention center's walls), the bar was never higher for sessions to be both informative and engaging. The program committee—**Evan Sinar** (2014 Program Chair), **Kristen Shockley** (Incoming Program Chair/2014 Theme Track Chair), and **Eden King** (Past Program Chair) heard, and greatly ap-

preciated—lots of positive feedback at and after the conference on how sessions were consistently high-caliber (mahalo to all the presenters for your hard work and preparation in helping us meet this goal!) and on how immersed attendees were throughout the entire conference, from Thursday morning all the way through Saturday afternoon.

From a content perspective, topic areas most often in focus during the conference were leadership (96 sessions), testing/assessment (77), inclusion/diversity (75; also increased strongly in number of sessions compared to 2013), occupational health/safety/stress/aging (73; also increasing substantially from last year), groups/teams (52), and job attitudes/engagement (51). We were also thrilled to see so many innovative and audience-centric formats devised by presenters, everything from IGNITE sessions to lively debates to mindfulness exercises, and deep incorporation of audience interaction throughout all presentation formats.

President **Tammy (aka “Tamtastic”) Allen’s** Connections theme was also clearly evident in the extensive presenter partnerships spanning affiliations and geographies. Among all presentation-based sessions, 41% incorporated both an academic and a practice perspective (at least one presenter from each affiliation), and 34% involved presenters spanning multiple countries.

The international representation of presenters has also never been higher, increasing by double-digit percentages for Europe, Asia, and Australia compared to the average from past years. In addition to the dramatically increased global presence among attendees, particularly from the Pacific Rim, this diversity of presenters is an extremely positive sign for SIOP’s expanded global reach and richly collaborative spirit!

Special Events!

Erica Desrosier’s Workshop Committee developed and delivered a set of 10 cutting-edge workshops. After the workshops, registrants and presenters were treated to the can’t-be-missed workshop reception—this time Hawaiian style.

Prior to the conference, The Consortia Committee led by **Mark Frame** delivered a first-ever combined consortium, which met the needs of multiple SIOP members and affiliates. The Doctoral Student

Consortium Committee (**Wendy Bedwell**, Cochair; **Tracey Rizzuto**, Cochair; and **Mark Grichanik**), the Junior Faculty Consortium Committee (**Mike Sliter**, Chair; Deborah **DiazGrandados**, and **Katina Sawyer**) and Master’s Student Consortium Chair (**Melanie Coleman**) partnered to deliver three, day-long, interconnected, and open tracks as part of the *Connected Consortia* (named in keeping with the conference theme of “Making Connections”).

As always, “The Editors Panel” was a resounding success as was the session on “Avoiding the Perils and Pitfalls of the Early Career Academic.” The two part “What the CEO Wants You to Know” resulted in near standing room only attendance by practitioner-oriented doctoral students and master’s students. “The Realistic Job Preview: Early Career Issues in Academia & Practice” was also a hit. The teaching tutorial led by **Paul Muchinsky** was informative and humor filled. The research funding panel and two “Finding Your Niche” panels (one Practitioner oriented and one academic oriented) were also well received. The research methods panels permitted the participants to informally interact with experts in various types of research methods. Initial feedback from the Connected Consortia has been positive.

Evan Sinar and **Mo Wang** (Membership chair) welcomed those who were new to the SIOP conference Hawaiian style: each

person received a beautiful lei and got to enjoy mai tais while learning a little about how to best navigate the conference.

Kurt Kraiger and **Lisa Finkelstein** hosted our first ever graduation hooding ceremony with over 100 people attending the event. Students graduating with a master's degree were acknowledged by name and asked to stand. Students graduating with a PhD were called to the podium where they were hooded (with a lei) by their advisor (or another faculty member of their choosing). Following the ceremony, there were opportunities for photos for all students, faculty, and family.

Gary Farkas our local arrangements coordinator organized three incredible post conference tours: the Stars and Stripes tour of the USS Arizona Memorial and Battleship Missouri, a North Shore Adventure tour and a tour of Diamond Head Crater. Not a bad option to be had.

Opening Plenary

Robin Cohen kicked off the conference by welcoming attendees to the 29th annual conference. She was quite pleased to be looking out from the stage to a very full house! Awards Committee Chair **David Baker** recognized the award, grant, and scholarships winners; and Fellowship Chair **Jerry Hedge** introduced 24 new SIOP Fellows. Next, our SIOP Foundation president, **Milt Hakel**, provided a report on the SIOP

Foundation. President-Elect **José Cortina** delighted the group with a hilarious introduction of our Tamtastic president, **Tammy Allen** who talked about "Connections Past and Present: Bringing Our Scientific Influence into Focus." During her address, Allen introduced the "[Building Bridges](#)" initiative, a campaign to grow I-O by making connections with students and the larger community where they live and do business. The initiative featured a booth in the exhibit hall where attendees could pledge to participate by taping their business card to a Building Bridges banner. It is not too late to sign up so sign up now.

After the presidential address, José Cortina announced the winners of this year's elections: **Alex Alonso** is our new Communications Officer, Evan Sinar is the new Conference and Program Officer, **Fred Oswald** is our new Research and Science Officer, and **Steve Kozlowski** is our new President-Elect. Congratulations to these new SIOP stewards! Jose also introduced our new brand: If you haven't checked out the new brand and the new website go do it now. Robin Cohen closed the plenary session by touting several special features of this year's conference.

Theme Track

Kristen Shockley's Theme Track, "Breakthrough: Expanding I-O Psychology through Connection," tackled the ex-

tremely ambitious goal of merging I-O concepts with high-energy TED-style presentation styles and external perspectives brought by non-I-O speakers. Those that attended some or all of the Theme Track sessions on Saturday can attest that Kristen and her team surpassed this goal by every measure: The topics were cutting-edge, the speakers were compelling, and the audience question and answer portions were energetic and insightful. We strongly recommend viewing the videotaped presentations available for most of the Theme Track sessions for strong positive models for how to marry high-impact content with a dynamic presentation style. Much appreciation to all presenters and session coordinators for bringing this year's Theme Track to life—SIOP has never seen anything else quite like it!

Posters

Congratulations again to all authors of posters accepted to the conference. With posters comprising over 70% of all sessions each year, your work is the lifeblood of SIOP's research heritage. We hope that as authors you will actively pursue further opportunities to share and communicate your work with other I-Os and with the public at large, through SIOP's electronics communication methods and the broad array of research outlets available to us. We also encourage all SIOP members to peruse and draw on the posters and papers that many authors have made available elec-

tronically via my.SIOP. These will be immensely valuable sources of primary research and integrative thought leadership to guide practice and science alike.

