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Interdisciplinary Work

Job Satisfaction

Local I-O Groups

And much more...

Welcome to the online version of
The Industrial-Organizational Psychologist.

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Photo Information: The photo for this month's *TIP* was taken by **Nathan Iverson**, a third-year doctoral student at Seattle Pacific University. The photo was taken at Rattlesnake Ledge just east of Seattle, Washington. If you would like to see more of Nathan's photography check him out on Instagram at @nathan_iverson.

A Message From Your President

Jose Cortina
George Mason University

Greetings from rainy Fairfax. I have several things on which to report.

First, although attendance was down at the conference, as expected, those who attended loved it. I found it gratifying to learn that the most common descriptor used to describe the conference on the postconference survey was, TAMTASTIC!

Second, in July I attended the 28th International Congress of Applied Psychology in Paris (well, someone has to do it). I hadn't been before, and I wanted to help promote efforts to link SIOP to I-O-related professional organizations around the world. As you may know, **Milt Hakel** was secretary general of the International Association of Applied Psychology (IAAP), which puts on the conference. For the last 4 years, he has also been president of the Alliance for Organizational Psychology, a body whose purpose is to bring together the various organizations involved with I-O, such as SIOP, the European Association of Work and Organizational Psychology (EAWOP), and Division 1 (Organizational Psychology) of IAAP.

Here is what I learned from my week in Paris.

1. **Gary Latham** is the incoming president of Division 1 of IAAP, so join while it is still standing.
2. Thanks to the efforts of Milt, Gary, **José Maria Peiró, Barbara Kozusznik, Donald Truxillo, Franco Fraccaroli,** and many others, ties between SIOP and similar organizations around the world have never been stronger.
3. Everyone should consider going to the 29th Congress in Montreal in 2018.
4. Everyone should try to get to Oslo next May for the EAWOP conference.
5. Do NOT go out drinking with Angelo and Adrienne on Bastille Day if you have an early flight the next morning.
6. If you like falafel, do NOT miss L'as du Falafel in the Jewish Quarter in Paris. Indescribably good. Also, a sign in the window says that the restaurant is endorsed by Lenny Kravitz, so it must be good.

Third, last week I attended the AOM meetings in Philadelphia. If you haven't been to that part of Philly, then you must come to the SIOP conference next year. If you have been to that part of Philly, then you must come to the SIOP conference next year. It is charming, with historical attractions, great restaurants (Gilad says that ZAHAV has the best falafel outside of Israel—there appears to be a theme developing in this column), all embedded within a place that retains its neighborhood feel, not unlike DC, or Paris for that matter.

Anyway, I was struck by how much energy there was around the idea that we as a field must take a radically different approach to our science. There were symposia, panel discussions, and hallway conversations in which the same questions kept reappearing. Why should organizations practice what we preach when constructive replication is forbidden? When a priori hypotheses are often anything but? When variables are chosen not because they are most central to a given phenomenon but because they represent the author's pet variables in a "program" of research? When designs represent the path of least resistance rather than the optimal test for hypotheses? When analyses are cherry picked and tortured until they yield support for hypotheses? In short, why should organizations follow our published advice when the rules for publishing are not particularly directed at discovering what is likely to be most useful to organizations as they wrestle with the problems of the day? I would argue that they shouldn't.

But we can do better, and having seen the energy around this issue in Philadelphia, I think we will. The first step begins with each of us in our roles as reviewers and editors. I for one have been as much a part of the problem as anyone. I have rejected countless papers because they didn't make a theoretical contribution. I have told authors to bolster their arguments for dubious hypotheses rather than advising that they chuck them, and so on and so forth. What I, and we, need to do differently is to cultivate and accept constructive replications, to excise hypotheses that seem post hoc or peripheral, to look past the flaws of more difficult (and appropriate) designs (e.g., field experiments, multilevel designs), to insist on data transparency, and most of all, to insist that analyses be chosen because they are sound and that the results of those analyses be reported in full (i.e., stop punishing authors for not having crystal balls).

To these ends, I've been doing a few things. The first is that I have had many conversations with leaders in I-O (science and practice) and management in order to determine the degree to which they perceive a problem, the nature of that problem, and possible solutions. In a nutshell, everyone perceives a problem, but some loom larger than others, and there isn't agreement on the problems that loom largest.

The second step involves education. I got **Bob Vandenberg** sufficiently inebriated in Philly to get him to agree to chair a SIOP committee on reviewer education (ac-

tually, he volunteered). As volunteer reviewers, it is difficult for us to find time to review, let alone acquire new knowledge in order to review better. On the other hand, no one wants to be the reviewer of the paper that was published and then later found to have been double dealing in one way or another. So, Bob will be coordinating efforts to deliver reviewer training at conferences and also through online mechanisms such as those offered by the Center for the Advancement of Research Methods and Analysis (CARMA). The plan is to develop a system of continuing reviewer credentialing. Wouldn't it be great if we judged the quality of journals not by notoriously-easy-to-rig impact factors but by the review-related KSAs of the editors and reviewers? I hope you will help me to convince the powers that be that they should encourage reviewers to stay up to date.

Finally, congratulations go to President Elect **Steve Kozlowski** for receiving the Sage award for Best Paper published in Organizational Research Methods in 2013. (Kozlowski, S. W., Chao, G. T., Grand, J. A., Braun, M. T., & Kuljanin, G. (2013). *Advancing Multilevel Research Design Capturing the Dynamics of Emergence.*) I would not be at all surprised if we looked back 10 years from now and recognized this paper as a game changer. Because Steve (and Georgia) are going to skewer me at the opening plenary anyway, I may as well point out that Bob and I were the action editors on this paper, and our nuanced wisdom, shrewd guidance, and deft handling of difficult, and in some cases undermedicated, personalities made this paper what it is. And did Bob and I get a plaque? Vous plaisantez j'espère?

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It's 2:15 a.m. on August 15, 2014. I have already submitted my presidential column for the October issue, but I have some questions for you.

1. Name the people in I-O/HR/OB who have transformed the way that we think about some substantive topic. Someone whose impact on that area transcended our field and can be seen in others as well. Take a moment to consider your answer, if you please.
2. Of the people that you listed in response to #1, how many of them did it more than once?
3. Name the people in I-O/HR/OB who have transformed the way that we think about some methodological topic. Again, someone whose impact on that area transcended our field.
4. Of the people that you listed, how many did it more than once?

In response to #1, you might have put people like **Ed Fleishman,** who catalogued human attributes relevant to the workplace. You might have thought of **John Campbell** and his conceptualizations of performance. You might have thought of **Jack Hunter**, who changed the way that we think about cognitive ability as a predictor of performance, or **Murray Barrick** and **Mick Mount**, who did the same for personality. If you know your history, you might have thought of people like Hugo Munsterberg, Stanley Hall, Lewis Terman, and **Morris Viteles**, who set I-O psychology on the track that led us to today. Whoever it is that came to your mind, however, they probably didn't appear twice.

In response to #3, you might have put Edward Thorndike for his measure development and validation, Edward Strong for his work on interest measurement, Don Campbell for his work on construct validation. More recent contributors might have been **Frank Schmidt** for his work on meta-analysis or **Jeff Edwards** and his work on person–organization fit. But again, you would have been hard pressed to find someone who would appear twice on such a list.

Now for a final question. How many names would appear in response to #2 AND #4? I can think of one.

Larry James.

As we all heard yesterday, we lost Larry to complications arising from open heart surgery. I and countless others have a personal story to tell, but I want to first complete the circle that I started with my questions. Larry changed the way that our field and other fields thought about organizational climate. The notion that there must be unit- or organization-level factors that influence lower-level outcomes had been around for a long time, but until Larry's work with Allan Jones and others, we didn't really have a coherent way of thinking about what these factors were or how they might influence behavior. His work on climate in the 70s has been cited nearly 1,000 times according to ISI. Certainly that would constitute laurels on which one might reasonably rest.

One might. Larry wouldn't.

Because Larry also changed the way that we and others think about personality. Until Larry's work on conditional reasoning, most of us thought of personality as "The thing that drives our responses to those self report questions." Larry got us thinking about the possibility that there are ways that we are hard-wired to exhibit certain behaviors in certain situations. These tendencies might be shaped or curbed by other attributes, perhaps even those measured by self-report, but the tendencies are always there nudging us in a particular direction. Because they are always there, influencing us whether we think about them or not, whether we are even aware of them or not, those are the things that we should be trying to measure as predictors on workplace behavior. His paper in the second issue of ORM is one of the best papers, both theoretically and methodologically, that I have ever read.

But Larry was also revolutionary on the methods side. In wrestling with organizational climate issues, it occurred to Larry that there would be problems with measurement. How do you measure a unit- or organization-level construct? You can't ask "the unit" or "the company." Sometimes there might be proxy variables that would tell you something about constructs, but often you will be stuck measuring higher-level constructs with lower-level data. It was here that Larry's work on aggregation began, and this led to his work on agreement, which may be the most widely influential methods work to come from I-O in the last half century. James et al. (1984) alone has been cited nearly 1,600 times.

Then there was the measurement side of his work on personality. Who would have thought that Larry James, the most hard-core, no-nonsense empiricist/positivist in the best sense of those terms would have pursued projective measurement? But he did. He worked out that it is possible to elicit personality by examining the reasoning that leads people to choose certain actions in certain situations. You can, for example, identify highly aggressive people by asking questions like, "What's wrong with the principle of 'An eye for an eye?'" Most people give something akin to Gandhi's answer, which is that it leaves the whole world blind. But for 15% or so, the problem with the principle is that you have to wait until you have been attacked. These are people that, for example, shouldn't be in professions that involve things that go boom. Most such people don't go around attacking everyone that they meet, but they consistently see the world through an aggressive lens, and this shapes their behavior in myriad situations. Larry had been working on this conditional reasoning for 25 years and continued to do so even on what would turn out to be his deathbed.

Oh, and also the underpinnings of causal modeling, moderation, mediation, penalties for overparameterizing SEM models, the limits of validity generalization...incredibly, I could go on and on. Very few of us achieve "game changer" status in any area. Larry did it in several.

Given all of this, it came as a shock when, in 1995, Larry agreed to serve as discussant on a methods symposium that I was

putting together for the SIOP conference. I called him to see if he would do it not because I thought he would say yes to a first-year faculty member cold calling him but because I thought he might be able to recommend some mere mortals to whom I could then say, "My friend Larry said that I should ask you." Shows how much I know. Larry's answer was, "Sure, what's it about?" He didn't ask what it was about, consider, and then accede. He said yes first. It turned out that he had remembered our brief meeting at Tulane the year before and was familiar with my work, such as it was at the time. I was nobody, but Larry (I'm only guessing here) thought that I was not entirely without promise, and that was all the encouragement that he needed to help me get my career going.

My presentation in that symposium was my first at a conference (it had been posters until then). That first presentation is always terrifying, but it is especially so when the discussant has probably forgotten more about your topic (moderated SEM) than you will ever know. Larry had some helpful suggestions but had nothing but nice things to say, about all of the papers. My image of Larry was born of his appearances in debates with Frank and Jack: combative, coruscatingly brilliant, relentless, scathing at times. But for newbies like me, Larry was as develop-

mental and encouraging as it is possible to be. Which is probably why I asked him to be discussant on the next 14 methods symposia as well.

If you ask around, you will find many, many people who have a similar story to tell. **Bob Vandenberg,** Larry Williams, Jeff Edwards, **James LeBreton, Lois Tetrick, Chuck Lance** just to name a very few from whom I have heard such stories. These are people whose awe Larry brushed aside with a kind word and an invitation to a cold beer at the hotel bar. Larry James influenced thousands with his pioneering work, it's true. But for those of us who got to know him when we were pups, there is a gratitude for his presence in our lives that goes beyond words. And now that he is gone, now that we have had our last beer with him in the hotel bar… well…there aren't words for that either. Personally, I don't believe in an afterlife, but there are times when I hope with all of my heart that I am wrong. This is one of those times. I hope I am wrong and that there is some beyond. Somewhere with sunshine, cold beer, and high-speed Internet where Larry can put the finishing touches on his latest conditional reasoning measure. Then he can move on to his next revolution.

And if any Beyonders are reading this, fasten your seatbelt.

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Morrie Mullins
Xavier University

Community

I've been thinking lately about what it means to be an I-O. No, before you stop reading, I'm not going to rehash my comments from The Identity Issue. I'm thinking more in terms of what it is that we're a part of, rather than what we are. A number of elements of the current issue of *TIP*, which you now have on your screen, deal with what it means to be a member of the I-O community, but I suppose the most sobering are the three obituaries for major contributors to our field.

I never had the pleasure of interacting with **Harrison Gough, Erich Prien,** or **Larry James**, but I know their work. Each of them, and the other members of our field that we've lost over the past couple of years, have contributed to the science and the practice of I-O psychology. They have also contributed to the building of a community of which we are all a part. They possessed a passion that we share, which led to "science for a smarter workplace."

That's not just a statement of a brand. That's a statement of who we are. What we do. It's a statement of what we, as a community, value and strive for. Each of the members whose passing we note in these pages, and each member who works to provide updates and perspectives and content to further the conversation about I-O, contributes to that identity.

It took me a while to understand that, when I joined SIOP and started attending conferences, I really had joined a community. It's a diverse community, welcoming, and dedicated to what it values.

That is not to say that we always agree on what we ought to be doing or how we ought to be doing it. We're a community not a hive mind. We disagree. We argue. That's what members of a community do. In the end, though, we have some very important things in common – more than just a shared understanding of the general linear model and the

ability to answer the question, "What is coefficient alpha?" We share a desire to make work better, to do what we can to improve the life of anyone who has to work for a living.

It's sad when we lose members of our community. At the same time, though, it would be pretty inconsiderate not to celebrate the fact that each person who does good work and helps us see I-O more clearly has left behind a legacy. They may be gone, and those who knew them will miss them dearly, but their work is still still part of the community. It is still there to inform us and guide us and help us think about how to solve the kinds of problems organizations were facing centuries before any of us were even imagined.

I could probably go on, but then I'd end up breaking my own word-limit rules—and we can't have that. Instead, I'd like to talk about the great content you'll find in this issue.

For starters, **Jose Cortina** uses his President's Column to report on various goings-on and to offer a moving tribute to Larry James. **George Graen** calls on us to pay attention to matters of publication ethics in a letter to the editor, and our columnists have, to a person, been hard at work.

Ashley Walvoord and **Kristen Shockley** close out the "Yes You Can" funded research column on a high note, with nominees for "world records" of I-O funded research. Watch the SIOP web page for a compilation of all the articles from the series in the near future!

Lynda Zugec takes over the International Practice Forum vacated when **Alex Alonso** and **Mo Wang** moved on (welcome, Lynda!) and is joined in this issue by **Alison Eyring, Barbara Kożusznik, Rosalind Searle, Milt Hakel,** and **Bill Farmer**. In keeping with the general "community" theme of the issue, they talk about local work and organizational psychology communities outside the United States.

In the Practitioners' Forum, **Alexandra Zelin, Dennis Doverspike, Joy Oliver, Tracy Kantrowitz,** and **Michael Trusty** bring us up to date on the "Career Paths" project, which I would love even if it didn't give me the ability to tell my graduate students that, yes, one of the most key competencies for being successful in applied work is WRITING—and here's the data.

Lori Foster Thompson and **Alex Gloss** provide a great update in their Spotlight on Humanitarian Work Psychology. I'm not overstating things when I say that their column, combined with all the other information about how SIOP is engaging in outreach, has really highlighted for me what kind of community we are and what we're capable of doing on a global scale. Our graduate program here at Xavier is looking at how to incorporate more about HWP on a local and global level into our curriculum as a result of the things that have been published in *TIP* over the past year and a half.

M.K. Ward and **Bill Becker** offer another great interview in their Organizational Neuroscience column, this time focusing on neuroscience and leadership

development, and in their Practice Perspectives column, **Rob Silzer** and **Chad Parson** review 30 years of SIOP workshops and what they tell us about practitioner involvement in key areas.

On the Legal Front, **Rich Tonowski** provides updates on recent topics such as pregnancy discrimination and federal contractor rules, and considers implications for I-O psychologists. **Steven Toaddy's** I-Opener asks us to consider issues relating to work analysis, with insights from a number of experts in the domain, and **Paul Muchinsky** provides a thought-provoking reinterpretation of the function correction formulas play in our science.

In The Academics' Forum, **Tori Culbertson** offers advice from a variety of experts on putting together an edited volume. **Nikki Blacksmith** and **Tiffany Poeppelman** orient The Modern App toward issues of video-based technology for recruitment and hiring, and in Max. Classroom Capacity, **Julie Lyon** and **Marcus Dickson** talk about career transitions, as Julie moves from academia to the applied world. We wish her well and wish her time at *TIP* had been longer!

David Caughlin flies solo in this issue of TIP-TOPics, addressing ways graduate students can enhance their teaching experience, **Jeff Cucina** provides a fascinating history of technology-enhanced assessments from The History Corner, and **Seth Kaplan** and **Carla Jacobs** talk about SIOP's efforts in Washington to continue to connect with policy makers. We wrap up

our columns with **Milt Hakel's** Foundation Spotlight and a reminder that if we want our community to continue to thrive, we need to invest in it in a lot of ways.

Four feature articles highlight diverse areas of the I-O world. **Joel Moses** and **Allen Kraut** offer a retrospective of "The Friday Group," a local I-O group in the New York area that serves as a great model of the smaller-level communities that exist beneath the I-O umbrella.

Nathan Bowling, Steven Khazon, Michael Hoepf, Caleb Bragg, and **Jeannie Nigam** provide insights into what the public is actually being told about job satisfaction if they purchase popular self-help books on the topic—and who is giving the advice. Spoiler alert: It's not usually I-Os. Some might suggest that's a problem.

Coinciding with the final "Yes You Can" column, two former grants officers, **Joe Lyons** and **Jon Luginsland**, offer their insights from the other side of the granting process, giving their perspective on a variety of topics to provide even more information for folks interested in obtaining a grant.

Finally, **Shelby Afflerbach, Chelsea Chatham, Brittany Davis, Tracy Grimme, Kristie Campana,** and **Jeffery Buchanan** contribute a really interesting article about an applied project that involved both I-O and clinical graduate students, and what everyone involved learned. Given that I-O programs are often housed with clinical programs, and given how relatively little (in my anecdotal experience) the training

of the two groups overlaps, the project they describe makes a compelling case for more cross-pollination of ideas than what we might currently see.

But wait, there's more!

Gary Giumetti, Julia Fullick, Stephen Young, and **Debora DiazGranados** report on the results of a survey of introductory psychology textbooks with respect to the inclusion of I-O content. **Eden King** and **Kristen Shockley** give us an update on the upcoming SIOP conference in Philly (it sounds fantastic!), and **Mark Frame** and **Tracey Rizzuto** let us in on the Philadelphia preconference consortia.

Deb Whetzel reports in on the APA Council of Representatives meeting, **Mark Poteet** updates us on what the Professional Practice Committee has been doing, and **Ann Huffman** reminds us that the APA convention (which will be held in Toronto next year) has a deadline coming up as well. So if you had something that wasn't quite ready to submit for SIOP, take a look at APA!

In terms of building community, **Silvia Bonaccio** calls for a stronger relationship between SIOP and APS, and **Angelo DeNisi** lets us know what's going on with the International Affairs Committee. **Alex Gloss, John Scott, Deb Rupp, Lise Saari, Lori Foster Thompson, Mathian Osicki,** and **Drew Mallory** tell us about the SIOP-UN team and its work in helping to set global human development goals.

Finally, we have the obituaries I mentioned at the start of this column. Erich Prien, Harrison Gough, and Larry James all made significant contributions to the field of I-O. We are better at what we do for their having been with us, even as their absence makes it clear that they will be missed.

We round out the issue with IOTAs from **Becca Baker**, SIOP Members in the News from Clif Boutelle, and a list of upcoming conferences and meetings from **Marianna Horn**.

My sincere thanks to everyone for their contributions to *TIP*. We wouldn't be here if it weren't for all of you!

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Thou Shall Not *DEPUBLISH*

Scientists must respect this ethical principle because their reputations depend on it.

I attended the 2014 meetings of SIOP and AOM and witnessed the tragic process of postmortem discussions regarding the *retraction* of five published articles reporting scientific studies. Many issues were discussed and debated between the implicated authors and the editor, and I will report the most relevant to I-O and OB. Personally, I told one session's participants that these five retractions of the published work of 16 coauthors were "a spear through the heart of the I-O and OB fields' scientific credibility."

Apparently, the facts of the cases will be decided finally by a U.S. court. In the meantime interested readers may search the web for "retraction." This scandal has been reported in several international publications. Every person who respects the scientific process of discovery and confirmation will be wise to take these cases to heart.

I suggest that the next SIOP meeting schedule several sessions to educate our colleagues and students regarding the ethics of science. It became clear during the sessions at AOM that many publishers and the researchers in our field have failed to safeguard our trustworthiness. In particular, the journal involved had not established any oversight. Without such a board to maintain standards, the editor may publish anything. The publisher claims that the editor assumes responsibility for all harm resulting from publications. Of course, the editor disputes this claim. In any case, the audience of the journal is left without any appeal except to the editor who published the questionable articles. It was made clear in questioning the editor and publisher that no such oversight board existed for this journal. It was reported by a board member of the American Psychological Association Publication Committee that there existed this oversight for all APA publications. Specifically, "this committee has the authority to hire and fire editors of

its journals." I suggest that all journals in our field follow this practice.

Several additional practices by journals that signal decline in quality of reviews were discussed. One was the practice of permitting editors to publish their own or coauthored scientific articles in their journals. This practice is of questionable ethics and smells bad. Another practice that indicates decline in quality of review is that of allowing others to become guest editors of particular issues. This practice has been associated with the decline in quality of several journals in our field. A fourth practice mentioned is rejecting out of hand any critique articles or published articles from the same journal. Criticism is the life blood of science. Such critique articles need to be sent to reviewers and not summarily dismissed by the editor. I apologize if I have missed the reader's favorite suggestions for improvement of due diligence. Please send me your suggestions for improving the credibility of our publications and I will compile and publish the list in *TIP*.

One of the scientists with whom I spoke had published in pharmaceutical journals. He mentioned that he had to sign many affidavits testifying to the validity of his research process including making his procedures, data, and analyses available on request. Without doubt, the public must be protected by our journals. We need to do no harm professionally and make certain our published articles do no harm.

George Graen
APA Fellow 1976

Series Finale: Nominees for the World Records of I-O Funded Research!

Recognition. Acknowledgement. Inspiration.

As we conclude the seven-issue Yes You Can series, we could think of no better way to summarize the last 2 years of research funding strategies, success stories, and perspectives than to solicit nominations for the "World Records of I-O Funded Research!" Across the SIOP Facebook page, SIOP.org, and word of mouth, **more than 80 nominations** rolled in, reflecting fun and significant I-O achievements in seven categories of funded research activities. We invite you to find inspiration in these World Record "exemplars," and catch our concluding remarks below!

Category 1: *I-O "Projects With Big Impact"*
"World Records" Exemplars:

- **Drasgow Consulting Group.** In 2004, Drasgow Consulting Group, including **Fritz Drasgow**, **Steve Stark**, Sasha Chernyshenko, and recent addition **Chris Nye**, received a small business innovation (SBIR) contract from the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) to build a computerized adaptive personality assessment system called TAPAS. The Army conducted field research with nonadaptive measures on Army job incumbents and the measure was found to predict counterproductive work behavior and organizational citizenship aspects of performance. In 2009, the Army approved the use of a computer adaptive version in military entrance processing stations and the measure has been used since for large scale operational personnel screening. To date, approximately 800,000 military service applicants have been tested with specific tests and customized scoring for the Army, Air Force, Navy Aerospace Medical Institute, as well as specific versions for some Army military occupational specialties. Following on the successes of this project, ARI commissioned a National Research Council study in 2012 to see what could be done beyond current testing approaches, such as ASVAB (the aptitude battery

I-Os and Funded Research

Kristen Shockley
Baruch College, CUNY

Ashley Walvoord
Verizon Wireless

created in 1968 to predict future academic and occupational success in the military) and TAPAS, in terms of basic research that will ultimately impact personnel screening practices.

- **[Steve Kozlowski](#)** (Michigan State University). Along with I-O co-investigators Richard DeShon, **Neal Schmitt, Chu-Hsiang (Daisy) Chang** and collaborator **Leaetta Hough**, Steve has received NASA funding to study team effectiveness under the extreme conditions that astronaut teams will face when they embark on missions that go beyond the confines of near-Earth orbit. Planned exploration missions will include asteroids and interplanetary travel to Mars. Noting the long duration missions and extreme conditions inherent in space travel, along with crew risks to behavioral health, the team has designed a series of research studies aimed to improve team effectiveness for long duration space crews. The research has multiple studies in progress organized around two primary foci. First, they are conducting several data collections of "analog" teams operating in isolated, confined, and extreme (ICE) environments (i.e., the Antarctic and NASA mission simulations). These studies provide benchmark data on the dynamics of team functioning under ICE conditions for long duration missions. Second, they are developing social interaction "badges," a wearable sensor technology (with co-investigator Subir Biswas), that monitor physiological activity and interpersonal proximity to capture team interaction dynamics in real time. Ultimately, the goal of the project is to provide space crews with an assessment of teamwork effectiveness in real time, guidance to help them resolve anomalies, and tools to maintain team cohesion. This should have widespread implications for the efficacy of future space missions.

Category 2: *Projects With Unusual or Creative Application of I-O Skills in a Funded Research Project*
"World Records" Exemplars:

- **[Donald Truxillo](#)** (Portland State University). Donald evaluated the implementation of an organizational "Eco-Driving" program, supported by the Oregon Transportation Research and Education Consortium (OTREC). The program involved rolling out posters and videos in a workplace to effect improvements in fleet drivers' driving habits. The team applied concepts from the training literature, showing that factors like baseline participant motivation and perceptions of supervisor support were related to posttraining improvements in driving habits. They were just funded by OTREC to repeat this study, and this time they are trying to find ways to increase supervisor support for the program. Donald notes that it is kind of interesting that the psychosocial variables I-Os look at all the time are really foreign to other fields like transportation. The experience lets you see the value we as I-Os can add in trying to figure out not only whether an intervention works but also why it works.

- **Lillian Eby** (University of Georgia): Lillian has received funding for three separate projects through the National Institutes of Health R01 (large grant) mechanism. They focus on workforce development issues among the substance abuse treatment workforce, with an emphasis on longitudinal predictors of burnout, turnover, and adoption of evidence-based practices with patients. The projects required her to familiarize herself with an entirely new literature (substance abuse treatment and implementation science); identify interdisciplinary collaborators in sociology, public health, and clinical psychology; and network with professional groups to gain access to treatment centers across the United States. It was through the guidance of a senior faculty member in another discipline with decades of funding from NIH that Lillian was able to envision the connection between I-O psychology and the HR issues facing substance abuse treatment providers.

Category 3: *Most Fun Had During "Granting"* "World Records" Exemplars:

- **Rustin Meyer** (Georgia Tech; Goal-setting and team-building interventions; Bill and Melinda Gates Foundation). The research team spent several weeks interviewing frontline healthcare workers in remote villages in India. Although the 110-degree heat and dirt-floor huts were a challenge, the interesting people we met (and food we ate) made it an experience we'll never forget.

- **Eduardo Salas** (University of Central Florida); Best practices for team training; NASA) One of the aims of this project is to provide NASA with science-based advice on how to design, deliver, evaluate, and secure transfer of teamwork training for potential astronauts going to Mars. There is nothing more rewarding, satisfying and fun than, when through partnerships with sponsors, you dive into understanding the context (e.g., talking and listening to NASA astronauts, understanding the requirements and challenges for mission to Mars) and you use the best available I-O science to advise, guide, and direct them to "think differently" about human performance issues or solve problems.

Category 4: *Highest Number of Collaborators (Within I-O or Outside) on a Single Grant With a SIOP Member as PI or Co-PI* "World Records" Exemplars:

- **Leslie Hammer** (Portland State University) and **Ellen Kossek** (Purdue University). Leslie and Ellen are principal investigator and co-principal investigator, respectively, of the Work, Family, and Health Network, which was funded by NIH (primarily through the National Institute of Child Health and Human Development and National Institute for Occupational Safety and Health) in 2005. The aim of the research conducted in the Network is to provide scientific evidence about how work–family conflict can affect people's sleep, energy levels, blood pressure, exercise habits, and relationships with their children. This project is very interdisciplinary and includes over 100 collaborators

from a wide range of disciplines, including social epidemiology, bio-behavioral health, occupational health psychology, human resources, organizational behavior, economics, sociology, demography, family and developmental psychology, and survey design and evaluation.

- **Michele Gelfand** (University of Maryland). Michele is the principal investigator of Project InterACTION, a multidisciplinary research initiative that seeks to advance a dynamic and multilevel understanding of cultural processes in negotiation and collaborations in the Middle East. In addition to numerous student researchers, the research team comprises 15 faculty investigators from eight universities and numerous disciplines, including anthropology, behavioral economics, communications, social psychology, computer science, political science, and of course, I-O psychology. The project is a multidisciplinary research initiative (MURI) sponsored by the Army Research Office.

Category 5: *SIOP Member Serving the Most Times on Agency Panels/as a Funding Reviewer*
"World Records" Exemplars:

- **Lois Tetrick** (George Mason University): Served 20–30 times in the grant review process! (Includes service on review panels, as an external reviewer, and on technical advisory panels across NIDA, NIOSH, NIH, NSF, Social Sciences and Humanities Research Council of Canada, AIR, and National Academy of Sciences Institute of Medicine)

- **Lillian Eby** (University of Georgia): Served 28 times in the grant-review process! (Includes service on NIH Review Panels, co-chair for NIH Study Sections, reviewer for NSF Review Panel).

- **Pete Chen** (Auburn): Served more than 27 times in the review process! (Includes service on SafeWork South Australia Advisory Research Committee, Australian Research Council, NIOSH, and CDC).

- **Eduardo Salas** (University of Central Florida): Served over 20 times in the grant review process! (Includes service primarily on review panels for NSF, NIH, Swiss, Norway, Sweden National Science Foundations, AF Human Resources Lab, AF Office of Scientific Research).

- **Leslie Hammer** (Portland State University): Served over 20 times in the review process! (Including roles as ad hoc and permanent reviewer for study sections of NIOSH, site visit reviewer for NIOSH Education Research Centers and Training Grant Projects, and CDC Health Promotion FRA ad doc reviewer).

As you can see, many of the most well-funded I-O psychologists are also those that "give back" by serving as panelists on agency review boards. As part of the continued effort to get SIOP a bigger "seat at the table" and connect with other scientific disciplines, we urge members to get involved in the review process as well as the funding process!

Category 6: *Largest Sum of Money Awarded to a SIOP Member as PI or Co-PI of a Grant*

"World Records" Exemplars:

- **Leslie Hammer** (Portland State University) and **Ellen Kossek** (Purdue University): The large Work, Family, Researchers Network described above has received a total funding of **$30 million** across multiple years and locations

- **Howard Weiss** (Georgia Tech): Department of Defense, Award to fund the Military Family Research Institute at Purdue University: **$7.5 million**

- **Michele Gelfand** (University of Maryland): Department of Defense, MURI, Dynamic models of culture and negotiation, **$6.25 million**

- **Eduardo Salas** (University of Central Florida): Served): Office of Naval Research, MURI, Team Cognition, **$5 million**

- **Lillian Eby** (University of Georgia)**:** NIH-National Institute on Drug Abuse (NIDA); Barriers to effective implementation of smoking cessation programs for low income populations in addiction treatment: **$3.3 million**

- **Pete Chen (**Auburn**)**: National Institute for Occupational Safety and Health (NIOSH): Mountain and Plains Education and Research Center: **$3.2 million**

Category 7: *The Most Publications From a Grant-Funded Dataset*

"World Records" Exemplars:

- **The Office of Naval Research's Tactical Decision Making Under Stress** project, a multidisciplinary team of academics, industry, and government sought to understand team dynamics in naturalistic condition. This project generated 20-plus journal articles, chapters and a book; in addition, this project won SIOP's Scott Myers Award (Eduardo Salas and colleagues).

- **Work, Family, & Health Network**. As described above, this project is interdisciplinary, involving several researchers from several disciplines. More than 25 publications have resulted from the project since 2008! The variety of authors on these publications highlights the true collaborative nature of the work (Leslie Hammer and Ellen Kossek and colleagues).

Last, but most certainly not least, we would like to honor the recipient of multiple nominations, **Wally Borman** (University of South Florida, PDRI), with a **Yes You Can! Lifetime Achievement Award.** Wally has been the principal investigator on almost 100 applied research projects funded worth more than $22 million! His work has been published in more than 350 journal articles, books, book chapters, conference papers, and technical reports! He has been involved in projects with huge impacts, including Project A and the development of the Occupational Information Network (O*NET). During much of the 1980s and 1990s, he was a major force in the Army's Project A—heralded as one of the most impressive selection and classification projects ever undertaken.

One important research outcome from this work was the investigation of models of job performance ratings, identifying the factors raters consider important in making performance ratings. Several products developed in Project A were used in practice in Army units, for example, in Special Forces and with Army recruiting personnel. With regard to O*NET, Wally was heavily involved in leading development of two major sections, generalized work activities, targeting the work activities for a comprehensive sampling of jobs in the world of work, and personality requirements. O*NET has a number of important uses and users in the U.S. and internationally.

What a showing! This is only a sampling of I-O funding stories, but nonetheless, these exemplars demonstrate that I-O topics certainly have a competitive place in the funded research domain, and you can too! Be sure to congratulate your colleagues above, and send the link to this motivational content to your peers, students, and/or potential research collaborators!

As we close out our Yes You Can series, we, along with former columnist **Liu-Qin Yang**, want to thank all of the interviewees and *TIP* readers for fantastic partnerships, feedback, and selfless donations of time and personal stories. We hope that throughout the columns we have inspired you, no matter your career stage of research interest, to pursue funding for your own work. Doing so will not only increase the capabilities of your work but will also help I-O research have the biggest impact!

Interested in getting in on the monetary resources for your own research? Your success story could be next! Wondering how to get started? As **Steve Kozlowski** phrased it "get on the bike," and remember: **Yes You Can!**

This seven-issue column has been a service and education initiative of the SIOP Scientific Affairs Committee. Note from Fred Oswald, Outgoing Chair:

Almost 2 years ago, the SIOP Scientific Affairs Committee (SAC) started the Yes You Can! series, which provided readers of TIP *with valuable information on grant-getting strategies, anecdotes and interviews from peers and funding agencies, and issues and advice related to early-career funding. As a direct function of the creativity, involvement, and hard work of Ashley Walvoord, Kristen Shockley, and Liu-Qin Yang, this* TIP *series became much more than what we had ever anticipated, and in fact, the whole series will be posted on the SIOP.org website as a resource for current and future SIOP members seeking funding through contracts and grants. Their contribution is very tangible and meaningful; hopefully it inspires you to contribute as well to the larger goal of increasing the visibility and impact of I-O psychology beyond our traditional borders. Whether that means obtaining funding for your research or cultivating and maintaining relationships with federal funding agencies, policy makers, multidisciplinary journals, and the popular press—yes you can!*

Yes You Can: Funded Research Topic Index	Interviewees
Introduction and Inspiration (Oct 2012).	Steve Kozlowski (MSU)
Large National Institute Funding for I-O Research (Jan 2013).	Lillian Eby (UGA), Lori Ducharme (NIDA)
Military Funding for I-O Research (Apr 2013).	Eduardo Salas (UCF) Jay Goodwin (ARI)
Foundation-Based Funding for I-O Research (July 2013, p. 117).	Donald Truxillo and Talya Bauer (Portland State); Autumn Krauss (Sentis); Beth McFarland and Lynn McFarland (SHRM)
I-O Graduate Student Research Funding (Oct 2013, p. 92).	Ryan Johnson (USF), Justina Oliveira (Baruch College, CUNY), Rachael Klein (U Minn)
Interdisciplinary Research Funding for I-Os (Jan 2014, p. 138).	Paul Spector (USF), Michele Gelfand (UMD), Wai-Ying Chow (IES, U.S. Department of Education)

SIOP 2015

PHILADELPHIA, PA ★ APRIL 23–25, 2015

PHILADELPHIA MARRIOTT DOWNTOWN

Lynda Zugec
The Workforce
Consultants

Hello everyone! I am excited to be your new columnist for the International Practice Forum. SIOP's previous columnists, **Alex Alonso** (Society for Human Resource Management [SHRM]) and **Mo Wang** (University of Florida) did such an outstanding job I'm not sure I can fill their shoes, but I will certainly try!