Placement

Anne Hansen and her committee served 185 job seekers and 30 employers at the Placement Center. This year Placement continued the mock interviewing program that was piloted last year with great success, allowing job seekers to be paired with conference ambassadors who conducted mock interviews and provided feedback on interviewing skills. The early-conference open house on Thursday provided employers and job seekers an opportunity for networking, and is an event that Placement will expand and enhance in the coming years.

Fun Run

This year, our Frank Landy 5K Fun Run took place on Friday morning. SIOP greeted more than 120 runners who ran through beautiful Kapiolani Park. It may have been the most beautiful fun run yet.

Closing Plenary and Reception

The closing plenary was a perfect tie in to the introduction of our new SIOP brand. Geoff Colon talked to us about the brand called "we" and how we can leverage our own personal brands to help others understand what SIOP and I-O psychology

are all about. He also dissected the influence technology has over the workplace and how I-O psychologists can brand themselves as experts in solving workplace issues created by this changing technology landscape. Outgoing SIOP President Tammy Allen, in true Tammy form, passed the ceremonial gavel to incoming President José Cortina, who outlined his goals for the coming year.

Immediately following the closing plenary, the crowd shifted gears and headed outdoors to the Great Lawn for a one of a kind closing reception. Attendees enjoyed delicious food while overlooking the ocean. They also enjoyed some fabulous entertainment from Hilo Hattie including hula and fire dancers (the 8-year-old boy was the best of the bunch). It was so nice that people stayed long after the entertainment and cocktails were over. It was a reception that SIOP will never forget.

We write this article literally just days after returning from the conference, not nearly recovered from the incredible

and exhausting week we spent in Honolulu (not to mention the jet lag). We are thrilled with how it all came together and so thankful to all of you who worked so hard with us on this event and those of you who shared your excitement about it with us. Believe it or not, by the time you read this, the first 2015 conference planning meeting for Philadelphia will have already taken place and the new team will have the wheels in motion for an exciting 30th annual conference. We welcome Eden King as Conference Chair and Kristen Shockley as Program Chair and wish them the best of luck. We are grateful for the opportunity we had to serve the SIOP community. It is not too early to start planning for Philadelphia!!! The city of brotherly love awaits.

Special Thanks

We would like to extend a heartfelt thanks to SIOP Executive Director Dave Nershi and the amazing Administrative Office for all of their hard work in making the conference a huge success!

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ALOHA BREAKFAST!



Outside the
Convention
Center



Student volunteers chat
with Dr. Jack Wiley at the
Hospitality Desk, located in
the Exhibit Hall



Did
you
sign
it?



The other Hospitality Desk. This one
was in the Hilton Hawaiian Village



Kurt Kraiger and Lisa Finkelstein
have fun in the sun at the
graduate hooding ceremony .



Hawaii Convention Center



International Reception



The spectacular view from the conference hotel!



**Above and left:
Closing reception**



Conference Chair Robin Cohen, President José Cortina, and Keynote Speaker Geoffrey Colon chat after the closing plenary.



**Leanne
Tortez
explains**



**Conference
Chair
Robin
Cohen
at the
opening
plenary**

**Left: Bridge Builder volunteers
Vanessa Jean (Texas A&M),
Christy Nitttrouer (Rice Univ.)
and Evan Theys (LA Tech)**



**Kriston Schockley
gets the Theme
Track going**



**Panel
Discussion
in the
Convention
Center**



Above: Mentoring Session



Placement Center



Tammy Allen was only slightly fazed by the winged intruder



SIO Pigeon? President Allen's address attracted all kinds of viewers!



Leaetta Hough, Nancy Tippins, and Cris Banks attend the SIOF Foundation Breakfast



NEW SIOF FELLOWS!

**See more
Photos in the
[SIOF Facebook
Gallery!](#)**

**See you in
Philadelphia!**

Presidential Coin Award Recipients

Tammy Allen
University of South Florida

Five SIOP members received a SIOP Presidential Coin at the SIOP conference. The purpose of the SIOP Presidential Coin is to recognize SIOP members who go beyond the call of duty and exhibit exemplary and extraordinary behavior in support of our science and practice.

Below is a list of the awardees presented with the coin by Tammy Allen in front of their peers at various events held during the conference.



Joe Allen

Joe Allen is recognized for his work leading and developing the Bridge Builders initiative. The purpose of the initiative is to make connections, build bridges of knowledge, and grow I-O psychology from the

bottom up. Joe and his committee have done creative and significant work developing resources to help members engage with their community and to ensure the successful rollout of the initiative at the SIOP conference. Joe does not know “no,” he does “do.”

Bill Farmer

As chair of the ad hoc Local I-O Groups Committee, Bill Farmer has led the charge to better connect local I-O groups and SIOP. Over the last year this work has resulted in a toolkit intended to facilitate the development and sustainability of local I-O groups and has inspired the formation of local I-O groups outside of the U.S. Bill has served as an anchor and a champion for local I-O community efforts, providing SIOP members with enhanced opportunities for development and networking outside of the annual conference.



Zach Horn

As the man behind my.SIOP, Zach Horn has worked tirelessly and enthusiastically to better connect SIOP members. His efforts as chair of the Electronic Communications Committee over the past several years have resulted in improved services for SIOP members and enhanced communications processes among all SIOP committees. Seemingly endless energy coupled with innovative solutions have been Zach’s hallmark.





Seth Kaplan

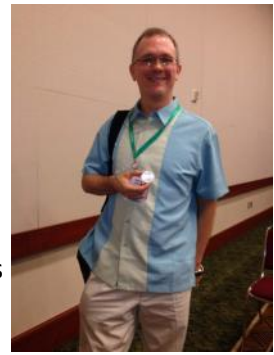
As the chair of the Government Relations and Advocacy Team, Seth Kaplan has played an instrumental role in the major advancements that have been made in our science advocacy efforts over the last year. His leadership has helped create mechanisms through which

SIOP can more nimbly develop, respond to, and capitalize on advocacy opportunities. Seth's lightning-quick responsiveness and dependability have helped lay the groundwork for furthering our current and future advocacy agenda.

Morrie Mullins

Taking on the assignment of *TIP* editor during the transition from print to digital has been no easy task, but Morrie Mullins has filled this role with extraordinary talent and conscientious-

ness. He has dedicated countless hours over the last year soliciting, listening to, and responding to reader feedback. Through his efforts the delivery, format, and content of digital *TIP* continues to improve, ensuring that *TIP* remains a premiere SIOP member publication.

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Looking for Employees?



JobNet is a service of SIOP designed to match leading employers with highly qualified candidates in the field of industrial-organizational psychology.