If you are reading this column, you likely have a global mindset and are seeking information and updates on what is new and happening within the international practice space. My goal is to provide you with interesting and relevant international I-O practice information that is applicable and actionable.

As a first step toward this effort, I cornered some of our most prominent international I-O folks, including **Alison Eyring** (Chief Executive Officer, Organisation Solutions Pte Ltd), **Barbara Kożusznik** (University of Silesia), **Rosalind Searle** (Coventry University), **Milt Hakel** (Bowling Green State University), and **Bill Farmer** (U.S. Bureau of Naval Personnel–Navy Personnel Research, Studies, & Technology) to share with us. They conducted a worldwide survey with a number of I-O and other work and organizational psychologists in an effort to better understand and assist local communities of applied work and organizational psychologists.

Their findings are interesting and insightful for those who may already be a member of a local I-O group, are interested in joining a local I-O group, or want to start their own I-O group!

Local Work and Organizational Psychology Communities Outside the USA

Alison Eyring, Barbara Kożusznik, Rosalind Searle, Milt Hakel, and Bill Farmer

In the U.S., a number of excellent local grassroots communities of I-O psychologists exist to provide a forum for networking, professional development and support. Groups like METRO (New York Metropolitan Association of Applied Psychology) in New York City, New York, HAIOP (Houston Association for Industrial and Organizational Psychology Inc.)

in Houston, Texas, and MPPAW (Minnesota Professionals for Psychology Applied to Work) in Minneapolis, Minnesota, have been around for years and have benefited graduate students and their faculty as well as consultants and practitioners alike.

In preparation for the SIOP 2014 conference, the authors of this article conducted a survey to learn more about local communities of work and organizational psychologists outside of the USA. These results were shared in a roundtable at the SIOP conference. The purpose of the roundtable was to follow up on efforts we began the year before to encourage the formation and development of these local communities. Following is a summary of the survey results along with steps being taken to continue this effort.

A link to an online survey was sent to all SIOP registrants living outside the USA and to members of the International Association of Applied Psychology (IAAP). Requests were also posted to SIOP's LinkedIn group. Surveys were completed for 120 cities around the world representing Western Europe (35%), Asia Pacific (26%), Eastern Europe (15%), USA (13%), Latin America and Canada (8%), and Africa (3%). Although the aim was to understand these work and organizational psychology communities outside of the USA, we also included the responses we received from USA cities in order to obtain a more holistic picture. Of those responding, 68 (58%) of the cities reported a local community of some sort.

Whereas all the local communities of I-O psychologists in the USA are independent from SIOP and APA, nearly half of those outside the USA reported an affiliation with their national psychological association. This probably explains why slightly more than half of the communities represented in the survey provide the opportunity for members to meet professional credentialing and/or licensure requirements.

The number of active members in these local work and organizational psychology communities varies widely, from more than 100 to less than 25. Most are fairly small; 44% of the communities report 25 or fewer active members. For those keen to start up a local community of work and organizational psychologists, this is encouraging!

Meeting size and frequency also vary widely. Nearly 40% of the communities have meetings of 11–25 people, but 25% have fewer than 10 and another 25% have 26–50. 38% of the communities meet monthly, 30% meet quarterly, and the rest meet annually or semi-annually. When considering regions across the world, large differences or specific noteworthy patterns in particular areas were absent.

When asked about the criteria required for membership to a local work and organizational psychology community, the most common was a graduate degree in Occupational Psychology or a related field (35%). This is followed by membership in the national psychological association (26%), professional (nonacademic) work in the field (22%), and academic work in the field (17%).

Local work and organizational psychology communities fund their activities in various ways, and most have more than one source of funding. The majority take payment at meetings (38%), followed by receiving support from the National Psychology Association (23%), and local dues (17%). A few obtain corporate donations or endowments (11%) or find other sources of funding (11%). Lack of funding and other resources was the most commonly identified barrier these local communities face.

One of the most interesting findings of the survey was that 84% of the cities with a local work and organizational psychology community have a related academic program within their city or nearby. Having a stream of graduate students and young graduates seems to be one of the key factors in the ability of a local community to survive over time.

The top five topics for meetings include professional development (19%), talent management/learning and development (16%), community building/admin (13%), personality/individual differences (11%), and health/other psychology (9%). One slight regional difference was that communities in countries without a recognized body for work and organizational psychologists were more likely to have meeting topics that included health and other psychology-related items. With the many conferences organized at the international, national, and regional level, local work and organizational psychology communities have to compete to stay relevant. This is accomplished by engaging practitioners, asking for feedback/evaluation, engaging in professional development activities, ensuring that the topics presented are practical, and having a mix of practitioners and academics on the board and within their membership.

When asked about the key benefits to membership, more than half of the local communities cited networking/sharing opportunities, and a third cited professional development. A much smaller number identified bridging science and practice as a benefit. This may reflect a lack of awareness of evidence-based practice among members of these communities.

As mentioned above, when asked about barriers to success, the most common barrier cited was a lack of funding/resources. The next biggest barrier was lacking access to high quality speakers. Other barriers included issues related to having appropriate governance/leadership, lack of a shared purpose/focus, lack of a critical mass, and affiliation with the national psychological association.

This survey is our first glimpse into the state of local work and organizational psychology communities around the world. As the field grows, we anticipate many of the communities to grow simultaneously. A tremendous opportunity exists for these groups to share and learn together. To support this, we are liaising with the Alliance for Organizational Psychology (of which SIOP is a part) to include a directory of these groups on their website, provide the infrastructure for local communities to

store information for themselves and/or others, and to share information that will help people create such a community if one does not currently exist.

If you have questions or would like to set up a local community in your city, please reach out to any one of us! You'll find our contact details in the SIOP directory!

Alison Eyring (Singapore)
Barbara Kożusznik (Poland)
Rosalind Searle (UK)
Milt Hakel (USA)
Bill Farmer (USA)

To read more, visit:
http://allianceorgpsych.org/

WE NEED YOU AND YOUR INPUT! We are calling upon you, the global I-O community, to reach out and submit topic ideas for future columns. Give us your insights from lessons learned in your practice. We are always looking for contributors, and we will be on the lookout!

To provide any feedback or insights on the **International Practice Forum**, please send an email to the following address:
lynda.zugec@theworkforceconsultants.com

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Practitioners' Forum

Developing Career Paths for I-O Psychologists: Project Plans and Updates

Alexandra I. Zelin
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Dennis Doverspike
University of Akron

Joy Oliver
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Tracy Kantrowitz
SHL

Michael Trusty
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The Professional Practice Committee (PPC) is carrying out a project with the overall objective of developing a further understanding of how the careers of I-O psychologists develop over time. PPC members and graduate students from the University of Akron's Center for Organizational Research (COR) collected and analyzed data from members in both applied and academic settings. The intent is to tie various competencies and critical experiences to career paths within various specialty areas corresponding to academia, consulting, industry, and government. Career paths are differentiated in terms of various developmental or promotional levels including individual contributor, expert individual contributor, manager, manager of managers, and executive.

In this edition of the Practitioners' Forum, we will provide an overview of the study goals and purpose, a list of the action steps, and a brief overview of results. Also, we would like to thank all of the SIOP members who participated in the study. We had 2,744 responses to our recent survey, which was an impressive participation rate. Thank you to all members who completed the survey!

Study Overview

The study has numerous ties with current SIOP goals, including: creating career support tools for students and members, generating information that allows us to champion the value of applied psychology, and ensuring that SIOP remains the identifiable authority in psychology applied to the workforce. The creation of I-O career paths will likely provide a variety of benefits to SIOP members, student members, and potential members, including:

- Information for academic program leaders responsible for undergraduate and graduate curriculum choices so that they can optimize the education of future recipients of advanced degrees in I-O psychology (Byrne et al., 2014; Zelin, Lider, Doverspike, Oliver, & Trusty, 2014)
- A body of knowledge with direct implications for future versions of the Guidelines for Education and Training at the Doctoral/Master Level in Industrial-Organizational Psychology (Byrne et al., 2014; Zelin et al., 2014)
- Assistance toward lobbying for licensure and/or certification criteria
- A standard template, protocol, or basis of information for SIOP mentors when working with mentees
- A standard and informed framework from which people with advanced degrees in I-O psychology can consider how to manage their individual careers
- A link with the I-O Salary Survey process to provide additional benchmarks and inform the way future salary surveys are structured

Project Progress

Early in the process a number of steps were identified for completion. The following is a report regarding our step-by-step progress.

Step 1: Review Current Models and Materials

Step 1 was completed in spring 2013 and involved collecting and reviewing current career models and source materials from various organizations. This information led to the identification of a potential partition of the sectors in which I-O psychologists work and levels within each sector. Four sectors (academic, consulting, government, and industry) and five levels (individual contributor, expert individual contributor, manager, manager of managers, and executive) were considered the best way to capture existing career tracks for I-O psychologists.

Step 2: Subject Matter Expert Interviews

Completed in summer 2013, Step 2 involved graduate students from COR conducting 55 one-on-one interviews with SIOP members selected to represent academic (11), consulting (17), government (12), and industry (15) sectors. Questions posed to subject matter experts (SMEs) included gathering information about their current job and the competencies and critical experiences necessary to successfully execute their job and become a candidate for promotion. Graduate students also obtained information about necessary

competencies and critical experiences at each job level that an I-O psychologist could hold within their current organization. The committee made an effort to contact and interview SMEs involved in various types of organizations, such as targeting those employed by consulting firms of less than five employees and also by firms with over 100 employees.

Step 3: Design and Administer a Job Analysis Survey

Data collected from Steps 1 and 2 were combined to launch a careers survey of the SIOP membership during winter 2014. Researchers produced a master list of critical experiences and competencies, categorized by sector and level, from the SME interviews. The survey itself combined all competencies and critical experiences across all levels within each sector to facilitate comparison across levels (e.g., members who indicated a current position of manager in a consulting firm were presented with competencies indicated by the SMEs as important for consulting, regardless of level).

The survey first asked participants about competencies for their current job with the following question, "Please indicate how important these various job-related competencies are in terms of performing your current job." The second set of questions involved participants providing information about critical experiences for their current job, "Please indicate how important these various job-related experiences are in terms of performing your current job." Responses for both sets of questions ranged from 1 = not important to 5 = critical. Respondents could select a "not applicable" answer if the critical experience did not apply to their current position.

A "where learned" component was added for the competencies section specifically to address potential needs of the committee tasked with revising the Guidelines for Education and Training at the Doctoral/Master's Level in I-O Psychology. Members indicated whether they learned the particular competency in graduate school, on the job, or through structured training. Members also answered questions about their background information, such as their current job title and job level, all sectors in which they have worked, and the length of time spent in their current job sector.

Step 4: Initial Results

Participants completed surveys in March 2014 with responses from 2,744 SIOP members holding advanced degrees in I-O psychology. The breakdown was as follows:

- Academia (N = 476, 35%)
- Government (N = 91, 7%)
- Industry (N = 347, 25%)
- Consulting (N = 458, 33%)

Members of the committee presented initial results at the 29th Annual Conference of the Society for Industrial Organizational Psychology in Honolulu, HI, and also in an article published in Industrial and Organizational Psychology:

Perspectives on Science and Practice (Zelin et al., 2014). The committee created initial career path models for each sector by comparing and contrasting important competencies and critical experiences for each level within a sector.

For instance, within the consulting sector, written communication skills and interpersonal skills were important competencies for success at all levels of the organization. Participants considered decision making and strategic thinking as the most critical competencies for someone in a manager of managers position within a consulting firm, but these competencies were not included as some of the most important competencies one needs to have to be successful in other levels of the organization.

Within the academia sector, teaching ability was a critical competency for associate, assistant, and full professors, but fairness and leadership became more critical as one advanced to department chair, dean, or provost. We also noted that it was common for members to step into the department chair or dean positions for part of their career before returning back to their previous professorship duties.

In alignment with the government general schedule (GS) levels, responses from those in the government sector suggest that the final results of the government sector should be split into two levels: individual contributor (i.e., individual contributor and expert individual contributor) and manager (i.e., manager, manager of managers, and executive). Both levels

are responsible for demonstrating that their project work adds value to the organization. Individual contributor professionals indicated that completing high-visibility assignments was a critical experience for success, whereas managers indicated that managing performance of subordinates, leading project teams, and monitoring work to ensure it adheres to federal law, regulations, and policies are critical experiences for success.

Survey participants who worked in the industry sector indicated that establishing and maintaining relationships with various organizational stakeholders was critical for success. The manager of managers level participants considered actually delivering the presentations to organizational stakeholders as a critical experience essential for success.

In addition, researchers compared and contrasted competencies and critical experiences for the four sectors. Participants listed oral communication and ethical behavior as two of the top five competencies for academia, consulting, government, and industry regardless of level.

Step 5: Creating Final Career Path Models

The next steps in this project are to finalize and report the results through a series of articles in The Industrial-Organizational Psychologist (TIP), ordered by proportion of SIOP membership (academia first, followed by consulting, industry, and government), and ending with a final scheduled paper discussing similarities across all four sectors. All articles will also

be available on the SIOP website. Each article will present an I-O career path that highlights the most critical competencies and experiences at each level of a given sector. This will enable readers to pinpoint which of their own competencies need more development and what experiences they should pursue in order to succeed at the next level. In addition, we will solicit the perspective of those who completed the survey regarding the "where learned" component, contributing to the discussion on revising the Guidelines for Education and Training at the Doctoral/Master's Level in I-O Psychology. Finally, our plan is to have interactive career path models available for members and visitors to view on the SIOP website. These interactive models will assist members with career planning by exploring the most critical competencies and experiences one should have to be successful at each level of a given sector. They will also help individuals interested in pursuing a career in I-O psychology understand the broad array of career paths available.

The results of the project and corresponding interactive career models we believe offer the potential to provide a great career resource for all SIOP members, including:

- For graduate students and faculty advisors:
  - Exploring career options
  - Determining internship objectives
- For early career I-O psychologists:
  - Charting a career path/trajectory
  - Framework for seeking new experiences and developing competencies
  - Considering individual contributor versus managerial career tracks
- For mid- and late career I-O psychologists:
  - Considering career transitions by matching necessary competencies/experiences to current state
  - Setting expectations and managing other I-O psychologists

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Practitioner Perspectives

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SIOP Workshops: Thirty Years of Professional Development for SIOP Members

In 1982, APA's Division 14, Industrial and Organizational Psychology, became incorporated as the Society for Industrial and Organizational Psychology and soon after began holding the SIOP professional conference separate from the annual APA conference. Both APA's Division 14 and SIOP have had a long-standing commitment to professional development for members. We researched the last 30 years of professional development workshops by SIOP, starting in 1986, and summarize here the most frequent topics and workshop presenters.

SIOP Workshops

SIOP has a workshop committee that consists of a chair, who is appointed for 2 years (plus one year as chair-in-training), and volunteer committee members who serve no more than 3 years. The committee is responsible for annually identifying topics that would be most appropriate for the SIOP professional development workshops and then identifying presenters who have the expertise and willingness to deliver a workshop at the annual SIOP conference. Each workshop usually is a half-day workshop (about 3.5 hours) delivered twice on the same day, the day before the conference begins. Presenters are given a small remuneration and some support for travel expenses/conference registration fees. Each half-day workshop typically attracts 15–35 participants per session, with some workshops attracting more and some fewer people. For some years a maximum of 35 participants was set for each workshop. The full range of participants for the years 1999–2014 (based on available data) is 4–57 participants for a half day workshop. Almost all workshops were offered twice in the same day.

We recovered the workshop topics, descriptions and presenters for the last 30 years of workshops, since SIOP become independent of APA. For a few early years in this time

period workshops (different workshops) were offered at both the SIOP and the APA conferences. Prior to 1986, workshops were only offered at the APA conference. In this article we report on workshop topics and presenters for the 1986–2015 time period. Workshops are typically planned about a year in advance, so the topics and presenters for 2015 have already been planned. In future articles we hope to provide additional information on pre-1986 workshops and on workshop metrics such as participant attendance for specific topics.

Workshop Topics

The SIOP workshops offer one view of the field of I-O psychology and how the field has changed over the years. It is based on the assumption that the workshop committee has good insights into the current member interests and hot topics. A review of the last 30 years of workshops provides some insight into the changing nature of our field and the changing interests of our members.

Of course some workshops are much better attended than others, so participation rates and workshop ratings can be useful measures in reviewing the workshops. Those data are not easily available because in the past (prior to 1999 when the SIOP Administrative Office was established) SIOP kept few data records of past workshops. Some effort is being made to reconstruct those data.

Each year the workshop committee identifies 12–15 topics (currently 10–12 topics) that they think would be of professional interest to SIOP members. Some topics are regularly offered, such as employment law and litigation, because of ongoing member interest or because of licensing or continuing education requirements. Other topics are chosen because they represent more current or emerging topics of interest to members. As the membership changes and grows, the interests of members also change.

We have reviewed and summarized the workshop topics by the 3 decades covering the 30 year period (1986–1995, 1996–2005 and 2006–2015). For 2015 we have been provided with a preliminary list of workshop topics and presenters, but some minor changes may occur before the 2015 SIOP conference in Philadelphia.

For the 10 year period 1986–1995 there were a total of 154 workshops with 12–21 workshops offered each year. Almost no two workshops were on the exact same topic or had the same title or presenters. Exceptions were a few popular (well attended) workshops that were repeated in the following year. We reviewed the workshop titles and descriptions and grouped workshops that seemed to fit in the same topic category. The top-10 topic categories for the 1986–1995 decade are presented in Table 1. Workshop topic categories that were presented at least five times during the decade are included in Table 1.

The topic list in Table 1 suggests a good deal of interest in the topics of employment law/litigation, teams, selection, and testing. During that decade the profession was still recovering from the litigation heavy 1970s,

Table 1

Rank Order for Workshop Topics by Decade: 1986-1995

Rank	# of Workshops	Topic
1	9	Employment Law/Litigation, EEOC Issues
2	8	Testing - Development & Use
2	8	Teams
4	7	Selection, Staffing
4	7	Consulting
4	7	Performance Appraisal & Management
7	6	Individual Psychological Assessment
7	6	Utility Analysis, HR Metrics
7	6	Research Methods
10	5	Employee Surveys
10	5	Compensation, Rewards

and organizations were concerned about making sure that they could hire employees using validated and effective selection techniques and tools. In those days a substantial number of I-O psychologists were involved in developing and validating selection instruments. In the late 1980s and early 1990s there was also an emerging interest in I-O practice (beyond research), so members were interested in developing consulting skills, providing individual psychological assessments, and delivering employee surveys. Members were being hired by organizations in significant numbers both as outside consultants to organizations and as internal human resources staff members.

Evolutions in the field are apparent as the workshop topics changed over the next 2 decades. Tables 2 and 3 list the most frequent topics for the 1996–2005 and 2006–2015 decades. Topics that were presented at least five times in a decade as workshops were included in the tables.

For the 1996–2005 decade (see Table 2) the workshop topics clearly shifted from the prior 10 years. Some topics, such as employment litigation/law, selection, and testing continued to be frequently offered as workshops, but there was a surge of interest in topics of greater interest to I-O practitioners. These emerging interests included talent management, leadership and management development, employee surveys, organizational development, computer applications, and coaching. Each of these is associated with I-O practice in consulting and organizational roles. It is not coincidental that some of the best-selling SIOP Professional Practice books have also been on these same topics (see Gueutal & Stone, 2005; Hernez-Broome & Boyce, 2010; Kraut, 2006; McCauley & McCall, 2014; Silzer & Dowell, 2010; Silzer & Parson, 2014b; Tippins & Adler, 2011; Waclawski & Church, 2001).

Table 2

Rank Order for Workshop Topics by Decade: 1996-2005

Rank	# of Workshops	Topic
1	10	Leadership & Management Development
1	10	Consulting
3	9	Talent Management, High Potential Talent
3	9	Employment Law/ Litigation, EEOC Issues
5	8	Employee Surveys
5	8	Selection, Staffing
7	7	Organizational Development & Change
8	6	Computer Technology & Applications
8	6	Coaching
10	5	HR Management and Practices
10	5	Testing - Development & Use

Table 3

Rank Order for Workshop Topics by Decade: 2006-2015

Rank	# of workshops	Topic
1	14	Talent Management, High Potential Talent
2	10	Employment Law/ Litigation, EEOC Issues
3	8	Coaching
4	6	Performance Appraisal & Management
4	6	Statistics
6	5	Leadership & Management Development
6	5	Employee Surveys
6	5	Research Methods

During this period there also was significant growth in I-O practice career opportunities. Many organizations hired I-O psychologists into internal positions (not in personnel research) and nonresearch focused I-O consulting firms experienced significant growth and hiring signifying that I-O practitioners were in demand. During this period the number of workshops that were offered slightly declined to 143, with a range of 11–16 workshops per year. This was partly due to the reduction of I-O workshops offered at the APA conference and an exclusive emphasis on workshops offered at the SIOP conference.

For the 2006–2015 period (see Table 3), the number of workshops offered declined again to 131, with a range of 10–15 workshops per year. The fewest workshops (10) were offered in 2014 at the Hawaii SIOP conference, which also had lower conference registration because of the location. There were three topics that were regularly offered in workshops during this decade: talent management, employment law/ litigation, and coaching. This represents the dual interest in selection on one hand and talent management and coaching on the other. The former represents a longstanding I-O competency, whereas the latter two represent emerging practice

Table 4

30 Year Rank Order of Workshop Topics*

Rank	# of Workshops	Topic
1	28	Employment Law/ Litigation, EEOC Issues
2	23	Talent Management, High Potential Talent
3	19	Consulting
3	19	Selection, Staffing
5	18	Leadership & Management Development
5	18	Employee Surveys
7	16	Testing - Development & Use
8	15	Research Methods
9	14	Performance Appraisal & Management
9	14	Coaching
9	14	Organizational Development & Change
12	13	Computer Technology & Applications
12	13	Teams
14	10	Statistics
14	10	Business Finance & Acumen
14	10	HR Management & Practices
17	9	Cross Cultural & Global issues
17	9	Utility Analysis, HR Metrics
19	8	Individual Psychological Assessment
20	7	Organizational Culture & Climate

*Based on all workshops presented from 1986 - 2015

areas for I-O psychology. It is disappointing that I-O graduate schools still seem to be resisting any inclusion of the new emerging I-O competencies into graduate curriculums. The remaining workshop topics also represented a mix of old standbys in statistics and research methods and newer practice areas in leadership development and employee surveys.

A summary of the all the workshop topics for the 30 year period can be found in Table 4. There were a total 428 workshops offered with a range of 10 (2014) to 21 (1987) workshops per year. The large number of workshops attests to the significant contributions made by a large number of presenters (total of 820 presenters) and the ongoing support given to the professional development workshops by SIOP members.

The most frequently offered workshops (the top 6) represent the dual sides of I-O psychology. Employment law/litigation and selection (ranked 1 and 3) represent the longstanding, older part of I-O psychology; this side that still is the primary focus of I-O graduate education. Four other topics, talent management, consulting, leadership development and employee surveys (ranked 2, 3, 5 and 5), represent the new and emerging side of I-O psychology. Unfortunately, these topics are rarely taught in I-O graduate schools, which almost forces SIOP to cover these essential graduate education topics in professional development workshops. The graduate schools seem doggedly resistant to covering these topics, partly because

there are few graduate faculty members with any expertise or interest in these areas (for related books on these topics see Kraut, 2006; McCauley & McCall, 2014; Silzer & Dowell, 2010).

The remaining topics on the 30 year topic list (Table 4) are mostly familiar topics. Over the course of 30 years some topics seem to be gaining member interest (based on frequency of workshops), including leadership development, talent management, cross cultural and global issues, computer applications, and coaching (see Gueutal & Stone, 2005; Hernez-Broome & Boyce, 2010; Lundby & Jolton 2010; McCauley & McCall, 2014; Silzer & Dowell, 2010; Tippins & Adler, 2011). Other topics seem to be diminishing in member interest with fewer workshops offered for each over time, such as selection, teams, testing, job analysis, and utility analysis. This difference between these two groups of topics may reflect the changing professional needs and interests of I-O psychologists but also may reflect what does and does not get taught in I-O graduate schools.

Workshop Presenters

Typically, workshop presenters are invited by committee members to present a workshop. Topics and suggested speakers (and workshop assignments for committee members) are discussed at the planning meeting, a year in advance of the actual workshop sessions. Each workshop committee member is responsible for recruiting, arranging, and managing

one workshop each year. The topics and suggested speakers are usually discussed in committee meetings, and then assignments are made to committee members. Like topics, speakers who get strong ratings by participants are sometimes invited back to present additional workshops on the same or different topics. The presenters who have delivered the most workshops over the 30 years are listed in Table 5.

The top ranked presenter (in workshop frequency) for the 30 year period is **Wayne Cascio**. He has been a popular and enduring presenter on a range of topics and has presented 13 times from 1986 to 2015. We know that Wayne also presented workshops prior to 1986, and we are working on retrieving that data. He probably is a very popular educator to his students as well. The next four presenters are also well known, popular presenters: **Rob Silzer, Ben Schneider, David Peterson,** and **Nancy Tippins**. Each of these members is known for their expertise in particular areas, although several of them have presented on a range of topics. It is worth pointing out that three of these top five presenters are I-O practitioners and two of them are academics, reinforcing the point that practitioners make many significant contributions to I-O psychology.

The top ranked presenters (top-10 ranks but 11 presenters because of a tie) are an impressive group. Nine of them are well known in I-O psychology. Five of them are I-O practitioners (Silzer, Peterson, Tippins, Ruch, and Hollenbeck) and four of them are I-O academics (Cascio, Schneider, Landy, and Sackett). The two others are nonmembers who specialize in employment law and accounting finance. At least three presenters in this group have delivered workshops prior to 1986 – Wayne Cascio, **Frank Landy,** and **George Hollenbeck**. We hope to provide that information in a future *TIP* article. Two

Table 5

Top 10 Workshop Presenters From 1986-2015 in Rank Order

Rank	Presenter Name	# of workshops	Years	Topics
1	**Wayne Cascio**	13	1986*-2015	Utility analysis, workforce, human resources, selection research, downsizing, business acumen, etc.
2	**Rob Silzer**	10	1987-2012	Individual & executive assessment, executive & leadership development, talent management, selection, high potential talent, ethics, etc.
2	**Ben Schneider**	10	1988-2013	Customer service, organizational climate, organizational fit, job analysis, survey research, etc.
2	**David Peterson**	10	1993-2014	Coaching, leadership development, consulting, etc.
5	**Nancy Tippins**	9	1997-2013	Selection, fit, ethics, validity, research developments, internet testing, etc.
6	**Frank Landy**	8	1998*-2007	EEO, consulting, selection, expert witness, technology, science & practice, etc.
6	**Keith Pyburn, Jr.**[1]	8	1988-2008	EEO, validity generalization, employment litigation, etc.
6	**Peter Ramstad**[2]	8	1998-2015	Finance and accounting, business knowledge and strategy, etc.
9	**William Ruch**	7	1988-2001	EEO, employment litigation, testing, validity generalization, etc.
10	**George Hollenbeck**	6	1988*-2003	Executive assessment and development, leadership development, 360 feedback, etc.
10	**Paul Sackett**	6	1987-2013	Testing, integrity testing, research developments, etc.

*In addition Wayne Cascio, Frank Landy and George Hollenbeck all presented workshops prior to 1986. Those workshops are not included in this 30 year summary and will be

[1]Nonmember lawyer, [2]Nonmember accountant, finance manager

Table 6

Presenters Who Delivered Four or Five Workshops Between 1986-2015

Delivered FIVE workshops	Delivered FOUR workshops
Seymour Adler	Sandra Davis
Lawrence Ashe	Ben Dowell
Alexis Fink	Calvin Hoffman
Richard Guzzo	Leaetta Hough
Richard Jeanneret	Morgan McCall
Kathleen Lundquist	Jeffrey McHenry
William Macey	Morton McPhail
Mitchell Marks	Kevin Murphy
Rodney McCloy	David Nadler
Vicki Vandaveer	Elaine Pulakos
Jack Wiley	Charles Raben
	Sheldon Zedeck

of the presenters listed are nonmembers (a lawyer and an accountant) who have delivered eight workshops each on employment litigation and business finance.

All 11 presenters should be highly commended for their contributions to SIOP's professional development programs.

Twenty-three additional presenters have delivered either four or five workshops during the 30 year period. They are listed in Table 6. This group is also widely re-

spected and active in SIOP. They are also frequent speakers at SIOP conferences. In this group of 23, there are *15* practitioners, *7* academics/researchers and one nonmember (Lawrence Ashe, a lawyer, who has delivered several highly regarded workshops on employment litigation with **Kathleen Lundquist**).

Across the 428 workshops in this 30 year period there were a total of 820 presenters, of which 522 were unique individuals (accounting for multiple presentations by some individuals).

Employment Focus of Workshop Presenters

For many years some academics in key SIOP positions promoted the idea that the only way to get recognized or rewarded by SIOP was to have "visibility," which they defined as being well published in refereed research journals. This view is still held by those academics who want to use a "journal citation index" to evaluate

Table 7

Workshop Presenters Based on Primary Employment Focus

Workshop presenters		Consulting	In Organiz	Academic	Researcher	Other*	Total
Rank 1-10	#	4	1	4	0	2	11
% of all 11 presenters	%	36.4	9.1	36.4	0	18.2	
% of 9 SIOP members**	%	44.4	11.1	44.4	0		
Rank 1-23	#	15	5	8	3	3	34
% of all 34 presenters	%	44.1	14.7	23.5	8.8	8.8	
% of 31 SIOP members**	%	48.4	16.1	25.8	9.7		
First Presenters	#	120	50	123	17	118	428
% of all 428 presenters	%	28.7	12	29.4	4.1	28.2	
% of 310 SIOP members**	%	38.7	16.1	39.7	5.5		
All Presenters	#	207	106	190	28	289	820
% of all 820 presenters	%	25.2	12.9	23.2	3.4	35.2	
% of 531 SIOP members**	%	39	20	38.5	5.3		

* Other includes all individuals who are not full SIOP members

** Of the SIOP members in each presenter group what % have each primary employment focus.

practitioners' contributions for recognition by SIOP and who then primarily network with and support other academics within SIOP. We have long argued that this narrow view of professional contributions is not only significantly out of date but is unfair to the 50% of the SIOP full membership who are I-O practitioners. We think the workshop data makes our point that I-O practitioners are making significant but largely unheralded professional contributions.

The primary employment foci of workshop presenters, based on their professional affiliation at the time of the workshop, are summarized in Table 7. We categorized the presenters into the four primary employment groups that we have previously used: academics, researchers, consultants (nonresearch), and professionals in organizations. We identified the employment focus for four presenter groups:

- the top-10 ranks of presenters in frequency (n = 11 because of ties)
- the top-23 ranks of presenters (n = 34 because of ties)
- the first listed presenters (those listed first as presenters for a workshop, n = 428)[1]
- all presenters (n = 820)[2].

As you review this data keep in mind the actual SIOP membership distribution (using 2011 SIOP membership data).
- Consultants/Professionals in Organizations - **49.3%**
  - Consultants (nonresearch Consulting firms & Independent Practice) - 30.3%
  - Organizational-based & Government professionals - 19.0%
- Academics/Researchers - **48.6%**
  - Academics (Psychology depts. & Business schools) - 43.5%
  - Researchers – (Research firms & Government research) - 5.1%

Table 8

Summary of Workshop Presenters by Primary Employment Focus

Workshop presenters		Consulting & Members In Organizations	Academic & Researcher	Other*	Total
Rank 1-10	#	5	4	2	11
% of all 11 presenters	%	45.5	36.4	18.2	
% of 9 SIOP members**	%	55.6	44.4		
Rank 1-23	#	20	11	3	34
% of all 34 presenters	%	58.8	32.3	8.8	
% of 31 SIOP members**	%	64.5	35.5		
First Presenters	#	170	140	118	428
% of all 428 presenters	%	39.7	32.7	27.6	
% of 310 SIOP members**	%	54.8	45.1		
All Presenters	#	313	218	289	820
% of all 820 presenters	%	38.2	26.6	35.2	
% of 531 SIOP members**	%	58.9	41.1		

* Other includes all individuals who are not full SIOP members

** Of the SIOP members in each presenter group what % have each primary employment focus.

One way to look at contributions of different member groups is to consider how well they are represented in the workshop presenter group in comparison to their SIOP membership representation[3]. Across the different presenter groups consultants are consistently represented among presenters about **10%** *more often* than their 30% portion of the SIOP membership. Professionals in organizations are represented in about the same numbers as their 19% SIOP membership representation. However, academics are represented among presenters about **10%** *less* than their 43% membership proportion, and researchers are represented in about the same numbers as their 5% SIOP membership.

A summary of how well practitioners and academics/researchers are represented among workshop presenters is provided in Table 8. Even though these two groups have equal numbers of SIOP members (49.3% vs. 48.6%), the practitioners are more likely to be presenters than the academics/researchers (59% to 41%). Part of this difference may be due to the choices made by the workshop committee but partly it may be that practitioners have more expertise and experience on topics of interest to workshop attendees.

However the underlying conclusion is that I-O practitioners (consultants and professionals in organizations) are highly active in SIOP and do make major contributions to the profession, to I-O psychology, and to SIOP. In the case of workshop presenters, they contribute at a greater rate than academics/researchers.

This underscores the need for SIOP to provide them with equitable recognitions and awards inside SIOP. Unfortunately this need has not been addressed by the SIOP Executive Board, which seems to resist fair and equitable recognition of practitioner contributions and which continues to be dominated by academics.

Conclusions

These data leads to the following conclusions.
- Workshop topics have been evolving over the last 30 years with increasing interest in I-O practice topics of talent management, employee surveys, computer applications, coaching, and leadership development. There appears to be a softening of interest in more traditional I-O topics such as selection, teams, testing, and job analysis.
- There is a core group of 11 presenters who have presented a total 88 workshops over the last 30 years. They have made significant contributions to the professional development of SIOP members and should be commended for their efforts.
- I-O practitioners have been very frequent presenters at the SIOP workshops and are represented among workshop presenters at a 10% higher rate than they are among the SIOP membership. They should be recognized for their ongoing professional development contributions.

The SIOP professional development workshops have been a major contribution to the field over the last 30 years. They are well attended and have been an important

part of continuing education for our members. I-O practitioners fully support the workshops both by presenting frequently and by attending the annual workshops.

In addition, the workshops also deliver significant revenue to SIOP, to a great extent because of practitioner involvement and support. Practitioners deliver significant revenue to SIOP (probably the majority of SIOP revenue) not only through the workshops but also based on their LEC attendance and leadership (Silzer & Parson, 2014a) and their editing and writing of SIOP books (Silzer & Parson, 2014b).

Isn't it time that I-O practitioners be given fair and equitable recognition in SIOP for their many professional contributions?

[1] There were 428 presenters and 300 unique individuals listed first as presenters
[2] There were 820 total presenters and 522 unique individuals as presenters for the 428 workshops
[3] For comparison purposes we use the total number of presenters rather than just the number of unique individuals. We think this better represents the full contributions of each member group, taking into account that some individuals were presenters in multiple workshops.

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Developments in HWP:
The Private-Sector's Role in Poverty Reduction, a "Global Special Issue," and New Directions in Research and Practice

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Greetings *TIP* readers, and welcome to the latest edition of the **Spotlight on Humanitarian Work Psychology** (HWP) column! In this issue we take a moment to pause from our frequent interview format and highlight some recent publications and presentations pertaining to industrial-organizational (I-O) psychology's engagement with issues of global human development. These publications and presentations have taken place both within psychological academic outlets and under the auspices of stakeholders in the international development community. These works include a report from the United Nations Development Programme (UNDP) that discusses, in part from an I-O psychology perspective, the role of the private-sector in reducing global poverty; the publication of a review of the world's first "global special issue" on psychology and poverty reduction; and other publications and presentations relating to subjects within the content domain of HWP. We must preface this review by stating that it is not intended to be comprehensive, but rather, it is meant to give the reader a glimpse of some of the latest "goings on" in HWP. We are always looking to discuss and feature new and diverse examples of HWP-related research and practice, so if you know of something we should feature here, please let us know!