2014 Frank Landy SIOP 5K Run

Paul Sackett
The University of Minnesota

One hundred thirty brave souls faced a very early 5:30 meeting time on Friday, May 16, to head for Kapiolani Park in Honolulu for the 22nd running of the Frank Landy SIOP 5K Run. We had a beautiful, though humid, morning, and all appeared to enjoy the two-lap course around the park, with an oceanside finish. Tristan Casey led the men's division, with **Chelsea Jenson** winning the women's division. We also had a quite a number of entrants in the four-person team competition, with the University of Minnesota (**Jack Kostal**, **Nathan Kuncel**, **Chelsea Jenson**, and **Paul Sackett**) leading the way. Join us next April for the 23rd running in Philadelphia.

Top 10 Men

Name	Place	Time
Tristan Casey	1	19:07.8
Scott Whiteford	2	19:19.9
Matthew Harvey	3	19:25.3
Kevin Reindl	4	20:17.7
Robert McMahon	5	20:43.8
Jason Randall	6	20:49.0
Damon Dunkel	7	21:48.4
Matthew Monnot	8	21:58.6
Fred Macoukji	9	22:19.5
Jack Kostal	10	22:23.5

Top 10 Women

Name	Place	Time
Chelsea Jenson	1	22:45.7
Liberty Munson	2	23:00.4
Pia Ingold	3	25:21.1
Ella Washington	4	25:49.3
Colby Kennedy	5	25:53.4
Heidi Maibuecher	6	26:18.3
Erin Peters-Burton	7	26:39.3
Meghan Lowery	8	26:49.9
Eden King	9	27:15.7
Michelle (Mikki) Hebl	10	27:15.8

Age Group Winners

Men Under 40	
Tristan Casey	19:07.8
Matthew Harvey	19:25.3
Robert McMahon	20:43.8

Women Under 40	
Chelsea Jenson	22:45.7
Pia Ingold	25:21.1
Ella Washington	25:49.3

Men 40-49	
Scott Whiteford	19:19.9
Kevin Reindl	20:17.7
Damon Dunkel	21:48.4

Women 40-49	
Liberty Munson	23:00.4
Erin Peters-Burton	26:39.3
Michelle (Mikki) Hebl	27:15.8

Men 50-59

Jurgen Bank	23:38.5
Martin Kleinmann	25:44.0
Pat Engelhardt	27:07.9

Women 50-59

Cranla Warren	31:56.0
Kris Dhanani	32:16.8
Annette Towler	32:23.6

Men 60-69

Gregory Aarons	23:54.2
Paul Sackett	27:25.3
M. Peter Scontrino	31:30.9

Women 60-69

Pat Sackett	39:37.0
Deborah Harris	55:15.1

Four-Person Teams

University of Minnesota	95:34
University of Georgia	108:34
Rice University	113:47
Michigan State	123:55

Scientist/Practitioner

Matthew Monnot/ George Montgomery	47:05
Tom O'Neill/Laura Hambley	55:52

Advisor/Advisee

Nathan Kuncel/Jack Kostal	45:00
Paul Sackett/Chelsea Jenson	50:10

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Right: **Abdifatah Ali** and **Courtney McCluney** from the I-O programs at Michigan State University and University of Michigan, respectively.



SIOP Fellows and Award Winners

Congratulations to the 2014 SIOP award winners and Fellows. Foundation award winners were recognized at a special conference reception in their honor, while SIOP award winners and new Fellows were recognized at the SIOP Conference opening plenary session.

For complete information on the award winners and Fellows, please see the SIOP Salutes awards brochure at www.siop.org/awards14.pdf

Distinguished Early Career Contributions: Science
Brent Scott, Michigan State University

Distinguished Early Career Contributions: Practice
Tracy M. Kantrowitz, CEB-SHL
Rich Cober, Mariott International

Distinguished Teaching Contributions
Ann Marie Ryan, Michigan State University

Distinguished Service Contributions
Kurt Kraiger, Colorado State University

Distinguished Service Contributions
John C. Scott, APTmetrics, Inc.

Distinguished Professional Contributions
Jack W. Wiley, Jack Wiley Consulting, LLC

Distinguished Scientific Contributions
Lawrence R. James, Georgia Institute of Technology

S. Rains Wallace Dissertation Award(s)
Allison S. Gabriel, Virginia Commonwealth University
Crystal I. C. Farh, Michigan State University

Raymond A. Katzell Award in I-O Psychology
Benjamin Dattner, Dattner Consulting, LLC and New York University

John C. Flanagan Award and Best International Paper Award
Jack W. Kostal and **Brenton M. Wiernik**, University of Minnesota

Hogan Award for Personality and Work Performance
Bart Wille, **Filip De Fruyt**, and **Barbara De Clercq**, Ghent University

Jeanneret Award for Excellence in the Study of Individual or Group Assessment
Filip Lievens, Ghent University, and **Paul R. Sackett**, University of Minnesota

William A. Owens Scholarly Achievement Award
Michele J. Gelfand, University of Maryland; **Lisa M. Leslie**, New York University; **Kirsten Keller**, RAND Corporation; and **Carsten de Dreu**, University of Amsterdam

Best Lesbian/Gay/Bisexual/Transgender (LGBT) Research Award
Frank Golom, Loyola University Maryland

Lee Hakel Graduate Student Scholarship
Joo Hun Han, University of Maryland

Mary L. Tenopyr Graduate Student
Scholarship

Le Zhou, University of Florida

Leslie W. Joyce and Paul W. Thayer
Graduate Fellowship

Rebecca Grossman, University of
Central Florida

Irwin L. Goldstein Scholarship by The
Macey Fund

Bianca Trejo, Florida Institute of Technology

Graduate Student Scholarships

Erika Lopina, University of North
Carolina Charlotte

Elizabeth Salmon, University of Maryland

SIOP International Research and
Collaboration (IRC) Small Grant

Aleksandra Luksyte, University of West-
ern Australia; **Talya N. Bauer**, Portland
State University; **Maike Debus**, University
of Zurich; **Berrin Erdogan**, Portland State
University; and **Chiahuei Wu**, London
School of Economics and Political Science

Adverse Impact Reduction Research Initia-
tive and Action (AIRRIA) Research Grant

Filip Lievens and **Britt De Soete**, Ghent
University

Small Grants

Katina Sawyer, Villanova University;
Christian Thoroughgood, Villanova Uni-
versity; and **Jacob Waldrup**, Ryder Sys-
tems, Inc.

Winny Shen, University of South Florida,
and **Rena L. Rasch**, Kenexa

Xiang Yao, Peking University; **Jie Han**, Bei-
jing Tongren Hospital; **Fei Li**, Beijing Tongren
Hospital; and **Ning Hou**, Auburn University

NEW SIOP FELLOWS:

Margaret E. Beier, Rice University

Joyce E. Bono, University of Florida

Douglas J. Brown, University of Waterloo

Michael Buckley, University of Oklahoma

Paula Caligiuri, Northeastern University

Lilia M. Cortina, University of Michigan

Michelle A. Donovan, Google

Lisa Finkelstein, Northern Illinois University

Robert E. Gibby, Procter & Gamble

Stanley M. Gully, Rutgers University

Verlin B. Hinsz, North Dakota State
University

Bradley L. Kirkman, North Carolina State
University

Martin Kleinmann, University of Zurich

Nathan R. Kuncel, University of Minnesota

Adam W. Meade, North Carolina State
University

Rose A. Mueller-Hanson, PDRI, a CEB
Company

Sharon K. Parker, University of Western
Australia

Cheryl J. Paullin, HumRRO

Tahira M. Probst, Washington State
University Vancouver

Douglas H. Reynolds, Development
Dimensions International

John Schaubroeck, Michigan State
University

Robert R. Sinclair, Clemson University

Stephen Stark, University of South Florida

Deborah L. Whetzel, HumRRO

SIOP Program 2015: Philadelphia

Kristen M. Shockley
Baruch College, City University of New York

Eden King
George Mason University

Although many of us are still “recovering” (those luaus and beaches are exhausting!) from the 2014 SIOP Annual conference in Hawaii, planning is already well underway for the 2015 conference in the city of brotherly love, Philadelphia. As the birthplace of the nation (and the home of the cheesesteak), Philadelphia promises to be an outstanding conference destination.

The conference will shift back to April (April 23–25), and we will resume the traditional daily schedule. As always, the program committee’s goal is to incorporate a diversity of topics, presenters, and session types that aim to advance the science and practice of I-O psychology. We will continue to offer Friday seminars, communities of interest, invited sessions, keynote speakers, an all-day theme track, along with the peer-reviewed submissions, including the recently introduced alternative sessions. This year’s theme track, following the vision of President **José Cortina** and led by chair **Scott Tonidandel**, is about improving methods in I-O psychology, with a focus on issues surrounding the current use, instruction, and evaluation

of methods in the field and suggestions for overcoming these concerns.

Below is a high-level timeline to help you plan for the 2015 conference. September will be here before you know it, so start planning your submissions now! **Early July 2014:** Members will receive an e-mail message with a web link to the Call for Proposals.

Mid July 2014: Please look for an email message requesting that you participate on the Conference Program Committee as a reviewer. All SIOP professional members (Fellows, Members, Associates, International Affiliates, and Retired statuses) are eligible. SIOP Student Affiliates who have successfully defended their dissertation proposal and presented at a SIOP conference as a first author are eligible. The review process is critical to the quality and success of the program. PLEASE SIGN UP! The program is only as good as its peer-review process!

September 10, 2014: Submission deadline. The submission process will be entirely electronic. See the Call for Proposals for submission details.

Early October 2014: Submissions sent out for review.

Late October 2014: Reviews due back.

Early December 2014: Decision emails. Decision emails will be sent. Submitters will receive information on how to access the decision portal.

March 2015: Program published. The conference program will continue to be published both in a hardcopy booklet and on the web. Remember that only those who register by the early registration deadline will receive their programs in the mail.

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New Brand Officially Launched At SIOP Annual Conference



SOCIETY for
INDUSTRIAL and
ORGANIZATIONAL
PSYCHOLOGY

SCIENCE FOR A SMARTER WORKPLACE

SIOP officially activated a new brand at the 29th Annual Conference in May—kicking off the implementation of a years-long initiative to build not only the SIOP brand but the broader I-O brand by association. A goal of SIOP’s leadership for more than a decade, this was an extensive, research-based effort that took a lot of planning and preparation.

The coming year is sure to be an exciting one for SIOP! You will see further changes to our website, social media platforms, brochures, advertisements, and other promotional materials in addition to new, integrated strategies for promoting the science of I-O psychology to our stakeholders. Visit www.siop.org/brand for more information, including a list of initiatives and activities that we are currently pursuing as part of our new brand as well as ways you can get involved in helping promote SIOP and I-O!

10th Annual Leading Edge Consortium: Succession Strategies: Building Your Leadership Bench: Registration Now Open for SIOP's 10th Annual Leading Edge Consortium!

Stephany Below
SIOP Communications Manager

Despite significant time spent on high-potential development and succession management processes, only 28% of current leaders were pre-identified in a succession plan and only 25% of organizations report they have the leadership bench they need, making succession management a foremost concern of today's boards.*

The 10th Annual SIOP Leading Edge Consortium, [Succession Strategies: Building Your Leadership Bench](#), to be held October 17-18, 2014 at the Intercontinental Chicago O'Hare, is devoted to topics that are core to effective succession management, such as how to:

- Strategically align succession management with the organization's goals and future direction, making it a business imperative
- Effectively manage succession globally
- Identify and develop high potentials
- Build talent pools that are strong, broad, and diverse

Registration is now open for this year's consortium. Read a tentative speaker list and agenda [here](#) and then [register today!](#)

The global environment is shifting faster than ever before. Business objectives

change frequently. Knowledge work is increasing, and organizations are more matrixed and interconnected. With these new realities, leadership requirements are changing as well. For example, 31% of leaders are in newly created roles, and all must be prepared to manage increasingly wide and frequently changing responsibilities.

Make plans to join your colleagues in Chicago for a 1 ½-day event to learn about the latest insights and strategies for managing today's high-potential and succession challenges. It is an opportunity not just to hear presentations but to exchange ideas and best practices with respected peers in an environment designed to foster learning and networking.

The consortium includes lunch on Friday and Saturday, breaks, and a reception Thursday evening. Registration fee is \$495 on or before August 29, 2014. Cost is \$575 after the early registration deadline.

This year's LEC Planning Committee includes:

- **Elaine Pulakos**, PDRI, a CEB Company—Chair
- **Alexis Fink**, Intel Corporation



- **Alberto Galue**, Baylor Scott & White Health
- **Arlene Green**, PepsiCo
- **Eric Braverman**, Merck
- **Paul Yost**, Seattle Pacific University
- **William Shepherd**, The Wendy's Company

Dine-Around (Networking Dinner)

The 2014 Leading Edge Consortium will feature a [progressive dining tour](#) in downtown Chicago as this year's networking dinner. Enjoy hors d'oeuvres served at the first restaurant, the main course at a second restaurant, and dessert at a third restaurant. The tour offers a unique, fun, and exciting way for guests to experience different restaurants, interact with colleagues, and tour Chicago. The tour creates continuous interaction between guests. By visiting three different restaurants, guests are able to sit, interact, and become more acquainted with different people at each restaurant.