We first turn to discuss the UNDP report mentioned above and then further elaborate on developments within academic journals and conferences. Following those discussions, we briefly comment on the current state of I-O psychology's engagement with global human development.

Barriers and Opportunities at the Base of the Pyramid

We begin our review with a recent event within the international development community, namely, the August 18, 2014 launch of a report focusing on how the private

Panel at the United Nations Development Programme's August, 2014 launch of the report "Barriers and Opportunities at the Base of the Pyramid-The Role of the Private Sector in Inclusive Development" in Istanbul, Turkey. Lori Foster Thompson (middle) delivers her presentation which was accompanied by presentations from other report coauthors including David Blustein (second from left), Saliha Kozan (third from left), Alexander Gloss (third from right), Dharm Bhawuk (second from right), and Stuart Carr (far right). Gokhan Dikmener from the UNDP (far left) moderated the panel.

psychology, health psychology, educational psychology, I-O psychology, social psychology, and behavioral economics.

These teams spoke to various challenges and opportunities that tend to arise as private-sector organizations deliberately attempt to benefit society and/or the environment. Alongside Dharm P. S. Bhawuk and **Stuart C. Carr,** the editors of this column participated in the team that endeavored to represent various viewpoints from I-O psychology. However, the approach

sector can facilitate poverty reduction at the "base of the pyramid."[1] This report, published by the United Nations Development Programme (UNDP), was spearheaded by the UNDP's Istanbul International Center for Private Sector in Development (IICPSD), which focuses on the role of the private sector in relation to various human development goals— prominently including the reduction of poverty (see here and UNDP, 2014). The IICPSD adopted an innovative and intellectually rigorous approach to developing this report by collecting and synthesizing the insight of teams of academics from across the behavioral sciences, including in the disciplines/ subdisciplines of developmental

the team took to considering workplace issues was both complemented and strengthened by related insights from closely related subdisciplines, including, for example, those by the team of Blustein, Kenny, and Kozan, contributing from an educational and counseling psychology perspective (see Blustein et al. [2014] for the background paper from which the UNDP report drew) and by the team of MacLachlan and McAuliffe operating from the perspective of health psychology (MacLachlan & McAuliffe, 2014).

In broad stroke, what resulted from the IICPSD's efforts was a cross-disciplinary overview of a wide variety of ways that

private-sector organizations can promote human development—and a number of barriers that exist to them effectively doing so. Methods for the private sector to reduce poverty include both "internal" corporate social responsibility (CSR) efforts devoted to improving the lives of employees and their families and "external" CSR efforts devoted to broader community development. Other options include social entrepreneurship practices that seek to use market-based strategies to improve human well-being rather than maximize profits; inclusive business practices that deliberately include people living in poverty as clients, customers, employees, and producers; and mainstream business practices for which maximizing profit is the chief goal.

The IICPSD challenged each team of academics to translate research findings into clear, practical, and actionable recommendations for the private sector and for a range of important stakeholders including national governments, academia, and nongovernmental organizations. In addition, the August 2014 launch of the report in Istanbul, Turkey, included stimulating discussions around how to implement the findings of the report—discussions that were framed by a speech from Nobel-prize winning economist Joseph Stiglitz, who highlighted the global challenges of economic inequality and the deficiency of many economic-based measures of human development. In line with Stiglitz's comments, the report moved beyond a narrowly defined economic understanding of poverty by describing it as "a complex web of accumulating and

interacting disadvantages that sustain and perpetuate a life of socioeconomic exclusion" (UNDP, 2014, p. 2).

One of the chief tasks of the I-O psychology team was to consider various barriers related to workplace behavior and organizational dynamics that might prevent the private sector from more fully and effectively supporting poverty reduction. Along with other teams, the I-O team identified a number of barriers including an absence of key workplace skills; a lack of understanding of the nature of work at the base of the pyramid, which often takes place in the "informal" economy; perceptions of injustice in the workplace and society more broadly; and the exclusion of marginalized populations (for example, refugees and international migrants) from full and productive inclusion in the workplace (see Chapters 4 and 7 of the UNDP, 2014 report and the I-O team's background paper to the report; Bhawuk, Carr, Gloss, & Thompson, 2014).

Just as important as barriers, teams also identified a number of ways that the private sector could work to promote sustainable poverty reduction. The I-O team suggested that perhaps one of the most all-encompassing and powerful methods for meaningful poverty reduction entails creating a "positive work cycle" of increasing worker productivity and well-being in private-sector organizations operating at the base of the pyramid. The idea of a positive work cycle represents a synthesis and simplification of the potentially self-reinforcing interaction of psychological empowerment, goal-setting,

and skill development. Such cycles might be supported by both organizational and societal factors including high-performance management practices, positive (e.g., transformative) leadership practices, ensuring basic "decent" working conditions, the reduction of organizational inequality that undermines people's sense of fairness and justice, and the provision of fundamental sociopolitical resources like access to information and social support. The power of positive work cycles is thought to emerge from its ability to both improve the lives of people participating in work and further benefit well-being through the sustained economic growth resulting from gains in private-sector productivity.

One major theme that emerged from the report is the important potential for sustainable and effective poverty reduction through innovative alignments of mainstream business practices with prosocial and environmentally responsible goals. In many ways the precursors for, and correlates and consequences of, these alignments represent important research directions for I-O psychology. A wide range of other ways for stakeholders, including those in I-O psychology, to understand and support the private sector's engagement with poverty reduction are included at the end of each chapter in the report. Particularly important opportunities for I-O psychology include generating a greater understanding of how to effectively adapt high-performance work practices—prominently including workplace training—into the large informal sectors of the economies at the base of the pyramid. These informal sectors are dominated by unregistered

organizations and working arrangements that differ greatly from those often found in large and formal organizations in Western high-income countries. More broadly, it is important to explore the degree to which information about work that has already been developed in one setting (e.g., work-requirement information for occupations from the United States' Occupational Information Network) is useful and valid in lower-income settings. In addition, it seems important to promote a greater understanding of how to address issues of organizational inequality and the workplace inclusion of marginalized populations.

The UNDP's report (2014) is foundational in scope and nature, and the IICPSD envisions continuing efforts to further develop and refine its findings and directions. The continuing work of the IICPSD in this regard represents an important opportunity for I-O psychology to engage with issues of global human development because of the discipline's great focus and expertise in supporting worker well-being and work productivity in the private sector. Finding ways to simultaneously promote both at the base of the pyramid is perhaps one of the greatest and most important challenges our discipline has ever faced.

Developments Within Academia

As a prominent example of major academic developments pertaining both to I-O psychology and global human development, Carr et al. (2014) recently completed a review of an unprecedented "global special issue" focusing on poverty

reduction and psychology. This global special issue was composed of special sections and issues published on the subject from nine journals over the course of more than 3 years. The review highlighted themes and lessons from the 62 contributions to the global special issue. For example, the review identified that psychology as a discipline can usefully "concentrate resources on finding out what actually works to enable poverty reduction" and can help to "ensure that research on poverty reduction is more informative and compelling to community stakeholders, organizations, and policymakers" (Carr et al., 2014, p. 1). Many contributions to the global special issue included a focus on issues germane to I-O psychology. For example, according to the review, the global special issue included consideration of the person–environment "fit" of humanitarian aid workers (Manson & Carr, 2011), the psychological and organizational ramifications of remuneration policies perceived to be unjust (Marai et al., 2011) and the outcomes associated with professional relationships between expatriate and local humanitarian workers (McWha & MacLachlan, 2011).

In addition to the Global Special Issue on Poverty and Poverty Reduction, a diverse number of recent efforts have been undertaken to tackle the multifaceted nature of poverty from the standpoint of I-O psychology. They include the development of a person-centric perspective on corporate social responsibility and humanitarian work (Rupp, Skarlicki, & Shao, 2014), the use of

psychometric testing to identify promising entrepreneurs in lower-income settings (Klinger, Khwaja, & Carpio, 2014), and the evaluation of empowerment and entrepreneurship training for young women (Berry et al., 2013). Other examples were present in an August 2014 invited symposium entitled "Humanitarian work psychology as a way for I-O psychology to support global humanitarian goals" (Behrend, 2014) at the American Psychological Association's annual convention in Washington, DC; there, for example, Gielnik (2014) spoke about efforts to study entrepreneurship training in lower-income countries while Meyer, Kanfer, and Burris (2014) discussed their continuing work addressing team-based goals and incentive programs for frontline health care workers in Bihar, India. At the July 2014 International Congress of Applied Psychology's conference in Paris, sessions were held on various issues within the broader content domain of humanitarian work psychology, including: I-O psychology's intersection with the Millennium Development Goals; the struggle to foster truly global participation and research within the HWP content domain; HWP's application to topical areas, regions, and vulnerable populations within international development work including the fight against communicable diseases, foci on issues in Latin America and Western Africa, and pregnant mothers in Sierra Leone (Abdul-Nasiru, 2014; Carciochi, 2014; Maynard, 2014; McWha, 2014; Reichman, 2014; Saner, 2014; Saxena, 2014; Vallieres, 2014).

Conclusion

Continued efforts within both the psychological and international-development communities are important for advancing I-O psychology's contributions to global human development. Ensuring that I-O psychology's tools and theories are included within the international development community's work and scholarship helps to ensure that a rigorous understanding of human dynamics in the workplace can benefit efforts to alleviate poverty and meet other important global development goals (see an in-depth discussion of I-O psychology's intersection with the Millennium Development Goals within the SIOP UN Team's column in this issue of *TIP*). Moreover, incorporating issues of global human development into I-O psychology's scholarship can help to ensure that our research and practice address some of world's most pressing problems, considering issues and realities that are salient to the vast majority of the world's population who live in lower-income countries and who comprise the fastest growing segment of the world economy (ILO, 2014).

Both academic efforts and efforts within the international development community have been greatly supported and fostered by professional organizations. SIOP has played an important role in this regard, for example, through the efforts of its team of representatives to the United Nations, which has promoted the discipline's engagement with projects directly supporting the UN's activities (including the UNDP report discussed above); the decision to add a "pro-social (e.g., humanitarian work psychology, corporate social responsibility, sustainable development)" category to SIOP's upcoming annual conference; and the generation of an online platform to coordinate volunteering opportunities, led by **Doug Reynolds**. Efforts from multiple other professional associations have also been of key importance. For example, SIOP's International Affairs Committee has been joined by the Alliance for Organizational Psychology and the European Association of Work and Organizational Psychology to prepare a white paper on the important global issue of youth unemployment (forthcoming at http://www.siop.org/WhitePapers/).

Altogether, it seems an extremely auspicious and exciting time to be an I-O psychologist as our discipline continues to increase its engagement with truly global and historic problems. We are confident that through the continued passion and professionalism of our colleagues, and with the leadership of our professional associations, a scientific understanding of human behavior in the workplace will increasingly be a useful and central facet of efforts to accelerate and strengthen global human development. We are hopeful that I-O psychology will continue to reach beyond high-income boundaries to tackle major barriers to human development at the base of the pyramid.

 The term "base of the pyramid" often refers to business practices involving people living in, or near, poverty, especially people in lower-income countries (see, e.g., London, 2007).

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Organizational Neuroscience

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Neuroscience and Leadership Development: An Interview With Dr. Marian Ruderman and Dr. Cathleen Clerkin

In this issue, we continue our journey through the metaphorical construction site of organizational neuroscience (ON) with two builders of the field, Marian Ruderman, PhD, and Cathleen Clerkin, PhD. They work at the Center for Creative Leadership (CCL) in Greensboro, North Carolina. CCL is a non-profit organization whose mission is to advance the understanding, practice, and development of leadership for the benefit of society worldwide.

Marian Ruderman is senior Fellow and director, Research Horizons at CCL and is a thought leader whose recent work links neuroscience to the field of leadership development. Marian has coauthored or edited several books and has published articles in scholarly outlets including the *Academy of Management Journal and Journal of Applied Psychology*. Marian's work has been cited in the *Chicago Tribune, Wall Street Journal, New York Times, Fast Company Magazine*, and many others.

Cathleen Clerkin is a postdoctoral research fellow at CCL whose work draws upon research and methodologies from organizational psychology, social psychology, and neuroscience. Cathleen's work has been recognized by the National Science Foundation, the Fulbright Foundation, the Ford Foundation, and the Society for Personality and Social Psychology.

In this issue, we talk about the state of ON at CCL. Marian and Cathleen explain what that means to be co-principal investigators for CCL's Neuroscience & Leadership Initiative. Their contribution to ON is through the application of neuroscience to the growth and personal transformation of leaders.

What are your current projects?

Marian - We're working on a broad program of research called the Neuroscience & Leadership Initiative that

includes several components. With this initiative we are looking to apply findings in neuroscience, positive psychology, and contemplative practices to the field of leadership development. We are interested in integrating and applying these fields because they all look at emotions, neural functioning, and mindfulness in relationship to well-being and health. Our work is translational in the sense that our main objective is to take the existing literature and translate and apply it to leadership development, testing neuroscience principles outside of the lab and inside of leadership development experiences. While we are rigorous about collecting data to evaluate theory, ultimately, it is about whether our programs and interventions are useful to leaders. Our goal is to improve the efficacy of leadership development practices.

How do you conduct this type of applied ON research?

Marian- We take a multifaceted approach. Our first step was the traditional literature review. Once we got versed in the literature, we invited experts in the field to come to CCL. This gave CCL a chance to dialogue with the experts. We also reviewed the neuroscience information promoted through popular media. One challenge was weeding out the pseudo-science as there is a lot of hype in this area. Following the scientific and popular reviews, Cathleen and I with our colleague, Carroll Connolly, developed a model for the leadership development community. This model is now in the form of a [white paper, available on the CCL website](). We are using the paper to share our perspective with a variety of audiences—HR specialists, I-O psychologists, managers, youth, and our CCL colleagues as a way to

engage in conversation about the topic. Based on what we learned from the literature, we are prototyping different interventions. The goal of prototyping is to examine the efficacy of different techniques for the purpose of developing leaders. In a first round of testing, we look to see how people respond to the new approach. Do people understand the intervention? Do they find it to be a worthwhile experience? What do they report learning from the intervention? Will they use the intervention after the training? Does it appeal to different audiences around the world?

 In the following rounds of testing, we look at how the intervention relates to well-being and leadership outcomes. This is more of a typical research process where we use survey or experimental methods to test a hypothesis. For instance, we are currently testing out an approach for using biofeedback and breathing techniques to improve self-regulation. We have a long list of other neuroscience-related topics to pursue. Once we have data that a particular intervention contributes to the leadership development process, CCL will then use it with large groups of people. In addition to the applied aspect, we also plan on publishing our results in academic journals, so as to share our findings with the field.

How is this work received by clients?

Cathleen – Overall, I would say our clients respond very positively. It's new, and something they don't usually get in leadership development training. They're very excited about the neuroscience initiative, especially when it comes to resilience, biofeedback and technology. The brain and the mind is something

leaders in different settings know is important but often don't understand very well. Practitioners and leaders are very eager to learn more.

How exactly are you using biofeedback?

Marian - We're using equipment from the [Institute of Heart Math](#) called the [Inner Balance Sensor](#). The sensor is used with an app to allow the user to self-monitor the state of internal synchronization between the heart, breath, and the brain. Heartmath has conducted their own research on this tool in relationship to a variety of health, wellness, and educational outcomes. The idea is that the body and mind perform at a higher level when they are synchronized. There are lots of breathing tools available, but we are investigating this one because it provides instant feedback as to the degree to which the heart and brain are synchronized. Our participants like getting instant feedback, and the ability to self-monitor and modify accordingly adds an important dimension. We have run very preliminary tests with our colleagues to work out technological bugs, which we have found is a big obstacle to clients using something. Cathleen has been doing a lot of work to simplify the process.

Cathleen – We've been doing a pilot intervention by having colleagues use the inner balance sensor every day. People just download the app, plug the sensor into their iPhone, clip the sensor to their ear and seconds later they get feedback about their pulse, heart-rate variability, and their parasympathetic nervous system. The Inner Balance app automatically e-mails me feedback, so I get biofeedback data daily and can track people's improvements. People are interested in this telescope into

their brain and nervous system because that telescope isn't usually available. It provides a new type of self-awareness and a new lens of self-improvement. It's a good technology for applied ON as it makes the psycho-physiological processes more transparent and easy to understand. As we mentioned, our leadership application is still in the works, but we've gotten a lot of positive feedback. We are doing a full test with a leadership population this summer. Then the focus will move from whether or not you can plug this in and use it, to measuring psychological and physical changes.

What would the ideal results of this experiment look like?

Marian - There are three levels of things that we'd like to see. First, we'd like to show how it contributes to well-being over and above other leadership development processes. Second, we'd like to examine relationships between use of the breathing technique and performance, or an element of performance, (e.g. cognitive speed or decision making). Third, we want participants to find it helpful. Ultimately, we hope we can further a shift in the conversation of leadership development from self-awareness to self-modification.

What challenges have you encountered in your work?

Cathleen – There is a need for flexibility, to keep an open, yet critical mind. Everything in this area is so new; you have to be willing to both try out new interventions and to also go back to the drawing-board when something doesn't work out. A big challenge is finding the tools and technology that work in an applied setting. Most CEOs don't want to sit at a machine or be hooked up with goop in their

hair. When working with biofeedback, the technology doesn't always work and you have to think on your feet and troubleshoot as you go.

Also, we've found that finding a common language can be a challenge. As Marian said, this is translational research and making neuroscience concepts and neuroscience terms understandable to people without scientific backgrounds has been a big part of our project. Language is powerful and the right translation is vital to get people to understand and buy into the importance of ON in relationship to leadership.

What pushback have you gotten in your work?

Marian - We've gotten two levels of pushback. One is that these interventions are too hippie and new age. If people have tried some form of meditation or mindfulness in the past and it didn't go well, then they carry that forward and aren't always open to related approaches. Second, for people who are real behaviorists, and many people in leadership development are, there's a certain amount of reluctance to look inside the brain and mind. So, we learned to frame this as a critical addition to leadership development and not a replacement for a behavioristic approach. Leadership requires both the body and the mind. We try to show how ON relates to things like information processing, innovation, decision making abilities, as well as psychological capital.

What advice do you have for people interested in this area?

Cathleen – There's room for more researchers and we need more work in this area. If you are planning on conducting applied ON research, I would recommend taking the time to translate the jargon. Some of the technical terms we take for granted can sound scary, misleading, or meaningless to someone outside of the field. Be prepared for push back, and for some bumps along the way. But I think it's a budding field and I hope more people will join us. I think that many people are eager for more knowledge and research in this area and that once we have a common language and understanding of this interdisciplinary area, we'll see the field really jump forward.

What final comments do you have for TIP readers?

We just encourage people to explore their interests in the topic. We welcome connecting with people via collaboration and conversation. Whether said connections take the form of a company that wants to try out our interventions, or researchers who have equipment that they'd like to try out in an applied setting—we're open to either with the goal of improving leadership development.

Conclusions

We thank Marian Ruderman and Cathleen Clerkin for making us mindful of their work at CCL, and for sharing their perspectives as two builders of ON. Their work concerning leadership development reveals the power that comes with knowing your internal states and processes. Their experiences pioneering this work indicates that there is still a lot of building to be done in the metaphorical construction site of ON.

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Introduction

Apparently the U.S. Equal Employment Opportunity Commission (EEOC), U.S. Department of Labor (DOL) and its Office of Federal Contract Compliance Programs (OFCCP), and President Obama are immune from the summer doldrums. EEOC issued guidance regarding pregnancy discrimination on July 14, 2014. The president has issued executive orders regarding federal contractors, and DOL has been following up with proposed regulations: minimum wage (June 12), antidiscrimination on the basis of sexual preference or gender identity (July 21 and August 20), disclosure of labor law violations (July 31), and pay data collection (August 8). Most of these activities drew heat, and not just because of the season.

Pregnancy Discrimination

The Pregnancy Discrimination Act (PDA) of 1978 clarified that pregnancy discrimination was a form of sex discrimination under Title VII. Regarding accommodations at work during pregnancy, the general notion is that pregnant women should be treated with regard to work limitations as other employees "similar in their ability or inability to work." That phrase is important. The new guidance essentially says that pregnant women should get reasonable accommodations in line with the Americans with Disabilities Act (ADA). Here's the rub: Under the ADA, pregnancy per se is not a disability, but the ADA covers disabilities arising from pregnancy. In EEOC's views, the 2008 amendments to the ADA have expanded the definition of disability, including short-term situations. These views are expressed in a guidance (not regulatory) document (http://www.eeoc.gov/laws/guidance/pregnancy_guidance.cfm), a fact sheet for small businesses (http://www.eeoc.gov/eeoc/publications/pregnancy_factsheet.cfm), and a set of questions and answers (http://www.eeoc.gov/laws/guidance/pregnancy_qa.cfm).

According to the guidance document, there were about 3,900 pregnancy-related charges in fiscal year (FY, October 1 to September 30) 1997. In FY 2013 the count was

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EEOC

5,342. The increase was most noted for women of color. Most charges involved firings. Other reasons included "closer scrutiny and harsher discipline than that administered to non-pregnant employees, suspensions pending receipt of medical releases, medical examinations that are not job related or consistent with business necessity, and forced leave." Stereotypes regarding what pregnant women can or should do on the job and paternalism regarding reproductive risk are also mentioned as factors. In addition, the popular press has recently been publishing stories on the plight of pregnant women trying to maintain their employment. One case that went to court is mentioned below.

The guidance cites various court decisions for support. As discussed below, there are differing views on reading the statutes and case law. The conflict is highlighted regarding light duty assignments for off-duty incapacitation. The guidance says there is no distinction for how the incapacitation occurred; it only matters how ability or inability to work is handled by the employer and applied to pregnant women. UPS has a different view. Company policy is to offer light duty to delivery drivers only in three circumstances: disability according to the ADA, injury on the job, and inability to drive due to U.S. Department of Transportation rules (e.g., a failed medical exam, involvement in a motor vehicle accident). The last involves eligibility for "inside duty" at the UPS facility, which is not necessarily light duty. ADA is the law; the other two categories are pursuant to collective bargaining. A pregnant driver asked for light duty and

was refused. This had practical financial consequences; she had to take leave without pay, including loss of medical benefits. The company's position was that its policy was gender neutral; she fit none of the three categories. The Fourth Circuit backed UPS and the case is headed for the U.S. Supreme Court (*Young* v. *United Parcel Services, Inc*., 707 F.3d 437 (4th Cir. 2013), *cert. granted,* 86 USLW 3602 (U.S. July 1, 2014) (No. 12-1226)). The Solicitor General, who represents the U.S. government's position, argued that the time was not ripe for the court to take up the case because the effect of the 2008 ADA amendments had yet to be developed in case law and EEOC's guidance was forthcoming. The court's action likely means a relatively quick review of EEOC's view on light duty and perhaps more of the guidance, without waiting for more case law.

Employer-side commentators and two EEOC commissioners have problems with the guidance:

- There was no opportunity for public comment. The guidance was issued on a 3–2 party split vote of the Commissioners. *Young* obviously was raising a contrary position. Critics think that the controversial nature of the content demanded more careful legal analysis and extensive input.
- EEOC guidance has an expansive view of what issues pregnancy might entail, including not getting pregnant (contraception) and terminating pregnancy (abortion). Lipnic (2014, here and in part for the other items in this section), a commissioner in

opposition, pointed out that the court's recent decision in *Burwell v. Hobby Lobby Stores, Inc., et al*., --- S. Ct. ---, 2014 WL 2921709 (June 30, 2014) undercut requiring all employers to provide contraceptives health benefits.

- Although EEOC can cite cases lending support to its position, no federal appellate court has ruled that pregnancy as a matter of course was entitled to ADA accommodations. Neither has any prior analysis or guidance from EEOC, for the last quarter century. The president has called for amendment of the ADA to include pregnancy, and bills have been introduced in Congress; this underscores that the ADA does not currently provide coverage. Whatever the merits of expanding employment protection to expectant mothers, EEOC has no authority to change the law. The insistence on current ADA coverage can be interpreted as providing more rights based on pregnancy than is afforded to incapacity for any other reason not a disability under the ADA; that's not in the PDA or ADA.

- Employers are not to inquire if an employee or applicant is planning to become pregnant. Discussions of pregnancy or its effects on work with an employee are suspect. An employer might be deemed to know by observation that an employee is pregnant or heard rumors to that effect. An adverse action with this presumed knowledge is open to attack that the action is due to the pregnancy. Encouraging rather than discouraging more open communication between employer and employee about the pregnancy and work would benefit both sides.

Federal Contractor Rules

DOL has been told by the president to issue multiple rulemaking documents. Recent executive orders can be found at http://www.whitehouse.gov/briefing-room/presidential-actions/executive-orders. Minimum wage proposed rulemaking is described at http://www.dol.gov/whd/flsa/nprm-eo13658. The proposed Equal Pay Report is covered at http://www.dol.gov/ofccp/OFCCPNews/LatestNews.htm#news2.

On June 12, 2014 a proposed rule was published to raise the minimum wage for contractor employees to $10.10 per hour, following an executive order issued last February. DOL is expected to issue a final rule by October 1, with implementation as early as January. Employer-side commentary objected to vagueness in the definition of basic terms such as "worker" and "contract" that could expand meaning beyond current understanding of law and regulation, thus increasing the businesses potentially covered and the scope of employer liability (Knauth, 2014).

On July 21, 2014 President Obama amended Executive Order (EO) 11246 (anti-discrimination for federal contractors) to include sexual orientation and gender identity as protected categories. EO 11478 regarding federal

employees already had included sexual orientation; gender identity was added.

DOL is to implement appropriate regulations effecting these changes for EO 11246 within 90 days. Speculation based on the September 2013 regulations for veterans and individuals with disabilities has included having to solicit information from employees and applicants on sexual orientation and gender identity, and affirmative action requirements (hiring benchmarks, utilization goals, recruitment, and adverse impact analyses). The changes are expected to affect 24,000 companies with contracts worth $10K or more per year and a fifth of the national workforce.

Neal (2014) noted that EO 11246 could apply to employers with fewer than 15 employees and to religious organizations that receive federal funds. On the latter point, in contrast to the Employment Non-Discrimination Act (ENDA), which stalled in Congress and had broad religion-based exemptions, the EO only has limited exemptions for ministers and organizations that can give preference to those of their own religion.

This is obviously an important event. The president largely accomplished what many iterations of trying to pass ENDA and related legislation could not. It has, and yet has not, major practical impact. In 18 states and the District of Columbia, laws already exist (Reeves, 2014). Accordingly, the White House's Office of the Press Secretary notes that "most of America's major companies have already included LGBT [lesbian, gay, bisexual,

transgender] protections within their non-discrimination policies: 91% of *Fortune* 500 companies prohibit discrimination based on sexual orientation, and 61% prohibit discrimination based on gender identity. Among the 50 largest federal contractors, which represent nearly half of all federal contracting dollars, 86% prohibit discrimination based on sexual orientation, and 61% prohibit discrimination based on gender identity. However, there are still 29 states without express job protections based on sexual orientation, and 32 states lack bans on gender identity discrimination. There are an estimated 14 million employees of federal contractors who live in states without state law protections that will now be covered."

OFCCP followed up on August 20, 2014 with a directive regarding investigation and remedy of sex discrimination involving transgender status or gender identity.

On July 31, 2014 an EO was issued to require contractors to disclose labor law violations within the previous 3 years, effective in 2016. Federal agencies will be required to designate a labor compliance adviser to review whether violations should result in exclusion from federal contracts. Contractors with more than $1M in government business may not require employee arbitration agreements for Title VII cases and cases involving sexual harassment or assault. The latter follows a provision for defense contractors first introduced as an amendment to the FY 2010 defense appropriations bill by Senator Al Franken (D-Minnesota); the triggering issue was the handling of the alleged

gang rape of an American contractor in Iraq by fellow contractors. Employer-side commentary speculated on how this effort would be enforced and coordinated across agencies because it created a new layer of oversight and presumably would require coordinated action to determine exclusions from contracting.

On August 6, 2014, OFCCP announced proposed rulemaking that would require most federal contractors and first-tier subcontractors with 100 or more employees and contracts or purchase orders of $50K in a period of 30 days to file annual compensation reports. Also covered are large-contract construction subcontractors at any tier, depositories of federal government funds, and financial institutions that are agents for U.S. savings bonds and savings notes. Comments are being solicited on the inclusion of some educational institutions. The comment period for this and the rules in general runs until November 6. The data will be used to create industry compensation benchmarks. The proposed Equal Pay Report would be due on March 31 of each year and include:

- Total workers within EEO-1 category (EEO-1 being EEOC's annual demographics report) by race, ethnicity, and sex;
- Total wages as reported on the W-2, similarly categorized; and
- Total hours, similarly categorized.

Negative commentary was swift. W-2s for the preceding year could include those who worked for the employer, or in the same job capacity, only part of the year. Bonuses and commissions, paid to only some job classifications within EEO-1 category and varying by year, would further distort the pay picture. First-line supervisors and those supervised are in the same EEO-1 category. Security of the data and anonymity of individual firms in aggregated statistics were also mentioned as concerns.

When the matter of a pay data collection instrument had surfaced, the National Academy of Sciences (NAS) was asked by EEOC to provide a proposed method. NAS responded with the finding that the federal agencies needed to have a clear plan on how the data were to be used and to pilot collection methodology. This has not happened (Hendrickson, Hoffman, Lorber, & Tyman, 2014). OFCCP indicated that it used input from the 2011 advanced notice, criteria from the president's April 8 memo on the subject, and input from subsequent listening sessions (James, 2014).

Implications for I-O Psychologists

This collection of issuances further indicates what will be getting attention from the enforcement agencies. Most of this is legal stuff, but pay data collection raises issues with what can be done with data aggregated by industry regarding equal pay concerns. Because compensation practice generally does not favor lockstep salary adjustment based on tenure, the differentiation of merited level of reward versus unfair discrimination may not be easy. As one commentator stated, with a twist of a phrase EEOC has used regarding background checks,

compensation involves "individualized assessment." Presumably that's not arbitrary and capricious assessment; that's where we come in. Initial selection and placement is also an I-O issue; the corresponding discrimination concern is "steering" certain demographic groups into lower-paying jobs.

Ordering nondiscrimination is one thing; effecting inclusion is another. King and Gilrane (in press) are about to provide evidence-based recommendations for leveraging diversity, another area where I-Os can claim expertise.

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Consider the Following

Work analysis (WA; also job analysis—I'm not getting into it but see Sanchez, 1994, and Sanchez & Levine 1999, 2001; and note that I'm using "WA" —quite sloppily—whenever one of my interviewees said anything remotely close to the term) is the foundation of all personnel-side functions in our field (and relevant to a great many other functions as well). It is not in the somewhat pedantic manner that philosophy underlies all of our work or quarks underlie all of your favorite breakfast foods but in rather a direct and practical way. For instance, one needs to do (or have done) WA prior to putting together a selection system (at least according to this thing and this thing of which you may have heard[1]), likewise training-system design and evaluation; likewise compensation-system design; likewise, you know, much of what we do. If you don't like the way I'm saying this, read Morgeson's and Dierdorff's (2011) piece for different phrasing.

Still with me?

Okay, how about this one: How much do you know about how to conduct an appropriately thorough WA? How does that "thoroughness" issue depend on the context in which you're working? Do you shudder when you think of actually completing the task? What does "work" even mean? Where would you go to get answers to these questions? The *Principles*? The *Guidelines*? *JAP*? Your master's and/or doctoral training? Give it a shot, but according to some of the people working on this problem, those aren't cutting it. Let's see some of what they have to say (paraphrased, rearranged, and editorialized by me) about the problem as it stands today and about its potential solutions.

WA Standards and Having Them and How That Would Be Good (Perhaps)

Without my prompting, **R. J. Harvey**, **Ed Levine**, and **Mark Wilson** all brought up the lack of published standards for

WA as a problem for our field (though note that **Juan Sanchez** is not particularly keen on standards; see his reasoning below regarding the importance of the individual in all of this).

- Harvey particularly points out that slipping standards are a problem in our field and that WA is often a matter of doing something—anything—and calling it WA.

- Levine points out that companies may resist the writing and use of standards because it increases requirements for documentation and may restrict their freedom to operate, but then we have the *Guidelines* and the *Principles* and the world hasn't ended, and as Wilson puts it, what scientific society worth anything is unwilling to put forth and follow standards of practice? Further, Levine claims that we have egg on our faces when SIOP and its cognates furnish expert witnesses who oppose each other in court with regard to the adequacy of a given WA effort, an issue that could be addressed by having standards to which to point both when conducting and when defending WA.

- When challenged on the viability of a set of standards that would be adequately detailed to cover all of the different situations where WA is needed, Wilson and Levine both point out that standards aren't designed to do the work for a practitioner, they are simply structures put into place to help ensure that the work done meets minimum requirements. What's more, they

point out that granularity could be provided in the form of breaking WA recommendations down by purpose. Training? Do this. Selection? Try this.

- Would people actually use these guidelines? **Wilson** thinks that this is a matter of marketing. He points out that there are plenty of other areas where empirically grounded recommendations exist but are not often followed such as in the work-design domain. Speaking of empirically grounded domains:

The Cool Thing About a Scientific Field Is the Science Part

One of APA's flagship journals is *JAP*, right? In the last decade, there have been only enough WA articles to count on one hand ([for certain values of "hand"](#)). The folks I interviewed were involved in authoring five of those six articles. Interesting. Where has all the recent research gone (and take a look here at Sanchez & Levine, 2012)? Everyone I interviewed—including **Anna Kurtz** and **Frederick Morgeson**—gave me their opinions regarding the research in the field. They all agreed that WA research needs to be attempted, completed, and (importantly) published more often than is currently the case. Here are their specific thoughts:

- It would be good to have some understanding of the economic utility of WA when conducted in organizations (says Levine and have said Sanchez and Levine previously; see Morgeson

& Dierdorff [2011] for a review of what they and others have said on this topic). Likewise some research into the appropriate level of detail that should be sought when conducting WA. Note that this research would be important to the writing of standards as discussed above.

- Work done in both the laboratory and the workplace can teach us things about WA, says Morgeson, and topics of particular interest/import are team task analysis, organizational-level WA, and strategic WA. (A note from Levine, though: Remember that the investigative processes required to accomplish these different types of inquiry are very much discrete and that, for example, individual position analysis and team function analysis are not synonymous.) Morgeson notes too that it is important to ask questions that are interesting to organizations and not just to academics, a sentiment reinforced by Wilson, who reminds us that good research is informed by and informs theory (we are, after all, supposed to be scientist–practitioners, right?). I am not primarily a purveyor of controversy so suffice to say that there was some disagreement regarding whether it is important to push research towards theory or towards practicality ([Lewin's adage](#)[2] notwithstanding). To this end, Kurtz speaks about her work in determining the types of information for which managers and other stakeholders look in the products of WA. She points out that *we* know why WA is important, but we need to learn both how to articulate that importance to clients (of different sorts) and to learn from our clients (of different sorts) what they think is important so we can ensure that we choose an approach that will accommodate their needs. In this vein, she points out that we don't have an empirical understanding of what, exactly, prevents clients from being enthusiastic about WA.

- Wilson also points out that the increasing role of artificial intelligences ([less Sci Fi than you may think](#)) constitutes the topic to anticipate and address for our field. He reflects that, for our field, WWI was about selection, WWII was about human factors, and the modern cyberwar is about understanding the machine models, the human elements in them, and how and where those interactions go awry. Wilson recommends riding this bloom in funding availability and interest to help us both finally come to an understanding of what "work" is in the first place and also to determine how "work" will look in the coming century.

- To consider and research jobs as entities separate from the incumbents who accomplish them, says Sanchez, is a mistake. He indicates that it is important to integrate people into the study of work and that differences in ratings can result from actual and meaningful differences in the ways that individuals perceive their work. New technologies, globalization, and increased competition, he says, have

augmented and will continue to augment these differences.

- Harvey encourages us to focus on situational characteristics—moderators—as well as to consider and investigate compensatory models more often (the way that selection systems and WA feed into each other in this context deserves exploration).

Give an I-O Practitioner a WA, Something Something; Teach an I-O Practitioner to Do WA, Something Better

As I hyperlinked earlier, the current (as of writing) standards for both master's and doctoral education make mention of WA. As mentioned above, several different folks pointed out the import of conducting and having published rigorous empirical work to further our understanding of WA. Morgeson took this further:

- We need to show our students that it is possible to publish in WA. If you want scientists interested in the topic to advance the field and so they can provide practitioners with new tools, we need to start by snagging students' interest.

- We also need to get students at all levels and of all areas of interest out into organizations to talk with workers in auto factories, steel mills, call centers—any occupation will do. He points out that people and their work are inherently interesting and that the very act of going out and having conversations with workers will help pique students' curiosity about and interest

in WA, serving to both meet our stated educational standards and to further the above objectives of research productivity and guideline generation and adoption.

Knots

The above aren't particularly complicated—let's write standards, do and publish research, and train our students intelligently—but here is a specific call to action to tie it all together:

1. The Society should assemble a panel of willing experts to write up a draft set of standards and send them out to the membership for comments (this is all courtesy of Levine). That word "experts" is important, though, according to Wilson. As you may have gathered by now, fewer people have an adequate understanding of WA than have, for example, an adequate understanding of selection.

2. Journal editors and reviewers need to first consider and then clearly communicate what will fly as relevant research in the domain of WA; decisions should be based on what will advance the field while maintaining high standards of scientific and broader ethical integrity.

3. Researchers need to conduct all flavors of WA-relevant work—from lab to field studies, instigated by academic and by applied questions, and so on—to bolster our understanding of not only WA but work in general and work as it occurs today and will occur in an exciting and increasingly computerized future.

4. If you haven't already, go do an informal WA. Identify a type of work that is intriguing to you and perhaps also a type of work that isn't and go figure out what is *really* done in prosecution of that work. You will be surprised. I was.

End Notes

1: These "things" being the SIOP *Principles* and the *Uniform Guidelines*.
2: "There is nothing so practical as a good theory."

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A Freudian Interpretation of Correction Formulas

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I have never before begun a column with a disclaimer. This column invokes the name of someone who was never a member of SIOP. Furthermore, he wasn't even a psychologist. However, Sigmund Freud was a seminal figure in the study of personality. There is a division of APA (Division 8) that is devoted to personality. Although I am not a member of this division, I am going to write something about Freud. I hope the members of Division 8 do not send me unpleasant emails questioning my competency to write about one of their founders. Over the years in previous columns I have mentioned Greek gods, Madame Curie, and Theodore Roosevelt. I never hung out with them either. Now that we have settled this matter, it is time for moving forward.

This column addresses something that researchers in SIOP know well, the concept of statistical correction formulas. For those not familiar with them, they go something like this. In our research we analyze the statistical relationship between variables, with the resulting index being a correlation coefficient. Any correlation coefficient will be of a certain magnitude. A correlation coefficient fresh out of computation is known as a "raw" correlation. What comes next is the topic of this column. The raw correlation coefficients are subjected to statistical adjustments though correction formulas.

This column is based on two assumptions. First, I know of six correction formulas. They correct for: (1) unreliability in the predictor measure; (2) unreliability in the criterion measure; (3) restriction in the range of measured variables; (4) the use of less than infinite sample sizes; (5) dichotomous criterion measures; and (6) the lack of cross-validated results. There may be more than these six, but these are the ones I know. Second, based upon over 40 years of membership in the scientific community, I am of the opinion that the overwhelming majority of leading statisticians and psychometricians (i.e., the folks who invent these correction

formulas) are male. I am not saying these fields are completely devoid of women. I am referring only to base rate membership by gender.

Here is my Freudian interpretation of correction formulas. I think of a raw correlation coefficient as being the simple product of its (statistical) birth. It is what it is. Alternatively stated, researchers get whatever they get. It is the same as the process of human development. We turn out the way we turn out. However, for many men how our manhood turns out can be a sensitive issue. That is, the magnitude of our manhood has deep psychological meaning, as we presume it is an index of our masculinity and virility. In short, our very identity as men. The way to enhance the magnitude of our masculine identity would be to enhance the magnitude of our manhood. Although I cannot reveal the identity of someone who has conducted unrelenting investigative research to identify surgical procedures and secret potions from far away places to achieve such an outcome, the research has been fruitless. As the medical profession told me, "You got what you got. Deal with it." I say show me a man who wouldn't like a greater sense of masculine identity and I'll show you a headliner in the adult film industry.

In case you are wondering how I get the ego strength to discuss such personal matters, I will inform you that The University of North Carolina at Greensboro hired me as an endowed professor. Fortunately for me, the assessment process was not fully comprehensive. I even got a North Carolina vanity license plate,

ENDOWED. Examine the photographic proof of my assertion for yourself.

No, it hasn't been Photoshopped. I bet the guys in the prison metal works shop had fun printing my plate. I get knowing looks and approving smiles from many motorists when I stop for a red light. I barely acknowledge them. However, my wife insists we drive her car to church.

Now on to the specific issue of using correction formulas. Although men can do nothing to enhance the magnitude of their masculine identities, correction formulas can enhance the magnitude of correlation coefficients. Can and do. It is no coincidence that five of the six correction formulas (all developed by men) serve to enlarge, enhance, or extend the magnitude of the raw correlation. At least these scientists were not going to be impotent observers of things smaller than they would like. They did something about the humiliating problem. Freud would have predicted this very outcome.

But the story continues. It is one thing to apply statistical hydraulics to correlation coefficients. It is quite another to profess such results achieve a higher epistemology by referencing them as an "estimate of

the truth." Who among us would argue against the truth? Freud called this rationalized grandiosity. It is almost as if we are medieval knights, dressed in full male plumage. The raw correlations kneel before us, trembling in anticipation. With our correction formulas in hand, we avow, "In the name of truth and approaching perfection, I enhance thee."

But if taking the moral high ground to defend the need for such enhancements isn't enough, at the operational level we found a way to *exceed* perfection! That's right, while a correlation coefficient in excess of 1.00 is theoretically impossible, such a beast can be computed. Only a man could fantasize about making something bigger than what is possible. It must be the testosterone in us. When confronted with questions about how their computations resulted in exceeding perfection, these researchers dismiss the inquiries with a disdainful wave of the hand, as if to say, "That's your problem, peewee."

We now turn our attention to the final statistical correction, the correction for shrinkage. Its origin is noble. Given that our statistical methods maximize predictable variance, it is not unreasonable to conclude the magnitude of the correlation coefficient is, in fact, larger than it would be if it were tested in a different sample. The correction for shrinkage is unlike all the others in that it serves to *lower* the magnitude of the correlation coefficient. In plain English, the correction for shrinkage proclaims, "Things are not as eye catching as they initially appear." It is one thing to have a

correlation coefficient be of regrettably small magnitude but quite another to make it even smaller yet. For some reason male researchers are not wild about using the correction for shrinkage. In truth I can't recall reading any study in the last 20–30 years that reported its use. The very name, *shrinkage*, conjures up the consequences of taking a very cold shower. To consider the broader view, if we must suffer the indignity of one correction formula that makes things smaller, we will counteract it with five correction formulas that will make things bigger. Freud would attest to the male need for this 5/1 ratio. Perhaps that is why male researchers have their five friends on speed dial.

When we do use the correction for shrinkage, it is offered almost as an apology. Its use is the equivalent of saying, "I am not intimidated by my correlation coefficient's massive magnitude, but I can understand, for whatever reasons, you might be. So as a gesture of social accommodation, its magnitude will be reduced for your benefit. I'm sorry if I initially caused you to experience shock and awe." But I assure that behind closed doors, male researchers discuss the magnitude of the raw correlation not its *shrunken* counterpart. Yet the reverse holds true for raw correlations *enhanced* with the other five correction formulas. I wonder why?

I believe the only way SIOP will ever get beyond this preoccupation with magnitude is when women become the leading figures in statistics and psychometrics. They will help us to accept with grace

whatever we get in our research. They will remind us that size isn't everything. What matters is what you do with what you have. I look forward to the day when I no longer smirk every time I read about Roy's largest root.

However, perhaps I am being naïve. Maybe all that will happen is new terms begin to appear in our scientific literature, as validity augmentation, moderator makeover, and getting a datalift. I can't wait to read the first theoretical treatise on covariance envy. I am not insensitive to the female perspective on such matters. Years ago one of my female doctoral students informed me I was inducing her to suffer PMS: Paul Muchinsky Syndrome.

The editor of *TIP*, **Morrie Mullins**, is always bugging the columnists to include lots of photographs to appease the members of SIOP who are "verbally challenged." What exactly was I supposed to show, very explicit images of two-digit decimals that change in magnitude? Given the Freudian basis of this column, I suppose I could have shown photographs of a "before" and "after" following treatment for erectile dysfunction. Because this is a family website, I will not bow to the media-savvy but reckless preferences of the editor. How do you like the irony of that, folks? That's right; **The High Society** takes the lead in maintaining the prevailing standards of moral decency and professional responsibility in journalism. Surely the Chicago Cubs winning the World Series can't be far behind.

Academics' Forum

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Expert Advice for Putting Together an Edited Book

This past summer I spent a lot of time curled up with books. Although I could take the time to tell you my favorite parts of Tom Wolfe's *I Am Charlotte Simmons* or use this space to admit I have read one too many Jonathan Kellerman novels, nobody cares about that. Besides, those aren't really the books I'm talking about. Instead, I'm referring to the edited books, with carefully crafted chapters summarizing the latest trends and future directions in leadership, teams, organizational politics, motivation, work–family issues, and so much more. A well-designed edited volume is simply beautiful and has the potential to impact the field in ways that journal articles often don't.

As I was reading the books, I couldn't help but wonder how the editors pulled it all off. I have co-authored chapters before for such books but have never put a book together. It seemed like a huge feat, and I decided to ask how one might go about doing it. I am pleased to present responses to my queries regarding putting together an edited book. I have summarized the responses from an impressive and diverse group of academics. The subject matter experts from whom I've gathered input range from assistant professor to professor emeritus. They have a wide array of experience with editing volumes, from one person whose first book will be available later this year to another who is in the process of working on an eighth edited book. In addition, some panelists have been the sole editor for a book, some have only coedited books, and some have experience going solo as well as working with a coeditor to create an edited volume. The topics of the edited books that have been published under these individuals' direction cover the full spectrum of I-O psychology. Similarly, the panelists' books have been produced by several different publishers. Some of the books edited by these individuals have won awards. In short, as a group, the panel for this topic is able to offer a variety of perspectives. Moreover, their advice should hopefully prove to be quite useful.

Without further adieu, the panelists (presented in alphabetical order) who have so generously given their time to provide answers to my questions are: **James Farr**, professor emeritus of Psychology at Pennsylvania State University, **Ann Huffman**, associate professor of Psychology and Management at Northern Arizona University, **Debra Major**, eminent scholar and professor of Psychology at Old Dominion University, **Maura Mills**, assistant professor of Psychology at Hofstra University, **Neal Schmitt**, University Distinguished Professor Emeritus of Psychology at Michigan State University, and **Lois Tetrick**, University Professor of Psychology at George Mason University. I am grateful to each of these individuals for their willingness to help aspiring editors.

Coming Up With an Idea

As Julie Andrews said in *The Sound of Music*, let's start at the very beginning. Presumably, the first step is to come up with an idea for an edited book. Well, as it turns out, sometimes it's not the editor's (or editors') idea that leads to a book. Several of the panelists noted that they were approached to do a book by a publisher's representative. For example, Farr was asked by an editor of a publishing company to do a handbook (in this case it was the *Handbook of Employee Selection*, coedited with **Nancy Tippins**). As another example, Mills was approached at the end of a SIOP symposium that she had chaired. The publisher emphasized how important she thought the topic was and requested that Mills write and submit a book proposal for a book falling in line with the

symposium topic (which led to her book, *Gender and the Work–Family Experience: An Intersection of Two Domains*). It's not just the publishers doing the asking. Major noted that she was approached by her coeditors about joining book initiatives that already had preliminary approval from the publisher. She said this was even the case on one where she was the lead editor (her book, *Handbook of Work–Life Integration among Professionals: Challenges and Opportunities*, coedited with Ronald Burke). So sometimes the ideas for very good books—or at least the idea to do a book based on a certain topic—are generated by individuals other than the editor(s).

Okay, so nobody is contacting you to do a book. Me neither. Assuming you don't already have that magical idea, where might you find it? Several panelists noted that book ideas have been borne out of conference symposia (though unlike the experience Mills had, publishers weren't immediately involved in moving the idea forward into a book). Farr, for example, noted that his first edited book (*Innovation and Creativity at Work: Psychological and Organizational Strategies*, coedited with Michael West) was the result of conversations following a symposium in which he and West surmised that the topic was worthy of an edited volume. Huffman noted that the idea for her book (*Green Organizations: Driving Change With I-O Psychology*, co-edited with **Stephanie Klein**) was the indirect result of two separate symposia. Specifically, Huffman noted that she and Klein "had asked **Paul Muchinsky** to be a discussant at two different sessions at two different

SIOP meetings. He knew we were both doing work in this area so he introduced us, provided us with suggestions on developing an edited book, and introduced us to a publisher."

You Have an Idea... Now What?

Alright, so let's assume you have an idea. What now? How do you make that idea come to fruition? Do you contact publishers first or line up potential authors? Do you need to have an outline in place? Is there anything in particular you should plan to have ready when pitching your idea to a publisher? Tetrick noted that once you have a rough idea of what would be included and who might be interested in the book, you would contact a potential publisher. Most publishers have proposal guides that they will share with you after you have contacted them. In terms of what to expect regarding the proposal, it's not simply an outline of what your book would include. As Huffman noted, "The publisher has a long list of needs beyond the outline. They want to know, for example, what is currently out there, who the audience would be for the book, and potential outlets. I would strongly suggest contacting several publishers and meeting them at a conference (SIOP, AOM) to discuss your ideas. This will allow you to gauge interest and learn more about their needs and requirements. Different publishers focus on different types of books, so you want to make sure you have a nice fit." Farr offered similar suggestions here. He suggested that you talk to people ahead of time, gauge interest, and meet people you might want to have as authors. He stressed that

networking is critical, as is taking advantage of the big exhibit area at the conferences to meet with other editors and publishers.

Choosing Authors

We're talking edited volumes here, so you'll need to have authors for the chapters. How do you find those authors? Typically, according to the panelists, there are two ways that this is done. The first, and most common, is for the editor to identify individuals who they think would be good choices for various topics/chapters in the book (typically based on their levels of expertise) and then contact them to see if they would be interested in and willing to write the chapter. Along these lines, Major offered the following: "I contact prospective authors by email with an overall summary of the book and the topic of the chapter I'd like them to contribute. Initially, I contact only one author per chapter and indicate specifically if they may invite coauthors, how many, and any restrictions (e.g., some publishers do not want students to be first authors). There's some negotiation involved in this process. For example, I've contacted an author to write a chapter on 'topic A' and he/she responded with a preference for writing about 'topic B.' I've had enough flexibility to accommodate those kinds of requests. Of course, invitations are based on expertise first and foremost. However, I also favor authors that I know will be responsive to me and be on time with their work." As Schmitt notes, "This means you have to know the field and the authors' interests, but I think it makes for a better book in terms of outline and focus."

But what if you're not sure whom to contact? Advice here comes from Huffman, who noted that her topic of environmental sustainability as it relates to I-O psychology had only started receiving attention within the field. As a result, who the full list of potential authors might be wasn't immediately clear. Therefore, she said that she and her coeditor, in addition to conducting a review of the literature, spent a considerable amount of time reviewing SIOP and AOM conference papers for the last several years and investigated websites specific to their topic, looking for authors who were engaged in scholarly work related to their topic.

Another way individuals have found authors for their books (and another way that could be useful if you're not sure who to contact) is by posting calls for chapters. Mills, for example, took this approach. She noted, "I issued a call for chapters through listservs, as well as sending a mass e-mail out to researchers I knew who worked in the relevant domain. Ultimately I decided which chapters to accept based upon their fit with the book's ultimate goals as well as being complementary to, but not redundant with, other chapters." Tetrick cautioned, however, that although this approach is inclusive, "it is definitely easier to work with people you know are experts in the area you are looking for a contribution and preferably people you know."

Determining Timelines

Once you have the book contract in place and have chosen some authors, how do you determine what is an acceptable amount of time to give yourself and authors for various things (writing, revisions, etc.)? In general, the consensus is that you work around deadlines imposed by the publisher, but that even then there is some leeway. Farr said that coming up with the deadlines can be tricky but is very important. He noted, "Too short and the person will say no, and you won't get the person you actually want. Give more than a year and that seems like it's forever. Sure, they can do it, but it won't be a priority. It's not that it will go to a back burner. It won't even be on the top of the stove." So what's the magic formula for setting the deadline? Schmitt noted, "I think a year is a reasonable deadline for a chapter: 3 months for an outline, 6 more months for writing the first draft, and 3 months for feedback and revision." He added, "Slippage to 18 months is probably acceptable." Major echoed 6 months as being a reasonable timeframe for a first draft.

Mills noted, "I made a real effort to give fair deadlines that gave both myself and authors sufficient time to complete our respective work with the chapters, taking into consideration semester timelines and holidays." Farr also noted the need to be cognizant of everybody's schedules when setting deadlines, especially when you have authors who are practitioners. He noted, "Practitioners are really pulled in different directions, so it's nice having a practitioner as a coeditor to feel their pain and help out there." Regardless of whether you partner with a practitioner to edit a book, partner with another academic, or go solo, he suggested that you emphasize that authors can have flexibility but it will ultimately get harder as the final

deadline looms. Deadlines, he noted, look more real to editors than to authors, so communication is key.

Handling "Bad" Authors

In order to do an edited book, you really need to rely on the authors to make it a complete success. Unfortunately, not all authors are ideal contributors. With this in mind, I asked the panelists how they handle "bad" authors. In general, the panelists were positive regarding authors, with most commenting on how authors are generally "quite diligent in preparing their contributions" and "a pleasure to work with." Nevertheless, it was also fairly agreed upon that one of the biggest challenges has to do with timeliness. Major noted, "This is a challenge, especially because there is a widespread belief that book deadlines are 'flexible,' which is sometimes true but not always." Farr noted that sometimes having a chapter or two late isn't a big deal because you can spend your time editing other chapters while you wait for the tardy chapter(s). The issue then, it seems, is really when you have too many chapters come in late. Unfortunately, this does happen. As Mills noted, "Almost all of the chapters for my book came in past the deadline I'd set." And, last, Schmitt noted the following: "Be prepared for lots of frustration on deadlines and some on the content of chapters particularly if you have not defined the content at least in rough terms."

As for dealing with issues of timeliness and poorly written chapters, a clear strategy is to be proactive and address it on the front end. You can do this by selecting the right people to be authors. Schmitt noted that he avoids people "who will make and break commitments." Similarly, Major noted, "By inviting individuals whose work I know well, I've largely been able to avoid the problem of receiving poorly written chapters." Selection of authors aside, you can also manage timeliness by building in some slack in your deadlines. Major noted, "When given the option, I prefer to build some slack into the schedule to help accommodate chapters that are late." Along these lines, Schmitt mentioned it is "always useful to nag with partial deadlines."

Of course, despite cherry picking of authors, friendly nagging, and proactive deadline establishing, late chapters will result. What then? Major commented, "For one of my books, the publisher had a firm deadline, and I had an author who was very late. After many reminders and promises of delivery, I ultimately had to tell the author that if the chapter wasn't delivered by the 'drop dead date,' it would be cut from the book (fortunately that didn't happen!)." In line with this, Tetrick added the following: "In the worst case scenario, the editor(s) simply has to say that a particular author's contribution cannot be included, but you need to be sure that the author has been given feedback and sufficient opportunity to rectify the situation."

Huffman took a benefit-of-the-doubt perspective, noting, "We didn't have any 'bad' authors, but we did have overcommitted authors. This translated into missed deadlines." She continued by

providing the following valuable advice to authors, "Whereas I don't have any great advice for the editors, I do for those who are contemplating writing a chapter. When asked to do a chapter, be realistic about your workload. If you really think it will be a burden, decline, maybe suggest another qualified expert."

In terms of dealing with poorly written chapters, the general consensus was that this wasn't typically a problem. That said, when they do occur, they can be tricky. As Schmitt noted, "Dealing with poorly written or inadequate coverage or simply wrong ideas or statements is harder (than dealing with timeliness issues). If you select well up front these problems are not usually severe. However, when they occur there is not much you can do but provide commentary and help and hope the authors will (and can) cooperate." Along these lines, Tetrick noted that "it is important to make it clear that contributions are not automatically accepted and must be accepted by the editor(s)."

Even More Advice to Aspiring Editors

I asked the panelists if there was any additional advice they might give to aspiring editors as they consider doing an edited volume. One point was to ask yourself why you are considering doing a book in the first place. What are you hoping to accomplish? As Major noted, "Perhaps this is stating the obvious, but I also think it's important to consider *why* you might want to edit a book. For me, it's been a great way to take an inventory of research areas that interest me, and

working on books, both editing and writing chapters, has allowed me to communicate ideas I believe are important but don't fit readily into traditional journal outlets. I also think it's a good way to build your professional network and share ideas with others interested in your topic." Mills echoed part of this, noting, "the book provided the opportunity to form relationships and collaborative possibilities with fellow researchers, which was a welcome added benefit."

Another common bit of advice is to consider whether doing an edited book is a good idea for you given the stage of your career. Major noted that she wouldn't recommend editing a book prior to tenure. She said, "It just won't count as much as peer-reviewed publications, so assistant professors are better off spending their time on the latter." Similarly, Huffman emphasized that they can be a lot of work, and an assistant professor's efforts may be better placed elsewhere. Farr also suggested that an edited book may be better for people once they're no longer junior faculty, noting that the books simply take too long to come out to help with tenure decisions. As Huffman noted, "The full process from development of prospectus to submitting final copy to publishers for our book was about 26 months!" Of course, this is not to say that you *can't* do an edited book as an assistant professor. It's just that you want to be sure you have considered the possible drawbacks to doing so at that stage. Further, there could be some benefits to doing a book pretenure. As Mills noted, "Editing a book early on in one's career can

prove useful in not only expanding name recognition but also in forming collaborative working relationships, thereby secondarily facilitating one's more traditional research opportunities moving forward."

Several panelists suggested you consider partnering with another individual. Huffman noted, "I am so glad I did. I think two people (an applied and an academic) allowed more creativity and perspectives. Additionally, it was really nice to have an extra set of eyes to read drafts. We had about 3 months to thoroughly review and integrate 18 chapters!" Major echoed this sentiment, noting, "I found it very helpful to work with an experienced editor. Ron Burke has edited countless volumes, so the benefit of his experience was tremendous." Similarly, Farr raved about partnering with Tippins on his volume, particularly given her practitioner perspective. In addition, he noted that having section editors for a massive handbook really helps so that nobody is too overwhelmed.

Tetrick and Huffman also suggested that you clarify all expectations—not just deadlines—with authors at the onset of the process. Huffman suggested, "Be VERY clear up front with the authors. Provide exact deadlines, formatting expectations, word/page count, rules for footnotes, and any other detail that is a hassle to change later!" Then, during the process, stay in communication. Tetrick noted, "Keep in touch with your authors but don't 'bug' them."

What about advice for after the book is completed? Major and Huffman both noted the need to work with your publisher to market your book. Major noted that "You are likely to be the best source of information for the publisher about the conferences people interested in the book's topic attend, which the publisher will incorporate into the marketing plan." Huffman suggested submitting a symposium proposal to a conference (e.g., SIOP) using some of the key authors from your book. "This is a great way to get to know your authors better, for the authors to meet each other, and to indirectly market your book!" Perhaps my favorite advice for what to do after your book is published was offered by Tetrick with a single word: "Celebrate!"

Parting Thoughts

My hope is that I have conveyed the responses I received from the panelists in such a way that anybody who wishes to do an edited volume feels more capable and knowledgeable about doing so. I asked questions on which I really wanted input and was pleased with how candid the respondents were. Who knows? Maybe you'll see an edited volume from me in the next few years. Or maybe, and perhaps more likely, I'll be reading one of your edited books.

Application of Modern Technology and Social Media in the Workplace

Nikki Blacksmith
The George Washington University

Tiffany Poeppelman
Google (Contractor)

Video-Based Technology: The Next Generation of Recruitment and Hiring

Most executives will tell you that recruitment and hiring activities are rather expensive when you take into account the cost of personnel labor and travel (e.g., flights, lodging, and meals) for applicants and recruiters (Baker & Demps, 2009). These types of resources and expenses that come with traditional recruiting and hiring practices have led to a demand for new recruitment technologies. One technology that is growing in popularity is video-based tools, which allow recruiters to screen, recruit, and interview candidates virtually and globally (Briggs, 2013).

In 2012, studies showed that 6 in 10 companies were conducting video interviews, a number that has likely increased over the last couple of years (PRNewswire, 2012). "Video-based recruitment can offer many benefits to recruiters and hiring managers," says Sean Fahey of VidCruiter, Inc. On a daily basis, Fahey's team speaks to *Fortune* 5000 companies who are interested in integrating video-based recruitment technologies into their daily practices given the associated benefits, which we will discuss in more detail. However, given the novelty and relatively recent introduction of these video-based tools, there remains a lack of research detailing how these tools impact recruitment and hiring practices.

In this article, we will briefly describe some of the new video-based technologies and recruitment methods that are emerging, how they are changing the recruitment and hiring landscape, and how we as industrial and organizational (I-O) psychologists can help investigate the effects of these new practices.

Video Recruitment Techniques

With the improvement of computer and mobile phone cameras, and other telecommunication services such as Google Hangout, FaceTime, or Skype, organizations

and recruiters are leveraging virtual teleconferencing to reach out to potential candidates. Perceived benefits of video-based interviews for recruiters include the ability to have a virtual face-to-face interaction to see applicants' reactions and social and professional presence, create deeper connections, and access geographically diverse applicants. For the candidate, videoconferencing allows them to build rapport with the recruiter and gives them a chance to capture the recruiter's attention with nonverbal impression management techniques such as eye contact, hand gestures, and smiling.

In addition, employers are moving beyond simple recruitment brochures and career website pages by creating videos that depict the daily lives of their employees to provide insight into their organizational culture. For example, Starbucks provides several "behind the scenes" video clips on their career website. Video technologies also allow organizations to provide access to and introduce high-level leadership, which gives candidates insight into the goals and values of the organization. For example, Stanley Black & Decker has developed a video in which their leadership highlights the organization's mission and benefits of working for their company. These unique inside views of an organization also assist candidates in making their career decisions to ensure they are based on fit and alignment to their personal goals.

Video-Based Resumés

Today's tech-savvy applicants are leveraging advanced computer programs to find more creative methods to demonstrate their knowledge and skills to potential employers. One emerging trend is video resumés, which are prerecorded and edited video messages of the candidate that are submitted to a potential employer in place of a text-based resumé (Hiemstra, Derous, Serlie, & Born, 2012).

With the increase in video resumés, we are beginning to see a surge in specialized companies who consult applicants on how best to develop these types of resumés and provide advice on how to stand out from other applicants. The associated benefit of video communication is that applicants have the ability to *show* employers their interpersonal skills, abilities, or other characteristics related to the job. In addition, this practice creates a more personalized way of applying for a position.

Prerecorded Interviews

Although many human resource (HR) specialists still believe that face-to-face interviews should be a key component of the hiring process (Evuleocha, 2002), we are seeing a rise in video-based interviews, especially early on in the hiring process. One new approach is prerecorded video interviews, which are one-way communication methods where applicants record their answers to specific questions developed by the employer and then send the video to the hiring organization. Fahey highlights that "one of the benefits of using prerecorded interviews is a significant increase in speed of hiring." Fahey has seen organizations increase their hiring

speed by 300–400% as well as a decrease in overall hiring costs. For instance, he described one organization that typically required weeks to fill 300 positions that was able to process the same amount of candidates in days using these new one-way video interviews.

Unknown Impacts of Video Technology: A Call for Research

Communication through technology media and videos are changing the dynamics of applicant and potential employer interactions. The ability to use visual and audio cues (especially where it was once not possible) may influence how each party perceives one another. However, little is known about how these specific behaviors, or lack thereof, impact recruitment and hiring outcomes and decisions. Below we've briefly highlighted some areas that we believe should be addressed in future research.

Impact on Recruitment and Hiring Outcomes

For organizations and recruiters, it might seem like a one-to-one ratio when it comes to meeting with someone in-person versus meeting through video-based methods. However, existing research has indicated this is not the case and there are in fact differences across video and face-to-face communication (Chapman & Rowe, 2001; 2002). Future research needs to further explore the impact of video technology on recruiter behaviors, candidate practices, and hiring decisions. It is essential to ensure these new

technologies do not decrease reliability and validity of assessments. Furthermore, research will need to confirm the processes are fair and applicants perceive the processes as such.

Whether organizations receive a competitive advantage because of these methods has yet to be demonstrated. Sean Fahey and his team are eager to determine whether and to what degree these new technologies provide a competitive advantage in their marketplace. Future research should determine whether these new screening mechanisms and interviewing practices lead to higher quality candidates or a reduction in less qualified applicants.

Influential Visual Signals and Cues

Research has also yet to examine virtual behaviors or social practices that might impact a candidate's chances of receiving the next interview or position offer. Future research should examine signals and cues that might be influential in decision-making processes. For instance, researchers should investigate whether impression management behaviors influence candidate ratings in one-way interviews in the same manner they do in face-to-face interviews. One example is eye contact, which is a common impression management technique and yet difficult to maintain during video interviews given the placement of the camera.

Conversely, research has also shown that recruiter behaviors influence applicant attitudes toward the organization but have

less of an influence on whether applicants plan to accept a job offer (Chapman, Uggerslev, Carroll, Piasentin, & Jones, 2005). Future research should seek to understand whether recruiter behaviors have a larger impact when they are more socially and visually present on camera.

Potential Biases and Cultural Impacts

Past research has shown that physical attractiveness and other demographic characteristics do influence hiring decisions (Dipboye, Fromkin, & Wiback, 1975). This is just one reason organizations have been encouraged to use paper-based resumés and online submissions over the years because it has allowed recruiters to take some of the subjectivity and bias out of the process of screening. However, given new technologies enable video-based resumés, the visual information provided might elicit bias. Research should examine whether visual cues such as race, ethnicity, or physical attractiveness early in the recruitment and hiring process create an advantage for some applicants. Research should also investigate whether recruiters focus on the same types of information or qualities in video resumés as they would in text-based resumés.

Evolving Human Resource Practices

As we can see, there is much to learn with the advancement of technologies currently leveraged for recruitment and hiring practices. With these continuous organizational shifts, we as I-O psychologists must remain on top of technology enhancements and integration points that may impact our traditional HR practices. It is imperative that we ensure employers and potential candidates understand the pros, cons, and best practices of such methods.

In this issue, we have outlined some avenues for potential research but this is by no means an exhaustive list. If you are conducting research around video-based recruiting and hiring practices or have ideas for additional research topics in this area, send us a tweet at @themodernapp!

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Max. Classroom Capacity

Marcus Dickson
Wayne State University

Julie Lyon
Roanoke College

Many people say that the pace in academics is slow. Sometimes, I agree. After all, we interview faculty candidates in November or December for a job they'll start the following August or September, while our corporate colleagues may hire in a few days or weeks. We assign students projects and don't hear a word about them until 14 weeks later. As a faculty member in our shared graduate program once said, "If you go from idea through data collection and analysis to manuscript in less than 2 years, you're really moving fast." Two years in corporate settings can span the tenure of several department managers in some organizations. So maybe some things do move more slowly in higher ed than they do in the corporate world.

However, sometimes things move at lightning speed, and opportunities arise and are taken before you quite know what happened. Last issue, we introduced Julie Lyon as a new coauthor of **Max. Classroom Capacity**. She eagerly took to the challenge, and we began to plan out a series of columns for the next year or more. This issue, we're wishing Julie farewell as a coauthor on this column, and her colleagues at Roanoke College have already wished her farewell as a faculty member there, because… well, perhaps she should tell the story and talk about what she's learned from her unexpected career transition. So here's Julie.

From SLAC to Tech

I planned on being a lifer.

After getting tenure, I figured I would stay at my institution forever. I really loved teaching at a small liberal arts college (SLAC).

This summer, I left academia (and my cushy tenure-track job) to work for Google in Silicon Valley.

Now I know that Marcus doesn't want this to be a "How to leave academia" article, so here's what I learned as I moved from academia into the corporate world:

1. The importance of learning and challenging yourself throughout your career

Roanoke College was a great first job for me. I learned how to collaborate across disciplines as disparate as Chemistry and English. I learned how to run programs and navigate the political landscape. I became a more confident teacher and presenter. After I hit tenure, however, I found that nothing really piqued my interest. Sure, I had a few new things that I enjoyed doing (e.g., sponsoring a Living-Learning Community in one of the residence halls). I was just no longer pushing myself to be my best. This led to my next revelation…

2. Am I making a difference here? Could I make a bigger difference elsewhere?

For a long time, I think the answer to the first question was yes. I think that my contribution mattered. A few years back, I took over assessment for the Business major, and I believe that my efforts helped us to better evaluate student learning and identify areas for program improvement. Academic assessment is an ongoing process, so it's not like the work is ever done, but I believe I helped the business program to set up a good system to assess learning and improve our program.

I also think I made a difference in improving undergraduate research at Roanoke College as a whole. As part of my role as director of Student–Faculty Research, I managed a program that included approximately 400 students a year across 15 departments. I was a one-person office so I was doing everything from planning on-campus conferences to approving student travel requests to handling our social media, in addition to my day job as a regular professor in Business.

I'll be honest, though. I was bored. Once I got the programs started and running well, I wasn't as interested in running them anymore. The day-to-day was not as exciting. On the teaching front, I had hit a wall. Based on every metric, my classes were effective, but having taught the same class 28 times (not an exaggerated number, believe it or not), I couldn't find any other way to improve the class and keep myself interested. I once asked my coworkers in the department, "How can you stand to teach the same class over and over?" and they looked at me like I was crazy! Like how on earth could I not be happy just to teach the same class forever? This led to my third revelation…

3. Understand yourself and your strengths

You might be like me: You've taken every assessment out there to better understand yourself and your strengths. (In case you're wondering, I'm an INTJ, high C and high D in DISC, and my top five strengths are Input, Achiever, Learner, Futuristic, Relator.) In essence, I'm a great starter. I love to think about the possibilities, brainstorm solutions, and get things up and running. Once things are running successfully, I lose interest.

I spent a lot of time reflecting on my 5 and 10 year plan during my sabbatical. When

my favorite Aunt died and I attended her memorial service this past February in Sacramento, I took some time to visit my best friend from graduate school (only 2 hours away in the Bay Area) who had just gotten a job at Google. She convinced me that I should apply for a job at Google, too.

I never thought anything would come of it. Throughout the interview process, I never believed they would want me. I figured I would just have a good story to tell my students when I came back in the fall. As I moved further along in the interview process, I kept thinking, "My students are really going to like this story!" I never thought they'd make me the offer.

When I got the job offer, I really had to think about what I wanted. Google offered a much more challenging, fast-paced environment. For me, this was a big decision. Remember, I thought I'd be a lifer at Roanoke College. Which brings me to my final point...

4. How do your skills translate from academia to the corporate world?

With the right experiences, many of your skills can translate into the corporate world. I'll talk about what I think helped me to be successful through the process:

Keep track of important metrics and accomplishments throughout your time in academia. I'm not just talking about the number of publications and conference presentations. I mean, what has been your impact? Because I was running programs and wanted to demonstrate

their success, I had already been keeping track of my accomplishments (e.g., I increased numbers of students conducting research by 40% and numbers of students presenting research by 400%).