Intercontinental Chicago O'Hare

A refreshing alternative to traditional O'Hare hotels, [the LEC hotel](#) is just minutes from the airport and a short distance from the Windy City. This style-setting, luxury hotel showcases contemporary art and cutting-edge design in every detail. Browse the lobby gallery featuring local artists, or take in a show at The Montrose Room, the ideal venue for Chicago's tal-

ented comedians and musicians. Fine dining includes the brand-new Fresco 21- A Mediterranean Kitchen.

Continuing Education (CE) Details

Attendees will be eligible for continuing education credit for psychology purposes (for licensure, certifications, professional development, liability insurance, etc.). The number of credits available will be reported once the program timing is finalized (late summer). SIOP is approved by the American Psychological Association to sponsor continuing education for psychologists. SIOP maintains responsibility for this program and its content.

In addition, SIOP may submit this program to the HR Certification Institute for preapproval for PHR, SPHR, and GPHR recertification credits. Once the program is finalized, the determination will be made if the program is likely to be approved for such credit or not. SIOP holds HR Certification Institute Approved Provider status.

Find all of the information you need about this year's Leading Edge Consortium on the consortium homepage [here](#). Check back for speaker and agenda updates in the near future!

* Corporate Leadership Council. (2013). Succession Strategies for the New Work Environment (Catalog No. CLC656113SYN). Washington, DC: Corporate Executive Board.

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News From the SIOP-United Nations Team

SIOP Representatives to the United Nations:

Drew Mallory, Purdue University

John C. Scott, APTMetrics

Deborah E. Rupp, Purdue University

Lise Saari, New York University

Lori Foster Thompson, North Carolina State University

Mathian Osicki, IBM

Alexander Gloss, North Carolina State University

The seventh annual Psychology Day at the United Nations convened on April 24, 2014 at the UN Headquarters in New York. Under the banner *Psychology's Contributions to Sustainable Development: Challenges and Solutions for the Global Agenda*, the conference marked an annual tradition between the United Nations and psychologists from around the world in showcasing the benefits psychology brings toward addressing contemporary issues.

This year's theme focused on the three pillars of sustainable development—social, economic, and environmental—which together reflect the “people-centered” agenda of the UN. Cochair and SIOP Fellow Lori Foster Thompson set the tone for the conference with opening remarks that highlighted the unique role that psychology, including I-O, can play in shaping international public policy and social change. Foster Thompson claimed that, “It is through people and an understanding of people that we can eradicate poverty, transform our societies

and economies, and form a global partnership where psychology is at the very center of a people-centered agenda.”

Through a series of speeches and panel discussions, the event explored how psychology already is assisting in achieving this aim and how psychologists can help to further the process.

Representing Psychology Day's 2014 co-sponsor (the Mission of El Salvador to the United Nations), H. E. Ambassador Reuben Hasbun¹ spoke candidly on the gulf between psychology research and its integration into international policy and practice. Despite growing contributions to world issues, he acknowledged: “The issue of psychology may not be an obvious topic of discussion for diplomats.” Like all political organizations, most UN-led initiatives, Ambassador Hasbun admitted, are driven by constituency groups. Without such a lobbying group championing its cause, psychology has been absent from most UN internal discussions, resulting in a peripheral perception of psychology as

pertinent only to issues of clinical health, and specifically to disability.

The ambassador proposed “creating a place for discussion” between psychologists and the UN. While psychologists can—and do—bring issues relevant to UN-focused goals to the forefront of debate, the ambassador, as well as subsequent speakers, shared frustrations regarding the present state of the dissemination of psychological findings. Psychologists may better engage with policy and sustainable development, he advised, by “translating” findings in ways that are more easily accessible and understandable by decision makers. Using the extant language and policy frameworks within the UN can assist in this process.

The keynote address, *Designing Public Policy: A Person-Centric Approach*, presented by Dr. Maya Shankar, Senior White House Policy Advisor and social psychologist, presented a powerful illustration of how quality psychological research can be translated simply into effective policy. Leading a centralized team of behavior and evaluation experts, Dr. Shankar described her task of assisting federal agencies in identifying low-cost behavioral science insights that can improve outcomes and efficiency of federal aims.

Evidencing how abstract psychological findings can be clearly and effectively translated into concrete programs and policies, Dr. Shakar outlined the “EAST”

method, which she and her team use in designing and evaluating federally-funded interventions, domestically and abroad. The method, drawing from best practices in the behavioral and social sciences, requires that all proposed interventions be (a) easy to use and understand, (b) attractive to the intended recipients, (c) integrative of social norming in order to encourage persistent positive behaviors, and (d) timely, in terms of being sensitive to optimal uptake timing. By ensuring that projects conform to these evidence-based principles, she claimed that “research from the social and behavioral sciences can help us design policies that are more effective, less costly, and better serve citizens.”

Subsequent discussions returned to the need for psychologists to do more in assisting the global development agenda Dr. Sathasivian Cooper, president of the International Union of Psychological Science, argued: “We are not doing what we should to propagate the values and utilities of this great behavioral and social science.” He extolled the unique contribution psychology offers decision leaders, and lamented its absence from the public forum. “Psychologists can predict contemporary issues and human conflicts and improve the course of others, and yet we have not made ourselves fully available to be understood and accessible to policy makers.” Professor of International Business, Management and Psychology at Columbia University Dr. Elke Weber, reit-

erated this shared perspective:
“[Psychologists] have to make the future and the long-term less abstract,” she said, during an open discussion between panelists and the audience.

Following comments from H. E. Ambassador Kintu Nyago, deputy permanent representative of the mission of Uganda to the UN, Psychology Day concluded with an optimistic look toward the future. Cochair Rashmi Jaipal, NGO representative to the United Nations Economic and Social Council (ECOSOC) for the American Psychological Association (APA), noted that the event itself highlighted the growing trend of inclusion of psychology in the discussion of international issues. She repeated the claim that each speaker had made throughout the day, “Psychologists can help to implement sustainable development goals... [and] help build sustainable societies and a sustainable future.”

The undercurrent of concern pertaining to psychology’s implicit ability to explain and predict human behavior and its underuse and misunderstanding by non-psychologists echoed sentiments shared during this year’s SIOP Conference in Honolulu, Hawaii. SIOP President

Tammy Allen revealed the current emphasis of SIOP on building bridges of understanding and application between I-O psychologists and society. Within SIOP, such actions are already well underway, with the SIOP being granted NGO special consultative status to the United Nations Economic and Social Council (ECOSOC) in 2011. This special standing allows SIOP representatives to work collaboratively with the UN toward achieving its diverse initiatives through providing skills, pro-bono work, and expertise. For more information about SIOP’s work with the UN, please view our page on My.SIOP. The Global Organization for Humanitarian Work Psychology (GOHWP), an international organization of I-O psychologists and others, works toward similar aims by advancing the humanitarian applications of work psychology around the world. You can learn more about GOHWP’s activities and purposes [here](#).