Practice being an interviewee not an interviewer. As I-O psychologists, we are really knowledgeable about interviewing and best practices. You may even be a great interviewer. Unfortunately, being a great interviewer does not make you a great interviewee. You actually need to practice and prepare! To prepare, I purchased the Interview Series set of podcasts and materials from Manager-Tools.com. They also have a fantastic series of free podcasts that offer great career and managerial advice, and I have used them as my virtual mentors for the past 7½ years to improve my own effectiveness.

Decide what you are willing to give up. I gave up tenure, being close to family, a huge network of friends, and a nice house with a yard. My husband quit his job and is basically starting over, and I'm really lucky to have a partner who was willing to do that for me. Apartment living with two huge dogs has been challenging but doable. I can't tell you right now what I'm going to miss most about academia. (Check back with me in a year or so for that analysis.)

Keep up with your network from graduate school. Every great professional experience I've had has been from a network that I started developing in graduate school. I have plugged in to some great consulting projects, mostly through my University of

Maryland contacts. Thanks in particular to Ken Yusko for involving me in some really neat projects over the years. I got the job at Google because my best friend from graduate school found a job that was a perfect fit for me, and she supported me throughout the process.

I feel lucky because I found a great team that leads the metrics and evaluation around Google's learning initiatives and that is part of the People Operations (HR) team. I'm excited to get started.

Thanks to Julie

Marcus here again. I do want to thank Julie for her interest in and contributions to her students and programs at Roanoke—it's absolutely clear that she made a huge difference there—and for her willingness to share openly about her career choices and opportunities. That grad school network she mentioned is also part of how I connected with Julie about this column, and I agree completely with her about maintaining those relationships, both personal and professional, as they are so important in our profession. So best of luck to Julie at Google—though luck won't be an issue for her—and good wishes to her and her family in their new adventure. Be sure to ask her about it at SIOP in Philadelphia.

Max. Classroom Capacity will be back next issue of *TIP* with a new coauthor and new ideas to share about the classroom aspect of our jobs. Check back then!

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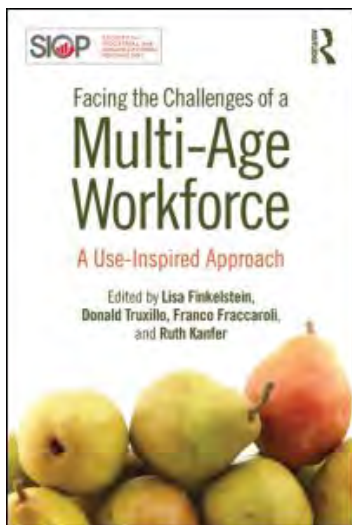
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Enhancing Your Teaching Experience: Developing Your Teaching Philosophy, Course Syllabus, and Teaching Portfolio

Beyond content expertise, success as an instructor relies on recognizing and developing a personal philosophy towards teaching. As graduate instructors, our own classroom learning and research training often position us as content experts in the classroom. With that said, our content expertise constitutes a necessary but not sufficient condition for teaching effectiveness. We must also consider *how* we teach and *how* our students learn and, perhaps more importantly, *why* we teach and *why* our students learn. These considerations are foundational for developing course syllabi and teaching portfolios that are reflective of our teaching philosophy. Based on my own experiences and the experiences of others, in this column I emphasize the importance of teaching development opportunities and describe how to develop a teaching philosophy, create a course syllabus, and gather materials for a teaching portfolio—all of which can benefit a student during graduate school and beyond.

Teaching Development Opportunities

Many I-O graduate programs provide teaching experience in some form, although programs often vary with respect to the types of training and experiences aimed at teacher development. At Portland State University (PSU), most students begin their teaching training through teaching assistantships, wherein they support instructors with photocopying, grading, and even conducting intermittent guest lectures. The teaching assistant (TA) and instructor relationship is designed to be reciprocal in nature, such that the TA provides instrumental support to the instructor and the instructor provides teaching-related mentorship to the TA. After initially serving as a TA, a number of our graduate students elect to teach their own courses after receiving their master's degree. Although serving as a graduate instructor is optional in our program, many

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students recognize the value of teaching a course, regardless of the career path they ultimately intend to pursue.

For those teaching their own courses, our department provides a teaching fellowship to two graduate students each year. Part of the fellowship includes enrollment in an online teaching development course offered by the University of New Hampshire. Through a variety of assignments and reflection exercises, the 7-week training course helps students develop a teaching philosophy and various course materials by encouraging them to consider and explicitly address the decisions they make when teaching (for more information visit http://unh.edu/teaching-excellence/GRAD980/Index.htm). After completing this teaching course, the two graduate student representatives conduct a series of brownbags throughout the year in order to disseminate the valuable knowledge they have acquired to other students in the program. In an effort to disseminate this knowledge more broadly, in the following sections I share advice from two PSU graduate students who recently completed the training fellowship. In addition, I provide examples from my own experiences, and I share additional advice from a recent PSU graduate and a former PSU postdoctoral fellow, both of whom now hold academic positions.

Developing a Teaching Philosophy

A teaching philosophy refers to an instructor's views on the general purpose of teaching, how students learn, and how an instructor may best intervene in the learning process (Chism, 1998). That is, a teaching philosophy serves as an overarching framework that guides decisions pertaining to course planning, classroom dynamics, and even methods for preventing and reacting to student misconduct. Although a written statement of teaching philosophy may not be required when serving as a graduate student instructor, many academic positions require a teaching philosophy statement as part of their application materials. Even if you are not planning to pursue an academic career path after graduate school, articulating your teaching philosophy can serve as a useful exercise that may improve your teaching and your understanding of the learning process (Korn, 2003). For example, many of the same principles are transferable to the development and implementation of training interventions in organizations and mentoring of junior colleagues.

The content of a teaching philosophy statement can vary widely from instructor to instructor, but in general, certain content domains should be covered. Chism (1998) suggests that a teaching philosophy statement should include the following three components. First, articulate your conceptualization of how students learn and how you can facilitate the learning process. Developing a metaphor or simile for student learning and instructor teaching can be quite helpful. For instance, I envision the mind as a muscle. To strengthen a muscle, it must be stimulated and exercised; however, overstimulation or overuse of a muscle can lead to fatigue and

even complete muscle failure. Therefore, as an instructor, I try to strike a balance between providing intellectually stimulating lectures, assignments, and activities, and allowing students time to recover after intense bouts of intellectual stimulation. Second, in your teaching philosophy statement, provide clear objectives for your students—these can extend beyond objectives related to learning key course content. As an example, in every course I teach, I strive to improve students' writing skills. Third, articulate how you intend to implement a particular aspect of your philosophy. Going back to the previous example, if improving students' writing skills represents a primary objective, you must decide how to best achieve this objective. For example, to improve students' writing skills, I provide students with detailed feedback on their writing that extends beyond content and into areas of grammar, syntax, and style. Finally, in terms of practical formatting issues, Chism (1998) suggests that a teaching philosophy statement should avoid technical terms or jargon and not exceed two pages in length, especially if the document will be read by someone else.

Although it is helpful to write down your teaching philosophy, it is important to remember that a teaching philosophy statement should be treated as a living document. To that end, PSU social psychology graduate instructor Sarah Arpin suggests, "The most important thing I learned from the [University of New Hampshire summer teaching course] was the value of allowing yourself to change your teaching style and philosophy with

experience. Revisiting your teaching philosophy at the end of every course is a valuable practice." Accordingly, a best practice would be to revisit and revise your teaching philosophy statement with some degree of regularity.

Creating a Course Syllabus

It probably comes as no surprise but the syllabus plays a critical role in any course. Beyond descriptions of assignments, grading procedures, and due dates, the course syllabus serves as a contract between you—the instructor—and the students, as it details important course expectations and procedures. Building upon this idea, PSU social psychology graduate instructor Cameron McCabe notes, "[The syllabus] should provide all the necessary steps that students need to take in order to succeed in the class and should leave no question as to what the expectations are of the course." In terms of the amount of information contained in the syllabus, some suggest that you should err on the side of too much information as opposed to too little (e.g., Lucas, 2008). With that said, a syllabus should not be so long that it becomes cumbersome and difficult to sift through.

In addition to its role as a contract, a syllabus should reflect your teaching philosophy through, for example, descriptions of course objectives and learning formats (e.g., lectures, activities, assignments). As an example, graduate instructor Sarah Arpin advises, "Deciding on a grade/point distribution for a course is more complicated than one would think.

It should reflect your teaching philosophy, as well as the expectations you express to students." Thus, your teaching philosophy can provide a helpful framework for the development of a course syllabus, as keeping your philosophy in mind helps to determine *what* content to include. For example, when making the course calendar, I adopt the same mind-as-a-muscle simile described above to inform when assignment due dates and exam days will occur. Recognizing that muscles fatigue with overuse, I try to avoid scheduling exams and difficult assignment due dates within the same week. In fact, I scaffold "active" recovery experiences during the class following an exam. Rather than jumping immediately into concentrated coverage of new course content, I transition the students into new content via hands-on, enjoyable activities.

With respect to communicating the syllabus content to students, most instructors hand out copies and go over the syllabus on the first day of class. From an instructor–student contract perspective, this first step is critical because students who attend the first class may make an informed decision whether to agree with the terms of the syllabus and remain enrolled in the course. Beyond the first day of class, I recommend that you revisit the syllabus as needed so as to emphasize key aspects of the course or to remind students of upcoming deadlines. Ideally, the syllabus should remain a static document during the duration of a course. With that said, if you must make a change to the syllabus after the first day of class, send out written notification of the change

and explain the nature of the change during the next class meeting (Lucas, 2008). In sum, pay careful attention to the content of your course syllabus, how you communicate the content to students, and perhaps most importantly, how the syllabus reflects your teaching philosophy.

Gathering Materials for a Teaching Portfolio

For anyone who plans to teach after graduate school, assembling materials for a teaching portfolio will be useful and probably necessary for the academic job market. Many academic positions that involve teaching require applicants to submit a teaching portfolio. A teaching portfolio most often contains a teaching philosophy statement, information about teaching experiences and interests, as well as quantitative and qualitative teaching evaluation data from prior courses taught. Rather than wait until the time comes to apply for jobs, it is good practice to continuously build and add to the portfolio throughout graduate school. As mentioned above, the teaching philosophy statement should be treated as a living document and, accordingly, should be updated regularly, especially considering that the teaching philosophy statement serves as the foundation of a strong teaching portfolio.

With regard to information about teaching experiences and interests, keep a log of the courses you teach, including how many students enrolled, what you learned from your experience, and how your teaching philosophy may have changed. Relatedly,

document your interest in teaching and why you are drawn to it; again, this may change over time. In terms of your interests, you may also want to note any courses that you have yet to teach but would like to teach in the future.

Regarding teaching evaluation data, keep a file of all relevant data and feedback received throughout your experiences. I recommend scanning any hardcopy evaluations into PDF form to serve as an electronic backup. Further, consider carefully how you will present the evaluation data. Regarding that consideration, **Bing Lin**—a recent graduate of our program and a current assistant professor at Koç University in Istanbul, Turkey—shares his own approach to assembling teaching evaluations for a teaching portfolio: "I included ratings from teaching evaluations both in the form of a table summarizing quantitative data gained from teaching evaluations, and using selected excerpts from [qualitative student feedback] that were either consistent with my teaching philosophy or demonstrated my value to the department."

After assembling a preliminary teaching portfolio, you may need to adapt the portfolio to highlight the needs or desires of different employers. For example, if the employer indicates that an ideal candidate would teach research methods courses, it would be wise to place more emphasis on your experiences, interests, and course evaluations related to teaching research methods. With all that said, you can exercise some creativity when personalizing your teaching portfolio. In fact, **Ryan Johnson**—a recent postdoctoral fellow in our program and new assistant professor at Ohio University—suggests, "There's no 'standard' way of [creating a teaching portfolio], so you have some creative license, and it is a way you can stand out to potential employers!" Thus, developing a unique teaching portfolio may set you apart from other job applicants. Finally, when assembling your teaching portfolio, seek out a faculty mentor who can provide guidance and feedback throughout the process.

Summary

Teaching a course for the first time can be a daunting endeavor. Rather than dive immediately into creating a syllabus and other course materials, take a step back and develop your teaching philosophy. A clearly articulated teaching philosophy statement provides a reference point and guidance for almost any decision you might make when developing and teaching a course. Further, a teaching philosophy statement serves as a cornerstone for a strong teaching portfolio. Finally, like most aspects of graduate school, a mentor can provide support and advice when it comes to teaching a course and preparing a teaching portfolio.

Our next column focuses on publishing research in academic outlets while in graduate school—a way to build a strong CV. We discuss the importance of publishing irrespective of the career path a student intends to pursue. Moreover, we present practical advice for students on

issues such as collecting or gaining access to data, initiating projects with faculty and peers, leading your first first-author manuscript, and responding to reviewer comments.

To correspond with the authors about this topic, please e-mail *portlandstatetiptopics@pdx.edu*. Also, 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.

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Early Technology-Enhanced Assessments

"A New York personnel man presses a few buttons on the console…and says good morning to a job applicant in Chicago. He can see [the applicant] on the phone's viewing screen [including] the applicant's voice, facial expressions and gestures…1984? No, 1964." (Byham, 1964, p. 30).

Incorporating technology (e.g., audio, video) into assessments and training is becoming a hot topic within industrial psychology (e.g., Aguinis, Henle, & Beaty, 2001; Hayes, 2013; Tippins & Adler, 2011). No doubt the use of computers to administer assessments to job applicants has made the marriage of technology and assessments much easier than in the past. However, there is actually a rich history of incorporating technology into assessments within industrial psychology. In this article, I describe some of the early pioneers of technology-enhanced assessments.

Most I-O psychologists are no doubt familiar with two of the earliest technology-based assessments, so I will mention them only briefly. Around 1115 BC, applicants to government positions in China took the Chan dynasty's Chinese Imperial Examination, which included tests of archery, horse-riding, and music (Cohen, Swerdlik, & Phillips, 1996). In 1912, Hugo Munsterberg (often viewed as one of the founding fathers of I-O psychology) developed a laboratory-based simulation of a trolley car, which predicted safety records of trolley-car drivers (Muchinsky, 2003). Both of these examinations used the technologies of their time, often focusing on transportation and warfare, which are two recurrent themes in this article.

Two years before Hugo Munsterberg's trolley-card simulator, a French airplane manufacturer, Antoinette, developed a flight simulator that required individuals in pilot-training programs to horizontally line up a bar while the simulator was manually moved to represent pitch and roll (Page, 2000). Figure 1 shows a picture of the simulator in action; note the presence of the men on the ground that manually moved the simulator. (Also note that the simulator was made using a barrel!) Devices such as this one became widely used in World War I, which

required the selection and training of large numbers of men for the newest weapon of warfare: the airplane.

Figure 1. The two images in this figure, taken in 1909, show the flight simulator for the French airplane manufacturer Antoinette.

Industrial psychologists played an important role in selecting and training the new pilots. This was no easy task, as the number of military pilots increased from 52 (in 1917) to about 16,000 by 1919 (Henmon, 1919). The U.S. Army[1] approved the operational use of several of the tests that early industrial psychologists developed; however, World War I ended before they were implemented (Damos, 2007). Henmon describes several technology-enhanced assessments and includes two criterion-related validity coefficients for each test

using supervisory ratings of flying ability as the criterion. One test consisted of a tilting chair that measured an individual's sensitivity to gradual changes in position (validities of .23 and .26). A similar test measured sensitivity to sudden changes in position using a tilting table (validities of .15 and .08). Two other tests measured auditory reaction times (validities of .14 and .15) and visual reaction times (validities of 0 and .15). The latter were measured using a device called a Hipp Chronoscope (see Figure 2), which was extensively used in basic psychology research.

Figure 2. The chronoscope was originally conceived by the English physicist, Charles Wheatstone (1845) and was later refined by the German clockmaker Matthäus Hipp; it was used extensively in Wilhelm Wundt's laboratory (Schmidgen, 2005). This depiction of a Hipp chronoscope comes from Wundt (1874, p. 770) and was reprinted in Schmidgen's extensive review of the device's history. The chronoscope (H) contained two dials (Z2 and Z4) which displayed elapsed time in hundredths of a second. The reaction time experiments began by dropping a small ball (k) using a dropping apparatus (F). The subject was asked to respond by pressing the lever (h) on a telegraph (U) when the ball hit a plate (B) at the bottom of the dropping apparatus. The chronograph began timing when the ball hit the plate and stopped timing when the telegraph

lever was pressed. The other parts in this figure are a battery (K) and an instrument for controlling the current (R). (Note that this image is reprinted with permission from the American Psychological Association.)

Another interesting device measured the ability to determine where a segment of a parabolic curve would, if lengthened, meet a horizontal plane (Stratton, McComas, Coover, & Bagby, 1920). The parabolic curves were drawn on 15-inch square plates that were placed into an apparatus with a headpiece and a binocular-like viewer through which an examinee would look at the plates. They viewed each plate of six plates twice and retook the test on a second day (test–retest reliability was .66). The median criterion-related validity coefficient (using supervisory ratings) across the six curves (and two samples) was .14. Stratton et al. also briefly describe a device used to measure examinee's ability to judge the relative speed of two objects. This device showed two white spots each traveling along two lines that would eventually intersect out of the examinee's view. Examinees were asked to indicate which white spot would reach the point of intersection first. Stratton et al. report criterion-related validity coefficients of .23 and .22 for two separate samples that used supervisory ratings as the criterion.

Stratton et al. (1920) provide an early example of the use of motion as a stimulus or prompt in personnel selection; as motion picture technology developed over time, other tests began to incorporate movies, especially during the 1940s. Again, much of this work was sponsored by the military (this time during the Second World War).

In October 1943, the U.S. Army established the Psychological Test Film Unit in Santa Ana, CA. In 1944, the staff of the unit published an article describing their work. Composed of military psychologists stationed in Santa Ana, CA, the unit's primary mission was to develop motion-picture tests and conduct research on their use for the screening and classification of military applicants. The motion-picture tests included sound and began with an introduction segment that included directions and practice items. Examinees recorded their answers on multiple-choice paper answer sheets. The tests were designed to measure a number of abilities, including the abilities to estimate visual velocities and pay attention to simultaneous events occurring in a field of view. One test included photographs taken from airplanes that were approaching a runway; examinees were asked to estimate the location where the airplane would land on the runway. Another test, this one serving as a posttraining achievement test, asked examinees to identify which aircraft were depicted in various motion pictures. Additional information on these tests was published in a technical report after the war (Gibson, 1947). A review of the research program by Prentice (1949) spoke highly of the innovative use of technology in the tests; however, it also pointed out that the validity and reliability of the motion picture tests was not particularly impressive.

The military continued to develop motion picture tests after World War II, including a proficiency test for track vehicle repairmen that used also videos (Carpenter et al., 1953, 1954). In addition, the use of motion

picture tests continued throughout the military and civilian aviation; however, its use in other large-scale testing programs faltered likely due to feasibility issues (Bennett et al., 1997).

Outside of applied settings, a number of early psychologists incorporated the use of motion pictures in basic research and educational settings. Conrad and Jones (1929) used motion pictures in an early study using a community sample. One purpose of using motion pictures was to attract a captive audience of subjects. At the time motion pictures were a rare sight in the rural areas where their work was conducted. The opportunity to see a free movie was a good enticement for potential subjects. A second purpose was to measure how well each subject comprehended and recalled the content of the motion pictures. A third purpose was to determine if motion-picture tests could be used as substitutes for paper-and-pencil tests such as the Army Alpha, which was also administered in their study. Uncorrected correlations between the motion picture tests and the Army Alpha were in the .60s and low .70s. A similar study by Heider and Simmel (1944) presented video films of real life events to subjects and later asked them to questions on the events; Carroll (1993) tentatively identified a Memory for Events factor using this work.

Johnson and Vogtmann (1955) developed a motion picture achievement test for undergraduate-level psychology students. This test presented students with a 20-minute black-and-white film (with sound) containing a segment from the full-length movie *Our Vines Have Tender Grapes* (Martin, Trumbo, Rowland, & Sisk, 1945). After viewing the segment, students applied the knowledge they learned in a psychology course while answering multiple-choice items about the movie. For example, one question asked "The girl's interest in the circus was probably acquired by: A) Simple conditioning, B) rationalization, C) incidental learning, D) reasoning, E) compensation." This test correlated with final examination scores (.47), general intelligence (.23), and reading comprehension (.35); a comparison of students' scores on the test before and after taking the psychology course yielded a *d* of .44 (*p* < .001). In a series of experiments from 1970 to 1971, Stanley Milgram, of the famous (or perhaps infamous) Milgram obedience experiments, partnered with CBS to show different versions of an episode of the television show *Medical Center* (Brinkley, Sherman, Ward, & Glicksman, 1971) to viewers (up to several million home viewers in some experiments) across the United States (Blass, 2004; Milgram & Shotland, 1973). Viewers saw different versions of the episode, some of which included antisocial behavior that involved charity collection bins. Replicas of the bins were placed in the outside the viewing areas, and number of antisocial acts were recorded as the dependent variable. (Viewers of "antisocial" television shows can rejoice—no significant differences were found in the dependent variable.)

A few historical studies incorporated other types of technology into assessments and research. Applied psychologists had an early interest in musical tests. Highsmith

(1929) analyzed data from the Seashore (1919) Measures of Musical Talent, which involved the use of a record player to measure aptitudes in pitch, intensity, timing, consonance, and musical memory.[2] Drake (1933) described a similar group-administered, piano-based test that measured musical memory, musical interval discrimination, and musical intuition (e.g., the ability to correctly answer an unfinished musical segment). In addition, Carroll and Sapon's (1957) Modern Language Aptitude Test (MLAT) includes a subtest that presents recorded sounds to assess a candidate's phonetic coding ability. The MLAT continues to be used to this day to measure an individual's ability to learn a foreign language. Other tests required applicants to interact with equipment. Figure 3 shows an Air Force test used to measure eye–hand–foot coordination and reaction times; examinees were tasked with using a handstick and rudder bar to respond to lights on a display board (Munn, 1962).[3] Robertson and Downs (1979) developed a test where applicants were taught to sew (using a sewing machine) various items (e.g., a bag) and were later rated their sewing skills. This early trainability test predicted later success in training and on the job.

Some I-O researchers also filmed job applicants and incumbents for various purposes. Siegel (1954) described a naval rater reliability study in which an examinee was recorded while taking a work sample test and later rated by trained raters. Bolton and Hickey (1969) used color video recordings of mock job interviews as stimuli in a field experiment. Another study had school principals deliver speeches into a

tape recorder for later rating on various oral production factors (Hemphill et al., 1961). As part of a validation study for the Federal Government's Professional and Administrative Careers Exam (PACE), Corts, Muldrow, and Outerbridge (1977) created a video-based job simulation whereby incumbents viewed mock videos of job tasks being performed and had to indicate mistakes that occurred and answer other questions related to the videos.

Figure 3. This U.S. Air Force photo shows four examinees taking the Complex Coordinator test, which was used for pilot selection. Examinees controlled a hand-stick and a rudder bar (using their feet) while monitoring a display board that had three sets of two lines of light bulbs (one green, the other red; Munn, 1962). The examinees used these controls to move the green lights and match them to three lit red lights.

The simulation successfully served as one of the criterion measures for the PACE. Finally, Byham (1964) described the use of AT&T videophones to remotely interview job applicants in New York, Chicago, and Washington, DC. Unlike Skype or Apple's FaceTime, the calls were not free: The first three minutes cost (in 1964 dollars) $16 to $27, with additional minutes costing $5 to $9. It took nearly 50 years; however, today video interviews are becoming quite prevalent (and much cheaper) in personnel selection.

Notes

[1]At this time the military planes and their crew belonged to the U.S. Army; the Air Force was not established as its own branch of the military until 1947 (Wolk, 1997)

[2]Highsmith's (1929) study also included measures of academic performance in music courses and intelligence test scores. Based on the data, Highsmith concluded that general "intelligence tests…gave a better prediction… of probable success in music than the Seashore tests" and "there is apparently very little measured by the Seashore tests which is not measured also by the intelligence test" (p. 492).

[3]In his review of this, and other tests, Munn (1962) came to a very similar conclusion as Highsmith (1929): "many such tests, rather than measuring each a different aptitude, are measuring the same aptitude" (pp. 123–124).

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Future SIOP Annual Conferences
Locations and Dates

2015
April 23-25
Philadelphia, Pennsylvania at the Phila-delphia Marriott Downtown

2016
April 14-16
Anaheim, California
at the Hilton

2017
April 27-29
Orlando, Florida at the Walt Disney World Swan and Dolphin

2018
April 19 - 21
Chicago, Illinois, at the Chicago Sheraton

2019
April 4 - 6
National Harbor, Maryland,
at the Gaylord National

Outreach to Policy Makers

We are excited to share with you information about SIOP's 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!

Over the past few months, several SIOP members engaged on advocacy activities in Washington, DC ranging from meetings and events on Capitol Hill to targeted outreach to nonprofit organizations. Below is more information about recent advocacy activities.

Outreach Meetings: Discussions on Federal Workforce Policy with Key Stakeholders

On August 5, SIOP members met with a series of federal workforce policymakers and stakeholders, including congressional staff from the Virginia delegation, staff from the House Committee on Oversight and Government Reform, and leadership at the Partnership of Public Service (PPS), a nonprofit organization with an established presence in federal employment policy discussions. The meetings allowed SIOP to introduce the stakeholders to I-O psychology and to explore ways in which the vast experience of SIOP's researchers and practitioners could be leveraged by the federal government in developing and implementing workforce reforms. As a whole, the meetings were very successful. The stakeholders became more informed as to how I-O psychology could be utilized going forward and suggested working with SIOP on future engagement opportunities such as informational hearings and analysis of policy recommendations.

Seth Kaplan
George Mason University

Carla Jacobs
Lewis-Burke Associates LLC

SIOP members **Doug Reynolds**, senior vice president and Assessment Technology and Chief Technology officer at Development Dimensions International (DDI), and **Dwayne Norris**, vice president and director of the Workforce and Lifelong Learning Program at the American Institutes for Research (AIR), explained the role of I-O practitioners in the private sector, and **Ann Marie Ryan**, professor of organizational psychology at Michigan State University, discussed current I-O research taking place at universities and federal agencies. SIOP also prepared and disseminated a document highlighting various practice areas in which I-O researchers have expertise as well as potential federal applications, which was used as an informative resource for the meeting targets and staff.

The meetings were scheduled amid a critical time for federal workforce reform. Senior executives throughout the government are reaching retirement, pay freezes and the government shutdown have taken a toll on federal employee morale, and many civil service regulations have not been changed in decades. In response, President Obama's fiscal year (FY) 2015 budget request included a cross-agency priority to invest in ways to strengthen motivation and leadership throughout the federal workforce. Shortly thereafter, Congressman Elijah Cummings (D-MD), ranking member of the House Committee on Oversight and Government Reform, and Congressman Gerald Connolly (D-VA), ranking member of the Subcommittee on Government Operations, cosigned a letter calling for the Government Accountability Office (GAO) to conduct a thorough review

of federal employee morale. SIOP believes that as policymakers tackle these critical workforce issues, I-O psychology research and practices should be used to inform federal workforce restructuring, recruitment, and retention policies. As such, the overarching goals of the meetings were for the Society to make I-O psychology known to the stakeholders and discuss ways in which SIOP could be an important consultative component of federal employment reforms.

SIOP members met with representatives from Ranking Member Cummings and Ranking Member Connolly's offices to thank them for their efforts to address federal workforce issues on the Committee for Oversight and Government Reform and offer SIOP as a resource when addressing federal workforce issues going forward. In addition, the group met with Congressman Bobby Scott's (D-VA) office to follow up with staff members who had attended the December 2013 SIOP roundtable on the psychological impact of furloughs and to further explain I-O research and offer SIOP's support as the congressman considers issues facing his federal worker-laden district. Finally, the group concluded the day with an engaging discussion with PPS, an organization whose reports are very influential in the federal workforce policy sphere.

The meetings were a successful component of SIOP's ongoing federal outreach efforts. SIOP will work on pursuing the stakeholders' suggestions for sustained engagement and continue to seek sensible opportunities to leverage I-O psychology in federal workforce policy discussions.

Congressional Briefing: The Science of Recruiting, Hiring, and Training Veterans for the Civilian Workforce

On August 6, SIOP hosted a briefing, "The Science of Recruiting, Hiring, and Training Veterans for the Civilian Workforce" in the Rayburn House Office Building for congressional staffers. In their discussion, the panelists overviewed the field of industrial-organizational (I-O) psychology and highlighted its applications that help veterans transition into the civilian workforce.

Dr. Lorin Mueller speaking at briefing, "The Science of Recruiting, Hiring, and Training Veterans for the Civilian Workforce"

The panel was moderated by **Lorin Mueller,** who is the managing director of Assessment of the Federation of State Boards of Physical Therapy (FSBPT). In addition, **Dan Putka**, the principal staff scientist at the Human Resources Research Organization (HumRRO), and **Kristin Saboe**, a research psychologist and captain in the U.S. Army at Walter Reed Army Institute of Research (WRAIR) in the Center for Military Psychiatry and Neuroscience, presented their research on and experience with veterans transitioning out of the military.

Dr. Mueller opened the discussion by concretely explaining the practice of I-O, as it is a lesser known field of psychology. Dr. Mueller emphasized that I-O psychology is a multi-disciplinary study that applies sound scientific principles and evidence-based practices to the business world. He commented that I-O can inform a variety of different processes, like hiring and human resource protocols. Additionally, he noted that the Department of Labor recognized I-O psychology as the fastest growing professional field. Dr. Mueller suggested that I-O research and practices can particularly help to identify best practices for transitioning veterans into the civilian workforce.

Following Dr. Mueller's remarks on

the applications of I-O psychology, Dr. Putka acknowledged that the center of any business mission is the employees. Therefore, he emphasized that companies are dependent on their people to achieve success. Dr. Putka elaborated that psychological research suggests that employees are motivated to achieve work that is satisfying. With this in mind, he pointed out that I-O psychology is extremely relevant, as it conducts scientific research on effective human capital management and offers evidence-based practices to better meet employees' needs in terms of recruitment, hiring, training, management, and retention. This

research can help to inform methods to improve overall employee satisfaction and, thus, company productivity.

With the processes of recruitment, hiring, training, management, and retention, Dr. Putka noted that veterans are a unique group of employees that sometimes require tailored approaches. In their transition to the civilian workforce, he suggested that veterans (and companies) have three main challenges. First, there is a struggle to articulate the applications of military skills to civilian jobs. Specifically, he noted that a specialty in 11B-Infantry fails to directly connect to

Dr. Lorin Mueller, Dr. Dan Putka, and Dr. and Captain Kristin Saboe at "The Science of Recruiting, Hiring, and Training Veterans for the Civilian Workforce" briefing.

civilian qualifications. Secondly, it is difficult to assess a veteran's "fit" for an organization. For example, Dr. Putka questioned, "What is the best measure of a veteran's skills? How do we measure it?" Finally, many fail to see easy methods to bridge the gaps between veterans' current skills and the skills required for a particular civilian job. Dr. Putka posed that veteran's skills need to be "retooled" to apply to the workforce. In regard to these challenges, I-O psychology can apply its expertise to connect military job skills to relevant civilian job opportunities. In addition, the field's research can scientifically inform assessments and metrics for a comprehensive evaluation of a veteran's qualifications for a position, which includes their skills, values, and interests. Finally, I-O applications can help to promote effective hiring and training practices that recognize individual differences and provide veterans with any necessary skills sets to maximize their future job performance.

In focusing her remarks to specific veteran programs, Dr. Saboe discussed the Veteran's Transition Initiative, a pilot program, first introduced in 2011, that provides vocational coaching to transition 50 veterans into the civilian workforce. This vocational coaching emphasized cultural transition, career exploration, and translation of military experience into civilian verbiage. After the initial phase of the program, researchers discovered three key findings. First, veterans were skeptical of assistance. Veterans have access to many broad programs that are not guaranteed to be effective or evidence based. This is overwhelming and can reduce the likelihood of ultimately selecting a support program. Dr. Saboe underscored that veterans are also hesitant because of the culture differences between civilian work and military work. For example, she acknowledged that, in the civilian workforce, it is important for individuals to market themselves and their skills. However, in the military, soldiers are assigned jobs and the idea of selling one's skills is foreign. Secondly, the transition to the civilian workforce is similar to entering the workforce in a foreign country; even the professional attire is novel for veterans. Finally, the military job transition timeline does not parallel a typical timeline in the civilian job market. With these takeaways in mind, the researchers adapted the program to include additional direct support for veterans to help translate their skills, collaboration with academic institutions and companies to raise awareness about these transition issues, outreach on panels and conferences to present these findings, and future public relations initiatives to inform the public about veterans' transition.

Based on assessments of the initiative, Dr. Saboe echoed Dr. Putka's remarks that it is important for policy makers to recognize that veterans require a specialize approach to transition into the civilian workforce. Specifically, these programs should focus on dissecting civilian job descriptions and tailoring resumes to use civilian jargon. In addition, policy makers should be aware that veterans undergo a cultural transition when they leave the military that radically affects their job search. Finally, it is important to consider ways to motivate veterans in seeking out job opportunities. She advocated that with its expertise in job analyses, hiring practices, workforce culture, and motivation research, I-O psychology can facilitate a smooth transition for veterans. In conclusion, Dr. Saboe offered that I-O can serve as an internal audit mechanism that seeks to promote employees' health, well-being, and productivity.

Overall, the hearing was well attended and the audience was engaged in the presentations. Representatives from the House Veterans' Affairs Committee, and Congressman Farr's, Congresswoman McCarthy's, Congressman Coffman's, and Congresswoman Lowey's office were present. For the summer congressional recess, this was an impressive turnout. The audience inquired about the role of nonprofit organizations in helping veterans to discover civilian jobs, the motivation levels of veterans in discovering job opportunities, the importance of career counseling, the ability of military skills to be effective predictors of civilian skills, and programs that support a veteran's entire family in the transition to civilian life.

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Milton D. Hakel
SIOP Foundation
President

Fund for the Future

The SIOP Foundation has always been about preparing today for what will be happening tomorrow. The SIOP Foundation was founded in 1996, and the Trustees applied for public charity status under section 501(c)(3) of the Internal Revenue Service tax code. The request was granted, and two large endowments were immediately created: the Scholarship Fund and the Advancement Fund.

Within these endowments are many awards and scholarships familiar to SIOP's members: The Bray-Howard Research Grant; the Owens Award for Scholarly Achievement; the Myers Award for Applied Research in the Workplace; scholarships named for Lee Hakel, Mary Tenopyr, George Thornton, Ben Schneider, and Irv Goldstein; and the Joyce and Thayer Graduate Fellowship.

All of these funds are endowed, meaning that each has a corpus of assets invested in assets that generate income. Grants and awards are limited to the income yielded by the endowed principal, which itself is never spent. Interest, dividends, and additional gifts grow the corpus.

Present in the original purposes of the SIOP Foundation, however, and approved by the IRS, is a provision for what are called "term gifts." Term gifts may be given for approved scientific, educational, or cultural purposes allowed under section 501(c)(3), and they need not be endowments. They are what I would call pass-through funding; that is, the tax-deductible gift is given to the SIOP Foundation, which in turn immediately passes the funds through to the entity that will enact the approved purpose of the gift.

The SIOP Foundation has already received three such term gifts. The first set up a pilot project workshop for psychology teachers. Detailed planning is now underway for the second, the Jeanneret Working Conference on Assessing Leaders of Leaders. The third provided support for the Map of I-O Science, presented by **Tammy Allen i**n her presidential address given in Honolulu last May.

Recognizing that term gifts may be attractive to potential donors, including individuals, partnerships, corporations, trusts, or foundations, the Trustees have now created the Fund for the Future. It is our hope that this fund can attract significant contributions. Its advantage to you as a donor is that the benefit of the gift is realized in the proximal future rather than in the distant future after an endowment has generated sufficient income to fund the project or event.

The SIOP Foundation Trustees will welcome your calls and messages about the Fund for the Future, as well as any of our programs.

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The Friday Group, After 40 Years: A Model for Informal I-O Groups?