¹ President of the Fourth Committee of the General Assembly; vice-president of the Economic and Social Council (ECOSOC); permanent representative of the Mission of El Salvador to the United Nations; vice-chair of the Committee on the Status of Women; vice-chair of the Commission for Social Development.

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Professional Practice Committee Update

Tracy Kantrowitz
SHL

As always, the annual SIOP conference provided the opportunity to share the latest on our science and practice and connect with colleagues. The conference was a true celebration of I-O psychology but it was personally bittersweet as it marked the end of my tenure as chair of the Professional Practice Committee. I am delighted that **Mark Poteet** has agreed to take the reins and will expand on the incredible work of the committee and take it in new and exciting directions. The committee's work and its focus on the development of practitioners and advocacy for I-O practice is in his exceedingly capable hands.

The conference theme of making connections provided a perfect backdrop for recapping the committee's work over the past 2 years and thinking about the connections forged within and outside our field. The committee had the honor of presenting an Executive Board session on the career study of individuals with advanced degrees in I-O psychology. This study is the first of its kind in documenting the competencies and experiences that characterize the array of career paths within our field. The dichotomy of "applied or academic" careers in I-O psychology was expanded as the va-

riety of career options in I-O is more numerous and diverse. **Michael Trusty** and **Alexandra Zelin** presented the findings from the study and noted the multiple applications for students considering a career in I-O, early career I-Os charting a career path, and mid- or late-career I-Os considering a change of career. Detailed findings of the career study will be available in future issues of *TIP* and on the SIOP website, along with an interactive career tool.

The theme of making connections was well exemplified in the committee's second Executive Board session on the SIOP-SHRM Science of HR Series. **James Kurtessis**, **Kayo Sady**, and **Mark Schmit** provided background on the deliverables of this series (namely, white papers on topics of interest to HR professionals and a forthcoming set of "top-10" findings from I-O research of clear relevance to the HR profession) and the impact of the series in terms of the deliverables reaching the more than 275,000 members of SHRM, along with additional touch points between I-O and HR.

The conference also connected I-O experts tasked with making contemporary practice recommendations on selection proce-

dures to the EEOC. The task force assembled for a meeting on adverse impact calculation and a panel discussion on validity transportability to advance this initiative. Thanks to **Eric Dunleavy** for continued efforts in leading this taskforce. One of the most anticipated events the committee supports is the speed mentoring event at the annual conference. The event was a smashing success thanks to the hard work and dedication of **Maya Garza, Karina Hui-Walowitz, Megan Leasher, and Charu Khanna**. The room was buzzing with newly formed connections and sage advice provided by seasoned practitioners. New this year, participants have the option to continue the conversation in a virtual group-mentoring format so the early connections formed can flourish. The Professional Practice Committee mentoring program is now in

its 5th year and continues to expand participation and garner positive feedback from participants.

The dedication demonstrated by the committee has been remarkable amid busy day jobs and other professional commitments. I have sincerely enjoyed my time as chair and the opportunity to work with such a dedicated and talented group of I-O practitioners representing all domains of I-O practice: industry, external consulting, government, and independent practice. I particularly want to recognize and thank the committee members transitioning off after dedicating 3 years of service: **David Morgan** and **Karina Hui-Walowitz**, Thank you! You leave big shoes to fill!

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Robert J. Lee

Michael Frisch, Anna Marie Valerio, Cynthia McCauley



On April 16, 2014, applied psychology lost a significant contributor and legendary figure when Robert J. Lee passed away at the age of 74. Although his health had been an issue for a

number of years, his passing was sudden. Friends and colleagues lamented the loss of this thought leader, entrepreneur, trusted advisor, and mentor.

Bob's professional life focused on integrating psychology with professional service organizations, defining new services, and teaching other practitioners. His point of view was sought out by many for his incisive ability to get to the heart of an issue with quiet humility and a robust sense of humor.

Bob graduated from Knox College with a BA in Psychology in 1961 and from Case Western Reserve University with a PhD in 1965. Graduate school was followed by military service and then by a research position at the University of Pittsburgh working with [Bernie Bass](#). In 1967 Bob moved to New York City and worked in corporations such as ITT and

Merrill Lynch, primarily in management development roles. Bob considered this experience valuable for its insights into how applied psychology could benefit large organizations.

In 1974 Bob started a consulting practice, which developed into Lee Hecht Harrison (LHH), one of the first major outplacement and career services firms—an organization that continues to be a world leader in its industry. As founder and president, he expanded the organization beyond traditional I-O practice, creating new services such as outplacement and executive coaching.

After the sale of LHH, Bob became president and CEO of the Center for Creative Leadership from 1994 to 1997. Initiatives launched during Bob's tenure included research on executive selection and global leadership, leadership development initiatives for minorities, and postprogram coaching. After his tenure with CCL, Bob returned to NYC and became an active executive coach.

Bob was a natural teacher. He was an adjunct professor with several universities. In 2002 at New School University, he designed what was likely the first graduate-level course in executive coaching, which he continued to deliver

every year. That course led to the formation in 2004 of iCoachNewYork, aimed at training professional coaches. With a small group of similarly devoted colleagues, Bob led the design of an executive coach certificate program, now in its 11th year, hosted by the Management Department at Baruch College.

Bob was famously generous with his time, mentoring other professionals and providing pro bono coaching to various causes and nonprofit organizations, including APA.

Bob was a Fellow in SIOP and Division 13. In 2008 he was awarded Distinguished Psychologist in Management from the Society of Psychologists in Management. He published four books, numerous book chapters, articles, and research reports. Even as his health be-

came a challenge, Bob continued as a frequent presenter at professional meetings.

In Bob's own words, "an important agenda has been to continually share the learnings from the field—from the experience of being someone who delivers services and tries to think about what he's doing that makes a difference." His leadership, wisdom, caring, and kindness toward others made him someone who indeed did "make a difference."

Bob is survived by his wife, Mary; his son David and wife, Carola Schambach; his daughter Andrea and husband, Jerry Carlson; his son, Mark; and three grandchildren, Rebecca, Orin, and Benjamin.



IOTAS

Rebecca Baker
Xavier University

Transitions, New Affiliations, Appointments

The I-O program at Florida Institute of Technology is pleased to welcome **Zhiqing Zhou** to the faculty. Zhiqing is completing his PhD at the University of South Florida and will be joining **Patrick Converse, Richard Griffith, Erin Richard, Jessica Wildman, Lisa Steelman, and Art Gutman** (emeritus).