Joel Moses and Allen Kraut

The Friday Group, an association of New York City area I-O practitioners, has been in existence for over 40 years. This year, Steve Temlock (Organizational Consultants), the group's "captain" and leader from the beginning, passed the baton over to the "next generation," led by **Mariangela Battista** (XL Group). The event triggered many wonderful memories of our collegial group, and this retrospective is designed to help trace the history of the Friday Group. Equally, we want to show how it may have meaning for other SIOP members to form and use informal groups for their own professional growth and enjoyment.

In the Beginning…

It was at a poolside discussion during a break in the 1970 APA meeting in Miami Beach Florida that Steve Temlock and Joel Moses remarked that the formal sessions were often stiff and dry, and the best discussions took place informally in the hallways. They decided that it would be a good idea to form a small group of like-minded professionals all based in the greater New York Area. Soon afterwards, the first meeting was hosted at J.C. Penney. The early group members (and their employers) were Steve Temlock (JC Penney), Joel Moses (AT&T), Lois Crooks (Educational Testing Service), Allen Kraut (IBM), **John Hinrichs** (IBM), **George Hollenbeck** (Merrill Lynch), **Mel Sorcher** (Richardson-Vicks), Robert Burnaska

(GE), Dave Nadler (Delta Consulting), Hal Tragash (Xerox), and Henry Brenner (Citibank).

Consistent with the quickly established norms of this group no formal records were kept of membership. There was only one dominant rule: There would be no rules. There were no dues, secret oaths, or special handshakes. We did agree to name ourselves the Friday Group, in honor of the day of the week of its first meeting. For a few years, the meetings were hosted at the J. C. Penney headquarters in Manhattan. Later, members took turns hosting at their companies, with the host providing a meeting room and lunch. The first few years set the tone for the future of our group. The members were mostly practitioners in industry. They were invited as individuals (rather than company representatives) who were respected and thought to be doing interesting work. Often they had spoken or written about their efforts in professional settings, and they were usually in senior posts in their organizations.

We kept the meetings informal and focused on issues facing our practices at work, provided support on ideas and projects, and freely shared information on what was going on in our companies. We met about three times each year, with no preset agenda, other than to have a "round robin," a sort of professional

show and tell of current and/or planned activities. Occasionally a member would make a more formal presentation of a research study or project. The informal nature of the sessions provided a framework for all of us to share ideas, discuss issues, and get feedback from one another. Our meetings were, and continue to this day, to be rich in content, warm and collegial in tone. We celebrated successes and consoled each other when appropriate. We also provided career advice, offered support, and built many lasting friendships.

At one of our early meetings, it was decided that because some of the group were accomplished sailors, it would be fun to have a nautical meeting on one of the boats owned by our members. Steve Temlock offered his sailboat for an excursion on Long Island Sound. This was so successful that more members signed up for that event and in following years we chartered larger boats for the group. One year, we decided to invite our spouses to this event. The weather was difficult that day and several members and spouses became seasick. The spouses were never invited back. Most of them were relieved about that.

The sail became an annual event known as our "Maritime Meeting," held in June. Eventually we began chartering a 63-foot sailboat with crew,

leaving the lower Manhattan boat basin and, depending on the winds, sailing out to Brooklyn's Coney Island and back or meandering around New York Bay. Guests were sometimes invited to this meeting. An anthropologist would have noted an ever rotating and shifting mix of small conversational groups talking and smiling throughout the day. We were lucky on these sails. With the exception of one or two rough sailing days due to winds and rain, we were blessed by beautiful weather in early summer as well as enjoyable and productive professional conversations.

As Time Went On

Word of our group gradually spread, and at the same time we needed to expand our membership, in part because members' increasing job responsibilities made it difficult for some of them to attend.   Allen Kraut suggested that we reach out for new members.   It was a defining moment

employer based, they usually continued in the group. It is probably fair to state that the majority of our members moved to different employment settings, and a few have retired altogether. Throughout these changes, the group continued to function as a source of energy, support, and information to each member.

in our history. Inviting new members reinvigorated the group, brought in fresh perspectives, and lowered the average age of the membership. As in the past, we sought to gradually add respected colleagues doing interesting work in industry and even some academics.

Every year or two, just a few new members were invited in, and that gradual change enabled the group to smoothly absorb them. New members were asked, at their first meeting, to make a brief presentation of a work product or issue that they were facing, a practice that continues to this day. On occasion, our host might also ask an executive or key manager in the firm to discuss important issues facing them. The corporate restructuring that was prevalent during the late 1980s and 1990s resulted in shifts in the work activity of many of our members. Although originally the Friday Group was composed of I-O psychologists working in large corporations, many of our members changed to jobs in consulting or in academe, or moved geographically. As membership was personal, rather than

There are now about 25 active New York City area practitioners in the group, nearly all of them SIOP members, with most of them in industry and consulting practices. The change in our members' work settings reflects shifts in the lives of many other I-O practitioners. What hasn't changed for Friday Group members is the wonderful spirit of collegiality, friendship, and support that began over 40 years ago and continues to flourish to this day.

In addition to members mentioned above, recent attendees (and work settings) include **Andrea Goldberg** (Digital Culture), **Anna Marie Valerio** (Consultant), Anna Tavis (Consultant), Brian Welle (Google), Christine Fernandez (Starwood Hotels), Daniel Baitch (Prudential) David Binder (Pfizer), **Eric Elder** (Corning), **Harold Goldstein** (Baruch College), **Jeffrey Saltzman** (Org Vitality), Jerry Halamaj (Perceptyx), Judi Komaki (Baruch College), **LeAnne Bennett** (JPMorgan), **Lise Saari** (NYU), **Lorraine Stomski** (Aon Hewitt), Maggie Sullivan (Brookhaven National Labs), Marian Thier (Expanding Thought),

Michael Bazigos (McKinsey), **Patricia Pedigo** (IBM), Philip DeVries (Vistage), **Robin Cohen** (Johnson & Johnson), **Robert Lee** (iCoach), Sandra Hartog (S. Hartog & Associates), **Seymour Adler** (Aon Hewitt), and Victoria Berger-Gross (Tiffany).

Anyone reading this account might ask if such a group would be of value for themselves. If the answer is yes, they should consider starting their own group. (In fact, other groups do exist, as noted below; the suggestions here are for beginning a new group.) This is relatively easy to do. Here are some ways to create your own group, increase your professional growth and do it enjoyably.

- Talk about your ideas for an informal group to a few kindred spirits who may want to support it. Brainstorm the next steps to get going.
- Seek out others with common or overlapping interests. Take the initiative to meet, write, or call them.
- Consider people that were fellow graduate students who have moved into interesting jobs as part of your network. Would they want to be part of your informal group?
- Attend, present, and speak out at professional meetings.
- Volunteer to work with others on mutual research interests.
- Organize short-term informal get-togethers for coffee or lunch to talk

about things of interest to you, and follow up to further the connection.
- Set up conference symposia and, if you are organizing it, extend invitations to people you admire to be part of your session. (The actual symposia can also be followed by a lunch or beer to continue talking.)
- Think of others who are working in settings or on topic areas which you want to know more about. Then speak to them about it.
- Talk to those you know who are already members of such informal groups; tell them of your interest and get their ideas.

I-O psychologists who are not already connected to valued informal groups like the Friday Group may lament their fate or not. However, membership in such groups has many professional and psychic payoffs and is available to anyone willing to put in some effort to start or support a group that is right for them. If you would like to be part of such a group, consider starting one that suits you. To borrow a phrase from Nike, "Just Do It!"

Editor's Note: For a link to some of the existing informal and formal I-O groups that are listed on SIOP's web page, go to http://www.siop.org/IOGroups.aspx#B.

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The Pursuit of Increased Job Satisfaction:
A Critical Examination of Popular Self-Help Books

**Nathan A. Bowling, Steven Khazon, Michael R. Hoepf,
Caleb B. Bragg, and Jeannie A. Nigam**
Wright State University

Although job satisfaction has attracted considerable scientific attention—it is, after all, among the most extensively studied constructs in industrial and organizational (I-O) psychology (Spector, 1997)—it is also of considerable personal interest to workers as a whole. One indicator of the pervasiveness of popular interest in job satisfaction is the fact that several self-help books are currently available that focus on helping readers increase their personal job satisfaction levels.

To date, however, job satisfaction researchers have remained silent about the quality of advice provided by job satisfaction self-help books. Thus, in this paper we critically evaluate the scientific rigor of job satisfaction self-help books and make suggestions for improving the content of future books.

Method

We examined popular job satisfaction self-help books available on Amazon.com. In two separate searches, we used the terms "job satisfaction" and "happiness at work." For both terms, we limited our search specifically to "self-help" books. (Amazon.com allows a search to be restricted to books that fall within one of several categories, with "self-help" being one of those categories.) This search yielded an initial list of 141 books.

We reviewed the titles and summaries of each book on the initial list and identified 41 books that met our inclusion criteria: Each retained book provided self-help advice intended to help readers find satisfaction within a job that they *already held* (see the reference list for a complete list of the 41 retained books). Note that several books from the initial list were not retained because they appeared to focus only on general life satisfaction (rather than on job satisfaction) or because they appeared to focus on helping workers make informed choices about future careers (rather than on finding satisfaction within a job that they already occupied). We were able to obtain copies of 34 of the 41 retained books through either our university library or through interlibrary loan. The seven books we were unable to obtain were excluded from further examination.

For each of the 34 obtained books, we recorded the professional background of the book's author(s), and we coded the scientific rigor of each book by noting the degree to which the book cited scientific research (i.e., low-rigor books substituted scientific findings with personal anecdotes and opinions; high-rigor books directly cited the scientific literature).

Results

Professional Background of Job Satisfaction Self-Help Book Authors

As shown in Table 1, the job satisfaction self-help books included in our database were generally written by authors from fields not closely related to I-O psychology. For example, professional backgrounds of the authors included law (Dickson, 2007), medicine (Lama & Cutler, 2003), social services (Sheerer, 1999), and theology (Penn, 2008). It is also of note that only 26.5% of authors had earned business-related graduate degrees (14.7% held a business-related master's degrees; 11.8% held a business-related PhD) and that a bachelor's degree was the most advanced degree obtained by 23.5% of authors. Only 26.5% of authors held a PhD of some type (i.e., either in a business or nonbusiness discipline). Surprisingly, none of the authors in our database had published a scholarly article or chapter on job satisfaction (to determine this, we conducted a PsycINFO search on April 21, 2014 using the search term "job satisfaction" in conjunction with each author's name).

Of course, people without formal training or experience in I-O psychology (or in related disciplines, such as organizational behavior or human resource management) can have deep insights into I-O topics. As suggested by an anonymous reviewer, business executives—as well as employed people as a whole—often have an extensive understanding of work-related phenomena. That being said, the absence of books written by I-O researchers is noteworthy because authors with formal I-O backgrounds would be in the best position to evaluate the job satisfaction literature and translate scientific findings into effective practical recommendations.

Scientific Rigor of Job Satisfaction Self-Help Books

Table 2 summarizes our findings regarding the scientific rigor of job satisfaction self-help books. With a few exceptions (e.g., Achor, 2010; Ambrose, 2006; Miller, 2006; Sotile & Sotile, 2007), most of the books we reviewed were written without direct reference to the scientific literature on job satisfaction. Instead, several books substituted scientific evidence with personal anecdotes and opinions, or with quotes from well-known people. Carnegie

Table 1

Professional Background of Self-Help Book Authors

	Frequency	Percentage
Bachelor's degree	8	23.50%
Nonbusiness master's degree	6	17.60%
Business-related master's degree (e.g., business administration, organizational development)	5	14.70%
Nonbusiness PhD	5	14.70%
Business-related PhD (e.g., management, marketing)	4	11.80%
Academic credentials unspecified	3	8.80%
Medical degree (MD)	2	5.90%
Law degree (JD)	1	2.90%
Total	34	100.00%

Note. Two books were cowritten by two authors. Two other books were written by the same author.

Table 2
Scientific Rigor of Job Satisfaction Self-Help Books

	Frequency	Percent
High rigor; cites and discusses relevant scholarly work	2	5.90%
Medium rigor; cites sparingly; discusses some ideas supported by research	15	44.10%
Low rigor; does not cite or discuss relevant scholarly work	17	50.00%
Total	34	100.00%

Note. Two books were co-written by two authors. Two other books were written by the same author.

(1970), Qubein (1996), and van Ekeren (2001), for example, each included several quotes from celebrities and historical figures (e.g., Albert Einstein). Although the use of anecdotes and celebrity quotes can make a book more accessible to readers and can provide concrete illustrations of abstract concepts, such content should be supported with scientific evidence.

Indeed, the absence of a scientific foundation may explain why many books include claims that contradict the academic literature. Several books, for instance, imply that most people dislike their jobs (e.g., Gordon, 2005; Lama & Cutler, 2003; Rao, 2010), which is inconsistent with research findings (see Bowling, Hoepf, LaHuis, & Lepisto, 2013). Similarly, some books (e.g., Boucher, 2004; Marques, 2010) suggested that job satisfaction *causes* job performance—a claim that is far from settled among job satisfaction researchers (see Judge, Thoresen, Bono, & Patton, 2001).

Many of the books in our database likewise included unsubstantiated recommendations about how to increase one's personal level of job satisfaction. Whiteley (2001), for instance, advises readers to "discover your inner genius"; Van Ekeren (2002) suggests "stop looking for happiness and it will find you"; and

Davidson (1998) advises readers to "love your work." Not only do these suggestions lack an empirical basis, they are too ambiguous to guide readers toward specific actions.

We should note, however, that we observed some instances in which books coded as having "low scientific rigor" nevertheless provided advice that was consistent with psychological theory. Gordon (2005), for instance, suggested that increasing one's job satisfaction requires considerable effort and persistence—an idea consistent with one of the key principles found within the social psychological literature on self-initiated happiness-boosting activities (see Lyubomirsky, 2007; Lyubomirsky, Sheldon, & Schkade, 2005). Similarly, Rao (2010) suggested that gratitude exercises can increase one's job satisfaction levels. This latter recommendation is also consistent with social psychological theory (see Emmons & McCullough, 2003).

There are several explanations for why "low rigor" books sometimes provide suggestions that align with the scientific literature. Some authors who are familiar with the scientific literature, for instance, may have intentionally avoided discussing scientific research because they wish to avoid alienating readers with writing

that is "too academic." Although such books draw from the scientific literature, we would have coded them as having "low rigor" because they did not refer to research findings. A second explanation for the occasional consistency between "low rigor" books and the scientific literature is that the benefits of some satisfaction-inducing strategies are so obvious that they were independently "discovered" by both self-help authors and scientists.

Discussion

Our findings suggest that a large majority of popular self-help books directed at helping readers achieve increased job satisfaction were written by authors from professional backgrounds not closely related to I-O psychology and that many of these books lacked scientific rigor. The general absence of scientific rigor among job satisfaction self-help books, however, is not surprising. Indeed, the popular demand for rigorous books is likely to be low. The readership of job satisfaction self-help books, after all, consists largely of nonscientists who are dissatisfied with their jobs. In most cases, these readers lack the professional background necessary to evaluate the scientific rigor of a given book. Because the readership doesn't demand scientific rigor, most job satisfaction self-help books are likely to lack scientific rigor.

As a result of our findings, we believe that industrial and organizational psychologists should do more to help workers identify effective self-initiated strategies for boosting job satisfaction.

To date, the scholarly literature generally presents a pessimistic view regarding the extent to which workers can create sustainable increases in their job satisfaction levels. Specifically, scholarly attention has generally focused on two broad categories of job satisfaction antecedents: (a) characteristics of one's work environment and (b) personal characteristics of workers (e.g., personality traits) that produce relatively stable levels of job satisfaction across time and across work environments (for a review of the antecedents of job satisfaction, see Spector, 1997). Unfortunately, dissatisfied workers can do relatively little to address these environmental and personal characteristics.

We should note, however, that growing scholarly attention has been given to job crafting—self-initiated activities in which workers engage in an effort to make their work more meaningful and enjoyable (Wrzesniewski & Dutton, 2001). To date, the job crafting literature has primarily taken a *descriptive approach* (i.e., it has focused on delineating the types of job crafting activities that workers engage in *when left to themselves*). Scientifically based recommendations for boosting one's level of job satisfaction, however, would benefit from job crafting research that takes a *prescriptive approach* (i.e., research examining the most effective ways of job crafting).

We believe that the time has come for industrial and organizational psychologists to give more scholarly attention to examining job satisfaction-

boosting strategies and to making those strategies accessible to the general public. One means of popularizing effective satisfaction-boosting strategies would, of course, be through the publication of scientifically rigorous self-help books. Although not the focus of this paper, we should note that other potential means exist for disseminating scientifically based suggestions for increasing one's personal job satisfaction levels. Newspaper and magazine articles, websites (e.g., YouTube), and television and radio programs, for instance, could all be used as platforms for sharing such information.

Suggestions for Building Better Job Satisfaction Self-Help Books

Our review of the job satisfaction self-help literature suggests several avenues for improving future job satisfaction self-help books. First, future books should provide suggestions that are grounded in scientific theory and empirical evidence. Indeed, after a long history of self-help books that were not based on scientific findings, several recent general happiness books have been based on the scientific literature (e.g., Fredrickson, 2009; Lyubomirsky, 2007; Seligman, 2002). Job satisfaction self-help books are in need of a similar type of "revolution."

Second, future job satisfaction self-help books should provide *specific* suggestions on how to find satisfaction and meaning at work. In our review, we found that it was common for popular job satisfaction self-help books to provide vague suggestions. Unfortunately, vague suggestions are unlikely to help guide readers toward increased job satisfaction.

Finally, the effectiveness of a given self-initiated job satisfaction-boosting activity is likely to depend on several personal and situational moderators (see Lyubomirsky, 2007; Lyubomirsky, Sheldon, & Schkade, 2005). The extent to which a particular activity improves the user's job satisfaction level, for example, may depend on the timing of the activity, the variety of different activities one uses, the amount of effort one dedicates to using a given activity, and the fit between the activity and the personality, needs, and preferences of the user. Future job satisfaction self-help books should recognize the importance of these contingencies.

Perhaps the greatest challenge to providing scientifically based suggestions is the lack of scientific attention to what workers should do to boost their job satisfaction levels. Indeed, little research attention has been directly given to which particular activities are most likely to effectively increase job satisfaction and how such activities can be effectively implemented. Suggestions for self-initiated activities for improving one's level of job satisfaction could borrow from insights gained from the literature on activities designed to increase one's level of general life satisfaction. That research suggests that a number of self-initiated strategies, such as keeping a gratitude journal (Emmons & McCullough, 2003), setting personally relevant goals (Sheldon et al., 2010), and activities that involve helping others (Layous, Hyunjung, Choi, & Lyubomirsky, 2012) can increase one's overall life satisfaction. Perhaps

similar activities should be adapted to the work context.

Summary

Our review of popular job satisfaction self-help books suggests considerable room for improvement. Much of the advice given in the books we reviewed was not based on any scientific theory or empirical evidence; they often perpetuated job satisfaction myths (e.g., many claimed that "most people dislike their jobs"); and the advice they gave was often vague. We provide several suggestions for developing job satisfaction self-help books that are grounded in the scientific literature.

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White Papers and Beyond: Reflections From Former Grants Officers

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Grant writing has always been a challenging activity for researchers in a number of disciplines, not just in psychology, yet psychologists could evidence greater representation in the federal granting process. Previous *TIP* columns have focused on the topic of helping psychologists through the grant proposal process (Shockley & Walvoord, 2014; Walvoord & Yang, 2012; 2013a; 2013b). These columns were instrumental in identifying a number of helpful hints for psychologists as they prepare to engage in the grant proposal process. The authors use the prior columns as a launching point to leverage their prior experience as program officers (POs) within a Department of Defense (DoD) Basic Research organization to provide candid lessons learned for the community of psychologists to support future proposal writing efforts. It should be noted that the comments herein are the opinions of the authors only and should be not be viewed as the position of the DoD. The current commentary will begin by commenting on two of the key messages from the prior columns; then, it will discuss a few areas that were not focused on, specifically: the role of a program officer, the whitepaper process, tips on what to do after a rejection, what to do after receiving an acceptance notice, and tips on how to get follow-on funding.

What Is a Program Officer?

A fundamental component of the grant process is the program officer. The PO serves as the technical manager for the research funded under her/his portfolio. The key duties of a PO include (but are not limited to) making funding decisions for proposals; setting the technical direction for the portfolio; leading and coordinating the proposal review process (i.e., individual reviews and larger team reviews where needed); working with contract professionals to initiate, maintain, and close grants; dialoguing with the scientific community and potential grantees; staying current on latest science trends in one's research area (i.e., attending relevant conferences and workshops, talking with leaders in the field, reading recent literature, etc.); aligning the research portfolio to organizational objectives/ mission areas; and serving as a subject matter expert for the organization in one's research area.

Reflections on the Grant Process

Walvoord and Yang (2012; 2013a; 2013b) and Shockley and Walvoord (2014) have done an excellent job of pulling together guidance for proposal writing based on inputs from some of the leading psychologists in industrial-organizational psychology. Many of these guidelines

resonated with our experiences as program officers, but allow us to elaborate on a couple and discuss a few additional topics.

Do Your Homework

Walvoord and Yang (2012; 2013a; 2013b) noted that proposals should be targeted toward the mission set of the agency. We would like to add that this is critical given that every funding agency has a mission, a set of stakeholders, and a collective orientation toward a particular genre of science. Tailor your proposal to the unique perspective of the agency from which you are trying to solicit funding. Try to understand their mission/goals at the agency level, and this will facilitate the development of shared goals within the proposal process. Some agencies focus on highly applied topics and are seeking solutions to real-world problems. Other agencies are interested in expanding the state of the art in a particular research area. Proposals targeting agencies at either end of this spectrum should look and feel very different. The former (i.e., applied) should communicate an understanding of the problem space and be positioned in such a way as to reduce risk associated with technical, political, and temporal dimensions of the science proposed. The latter (i.e., basic) should focus on communicating the scientific merit of the proposed work and how it could be disruptive to contemporary theories/paradigms. Basic research proposals should incorporate high levels of technical risk (as described below).

Technical risk (i.e., the extent to which a proposal challenges the state of the art) is an important component of government research funding, yet some agencies have a higher/lower tolerance for such risk. As POs, we have been surprised by the look on a principle investigator's (PI's) face when we state that null findings are "ok" when the PI engages in innovative research (i.e., high technical risk). The DoD in particular (as was also reinforced in a prior **Yes You Can** column), is interested in high-risk, high-payoff research proposals that seek to revolutionize the state of the art. However, don't confuse technical risk with program risk. Program risk involves whether or not the proposal has requested sufficient funding for the proposed research, has sufficient personnel/the right mix of skills for the proposed research, and has proposed adequate time to complete the proposed work. Some ideas require large teams and commensurately large budgets/timelines, whereas other ideas can be executed with a small teams and shoestring budgets. Understanding these nuisances can help your proposals.

Talk With the Program Officer

Another theme from the series was the suggestion of getting to know the PO. We would like to echo that recommendation and add that one of the most enjoyable parts of the job as a PO is the privilege of interacting with a multitude of researchers, including junior researchers. People are interesting, and that's what makes the job interesting. Reach out to POs, that's why they are there! The best way to connect with a PO is by setting up a face-to-face meeting with them to discuss your research. Typically, a white paper or

published manuscript would precede this meeting so that the PO can understand the perspective of your research. Tracking a PO down at a conference or meeting is another method for interaction, though don't be discouraged if the PO does not have time at that very moment. Conferences and technical meetings are hotbeds of activity, and many POs have already set up side meetings in advance.

If meeting a PO in person is not an option, then think about setting up a phone call to better understand her/his research objectives. Sending research materials in advance of a call will enable her/him to make some preliminary decisions regarding the fit of the research in the portfolio. Avoid sending a full bibliography because it likely will not be read in a timely fashion. Pick the one or two top papers that best reflect your work and send those. You can fill in the gaps in your upcoming phone call. Remember, POs have research goals, personal interests, and are responsible for managing the balance of their portfolio against the objectives of their agency. Understanding these goals and crafting your proposed research in ways that enable those goals for the PO is a useful strategy. The key method to learning about these interests is to talk to the PO (in a meeting, by phone, or by email), read broad agency announcements (BAAs), and participate in (or read the materials resulting from) workshops organized by the PO.

Another way to learn about a PO's interests is to find other researchers who are currently funded by the PO and ask them for their impressions of the portfolio and what kind of fit there may be for your research. This offers helpful perspectives on both your own work and how to best collaborate with the community of researchers in a portfolio. Many agencies provide information about their research portfolios on the Internet, including information about existing grants, PO contact information, and descriptions of the portfolios.

The Nebulous White Paper

During our time as POs, we fielded many questions inquiring about the components of a white paper. A whitepaper is a 3–4 page (single-spaced) synopsis of a research proposal inclusive of the research question to be examined, a brief background (including how this research will help address a need within that agency), a brief description of one's technical approach, a brief description of the research team, and typically a rough order magnitude estimate of funding required per year. It is a good idea to touch base with your university's business office (if not during the white paper phase then definitely during proposal development process). The university business office can help by providing guidance for budget development during proposal writing, supporting/clarifying the proposal submission process, identifying university policies and procedures for the grant process, and providing key requirements for internal review board requirements and other mandated paperwork.

The white paper gives a PO a glimpse of what a full proposal might look like.

The white paper requires the PI to concisely summarize the objectives of the proposed research while simultaneously providing sufficient detail so that the PO understands the overall strategy and approach of the research. The white paper is a valuable instrument for both the agency and the PI because it allows for minimal investment on both the part of the PI and the PO to gauge the feasibility of a full proposal. As you are preparing a white paper, be wary of agency deadlines. Many agencies have standing BAAs that are revised on an annual basis, though there are times where there are calls for proposals/white papers in a set time period, and these documents will specify the details regarding what materials are required in submissions. These details and time periods are sometimes constrained by legal requirements, so don't be upset with the PO if your white paper is one day late and the PO cannot accept it.

In summary, the whitepaper is a quick way for a PI to communicate the relevant background for a proposal, the technical approach that would be employed within the research, the qualifications of the research team, and the estimated cost of doing the proposed research. The PO will, in turn, use the whitepaper to gauge interest in the idea, evaluate the ballpark feasibility of the funding requirement and the high-level qualifications of the proposing PI or team, and analyze the fit of the topic within the planned portfolio for the upcoming years.

What to Do After a Receiving a Rejection Notice

First of all, don't be too hard on yourself or on the PO. Like journal article writing, there are more rejections than there are successful grant proposals. There are a number of potential reasons why a really strong technical proposal may not get funded. There simply is not enough funding out there to fund every good idea. This reality is equally as difficult to deal with for POs as it is for PIs. The PO may need to focus on a particular topic or domain to balance the portfolio. Remember, the POs have goals for their portfolios the same way a PI has individual research goals, and most POs actively shape their portfolios, which means the POs may focus their attention toward aspects of their portfolio in a given year to take advantage of recent trends or breakthroughs in that area. In addition, the PO may have experienced unbalanced turnover in a specific research area resulting in the need to rebalance. This could be specific to the particulars of a given fiscal year, which does not restrict the possibility of future year funding. It is possible that, although a PO may have been enthusiastic about the idea, it may not have fared well in the peer review process. The peer review process, although imperfect, is one of the best methods for ensuring quality and innovation in the scientific enterprise.

What to Do After You've Received an Acceptance Notice

First of all, congratulate yourself, you deserve it! Next, get in touch with your

university business office to understand the requirements from the university's perspective. You will have already spoken to the business office during the proposal development stage to get accurate figures for your budget estimates. The business office is typically the organizational unit that will negotiate and coordinate with the contracting side of the agency. Be aware that some agencies offer a pre-award period, where you will be reimbursed for grant-based activities, supplies, travel, and work prior to awarding of the actual grant by a contracting officer. However, never incur costs on a grant without first getting confirmation from a contracting/grant officer that you have been approved for this pre-award period. A PO cannot authorize spending on a federal grant as that authority can only come from a contracting officer.

Next, try to understand what you should do regarding IRB issues. Agencies differ in their approach to securing institutional approval for research so understand what the requirements are and give it the attention it warrants. Then, try to understand the funding cycle to anticipate when funding might arrive (you will likely need to be in contact with the PO about this). However, exercise some common sense here and avoid inundating your PO with message after message when the situation is not under the PO's control. For instance, in the DoD, funding is dependent on annual congressional budget approval. If you know that your grant cannot be issued until after Congress passes a budget, then you can follow CNN just as easily as your PO can.

Finally, be patient. There is a lot that goes into government grants as the process touches many more people than just the PO. Contracting is complicated, and this is why it helps to be in contact with your university business office. The PO may make a funding decision, but after that decision, the PO is removed from much of the contracting process. This is an important check and balance within the federal system, with the PO and contracting being part of a team. So yes, feel free to express your concerns if your grant is delayed, but just remember that the PO is just one piece of an intricate web of processes that move funding from a government agency to your university.

Follow-On Funding

When seeking that follow-on grant to complement the work already accomplished, there are a number of things a PI can do to help their chances for that second (or third) grant. First and foremost, do high-quality science and publish that work. Publications are typically an important metric for POs within the basic research enterprise. Yet, sometimes your hypotheses will not be supported, which may thwart the appeal to top-tier journals. Failure to support one's hypotheses is acceptable, and even somewhat expected, if the PO is funding highly innovative proposals. Innovation is, after all, a risky enterprise. Learning is a "win" regardless of whether or not that learning comes on the heels of an unsupported hypothesis. It is important however, if you are seeking follow-on funding, to communicate to your PO

what you learned and how the prior grant established the foundation for a novel method, idea, or approach. For instance, in the event of a null finding, one could explain potential reasons for the null at the PO's program review, specifying what could be done in a follow-on study.[1]

Second, be sure to spend the funding that you were given. You are not helping a PO by conserving your funds. Your proposal was funded because a government agency wanted that research to be accomplished, and it budgeted for that work to be accomplished. Don't be afraid to spend your money as planned in your proposal. Naturally, however, track your spending so that you do not exceed the budget. If you detect that you are on a trajectory of spending your funds faster than anticipated then you will need to talk to your PO. Planning a multiyear budget is challenging, especially for novices, so if you think there is a going to be problem talk to your PO before it becomes a problem. That being said, make sure you have a well-thought-out explanation for why the situation arose in the first place.

Third, be cognizant that no cost extensions (NCEs) actually have a cost. No cost extensions are sometimes necessary when circumstances outside of the PI's control impact grant-based research. Yet, the government must expend resources completing the contracting required to issue a NCE and the PO incurs work to process a NCE, so the "no cost" part of an NCE is a bit of a misnomer. Essentially, if you request a NCE make sure you have a really compelling reason why you need one.

Fourth, helping a PO with reviews and being responsive to quick-turn data calls is a good way to stay in touch with the PO. In the end, the peer-review process is what keeps us all in business within the research enterprise. At one point in time, someone else reviewed your proposal, so pay it forward. This helps not only the enterprise in general, but it also helps your PO. In addition, help the PO when he/she has last-minute data calls. Remember, everyone has a boss. If a PO is sending a request for information late on a Friday afternoon, it most likely wasn't the PO's idea. We can guarantee, however, that POs remember who comes through and helps out in those situations.

Finally, keep your PO apprised of your research progress. Most POs will have an annual program review. Keep in mind that the PO is listening to your grant proposal and all of the others being reviewed at that meeting. If you ever want to be thoroughly exhausted, sit through a few days of PowerPoint presentations where you have to attend to every detail while concurrently networking with existing and new potential grantees. Cut your PO some slack if he/she cannot recall if your 6th figure depicted a significant three-way interaction effect or not. In other words, it is ok and actually quite helpful to touch base with your PO periodically. How often? Anytime you publish an article related to your grant activities or when you have accomplished key milestones in your grant (e.g., the completion of an experiment) are good excuses to send the PO an update.

Remember, the POs are trying to build and maintain successful portfolios, so

anytime you can help them see evidence that their funding has led to something good, it is useful. Do not assume that they already know about your articles; there is just too much out there to monitor. It can be helpful, too, to use program reviews and periodic contacts to understand the PO's vision and what the next important research questions are, and to develop new research ideas and collaborations that support the wider community while furthering your own professional development.

In closing, we hope that this commentary was both informative and encouraging. Although the grant writing process may seem formidable at first glance, it is actually quite manageable when a PI has the right mindset and drive to engage and stay engaged. If the larger process is too daunting at first, try speaking with a mentor or colleague about their experiences in the granting process. Then, send that first email or make that first phone call to a PO. The failure to take action is the only failure you should be really afraid of.

[1]Note that this could also be accomplished privately in conversation with the PO.

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Reaching Across the Aisle:
The Benefits of Interdisciplinary Work in Graduate School

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As most graduate students know, earning a master's or a PhD can be an isolating experience. Students take the same classes, from the same faculty, with the same cohort of students. Furthermore, the goal of advanced degrees is to develop a focused and specialized expertise in the field. As a result, many graduate students become entrenched in the I-O world and miss opportunities to step out of this specialization and experience the value offered by psychologists from different fields.

In the past, there has not been much discussion of the benefit of interacting with other psychologists. Generally, discussion has been limited to the benefits of clinical versus counseling versus I-O backgrounds on the outcomes of executive coaches (e.g. Brotman, Liberi, & Wasylyshyn, 1998; Harris, 1999). There has been a recent uptick, however, in interest regarding bridging the gap between I-O psychologists and practitioners/researchers in other fields. For example, *The Industrial-Organizational Psychologist* added a feature on organizational neuroscience in 2013, which regularly incorporates interdisciplinary content. Similarly, in a recent article discussing I-O graduate education, Wiese and Fullick

(2014) emphasize the importance of having a solid understanding of other specializations. Discussion about the looming possibility of general licensure for I-O psychologists also emphasizes the importance of incorporating aspects of biological psychology, social psychology, and individual differences into training in the field (Kottke, Shoenfelt, & Stone, 2014). Furthermore, I-O psychologists' professional networks can be greatly enriched by forging connections with other professional psychologists, given that many people in the I-O field come from a social, clinical, or counseling background (Silzer & Parson, 2012). With the growing importance of biological and cognitive psychology, it is vital for I-O psychologists to stay abreast of current findings outside of I-O (Ward & Becker, 2013).

This is not to say that I-O students must start taking additional classes in other areas; although interdisciplinary coursework is helpful, time in graduate school lasts (hopefully) only a few years. Thus, one possible solution is to find applied experiences that can help graduate students in I-O connect to student colleagues in other specializations. In this article, we outline our own experiences

with an interdisciplinary project we participated in at Minnesota State University, Mankato.

Background: MNSU Clinical and I-O Psychology Programs

At MNSU, the clinical and I-O programs share a number of characteristics. Both programs are lockstep, so there are a limited number of opportunities for students from each program to interact. Specifically, the programs combine students only in statistics and psychometric courses. Although students may opt to take extra classes in other programs, this is not a common occurrence.

Although both programs offer master's degrees, the goals of these degrees differ. Students in the clinical program have an ultimate goal of going on to earn a PhD or PsyD (approximately 85% join a doctoral program the fall after graduation). Meanwhile, the I-O program is meant to be a terminal degree; only 5–10% of students choose to pursue a doctoral degree immediately after graduation. Both programs have a similar number of applicants and are roughly the same size (with about 10 students per cohort). Both the clinical and I-O program emphasize a balance between understanding theory and providing applied experiences.

Despite these similarities, socialization and collaboration across programs is rare; because students also compete for graduate assistantships and other resources, the relationship between groups can be adversarial. Faculty members often discuss ways to help students interact more regularly. In the fall of 2013, Dr. Buchanan (from the clinical program) and Dr. Campana (from the I-O program) identified a consulting project that provided an excellent opportunity to encourage students in both programs to collaborate. We managed this project through the I-O department's consulting business, the Organizational Effectiveness Research Group (OERG).

The OERG is a student-run consulting organization that conducts projects locally, nationally, and internationally. During their 2 years in the I-O program, students attend client meetings, analyze data, and create reports and presentations under faculty supervision. Students typically work on 3 to 5 projects during their graduate training and thus have practical experience in consulting that they can leverage as they enter the job market. Because the projects taken on by OERG are so diverse, students and faculty sometimes need to find colleagues with relevant expertise to lend a hand on some projects.

Job Analysis Project: Initial Plans and Expectations

Dr. Buchanan had been contacted by a local organization that owns several memory care facilities throughout the state. Specifically, the organization's COO was concerned that the staffing procedures used by each location were not standardized; as a result, some locations had nearly 100% turnover during the year, whereas others had almost no

turnover. Dr. Buchanan recognized the need for I-O psychology and referred the COO to the OERG. In initial joint meetings between the COO, Dr. Buchanan, and Dr. Campana it became clear that a job analysis would help the COO understand what was necessary for the job, if those requirements differed across locations, and what types of selection tools he might use in the future. However, we also recognized the specific terminology and demands associated with the job would be unfamiliar to I-O students. This presented a perfect opportunity to include interested clinical students to help develop initial checklists and to assist in interviews to better understand the duties and concerns of caretakers in these positions.

The faculty members solicited volunteers for the project. Ultimately, the team consisted of Chelsea (a second-year I-O student), Brittany (a first-year I-O student), Shelby (a first-year clinical student) and Tracy (a student who started her first year in the clinical program and moved into the I-O program at the beginning of her second year). The collaboration provided an exciting opportunity to see what each program could bring to the table and allowed us to reflect on the similarities and differences between our respective fields.

Learning About the Field of I-O: Tracy, Brittany, and Chelsea's Perspectives

Because MNSU's master's program is heavily practice based, there is a strong focus on gaining real-world experiences to develop consulting skills. As part of their first semester, students in the program must complete a job analysis; for convenience, the jobs we typically analyze for class are within a narrow spectrum of work and are in familiar areas, such as retail. This project is meant to give us a sense of how the job analysis process works while keeping the actual content of the job analysis relatively simple.

One of the surprises for this interdisciplinary project was the importance of the job context and how difficult this was to capture in the analysis. Reading job descriptions, studying O*NET, and creating a checklist of KSAs for the project did not prepare us for what we heard from job incumbents about the difficulties of their job context. One particularly memorable example was a caretaker who said the most difficult part of her job was the guilt she felt when she had to come in while sick because of understaffing; a resident fell ill shortly thereafter, and the caretaker felt personally responsible for the condition of this resident. Although O*NET indicated that stress tolerance was required for the job, this story vividly illustrated what these caretakers deal with on a daily basis.

This also served as a reminder that in the real world, nothing is "by the book," and capturing the human experience of work is less straightforward than it seems. Job analysis can seem like a dry and tedious process within the classroom; however, having an opportunity to see the nuances of a job that are difficult to capture using only KSAs underscores the importance and complexity of the process. Interviewing these caretakers about their jobs gave

us the opportunity to connect with the people we were serving and understand how our work would improve their quality of work life.

We also learned how our work would improve the quality of life for residents. High levels of turnover at these facilities can be extremely disorienting to residents. Helping to identify appropriate applicants would help these residents feel safe in their new home. In the I-O realm, the value of job analysis is communicated as an abstract statistical or monetary concept. In this case, we could see how effective organizational practices would have important effects on how comfortable these residents would be in their last years of life. Ultimately, these interviews provided us with context and personal insight that we would have missed by using other research techniques.

Learning About the Field of I-O: Shelby's Perspective

As a clinical student, my exposure to I-O psychology had been fairly limited, and I was uncertain of how my clinical skills would play into the job analysis process. I felt concerned about the goals of the job analysis. My understanding of I-O suggested that their ultimate goal was to make organizations more efficient and profitable. A number of clinical students had negative attitudes about the ethical orientation of I-O psychology; being ethical and using psychology to improve quality of life are important values for me, and I was not willing to sacrifice these values to help an organization.

As we worked on the project, I realized that although making organizations efficient and effective is a main goal of I-O psychology, it is not necessarily motivated by profits. Once I immersed myself in the I-O experience of job analysis, I recognized the inaccuracy of some of my stereotypes of the I-O field. Specifically, I was surprised at how well-organized I-O methodology was. I had a general sense of how a job analysis might work in describing a job, but the methodology was more straightforward and practical than I expected.

In addition, just as I-O uses principles from other areas of study, I started to see how I-O principles might help me to do my own work more effectively. For example, it was interesting to see how nursing assistants interacted with residents while we visited the memory care facilities. Based on my clinical knowledge about individuals with cognitive impairment, it was alarming to see how ineffective and potentially offensive the caretakers' communication was with residents. Understanding how caretakers go about their jobs is beneficial to me in order to figure out how we can improve communication with residents to minimize their distress.

As we worked on the project, we saw a number of opportunities where I-O and clinical students could partner to use their specific skill sets to devise comprehensive interventions that could have important outcomes for memory care patients. For example, working together to develop effective training programs for caretakers on how to speak respectfully to residents

and redirect problematic behaviors would help these caretakers do their jobs more effectively. This, in turn, would have a huge impact on residents and their families. As a result of our collaboration, I started to recognize the value of I-O methodology and tools. I believe that, as a practitioner, this experience will help me to take a broader perspective when solving practical problems I encounter.

Learning About Clinical Work: Tracy, Brittany, and Chelsea's Perspectives

One important benefit of having Shelby on our team was the credibility she brought to our clients. Few of the job incumbents understood what I-O psychology was, and they were hesitant to speak openly about their jobs. Shelby's presence often helped our interviewees to open up about their daily experiences because Shelby was able to relate to the caretaking work they had done in a way we could not. Shelby also had more experience in active listening and counseling skills. It was helpful to see her approach to caretakers versus the way we communicated with managers and executives on other projects.

This project was also a lesson about the limitations of our training. Even though we might be experts in jobs in general, we need to know what our boundaries are and be ready to collaborate with people who might know more about the nuances of a particular job. It was also a helpful reminder about the influence of context. A nursing-home environment is different from the typical corporate-type job we learn about in our courses, and our interviewing approach needed to mirror this environment to help put our subject matter experts at ease.

For example, during an interview, a caretaker identified that having knowledge about the nature of Alzheimer's and dementia in patients was helpful for new hires. One common problem he encountered with new hires was that they would say to residents "Remember, you are not supposed to do that." We noted this point, and during our ride home, Shelby provided us with some insight into why this approach was problematic. Many residents recognize that they have memory problems, and it is frustrating and humiliating to them to be told to remember something. Shelby explained that it is more effective to redirect residents' attention away from problematic behavior into a more constructive activity. Her insight emphasized the importance of good training for new employees who do not have experience working specifically in memory care centers. It also demonstrated the value of her clinical training in explaining why an approach was ineffective in a way that the caretaker was unable to articulate to us.

Learning About Clinical Work: Shelby's Perspective

I learned a lot about clinical work through the narratives of certified nursing assistants and their experiences in a helping profession. Previously, I considered my "clients" to be patients. I never thought about the possibility of having employees who work with patients

as my intended target. Through this project, I realized how useful and helpful clinical skills could be when working in an occupational setting because employee distress and emotional strain can be such serious problems in helping professions. I also learned that clinical psychology is pertinent in helping residents of assisted living facilities. Not only can clinical psychology have a direct effect on residents by helping them adapt to their new living environment, but it can also support this adjustment by providing adequate services, staffing, and training to the caregivers who assist them on a daily basis. Overall, I valued having an opportunity to practice my clinical skills in a setting that is different from treatment sessions with patients.

Additional Benefits of Collaboration

Ultimately, this project provided a number of benefits we hadn't initially expected. First, it was rewarding to get a fresh perspective on our own fields. This experience helped us appreciate what our field contributes to society and psychological science and how collaborating with people who have viewpoints that are different from our own can enrich and deepen our understanding of our own field.

We also gained a new respect for the skills sets possessed by students in other specializations. Because our clinical colleague will someday work in an organization, understanding I-O principles may prove useful in her career. Likewise, the I-O students benefitted from learning more about

using a clinical paradigm; given that many people in the I-O field come from a social, clinical, or counseling background, meeting other psychologists and understanding their perspective can support building a strong professional network.

We also appreciated the chance to get to know someone outside of our own programs. It is easy to become overly reliant on our own cohort for socialization in graduate school. This project gave us an opportunity to expand our support system. Given that depression and anxiety disorder rates are estimated to be about 13% among graduate students (compared to a 5% prevalence rate among most 18–39 year-olds), building a broad social-support network can support better mental health in graduate programs (Eisenberg, Gollust, Golberstein, & Hefner, 2007; El-Ghoroury, Galper, Swaqdeh, & Bufka, 2012; Pratt & Brody, 2008).

Also, as we found, associating with other students can help to break down stereotypes and lack of knowledge about graduate work in other specializations. Given that students within a program cooperate with their colleagues with research and classes, while competing with students from other programs for research and travel funding, working together can be one way to prevent or change negative stereotypes (Sherif, 1966).

Because I-O uses principles from so many psychological disciplines, it is easy to find overlap on topics. Even at MNSU, a new flight simulator in the aviation department is a way for I-O students to work with

cognitive psychologists on research. Similarly, a colleague with a background in social psychology is working on lie detection research, and we are planning on working with her to incorporate the job interview context into her next study. Taking the time to reach across the aisle and learn about what our colleagues do has definitely enriched our own graduate experiences.

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SUCCESSION STRATEGIES:
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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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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
Vicki Flaherty, IBM
Joy Hazucha, Kornferry/PDI
Cara Lundquist, LMCO
Morgan McCall, USC
Cindy McCauley, CCL
Jeff McHenry, Ranier Leadership
Timothy Murphy, TE Connectivity
Matt Paese, DDI
Caroline Pike, Ascension Health
Mary Plunkett, Carlson
Bill Redmon, Bechtel
Vicki Tardino, Boeing
Nancy Tippins, SHL/CEB

"Ask the Expert" Facilitators

Simon Bartle, Genworth
Mariangela Battista, XL Group
Mike Benson, Johnson & Johnson
Paul Bly Thompson, Reuters
Sarah Brock, Johnson & Johnson
Kevin Cook, DDI
Sandra Davis, MDA Leadership
Erika D'Egidio, 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
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 also includes access to all presentation materials from the event as well as the Resource Guide, a compilation of presenter references and citations to relevant articles, web pages, and publications on the topic of succession management.

Representation of I-O Psychology in Introductory Psychology Textbooks: An Updated Survey of Textbook Authors

Gary W. Giumetti and Julia M. Fullick
Quinnipiac University

Stephen Young
Design Interactive

Deborah DiazGranados
Virginia Commonwealth University

One component of the mission statement for SIOP is to promote public awareness of the field of I-O. A segment of the public that should be targeted with these efforts is undergraduate introductory psychology students. This group comprises more than one million students who take an introductory psychology course each year (Griggs, 2014). For many of these students, an introductory psychology course is their first and only course taken in psychology, and this is therefore an important opportunity to introduce these students to the field of I-O psychology.

The field of psychology has many specialty areas, and students completing introductory psychology courses should leave the course with a balanced understanding of each subfield. This is particularly important given the need to train future I-O psychologists to meet the anticipated growth in I-O jobs during the next 10 years (Bureau of Labor Statistics, 2014). Unfortunately, the majority of introductory psychology syllabi do not include coverage of I-O (Homa et al., 2013), and coverage of I-O in intro text-books has not increased much over the last 30 years (e.g., see Carlson & Millard, 1984; Griggs, Jackson, Christopher, & Marek, 1999; Griggs & Jackson, 2013a, 2013b). For example, in 1999, Griggs and colleagues examined 37 intro textbooks and determined that I-O (or applied psychology) was covered in only 12 of these books (32%). A more recent examination of intro textbooks by Griggs and Jackson (2013a, 2013b) revealed that 4 of the 13 full-length books examined (31%), and 0 of the 9 brief intro textbooks included any mention of I-O. In addition, a recent survey by the Metrics subcommittee of the SIOP Visibility committee found that the majority of college students and faculty do not have much familiarity with the SIOP brand (Rose et al., 2014). Specifically, results indicated that about 20% out of 113 students and 22% out of 105 faculty surveyed indicated some level of familiarity with I-O. Importantly, about 15% of the college students who had heard of I-O indicated that they found out about I-O through another psychology course (presumably the intro course) where I-O was mentioned. These results

highlight an opportunity for increasing the awareness of I-O through coverage during the introductory psychology course.

For these reasons, the SIOP education and training committee has established a subcommittee to increase the coverage of I-O in introductory psychology courses. The goal is to provide students enrolled in introductory psychology with at least a preliminary understanding of the important work being done by I-O psychologists. Courses that provide learners with an introduction to the topic of I-O have the potential to increase student interest and pursuit of graduate education in the field. In addition, it can provide the students with knowledge of the expertise of I-O psychologists who could serve as resources/consultants to these students in their future professions. In sum, future working professionals deserve to know who we are and the potential we bring to all organizations that strive to improve employee well-being and performance. To this end, this study is the first step in an attempt to increase the coverage of I-O in introductory textbooks. In this study, the education and training subcommittee surveyed introductory psychology textbook authors to determine their previous coverage of I-O and assess their interest in including more coverage in future editions of their textbooks. A similar survey of textbook authors was conducted by a previous SIOP subcommittee (Payne & Pariyothorn, 2007). We have followed their methods for this study.

Method

All current editions of introductory psychology textbooks were gathered for inclu-

sion in the current study. We searched the catalogs of all major textbook publishers, including Cengage, McGraw Hill, Norton, Oxford University Press, Pearson Higher Education, Psychology Press, Wiley, and Worth. Our search resulted in a list of 20 brief and 34 full-length intro textbooks. We gathered contact information for the lead author of each textbook using search engines and university websites. After removing duplicates (several individuals had authored more than one textbook, $n = 10$) and eliminating those for whom contact information could not be obtained ($n = 4$), the final list of contacts contained e-mail addresses for 39 authors.

Authors were e-mailed a link to an online survey hosted on SurveyMonkey. The survey contained 10 questions pertaining to demographic information and coverage of I-O in their most recent introductory psychology textbook (the survey is available by request from the first author). Two reminders were sent to encourage authors to complete the survey during a 3.5 week window. Twelve authors provided responses to the survey for a 30.8% response rate.

Results

Out of the 12 authors who responded to the survey, seven were tenured faculty members, one was an untenured faculty member, three were professor emerita, and one respondent was a practitioner. The primary area of psychology in which the responding textbook authors had earned their PhDs was social/personality psychology (5/12, 41.7%), followed by behavioral neuroscience (2/12, 16.7%), experimental/gen-

eral (2/12, 16.7%), cognition (1/12, 8.3%), clinical (1/12, 8.3%), and one participant did not provide a response. When asked for the edition of their most recent introductory psychology textbook, the mean edition was 7.8 (*SD* = 4.8), with a range from 1st edition to 20th edition. Seven of the respondents indicated that they had anticipated completing another revision of their textbook, four participants were not sure, and one participant indicated that he/she will not be completing a revision.

When asked, "In what format do you currently include information about I-O in your textbook?," all respondents indicated that they included I-O in their textbooks in some form (see Table 1). The most common response was that a portion of one chapter was devoted to I-O (5/12, 41.7%), followed by having an entire chapter devoted to I-O (3/12, 25%), or devoting an appendix to I-O (2/12, 16.7%). One respondent indicated that I-O content was integrated throughout the textbook, and another respondent indicated that it is included in some other way. Specifically, this respondent indicated that I-O is included in a separate, optional module that can be packaged with the textbook. Respondents were next asked if they would be willing to consider incorporating more I-O information into their textbooks. Half

of the respondents answered "yes" (5/10, 50%), whereas half of the respondents answered "maybe" (5/10, 50%), and two respondents did not provide a response to this question. Next, participants were asked to indicate their preferences for how to incorporate more I-O information into their textbooks (see Table 2). The most common response selected was "seek assistance on my own" (6/12, 50%), followed by "work in conjunction with an I-O expert to generate materials" (5/12, 41.7%). Two respondents indicated that they would prefer to go about this in another way. Specifically, one respondent indicated that he/she would appreciate advice and input from SIOP but would prefer to write the content him/herself. The remaining respondent did not specify an answer for how he/she would prefer to incorporate more I-O information.

Next, participants were asked to indicate which types of formatting or packaging they would prefer for ready-made I-O materials (see Table 3). Respondents indicated a preference for receiving 1-page descriptions of current research findings on topics that correspond to mainstream intro chapters (7/12, 58.3%), a chapter outline on I-O (5/12, 41.7%), a chapter on I-O psychology (2/12, 16.7%), or a chapter outline on applied psychology (1/12, 8.3%). Finally,

Table 1
Format of I-O Content in Introductory Psychology Textbooks

In what format do you currently include information about I-O in your	Percentage	Frequency
There is a portion of one chapter devoted to I-O	41.70%	5
There is an entire chapter devoted to I-O	25.00%	3
There is an appendix devoted to I-O	16.70%	2
I-O content is integrated throughout the entire textbook	8.30%	1
No I-O content is covered anywhere in the textbook	0.00%	0
There is a portion of the appendix devoted to I-O	0.00%	0
I include it in some other way (please specify)	8.30%	1

Note. N = 12.

Table 2
Preferences for Incorporating More I-O Information into the Textbook

What are your preferences for how to incorporate more I-O information?	Percentage	Frequency
Seek assistance on my own	50.00%	6
Work in conjunction with an I-O expert to generate materials	41.70%	5
Adopt ready-made materials generated by I-O experts	0.00%	0
Other (please specify)	16.70%	2

Note. N = 12.

Table 3
Preferred Formatting/Packaging for Ready-Made I-O Materials

Which type of formatting/packaging approaches to ready-made I-O materials	Percentage	Frequency
1-page descriptions of current research findings on topics that correspond to	58.30%	7
A chapter outline on I-O psychology	41.70%	5
A chapter on I-O psychology	16.70%	2
A chapter on applied psychology	8.30%	1
Stand-alone textboxes of information that could be added to mainstream chapters	0.00%	0
A chapter outline on applied psychology	0.00%	0
Other (please specify)	0.00%	0

Note. N = 12.

participants were asked "If SIOP were to make available summaries of I-O research for each main area of psychology, how likely would you be to use this information to incorporate more I-O content into your text?" Six participants responded "very likely" (50%), four participants responded "somewhat likely" (33%), and two participants responded in the middle (16.7%).

In the comments section of the survey, we received some interesting responses. Specifically, one of the authors mentioned using the materials provided on the SIOP website to create revisions for the newest edition of his/her textbook. Others highlighted the importance of including I-O content, with one stating, "I think it is essential to include a full treatment of I-O psychology in introductory texts. If instructors want students to be able to apply psychology to their lives, I-O is essential!"

Discussion

In summary, all 12 of the responding authors reported covering I-O psychology in some form in their most recent introductory psychology textbooks. In addition, most of the authors were open to including additional I-O content in their books. In terms of how to receive this information, most of the authors would prefer 1-page descriptions of current research findings on topics that correspond to mainstream intro chapters or a chapter outline on I-O. Interestingly, none of the textbook author respondents were I-O psychologists, yet most reported preferring to seek assistance on their own to incorporate more content. However, 41.7% would like to work in conjunction with an I-O expert to generate content for their textbook.

Comparing our survey results to those from Payne and Pariyothorn (2007) allows us to see how things have changed or stayed the same in the last 7 years. In their study, they

found that three authors did not include any I-O content. In contrast, all of the authors who responded to our survey included I-O in some form, which is a promising finding. In addition, consistent with Payne and Pariyothorn (2007), all of the respondents in this study were open to using I-O content provided by SIOP in the future. Along these lines, we recently reached out to SIOP members to gauge interest in contributing content for use by introductory psychology textbook authors. If you are interested in writing a short piece about I-O for inclusion in a future textbook, please contact Stephen Young at stephenyoung86@gmail.com.

Although the findings from this study are informative, there are several limitations that should be highlighted. Only 12 of the 39 possible authors responded to the survey, so the responses may not be representative of all intro textbook authors. In addition, our survey was only sent to textbook authors and not to publishers. Textbook publishers may also play a role in determining the content of introductory psychology textbooks. The next steps for our committee are threefold. First, we are currently working on objectively analyzing the current editions of each of the 54 identified textbooks for I-O content. Preliminary work suggests that I-O is not mentioned in 8 of these books, there is a chapter or appendix in 18 of these books, and I-O is mentioned at a more minimal level in 28 of these books. In addition to the content analysis of intro textbooks, other next steps include contacting publishers to emphasize the importance of I-O coverage in introductory textbooks and furthering SIOP's efforts to educate the general public about I-O psychology as a discipline. In addition to surveying textbook authors and publishers, we also are working on efforts to determine how I-O is taught at the undergraduate level by reaching out to psychology departments and instructors.

The inclusion of I-O content in introductory textbooks is only one way to increase our visibility. Efforts should be made to collaborate with publishers, educators, and departments to make sure information about I-O is presented effectively and accurately. Based on information provided by our respondents, many textbook authors are open to collaborating with I-O psychologists when writing their textbooks. Others also indicated that they have utilized the recently created SIOP teaching aid wikis and PowerPoint modules for educators to incorporate I-O into an introductory course.

As the field of I-O psychology continues to grow, efforts to increase visibility and educate individuals about our discipline should be part of everyone's networking conversations. We encourage faculty members with an I-O degree to reach out to colleagues and take part in curriculum discussions in their department. We also encourage I-O practitioners to sit on advisory boards, offer to be guest speakers at colleges or universities, or contribute information about I-O psychology as a discipline and as a profession to those teaching and to those writing general psychology textbooks. For practitioners, these kinds of connections may be helpful for starting and developing a pipeline of new I-O talent as well as a potentially fruitful avenue for forming meaningful research partnerships with university faculty.

Academics and practitioners must work together to continue using the scientist–practitioner model and expand the recognition of I-O psychology if we are to continue to be the leader in the application of psychological science to the workplace. One of the responding authors, Dr. David Myers, recommended that contributors "focus as much as possible on the fruits of I-O psychology (what are its useful ideas and big findings that educated people should know about?), rather than on the profession itself. In covering other subfields of psychology, textbooks focus on what the subfield has taught us about human behavior and human flourishing. I'd love for my text coverage of I-O psychology to more and more do the same—to give away its major insights (as well as mentioning what I-O psychologists do for a living)." Essentially, I-O has to show more pride in its impact/achievements (e.g., goal-setting theory) and express these wholeheartedly so that people know how valuable we are. For once, we should talk less about what we do in terms of tasks and responsibilities and more about why we are important and how our field's theoretical and practical contributions have made an impact.

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30th Annual Conference: April 23-25, 2015
Preconference Workshops: April 22, 2014

Eden King
Conference Chair, SIOP 2015
George Mason University

Kristen Shockley
Program Chair, SIOP 2015
Baruch College, City University of New York

It is fitting that the SIOP conference marks its 30th anniversary in the city that hosted the First and Second Continental Congresses. It was here that the signing of the Declaration of Independence earned Philadelphia the label of "Birthplace of America." It is here that SIOP president **Jose Cortina** will declare a revolution of our science. It is here that SIOP attendees will cheer for 30+ more opportunities to share the science of a smarter workforce!

The Conference Hotel

The Philadelphia Marriott Downtown is located in the heart of Philadelphia and is surrounded by historic landmarks and delicious dining. The hotel is also footsteps away from the vibrant Reading Terminal market. This historic city includes not-to-be-missed attractions such as the Liberty Bell, Independence Hall, Philadelphia Art Museum, Constitution Center, and the Philadelphia Zoo. Hop off the train or SEPTA trolley and enjoy the historical sites, cheesesteaks, and exciting nightlife of downtown Philly.

Submissions

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

Concurrent Sessions: Something for Everyone

As always, the member-submitted, peer-reviewed sessions will be at the heart of our conference. We will have hundreds

of sessions featuring I-O psychology research, practice, theory, and teaching-oriented content. Presentations will use a variety of engaging formats including symposia, roundtables, panel discussions, posters, debates, master tutorials, and the alternative session type format for IGNITE, research incubators, and other innovative presentation styles. In addition, we will have addresses from many of our SIOP award winners, a host of Executive Board-sponsored sessions, the Thursday Theme Track, and several other special sessions that you won't want to miss!

Theme Track

The program committee is delighted to offer another exciting Theme Track. This year's Theme Track is titled "Rethinking Our Approach to Organizational Science." This full day of programming on Thursday will focus on helping to create what President Jose Cortina calls "a revolution with a solution" aimed at establishing improved standards for our science. Chair **Scott Tonidandel** and his committee are in the process of assembling an outstanding group of dynamic speakers to participate in the five sessions of varying formats. The sessions include:

- a reviewer bootcamp for both novice and experienced reviewers, with an emphasis on how practitioners can get involved in the review process and ideas for improving the applicability of published research to practice
- an IGNITE session that challenges us to advance our science by revisiting some of our basic methodologies with clear and compelling advice on how some of

our most commonly used approaches can and should be improved upon
- a series of three "TEDstyle" talks with the aim of modernizing multiple regression through a tour of developments from domains such as computer science, machine learning, and econometrics
- a panel of experts discussing how we can pursue better science as a field, including limitations of the current publication process, our obsession with developing new theories without ever testing them, and the lack of replication studies
- a session focused on leveraging advances in computer science and statistics to deal with "Big Data" issues

It's sure to be an engaging and informative series of sessions! Stay all day or attend only the sessions of most interest to you. CE credits may be obtained by attending the Theme Track*.

Special Sessions

This year we will feature several invited speaker sessions throughout the conference, architected by Special Sessions Chair **Martin Lanik** and his committee. We will, of course, host the usual and well-attended IGNITE session. In line with the conference theme, this year's IGNITE session will focus on "outside of the box" ideas about what constitutes great I-O research, moving beyond sophisticated theory or complex statistics. For a second session, we have an interdisciplinary panel of non I-Os planned, where we will ask an engineer, an ethnographer, a neuropsychologist, and others to solve a

common I-O problem using the methods of their respective fields. The final session will feature the latest and greatest in HR technology; we are bringing together I-O and non I-O startup founders and entrepreneurs to showcase their game-changing technology.

Friday Seminars

Friday Seminars offer a unique educational opportunity within the body of the conference. These 3-hour sessions are the only extended length session on the schedule and take place on Friday. The sessions are intended to provide a rich immersion experience for attendees about cutting-edge content areas presented by true content experts. Each session is shaped around learning objectives in order to ensure that professional developmental goals are met and that continuing education credits can be earned, if desired. Please note that Friday Seminars require advance registration and an additional fee ($115). This year's Friday Seminars committee led by **Lance Ferris** will offer the following four sessions:

Topic: **Stigma at Work**; Speaker: **Eden King** and **Mikki Hebl**

Topic: **Latent Change Scores**; Speakers: **Robert Vandenberg**

Topic: **"Dark" Personality**; Speaker: **Ernest O'Boyle** and **Don Forsyth**

Topic: **Meta-Analytic Methods**. Speakers: **In-Sue Oh** and **Christopher Berry**

Master Collaboration

Each year, the Program Committee creates a Master Collaboration session that connects leading researchers and practitioners on a topic. The goal is to facilitate science–practice connections, enhancing the understanding of the topic from both perspectives and sparking ideas for continued collaboration. This year's Master Collaboration committee, led by **Gary Giumetti**, is developing a session on the topic of "Global I Meets Global O: Research and Practice on Selection and Work-Life." Two academics, **Paula Caligiuri** and **Steven Poelmans**, and two practitioners, **Doug Reynolds** and **Angela Pratt**, will discuss the process of implementing selection systems and work–life programs to new regions/countries. To conclude, **Anne Marie Ryan** will lead an integrative discussion and audience participation segment.

Communities of Interest

Looking for a SIOP forum that is informal, insightful, and encourages audience interaction with one another and ongoing participation? Communities of Interest allow you to meet new people, discuss new ideas, and have an active role at the forefront of a hot topic in I-O. These sessions are designed to enhance existing communities and create new ones around common themes or interests. They have no chair, presenters, discussant, or even slides. Instead, they are audience-driven discussions informally moderated by one or two facilitators with insights on a topic of interest. These are great sessions to attend if you would like to meet potential collaborators, generate ideas, have stimulating conversations, meet some new friends with common interests, or expand your network to include other like-minded SIOP members. Chair **Christine Corbet** and the rest of the COI Committee are lining up some great sessions and facilitators for this year's conference, covering a wide range of topic areas. Be on the lookout for these sessions in the conference program.

Continuing Education Credits

The annual conference offers many opportunities for attendees to earn continuing education credits, whether for psychology licensure, HR certification, or other purposes. Information about the many ways to earn CE credit at the SIOP annual conference can be found at http://www.siop.org/ce and will be continually updated as more information becomes available.

The 30th Annual Conference will close on Saturday afternoon with a plenary session that includes a very special invited keynote speaker: Amanda Cox of the New York Times graphics team will talk about the ways in which the art of data visualization can build our science and practice. Big data novices and experts alike will be amazed by the compelling ways in which our work can be communicated visually. Incoming President **Steve Kozlowski** will also describe his plans for the upcoming year. We'll mark the closing of our 30th conference with a fantastic, Philadelphia-themed reception in the celebratory atmosphere of American Bandstand.

Making Your Reservation

Please see the SIOP Web page for details on booking your room. We encourage conference attendees to come early and stay late and enjoy all that Philadelphia and the SIOP conference have to offer!

It's only September when this goes to press, but we hope we've sparked your excitement for SIOP 2015 and Philadelphia! We can't wait to see you in the City of Brotherly Love!

*SIOP is approved by the American Psychological Association to sponsor continuing education for psychologists. SIOP maintains responsibility for this program and its content.

my.SIOP

Vote on new ideas for my.SIOP & other SIOP developments!

Ask questions & find answers about my.SIOP and more!

Discuss topics of interest to the SIOP community!

Share docs and presentations with SIOP members!

Get Involved Today

Plan Now to Attend the 2015 SIOP Preconference Consortia!

Mark Frame and Tracey E. Rizzuto

On **April 22, 2015,** the SIOP Consortia Committee will host three (3) integrated consortia that will help meet the educational and development goals of all in attendance. These events will happen the day before the SIOP conference, so plan now if you are going to attend. Participants may choose to attend only those sessions that are part of their consortia's track, *OR* they can attend sessions that are a part of another track. Participants must register prior to the conference, and a fee is associated with each consortium. Last year, participants reported enjoying, "The opportunity to choose between what presentations to attend" and feeling "much more prepared to meet real-world expectations."

Doctoral Student Consortium

Faculty members of doctoral programs will be asked to nominate their students for the Lee Hakel Doctoral Student Consortium (DSC). The DSC is designed for upper level graduate students in I-O psychology and OB/HRM programs nearing the completion of their doctorates (third-year students or above who have completed most or all coursework and are working on their dissertations). As always, the DSC will feature an impressive lineup of speakers. Special networking sessions will provide DSC participants an opportunity to meet and make connections with other consortia attendees and speakers. Nomination forms will be sent via e-mail in November to each program's director; enrollment is limited. For further information on the 2015 DSC or to make sure that the email address for your doctoral program is current, please contact DSC Subcommittee Chair **Wendy Bedwell** (wbedwell@usf.edu).

Masters Student Consortium

Similarly, faculty members of master's programs will be asked to nominate their students for the Master's Student Consortium (MSC). The MSC is designed for upper level graduate students in I-O psychology and OB/HRM nearing completion of their terminal master's degree. The MSC will also feature an impressive lineup of experienced practitioners. Special networking sessions will provide MSC participants an opportunity to meet and make connections with other consortia attendees and speakers. Nomination forms will be sent via e-mail in November to each program's director; enrollment is limited. For further information on the 2015 MSC or to make sure that the email address for your master's program is current, please contact the MSC Subcommittee Chair **Melanie Coleman** (Melanie.Coleman@wal-mart.com).

Junior Faculty Consortium

The Junior Faculty Consortium (JFC) focuses on the needs of untenured faculty

members and many people attend more than one JFC. For those considering a move into an academic career, it serves as a "realistic job preview" for participants who are considering the option of an academic career. JFC will also have the opportunity to network with each other and with other consortia attendees and speakers. Unlike the other consortia, the JFC requires no nomination. You can register for the JFC when you register for the conference. Seating is limited, so be sure to register early! For more information about the JFC, please contact the JFC Subcommittee Chair **Mike Sliter** (msliter@iupui.edu).

No Need for a Classroom

Check out the SIOP Webinar series available at
www.siop.org/webinar.aspx

Notes From APA Council of Representatives Meeting
August 6 & 8, 2014

Deborah Whetzel
Human Resources Research Organization

Rodney Lowman, Deirdre Knapp (for **John Scott**)**, Lori Foster Thompson**, and Deb Whetzel attended the 1½ day session of the APA Council of Representatives meeting in Washington DC August 6 and August 8, 2014.

Items on the consent agenda included approval of the following:

- 20, Resolution in Support of the U.N. Convention on the Rights and Dignity of Persons with Disabilities
  - The proposed resolution is aligned with the following goals of the APA Strategic Plan:
    - Goal 2, expanding psychology's role in advancing health; specifically, to promote the application of psychological knowledge for improving overall health and wellness at the individual, organizational, and community levels.
    - Goal 3, increasing the recognition of psychology as a science; specifically, to promote the applications of psychological science to daily living.
- 21, Resolution on Gender and Sexual Orientation Diversity in Children and Adolescents in Schools
  - The resolution was developed by a working group with representation from the Committee on Lesbian, Gay, Bisexual, and Transgender Concerns; the Committee on Children, Youth, and Families; the Division of School Psychology (#16); and the Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues (#44); and the National Association of School Psychologists.

Restructuring of Council

At the beginning of the meeting, a coalition of Council Representatives put forward a motion to delay voting on the structure and function of council. This motion included creating a new Implementation Working Group (IWG2) to address the details surrounding restructuring and postponing the vote for a year (Feb/Aug 2015). Several voiced the opinion that these issues have been discussed for about 8–9 years and that we will likely never have all of the details worked out to everyone's satisfaction. The motion to delay was defeated by 60%.

Melba Vasquez (chair of the IWG) and Bill Strickland (vice chair of the IWG) provided a summary of the history surrounding restructuring. Melba reminded council of a survey in which 60% found it unrewarding and unpleasant to serve on council. The survey revealed that council members

believed that council should discuss substantive issues that affect members and society. Council should be nimble, timely, and have strategic alignment across organizations with transparency and openness as the guiding principles. Previous votes included a trial delegation of specific duties to the board of directors (80%), expanded council focus (93%), and further refinement of models for council structure (97%).

Perhaps the biggest issue of contention is whether we should have 1 unit/1 vote (in which case SIOP would lose 3 seats on council). Although this is of some concern, there is likely value to having a smaller council. A straw poll (this is merely a "pulse check") revealed the following:

- 32% in favor of the current apportion-ment ballot,
- 50% in favor of 1 unit/1 vote,
- 18% for a 1 Council Rep from each division whose votes are weighted by apportionment.

When the weighted option was not provided, the straw poll revealed the following:

- 44% in favor of the current apportion-ment ballot,
- 56% in favor of 1 unit/1 vote

These results show a clear, but not overwhelming, majority. There was some concern that passing a motion to restructure without a large amount of support would lead to a divided Council.

Voted YES to receive IWG report regarding the Leadership Pipeline and Development Program Report. The report outlines a program to bring new talent into the APA governance system, foster a culture of continuous learning through professional development of existing leaders, and help prepare psychologists for leadership roles in the broader community. The board will come back to council with recommendations regarding implementation.

Voted YES to receive IWG report regarding the Technology Report. The report recommends a number of possible technology enhancements to be implemented over time that carry a range of possible financial costs, with many recommendations having no additional costs.

Voted YES to receive the IWG Triage Report. This report will describe a process by which council receives items for its agenda versus those items most appropriate for the board. Voted YES to approve a trial authority chart as delineation of where final authority is within the governance system during the 3 years that council delegates authority for specific duties to the board. A more detailed APA function and authority matrix will be brought to council for approval at the February 2015 meeting.

Voted YES To create a Council Leadership Team (CLT) and the Needs Assessment, Slating and Campaigns Committee (NASCC).

Awards

Rodney L. Lowman received the Presidential Citation for his work on the ethical application of psychological principles in organizational and consultative settings, the establishment of the *Consulting Psychology Journal*, and his APA book entitled, *Internationalizing Multiculturalism*. Way to go, Rodney!