SIOP Fellow **Bernardo M. Ferdman** has been promoted to Distinguished Professor at the California School of Professional Psychology of Alliant International University and is also the 2014 recipient of Alliant's Provost Pillar Awards for Applied Research and Scholarship.

SIOP Fellow **E. Kevin Kelloway**, Canada Research Chair in Occupational Health Psychology of Saint Mary's University, was recently elected as President-Elect of the Canadian Psychological Association, Canada's national association for psychology.

Honors and Awards

Dianna Stone (University at Albany, State University of New York) will be awarded the Trailblazer Award by the Ph.D. Project, Minority Doctoral Student Association in August of 2014. The award is given to those who have made important scholarly contributions to the field of management, served as an exemplary role model and mentor to faculty and doctoral students, and paved the way for those who followed.

Neal Schmitt was made a James McKeen Cattell Fellow of APS for his outstanding contributions to applied psychology. He presented an award address at the recent APS convention in San Francisco.

Nathan R. Kuncel (University of Minnesota), **Adam W. Meade** (North Carolina State University), and **Chad Van Id-dekinge** (Florida State University), all SIOP Fellows, were recently named Fellows in the Association for Psychological Sciences.

Paul Thayer was recently selected as this year's recipient of the American Psychological Association (APA) Award for

Distinguished Service to Psychological Science. The award recognizes individuals who have “made outstanding contributions to psychological science through their commitment to a culture of service.” The award letter cited Dr. Thayer’s leadership roles in professional societies, editorships for several journals, mentoring of both students and colleagues, participation in advisory pan-

els at the state and national levels, and advocacy for psychological science as evidence of his outstanding dedication to the discipline.

Good luck and congratulations! Keep your colleagues at SIOP up to date. Send items for IOTAS to Morrie Mullins at mullins@xavier.edu.

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SIOP Foundation

Building for the Future



Donate today at www.siop.org/foundationdonation/

SIOP Members in the News

Clif Boutelle

Media coverage is one of the most widely used avenues to promote the field of industrial and organizational (I-O) psychology. SIOP members contribute to many stories in the mainstream media as well as a wide range of Internet news sources and help spread the word about I-O and its impact upon the business community through their contact with editors and reporters.

As always, presentations at the annual conference are a rich source of story ideas for the media. The Administrative Office is now sending brief recaps of selected conference presentations, entitled *Research Digest*, to reporters. Given credible and interesting story ideas, reporters develop their own stories by contacting SIOP members. As a result, several stories have been written about SIOP members' research.

Every mention of a SIOP member and his or her work or comments in the media is helpful to our mission to gain greater visibility for I-O psychology.

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

SIOP President **Tammy Allen** and Conference Chair **Robin Cohen** were interviewed May 15 about the 29th Annual

SIOP Conference in Honolulu on *Hawaii Public Radio*.

The May 20 issue of *Business News Daily* had a story about the impact of personality of hiring decisions that featured **Robert Hogan** of Hogan Assessment Systems, **Eric Heggstad** of the University of North Carolina Charlotte, and **Carl Persing** of Metrus Group. Some of the personality types employers should be wary of include "team killers," narcissists, and antisocial types. Team killers are highly talented people who also destroy morale by quarreling with subordinates, complaining, testing limits, and performing erratically, said Hogan. They are hired for their potential, but over time their negative impact on the rest of the team cripples the performance of the entire group, he added. Heggstad noted that antisocial people have little or no regard for their employers and tend to engage in counterproductive behaviors. "This type of employee may be very intelligent and driven but will turn on coworkers if he or she stands to gain something," he said. Persing said that narcissists often believe they are always right and therefore will justify any behavior they see fit, and their sense of self-importance will get in the way of performance.

Hogan, Heggstad, and Persing were also featured in an April 30 *Business News*

Daily story focusing on personality traits and promotion of employees. Hogan said there was an overwhelming amount of data showing that personality predicts job performance better than any other known evaluation method, including interviews and IQ tests. "Personality should be a major factor used to make personnel decisions," he said. Heggstad said that personality is an important factor for organizations considering promoting employees. "For promotions, you look a lot deeper, at things like charisma and the ability to motivate people. It matters more at the higher levels as the span of control increases." Persing noted that peoples' personalities tend to motivate and guide them in their careers. "Personality traits lead people to certain jobs and affect how they fit in," he said. Hogan cautioned managers who choose to conduct formal personality assessments to do their research on commercially available tests and only use well-validated measures.

Ben Dattner of Dattner Consulting in New York City contributed an article to the May 20 *Harvard Business Review Blog Network* about the causes of workplace conflicts. Although it is tempting to blame conflict on personalities, more often than not the real underlying cause is the situation itself rather than the people involved.

Dattner also contributed to an April 3 *Wall Street Journal* article describing how executives at large companies are

often the last to know about bad news. Bosses need to know what's going on to make informed decisions, but that knowledge is dependent upon what direct subordinates choose to tell them. When faced with bad news, companies often vow to be more transparent and place more emphasis on consumers. Such actions are typical after a crisis, said Dattner. Absent a scandal, however, managers won't rock the boat. "Organizations can go on autopilot just as individuals do," he said.

Tahira Probst of Washington State University Vancouver and **Wendy Boswell** of Texas A&M were featured in a May 17 *New York Times* article on how job uncertainty affects workplaces. Probst noted that a study she cowrote found that threats or the perceived threats of layoffs caused workers to pay less attention to safety and subsequently experience more injuries and accidents at work. Just as troubling, she said, "Employees are also more reluctant to report injuries when they are fearful of losing their jobs. So job insecurity is also related to accident underreporting." In a surprising result, Boswell's research found that employees who were more worried about losing their jobs or having their benefits or hours reduced were also less likely to use any support programs than those who felt more secure. "The last thing you want your supervisor to think is that you're not putting in 150%. You want to seem indispensable," she said.

The May 12 issue of *Workforce* included a response from **David Arnold** of Wonderlic to a question regarding a prospective employee's failed background check because of a criminal conviction or arrest. Citing the Equal Employment Opportunity Commission's guidelines, he said the nature and gravity of the offense, the time passed since the offense, and ascertaining the nature of the job's duties and the circumstances under which the job is performed are all factors to be considered.

When it comes to hiring, employers could make a better hire by using algorithms to analyze candidates than relying solely on intuition and other information gathered about the applicants. That is the contention of research conducted by **Nathan Kuncel** and **Deniz Ones** of the University of Minnesota, **David Klieger** of the Educational Testing Service, and **Brian Connelly** of the University of Toronto as reported in a May article in *Harvard Business Review*. While acknowledging that humans are very good at specifying what is needed for the position and eliciting information about the candidates, they are not so good at weighing the results. Their research showed that a simple equation outperformed human decisions by at least 25%. The researchers recognized that managers believe they can make better decisions and are unlikely to rely solely on number-crunched data. The researchers instead recommend managers use a purely algorithmic system,

based upon a large number of data points, to narrow the field before calling on human judgment to pick from a few finalists. In that way they can both maximize the benefits offered by algorithms and satisfy managers' need to exercise their experience and knowledge.

When French labor unions struck a deal with employers making it illegal to send work-related emails after 6 p.m., the impact stretched far beyond France according to an April 10 *Wall Street Journal* story. The provision covers about 800,000 workers, many engineering consultants or information-technology staff not covered under the standard French 35-hour work week. Blanket email and smartphone bans can be effective for those who embrace more traditional working hours, but real change must come from management, said **Tomas Chamorro-Premuzic** of Hogan Assessment Systems. "One has to question whether this sort of regulation can relieve people if, in reality, all you have to do is tell the manager to stop contacting people after work," he said.

A March 23 *Wall Street Journal* story about lame duck executives quoted **Paul Winum** of RHR International (Atlanta). The article focused on how lengthy lead times for CEO departures can create uncertainty for companies.

Following the disappearance of the Malaysian jetliner this spring and specula-

tion as to its fate, **Diane Damos**, of Damos Aviation Services, Inc. in Gurnee, IL, was interviewed by *NBC News* on March 14. Hijacking was one of the earliest considerations, and Damos noted that hijacking is a formidable task because cabin crews are supposed to block anyone from getting close to the cockpit while the door is open. “Nobody should be anywhere near the flight deck,” she said. Responding to reports that Malaysian Airlines pilots broke the rules by giving some passengers access to the flight deck, Damos said, “If true, that would be a huge security breach and would absolutely be cause for firing in the United States.” She added that observing the security video of passengers and how they behave prior to and during boarding might yield some clues, something the Israelis do with success.

When the Bureau of Labor Statistics released its latest occupational handbook in February projecting I-O psychology as the field with the greatest growth, measured by percentage, over the next 10 years, a number of reporters wanted to learn more about I-O. A February 14 *Pittsburgh Post-Gazette* story, featuring comments by DDI’s **Bill Byham** and **Doug Reynolds**, was picked up by a number of media outlets, including the *Philadelphia Inquirer*, *Tampa Tribune*, *Detroit News*, *Sacramento Bee*, and *Bloomberg News*.

Byham said the job title of industrial-organizational psychologist will explode in coming years because there will always be a need. “I-O psychology deals with how to make working people more successful, happy, and fulfilled in their jobs. That’s done by getting people into the correct jobs, helping them be successful in that job, and having a boss who encourages them to be successful.” I-O psychologists are important not only to help hire the right people but to train people to be effective leaders and good bosses, he said. “People do not leave jobs, they leave bosses.” The BLS statistics noted there were only 1,600 I-Os, but Reynolds said the disparity between the federal count and the number of SIOP members, which total nearly 8,000, can be explained because about half of SIOP member are employed in university business schools and list their occupations as “professor.” Outside of universities, though, the field is rich for people who want to work in human relations at larger companies, he said.

Please let us know if you or a SIOP colleague 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.

Conferences and Meetings

Please submit additional entries to **Marianna Horn** at
Marianna.Horn@Sodexo.com



2014

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, <http://www.ehrm2014.com/>.

August 1–5

Annual Meeting of the Academy of Management. Philadelphia, PA. Contact: Academy of Management, www.aomonline.org.

August 2–7

Annual Convention of the American Statistical Association. Boston, MA. Contact: ASA, www.amstat.org. (CE credit offered.)

August 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. (CE credit offered.)

Oct 24–25

River Cities I-O Psychology Conference. Chattanooga, TN. Contact: <http://www.utc.edu/psychology/rcio/>

Oct 27–31

Annual Conference of the International Military Testing Association. Hamburg, Germany. Contact: <http://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: <http://fisher.osu.edu/~klein.12/ComConf14/Commitment.htm>.

2015

February 25–March 1

Annual Conference of the Society of Psychologists in Management (SPIM). Austin, TX. Contact: www.spim.org. (CE credit offered.)

April 15–19

Annual Convention, National Council on Measurement in Education. Chicago, IL. Contact: NCME, www.ncme.org.

April 16–20

Annual Convention, American Educational Research Association. Chicago, IL. Contact: AERA, www.aera.net.

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 17–20

Annual Conference of the American Society for Training and Development. Orlando, FL. Contact: ASTD, www.astd.org.

May 21–24

Annual Convention of the Association for Psychological Science. New York, NY. Contact: APS, www.psychologicalscience.org. (CE credit offered.)

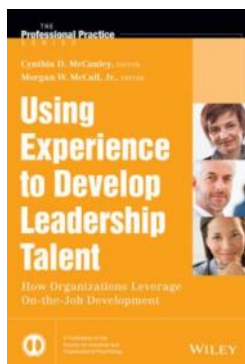
August 6–9

Annual Convention of the American Psychological Association. Toronto, Ontario, Canada. Contact: APA, www.apa.org. (CE credit offered.)

In the mood for a good read?

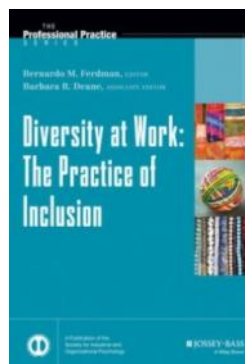
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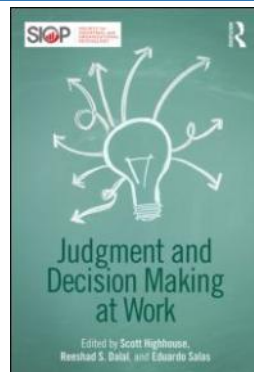
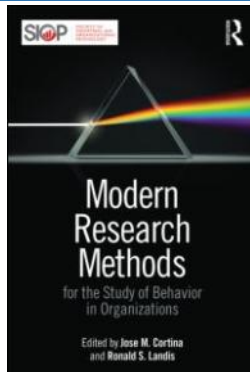
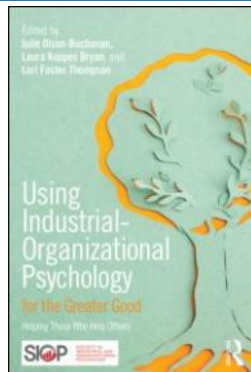
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**Diversity at Work:
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