The following SIOP members were elected to APA Fellow status:

- **Bradley Kirkman**
- **Chad Van Iddekinge**
- **Cheryl Paullin**
- **Douglas Reynolds**
- **John Schaubroeck**
- **Michael Buckley**
- **Robert Sinclair**
- **Steven Stark**

Congratulations to all!

Administrative and Other

APA is in good financial shape. APA finished 2013 in strong financial position with a positive operating margin. The balance sheet is healthy, and the investment portfolio continues to increase.

Voted YES to the resolution on interrogations of criminal suspects. In short, this describes research-based processes for interrogation of criminal suspects, including recognizing the risks of false confessions and interrogations of vulnerable populations (e.g., the cognitively impaired and those with developmental disabilities).

Voted YES to the inclusion of early career psychologists (ECPs) on boards and committees. (ECP is defined as someone who received their graduate degree within the past 10 years). If there already is an ECP, this requirement may be waived. Also voted YES to include an asterisk (*) by each nominee (with nominee's permission) who has not previously served on a board, committee, or Council.

Voted YES for a new journal titled, *Practice Innovation,* a cross-disciplinary journal that will serve as a resource for practitioners by providing legally permissible content—consistent with parameters stipulated by the APA Office of General Counsel—on current and evolving standards, practices, and methods in professional mental health practice.

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Professional Practice Committee Update

Mark L. Poteet
Organizational Research & Solutions, Inc.

"The only constant is change" is a concept I believe has been commonly attributed to the ancient Greek philosopher Heraclitus, yet as the events of the last several months have played out, its relevancy remains some 2000+ years later. At the annual SIOP conference in May I began my tenure as chair of the Professional Practice Committee (PPC), taking over this role from **Tracy Kantrowitz**, who by all feedback and accounts has done an amazing job of organizing and leading the work of the incredibly talented committee members. The impact of the committee is quite significant, as evidenced by the wide range of activities and sheer number of projects and goals with which the committee is involved. Although the summer months have slowed things down a bit, since the annual conference we have been bidding adieu to departing committee members, adding new members, redefining and expanding our goals, and getting organized for another productive year.

The overall mission guiding the PPC's work remains the same: to champion the professional development of practitioners and serve as advocate for I-O practice. The PPC's 2014–2015 goals and initiatives, which can be found on the SIOP website, are in many ways are a continuation of the outstanding work already in progress.

Through the initiatives we either directly own or to which we provide support, we strive to further build and advocate SIOP's brand as the authority on workplace psychology, to enhance the practice of workplace psychology by SIOP's strategic partners and stakeholders, and to facilitate members' knowledge and practice of science and evidence-based applied psychology in organizations.

Among these initiatives are the creation of a "business acumen" competency model to help guide the business education of I-O practitioners, continued enhancement and implementation of the practitioner speed and group mentoring programs, the facilitation of a SIOP Task Force to provide selection practice recommendations to the EEOC, the creation of a database of practitioners who can serve as journal article reviewers, and continued work on advancing evidence-based practices through our SIOP–SHRM Science of HR Series. Thanks to **Beth Bynum**, **Eric Dunleavy**, **Maya Garza**, **James Kurtessis**, **Matt Minton**, and **Kayo Sady** for their leadership on these efforts.

Newer projects just getting underway or being proposed include an extension of the I-O Career Paths Study based on feedback we received at the annual conference; conducting another practitioner needs study to supplement and update the study

conducted and reported by **Rob Silzer**, **Rich Cober, Anna Erickson,** and **Greg Robinson** in 2008; and expanding SIOP's involvement with organizations in the occupational/employee health and well-being space. In the coming year we will also provide support for cross-committee SIOP-related initiatives, such as potential revisions to SIOP *Principles* based on updated testing standards and support for an ongoing coaching competency model analysis. Thanks to **Bob Bloom** and **Joy Oliver** for their efforts to lead some of these projects.

The work of the PPC would not be possible without the dedicated service of these and several other committee members not mentioned here. I want to take a moment to recognize committee members who have transitioned off the committee in the past few weeks after dedicating years of service: **Amy DuVernet** and Tracy

Kantrowitz. Thanks for all your work and continued support!

In addition, input and support from the SIOP membership is crucial to the work of the PPC.

Your input drives the direction and the results of our initiatives. Throughout the coming year we will be seeking input from you on initiatives, including the practitioner needs study, careers study, practitioner reviewer database, and satisfaction with EBSCO/SIOP Research Access. Thank you for your help and continued support!

As always, if you have any feedback, comments, or questions about the PPC's activities or progress, please contact me directly at mlpoteet@verizon.net.

American Psychological Association Convention 2015: Toronto, Canada

Ann Huffman, Division 14 APA Program Chair

I just returned from APA in Washington DC. It was a great conference! I want to put out a special thanks to **Autumn Krauss** who was Division 14 APA conference program chair. I know she put a lot of hours into the conference and it definitely showed! I am writing to share some information concerning the next APA convention in Toronto (August 6–9, 2015).

First, before you come to the conclusion that the APA convention has nothing to offer you, please take a minute and read on. Yes, APA is big, and yes, APA has a clinical spin. So why do I go? I really appreciate the interdisciplinary nature of the conference. I am a work–family researcher, with interests in environmental sustainability, diversity, and military research. APA is a "one-stop shop." I can attend relevant talks in many different divisions (e.g., Div. 34: Society for Environmental, Population and Conservation Psychology; Div. 44 Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues; Div. 19 Military Psychology) that help broaden the way I think about I-O issues. Getting different perspectives outside of the typical I-O focus can be refreshing and is really helpful for generating new and creative ideas, both for my research as well as in the classroom.

We have two opportunities to submit our research to APA:

A. Collaborative programming: The first opportunity is for collaborative programming. This is a new process in which APA provides us with the opportunity to develop sessions that span different disciplines within psychology. This new programming type has a symposium format (e.g., 3 to 4 papers, opportunity for a discussant) and requires topics that cross divisions. The presenters do not necessarily need to be from multiple divisions, but the topics need to represent interests of multiple divisions. For example, a session could be on "Strategies to Avoid Biases When Interviewing Sexual Minorities." The organizers could state that that this topic would appeal to Div. 44 (Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues) and Div. 14. The session is reviewed by both the Div. 44 and Div. 14 APA committees.

The deadline for collaborative programming for the 2015 convention is quickly approaching (**October 15, 2014**). The call is posted on the APA website. A 300-word general summary and a 300-word summary of each participant's contribution are required for the submission. The collaborative programming has themes that were developed by the APA leadership. You don't have to apply to a specific theme, but it probably doesn't hurt. Remember, the speakers do not need to come from different divisions. You only need a topic that will be of interest to more than one division.

Here are the collaborative themes that will be featured at the 2015 meeting:

- Competencies at the intersections of diversities
- The promises and pitfalls of technology
- Disparities in health, wellness, justice, and education
- The psychology of work and group dynamics
- Emerging areas of science, practice, and education: Lifelong learning for psychologists
- Violence, bullying, victimization, and trauma
- Embracing interdisciplinarity: Reaching out beyond psychology

As you can see, many of the themes are relevant to Division 14, with one (The Psychology of Work and Group Dynamics) speaking directly to our division! This past conference we had a successful session in the collaborative programming. Division 14 collaborated with Divisions 13 (Society for Consulting Psychology) and 47 (Division of Exercise and Sport Psychology) on a session, *Consultants and Personal Coaches Use of Telepractice to Enhance Elite Performance.* The goal of this symposium was to enhance participants' understanding of the use of telepractice-based coaching and consultation in assisting individuals, teams, and organizations achieve the highest levels of elite performance. The session included experts from the U.S. Olympic Committee, consulting firms, and academia. Although this is just one example, there are so many different potential divisions that Division 14 could include in a collaborative session.

A list of the APA divisions is available at http://www.apa.org/about/division/index.aspx.

By the time that this article is published, there will be only about 2 weeks before the deadline. If you are interested, contact me at ann.huffman@nau.edu. I will see what I can do to facilitate a session with other divisions. If you have any questions about collaborative sessions or want help with connecting with other members or divisions, please feel free to contact me.

B. Traditional Programming
Proposals for 50-minute symposia, posters, and papers in any area of I-O psychology are invited, especially those that address Division 14's theme this year, *Replication and Discovery: How to Use Our Science to Uncover Truths and Solve Real Organizational Problems.* The deadline for the traditional programming is **December 1, 2014**. For posters and papers a 250–500-word summary is required that includes statement of the problem, participants, procedure, results, and conclusions. Symposia require a 300-word general summary and a 300-word summary of each participant's contribution.

If you have any questions about APA 2015, please feel free to contact me. I hope to see you all there!

Strengthening the Relationship Between SIOP and APS: Calling I-O Practitioners and Researchers!

Silvia Bonaccio
Telfer School of Management, University of Ottawa, Canada

A few months ago, I received an email from **Tammy Allen** asking if I would be interested in taking on a newly created role under the umbrella of the External Relations Committee. The person in this role would be responsible for liaising between SIOP and APS. Given that it is impossible to say no to Tammy and given that I have thoroughly enjoyed being a member of both SIOP and APS, I agreed to take on this position.

The mandate of this position is twofold (so far). First, I am responsible for sending recently published and interesting I-O research to Scott Sleek, the director of News at APS. Scott writes the blog [Minds for Business](#), which he describes as the "indispensable research blog on the science of the modern workplace." This blog is a great opportunity for I-O psychology to engage in transfer of knowledge from research to practice given its diverse readership. Please send any recently published work that you think is particularly bloggable my way. I'll be sure to pass it on to Scott for possible inclusion on the blog.

My second responsibility in this role is to promote I-O research and practice in the *APS Observer.* One way to do so is to highlight unusual career paths in I-O psychology. Indeed, many SIOP members have ventured down nontraditional career paths. If this describes you, please contact me with a short description of your position. In addition to highlighting unusual careers in I-O psychology, it would be wonderful to showcase some recent success stories of how I-O has had an impact on the business world.

Those responsible for the *APS Observer* are interested in doing an article or even a multipart series on I-O psychology. If you have been part of an interesting and impactful applied endeavor, please get in touch with me.

I look forward to hearing from you. I can be reached at bonaccio@telfer.uottawa.ca.

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International Affairs Committee Update

Angelo DeNisi
Tulane University

The International Affairs Committee (IAC) of SIOP is charged, broadly, with increasing collaboration and dialogue with non-North American I-O psychologists, and addressing international issues in I-O and work psychology; specifically publicizing what our field has to say about these issues. There are a number of tasks that the committee carries out in pursuit of these broad goals, but the primary focus of the committee last year was on a handful of specific activities.

1. Research Grants: Two years ago the SIOP Board voted to fund a small grant program designed to support collaboration between SIOP members and I-O and work psychologists from outside North America. The deadline for application for this current year has passed, but the IAC reviewing this year's proposals will make a recommendation to the SIOP Board some time next month.

2. Best International Poster: The Committee is also responsible for selecting the Best International Poster at the SIOP conference. This award is meant for papers dealing with global or international issues rather than papers written by non-North American authors. With the help of **Evan Sinar** (SIOP Program Chair), we identified a number of candidates, and the award was given to "Developing cross-cultural personality norms: Which grouping method is appropriate?" by **Jack Kostal, Brenton Wiernik, Deniz Ones, and Joy Hazucha.**

3. International Reception: The Committee also arranged for a reception at the Hilton Hawaiian Village for all international attendees. The reception was held outside on the Village Green and was very well attended.

4. White Paper Series: Perhaps the most important activity of the Committee relates to the production of a series of white papers. A subcommittee, consisting of myself, **Lynda Zugec, Soo Min Toh, Stuart Carr,** and **John Scott** developed ideas and potential authors for two papers last year. We are just about ready with both of them, and both deal with important issues of interst to I-O and work psychologists from around the world. The first deals with "Bullying at Work" and is authored by **Sandy Heshcovis, Tara Reich,** and **Karen Niven**. The second, which was also featured at the International Congress of Applied Psychology meeting in Paris this June, deals with "Youth Unemployment and Underemployment" and is authored by **Rosalind Searle, Berrin Erdogan, José M. Peiró,** and **Ute-Christine Klehe.** We are beginning the process to identify topics and potential authors for the coming year.

The International Affairs Committee is also responsible for helping to coordinate efforts between SIOP, EAWOP and the Alliance for Organizational Psychology, and will undertake any other projects entailing coordination among these groups.

No coffee,
but we have the books!

The SIOP Organizational Frontiers Series

Launched in 1983 to make scientific contributions to the field, this series publishes 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 (students, practitioners and researchers) and people in related disciplines including other sub-disciplines of psychology, organizational behavior, human resource management, and labor and industrial relations.

Professional Practice Series

Ideal for industrial and organizational psychologists, organizational scientists and practitioners, human resources professionals, managers, executives, and those interested in organizational behavior and performance, these volumes are informative and relevant guides to organizational practice. You'll find guidance, insights, and advice on how to apply the concepts, findings, methods and tools derived from organizational psychology to organizational problems.

Find all the great SIOP titles at the SIOP Store
http://www.siop.org/store/

Setting Global Human Development Goals:
The Role for Industrial-Organizational Psychology

SIOP Representatives to the United Nations:
Alexander Gloss, North Carolina State 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
Drew Mallory, Purdue University

Introduction and Overview of Current Activities

The Society for Industrial and Organizational Psychology (SIOP) United Nations (UN) team is hard at work building greater engagement with the UN system. The team recently held its annual meeting to brainstorm and strategize about the ways to both maximize SIOP's benefit to this important international body and to build mutually beneficial forms of collaboration on addressing some of the world's most pressing issues. In this article we discuss an important aspect of the UN's work, namely, its role in setting global human development goals. This discussion presents an important opportunity for SIOP to reflect about how it can engage with and support global priorities. Before discussing the issue of goals, we briefly review some of our current activities.

The SIOP UN team has continued to select, guide, and support teams of SIOP members who work to deliver pro-bono expertise and consulting services to the UN. For example, a team of SIOP members is currently working to assist a UN agency with its talent management system. Second, the SIOP UN team is exploring ways to more fully engage SIOP members in supporting the UN Global Compact, which sets principles for the private sector and those who work closely with it. These principles address important issues of human rights, labor standards, and practices that support environmental sustainability and anticorruption (Cruse, 2010). Third, representatives of the SIOP UN team have led a group of SIOP members who worked to deliver the perspective of industrial-organizational (I-O) psychology within a report sponsored by the United Nations Development Programme (UNDP) on the barriers to, and opportunities for, private sector efforts to reduce global poverty. This effort is discussed in depth by the Spotlight on Humanitarian Work Psychology column in this issue of The Industrial-Organizational Psychologist (Thompson & Gloss, 2014). Finally, as detailed in previous issues, our team continues to coordinate its efforts with a coalition of psychology associations with NGO status similar to SIOP's.

From the Millennium to Sustainable Development Goals

SIOP's attainment of official consultative status with the United Nations Economic and Social Council (ECOSOC) comes at an important time. Next year is the deadline for the attainment of the highly prominent Millennium Development Goals (MDGs), which as their name suggests were set at the turn of the millennium and specify important global goals for environmental sustainability and social well-being. Over the last 14 years, a large share of the international community has worked together to meet these goals and their more specific targets. Perhaps just as important as the MDG's completion next year is the advent later this year of a new set of goals. The MDGs will be superseded by the Sustainable Development Goals (SDGs). Although still officially unreleased, a picture of the SDGs is emerging (http://sustainabledevelopment.un.org). Just as with the MDGs, SIOP has a critical role to play in meeting some of the greatest challenges of our time. SIOP's UN team is hard at work in efforts to develop and promote a greater understanding of how I-O psychologists can help the world attain the vision articulated by the SDGs. In preparation for these efforts, the UN team thought that it would be important to reflect on I-O psychology's relevance to the MDGs.

An appreciation of I-O psychology's relevance to the MDGs is growing. An upcoming book edited by three SIOP members directly considers this issue (McWha, Maynard, & Berry, 2014). In addition, at least two background papers (Bhawuk, Carr, Gloss, & Thompson, 2014; Blustein, Kenny, & Kozan, 2014) prepared for a recent UNDP report (2014) discuss the relevance of a scientific understanding of workplace behavior to the MDGs and to global human development goals more generally. Research and practice in I-O psychology is of direct relevance to the MDGs in at least four major ways. First, the MDGs are goals and goal setting is a prominent subject of research in I-O psychology. Second, the MDGs concern fundamental aspects of work, including "decent" working conditions that closely parallel several areas of research in I-O psychology. Third, enhancing worker effectiveness and well-being in the public sector and civil society is a prominent way in which the world is pursuing many MDGs. Fourth, many private-sector organizations are increasingly getting involved in the pursuit of various MDGs, and I-O psychology has an important role to play in understanding that engagement. We now turn to briefly consider each of these areas of relevance.

Goal Setting and Evaluation

In a sense, the MDGs represent a truly global validation of some of the basic principles of goal-setting theory—in particular, the motivating potential for setting specific and challenging goals (see Locke & Latham, 2013). Indeed, as mentioned by the United Nations Secretary-General Ban Ki-Moon, the goals have been "the most successful anti-poverty push in history" and evidence that "focused global development efforts can make a difference" (UN, 2013, p. 3). I-O psychology's focus on effective goal setting is an important way in which its collective insight has already benefitted international

development efforts, and it seems likely to continue to do so going forward given the continued emphasis on the setting of goals as a way to motivate and direct global human development (http://sustainabledevelopment.un.org). As an example of the relevance of major topics in goal-setting research, consider the effects of MDG monitoring. As countries began to work towards the MDG goals, they implemented monitoring and evaluation systems to track the success of their efforts. This monitoring and evaluation is a macroscopic form of "performance feedback." As detailed in the UN's 2014 report on progress toward the MDGs, the process of countries developing data on their progress toward MDG targets has both generated greater public support and funding for development and allowed governments to further hone their efforts (UN, 2014, p.6).

Decent Work Agenda

Of prominent consideration in the background reports mentioned above is MDG 1, which specifies eradicating extreme poverty and hunger as a global priority. One of the specific targets for MDG 1 is to "achieve full and productive employment and decent work for all, including woman and young people" (UN, 2014). The focus on employment and decent work within MDG 1 is a reflection of a few key realities. As stated by the World Bank (2012, p. 2), "jobs are the cornerstone of economic and social development" and provide some of the most important sources of financial and social support across the working life of many people. However, jobs are not exclusively positive sources of support for many others. For example, across the world, there are 115 million children working in hazardous conditions and 21 million victims of forced labor (World Bank, 2012). The importance of "decent" working conditions to global human development was a large part of the motivation behind the creation of the "Decent Work Agenda" by the International Labour Organization. As operationalized by the ILO, decent working conditions include the availability of paid work, voluntary contracts, wages that support acceptable livelihoods, fair and equitable treatment at work, physical and financial security, and participation in decision making about working conditions (Anker, Chernyshev, Egger, Mehran, & Ritter, 2002). Pursuing the MDGs also requires going beyond basic "decent" working conditions and includes, for example, the need for greater work–family balance to help support women's greater participation in the job market (UN, 2014). This greater participation is in support of MDG 3, which seeks to promote gender equality and to empower women. In summary, the availability of decent work opportunities is itself an important part of supporting MDG 1. Thus, a broad swatch of research and practice in I-O psychology, including that which focuses on worker health and safety, decision making, remuneration, and issues of discrimination and diversity, all have direct parallels with important MDG priorities.

Worker Effectiveness and Well-Being

As discussed in various chapters of the upcoming book on I-O psychology's relevance to the MDGs, a number of developmental goals rely on the effectiveness and well-being of workers in the public sector

(e.g., teachers working for state-sponsored schools) and in civil society (e.g., volunteer community health workers). One example is pursuing MDG 5, which prioritizes the improvement of maternal health and requires a greater incidence of skilled health personnel attending to births in lower-income regions of the world (UN, 2014). In addition, MDGs 2, 4, and 6, which respectively address the importance of attaining universal primary education, reducing child mortality, and combating diseases like HIV/AIDS, clearly require the effective and sustainable involvement of a number of professionals in the public and civil society including physicians, nurses, midwives, educators, and those that provide them administrative and technical support. Research and practice into any number of issues regarding the effectiveness and well-being of professionals engaged in supporting the MDGs (e.g., motivation and teamwork) is an essential part of I-O psychology's relevance to the pursuit of global development goals.

Private-Sector Engagement

Finally, as detailed in a recent report by the UNDP (2014) and by scholarship within the field of I-O psychology (e.g., Aguinis & Glavas, 2012; Rupp & Mallory, in press; Rupp, Skarlicki, & Shao, 2014), the private sector can play an important role in promoting various developmental priorities. Of particular note is the potential for corporate social responsibility (CSR) efforts to help pursue the goals that have already been mentioned and, in addition, to also support Goals 7 and 8, which aim to ensure environmental sustainability and develop a global partnership for de-

velopment respectively. The potential of private-sector organizations to promote developmental priorities through CSR and through other means such as social entrepreneurship, inclusive business practices, and mainstream business practices have continued to garner considerable interest in the international development community (UNDP, 2014). Considering the organizational and individual precursors, correlates, developmental impact, and ways of enhancing these forms of engagement will likely be a critical area for the future relevance of I-O psychology to global development priorities.

Conclusion

I-O psychology is of direct relevance to arguably the world's most important goals in at least four ways: (a) goal setting and evaluation; (b) understanding and promoting positive working conditions; (c) promoting worker effectiveness and well-being in the public sector and civil society; and (d) engaging private sector corporations in supporting various MDGs and an understanding of the precursors, correlates, and impact of those activities.

This reflection on the MDGs is relevant as the world prepares to engage with the United Nations' Sustainable Development Goals. The UN team is hard at work considering how SIOP can best engage and support those goals.

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A Call for Action! Creating SIOP Awareness on Social Media

**Nikki Blacksmith, Tiffany Poeppelman, Tillman Sheets, and Stephany Below
on behalf of the ECC**

As most of you know, the Executive Board and the Administrative Office have been working hard to increase the visibility of our society and industrial-organizational (I-O) psychology. However, the work has just begun, and they cannot do it alone. It will take each and every SIOP member working together to create external awareness on a daily basis!

How can you create awareness? Get online and stir up attention around I-O practices and research!

We, along with the members of the SIOP Electronic Communication Committee (ECC), have joined the Visibility Committee in celebrating the Smarter Workplace Awareness Month, taking place throughout September. We challenge you to also join us on social media sites and post about developing a smarter workplace, including the hashtag #SmarterWorkplace. Don't forget, you can also use one of the following hashtags on all of your social media posts so others can follow the feed!

#SIOP   #mySIOP
#IOPsych   #SIOP15
#LEC14

Don't know what to post? Here are some quick examples for LinkedIn, Facebook, or Twitter!

News updates:
America's 20 Fastest-Growing Jobs May Surprise You, Tracy Kantrowitz talks to ABC News #SIOP ~ @SIOPTweets

Thought leadership:
"I-Os need base knowledge of technology to effectively develop new products for the workplace! #SIOP14" ~ Eric Knudson, @ericknud

Recent research:
"Working wives should be more selfish. Research on importance of taking time for self. tinyurl.com/q8yu6ud #workfamily #IOPsych" @TammyDAllen

Professional Guidance:
"Enhance your brand as an #IOPsych - Check out our latest #themodernapp article on personal branding!" ~ Tiffany Poeppelman, Linkedin

We challenge you to take our social media presence to the next level. Start posting today and hashtag "SIOP"!

Obituary: Erich P. Prien

Kristin Prien, Andrew Vinchur, William Macey, M. Dale Smalley, and Jeff Schippmann

Dr. Erich P. Prien, aged 85, of Judsonia, Arkansas, died at home on February 16, 2014, after a long illness.

Erich was born in 1928, in Chicago, the child of German and Polish immigrants and grew up upon a farm outside Benton Harbor, Michigan. He graduated from Western Michigan University with a degree in psychology. After graduation, he served for 2 years in the U.S. Army, during which time he was stationed at Letterman Army Hospital in San Francisco. After his military service, Erich returned to school, earning a master's degree from Carnegie Institute of Technology in Pittsburgh, PA. While in Pittsburgh, he met and married his wife, Muriel Elaine Oakes. Erich then completed his education, earning his PhD from Western Reserve University in Cleveland, Ohio. It was under the guidance of his major professor, Jay Otis, that Erich began his 40 years of research into job analysis and individual assessment.

Erich began his long academic career at Greensboro College in Greensboro, NC, as chair of the department of psychology and also taught at Georgia Institute of Technology and the University of Akron. During this time (the late 1960s) he also served as an advisor to the Imperial Iranian Armed Forces. Subsequently, Erich moved to Memphis to chair the I-O program at Memphis State University. After almost 20 years on the faculty, Erich retired from university life in 1987, though he remained quite active in consulting activities until 2004. He was the author of five books and numerous monographs and articles in scholarly journals. He was recognized by his peers as one of the preeminent researchers in the area of job analysis. He was a fellow of the American Psychological Association and the Society for Industrial and Organizational Psychology and was board certified in Industrial Psychology by the American Board of Professional Psychology.

Over the course of his research career, Erich collaborated with and mentored innumerable colleagues and students. He was a generous and thoughtful colleague and gave freely of his time and energy. He treated his students and colleagues as family, welcoming all into his home and to his dinner table. He was the source of much needed counsel, and many owe much of their success to him for his sage and timely advice (often based on the straightforward guidance of "do the right thing, and do it right"). Fittingly, one of his last published works (in 2008) was a book chapter entitled "The Consultant as Mentor."

Erich's research was also recognized by practitioners. He was the winner of the 1977 and the 1978 Research and Creativity Award from the Society of Human Resource Management for

articles coauthored with Dr. Mark Jones and Dr. Louise Miller. He was also the recipient of the Author of the Year Award from The American Society of Training Directors for his 1961 article "A Study of the Training Director's Functions." He was awarded SIOP's Distinguished Professional Contributions Award in 1996. In addition, Erich consulted with a number of companies and government agencies, both in the Memphis area and nationally.   Furthermore, he served as an expert witness in over 50 legal cases.

After his retirement from Memphis State University in 1987 and the death of his wife Muriel, Dr. Prien moved to Judsonia, Arkansas, where he and his second wife, Dolores, built a house overlooking the Little Red River. They enjoyed sitting on the deck watching the bird feeders and never missed a Saturday evening with the *Prairie Home Companion*. Erich is survived by his wife of 22 years, Dolores; three daughters, Kristin Prien, Melissa Walker, and Amanda Campbell; one son, Erich W. Prien; and four grandchildren, James Walker, Alex Walker, Robert Campbell, and Maggie Campbell.

Obituary: Harrison Gough

Christina Maslach and Sheldon Zedeck
University of California, Berkeley

Harrison Gough, a leader in the field of personality assessment, passed away on May 4, 2014, at the age of 93, in Pebble Beach, California. Gough was born February 25, 1921, in Buffalo, MN, and grew up in St. Cloud, MN. He received his BA degree in sociology from the University of Minnesota in 1942, graduating summa cum laude. He enlisted in the military during World War II, serving from 1942 to 1946. He worked in the Air Crew Selection Program, where he learned that psychological tests could forecast complex and important outcomes.

After the war, Gough returned to the University of Minnesota to earn his master's and PhD degrees in psychology (in 1947 and 1949, respectively). He then joined the Psychology Department of the University of California at Berkeley and was a distinguished faculty member there for his entire academic career. He retired as an emeritus professor in 1986 but continued to work actively on various projects in personality assessment until the time of his death. He is survived by his loving wife of 71 years, Kathryn Gough; his brother Philip; daughter Jane Rhodes; son-in-law Jeff Rhodes; two grandchildren; and two great grandchildren.

Gough's most important contribution was the development of the California Psychological Inventory (CPI), which continues to have immense influence on applied psychology. The CPI assesses normal personality functioning, rather than pathological functioning, and was a pioneering approach that anticipated positive psychology. Its many scales and patterns provide a nuanced way of describing the individual and predicting behavioral outcomes. The test has been utilized globally in a wide variety of contexts, including educational and organizational settings.

Gough began the construction of the California Psychological Inventory in 1955. His goal was to meet the high psychometric standards set by the aviation selection program, with a primary emphasis on understanding the individual respondent. Moreover, he wanted to publish the CPI so that it could be used in organizations to support learning and growth. In 1956, he cofounded Consulting Psychologists Press (CPP), with the CPI assessment as its first product. CPP has gone on to provide many psychological assessments that can help improve the performance of both individuals and organizations.

Gough continued to construct new measures, including the Adjective Check List (ACL), Personnel Reaction Blank, and Interpersonal Dependency Inventory, and he conducted empirical research on per-

sonality determinants of creativity and longevity. His achievements led to numerous honors, including an award from SIOP in 2001 for his outstanding contributions in normal personality measurement.

Harrison Gough leaves a remarkable legacy of dedication and impeccable professionalism. He was the quintessential empiricist, and his view on measurement was always utilitarian and pragmatic: Does the measure „work" to predict external criteria? His empiricism presaged the contemporary recognition of the power of big data and quantification, and his pragmatism puts him at the core of 20th century psychology. On a personal level, his legacy is one of kindness, intelligence, charm, and wit—he was the epitome of a true gentleman and a scholar.

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Obituary: Lawrence R. (Larry) James

Larry J. Williams and Justin A. DeSimone

It is with great sadness that we report the death of our SIOP colleague, Lawrence R. (Larry) James. He died peacefully August 14, 2014 due to complications from open-heart surgery, in the presence of his wife Leslie and son Jordan. Larry completed his BS, MS, and PhD at the University of Utah under the mentorship of Calvin W. Taylor, and during his career he held held academic appointments at Texas Christian University, the University of Tennessee-Knoxville, and the Georgia Institute of Technology, from which he retired in 2013. Over the course of his career, Larry was awarded nearly $7 million in research funding and authored over 90 articles and book chapters as well as three scholarly books.

Early in his career, he wrote seminal articles on organizational structure and psychological climate, employee selection, and performance evaluation; however, Larry is perhaps known best for his scholarship in the areas of statistics and research methods, as he is an author on 3 of the top 20 most cited books, chapters, and articles on methodology in organizational research (*The Industrial-Organizational Psychologist*, 2009). Among his major accomplishments, he wrote a definitive work on causal modeling, created the r_{wg} metric routinely used in aggregation, and developed the Conditional Reasoning personality assessment system. Larry also made substantial contributions to the topics of meta-analysis, mediation and moderation, and multilevel modeling.

Larry has been recognized as a Fellow of the American Psychological Association, the American Psychological Society, and the Academy of Management. He also received the Academy of Management's Research Methods Division Advancement of Organizational Research Methods Award as well as the *Academy of Management Review*'s Best Paper award. He also was the recipient of the Research Methods Division's Distinguished Career Award in 2003. Last spring Larry was the recipient of SIOP's prestigious 2014 Distinguished Scientific Contributions Award.

Larry was never satisfied with the status quo, always believed that improvement was possible, and had a unique ability to connect ideas from various disciplines. He was one of the most approachable individuals in the field and was always willing to offer assistance or explanation to those who asked. His greatest pleasures in academia came from mentoring graduate students and junior faculty and developing ideas through debate. Even after retirement, he met weekly with students and faculty members to discuss ideas and develop his research program in conditional reasoning. Whether it was teaching in the seminar room, providing

informal feedback on papers for friends and colleagues, talking shop over coffee or lunch, or writing equations on cocktail napkins while at conferences, he was always willing to share his ideas and help develop those of others, and he did so with a most interesting style, a great sense of humor, and an approach to solving the problem that was usually just as interesting as the solution itself.

The field of I-O psychology has benefited immeasurably from Larry's intelligence and creativity. Our field will miss his scientific contributions, and those who knew him will miss his friendship.

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IOTAS

Becca Baker
Xavier University

Transitions, New Affiliations, Appointments

Jean Phillips and **Stan Gully** are pleased to join the School of Labor and Employment Relations at Pennsylvania State University as of August 2014 as professors of Human Resource Management. Jean Phillips received her PhD in Business Administration from Michigan State University in 1997, majoring in Organizational Behavior. Stan Gully received his PhD in Industrial/Organizational Psychology from Michigan State University in 1997. Jean is a recipient of the Cummings Scholar Award from the Organizational Behavior Division of Academy of Management, and Stan is a recent inductee as a SIOP Fellow. Both previously worked at the School of Labor and Employment Relations, Rutgers University. They look forward to the opportunity to work with colleagues in their new school as well as in the psychology department and business school.

The I-O program at Bowling Green State University is pleased to announce the addition of **Clare Barratt** to the faculty. Clare is completing her PhD at Texas A&M University (yes, she is following Johnny Football to Ohio). She will join the core faculty **Bill Balzer, Scott Highhouse, Steve Jex, Russell Matthews, Mike Zickar**, and **Maggie Brooks** (Management).

Wendy Becker was just recently promoted to professor of Management, John L. Grove College of Business, Shippensburg University. Also, she will serve as vice president for the New York Metropolitan Association of Applied Psychology (METRO) for 2014–2015.

Kenneth G. Brown, PhD, SPHR, was recently appointed as associate dean of Undergraduate Programs in the Henry B. Tippie College of Business. His new responsibilities include oversight of an office with 16 staff and over 2,000 undergraduate students in a variety of programs, including work-based internship programs in Hong Kong, London, Madrid, and Paris, and a consortium program (CIMBA) based in Paderno del Grappa, Italy.

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 in the News

Clif Boutelle

The news media has found SIOP members to be credible sources of information for their workplace-related stories. And no wonder! SIOP members have a diverse range of expertise as evidenced by the listings in Media Resources on the SIOP web site (www.siop.org). There are more than 110 different workplace topics with nearly 2,000 SIOP members who can serve as resources to the news media.

SIOP members who are willing to talk with reporters about their research interests and specialties are encouraged to list themselves in Media Resources. It can easily be done online. It is important, though, that in listing themselves, members include a brief description of their expertise. That is what reporters look at, and a well-worded description can often lead the reporter to call.

Also connecting with reporters and editors is important to SIOP's Bridge Builders initiative as a way to increase I-O's visibility and influence. Every mention in the media is helpful to that mission.

It is a good idea for members to periodically check and update their Media Resources information.

Following are some of the press mentions that have occurred in the recent months.

Edie L. Goldberg of E. L. Goldberg & Associates in Menlo Park, CA, authored an article in the August issue of *HR Magazine.* Noting that traditional performance reviews are time consuming and often fail to meet expectations for both employees and managers, Goldberg wrote that technologies now exist that can help manage performance. The new approach, called social performance management (SPM), allows employees to share goals with all those involved, keep people informed regarding progress against goals, and provide feedback and recognition from peers, direct reports, or managers at one time and in a timely manner.

Women applying for a job in male-dominated fields should consider playing up their masculine qualities, according to research conducted at Michigan State University and reported in a variety of media outlets including the August 8 *Economic Times*, *Business Standard*, *Daily Mail*, *Fox News,* and *Glamour Magazine*. The researchers found in a lab experiment that women who described themselves using masculine-like traits (assertive, independent, achievement oriented) were evaluated as more fitting for the job than those who emphasized female qualities (warmth, supportiveness, nurturing). "We found that 'manning up' seemed to be an effective strategy because it was seen as necessary for the job," said **Ann Marie Ryan** of Michigan State University, coauthor of the study.

The August 8 issue of *The Daily Mail* carried a story asserting that men are "secret feminists" but are too afraid to speak up

because their motives may be misread. The article quoted an *Atlantic* magazine article by **Adam Grant** of the University of Pennsylvania. He wrote that "some men want to voice their support but fear no one will take them seriously, because they lack a vested interest in the cause. He added, "There's some evidence that when a cause seems inconsistent with our self-interest, we fear that we'll incur a backlash."

Many workplaces across the country have employees afflicted with what **Alecia Santuzzi** of Northern Illinois University calls "invisible disabilities," which were the subject of a research project she conducted with colleagues **Lisa Finkelstein** of Northern Illinois University, NIU graduate student **Pamela Waltz,** and **Deborah Rupp** of Purdue University. The research was published in SIOP's *Perspectives on Science and Practice* journal and in the August 8 *SaukValley.com (Illinois).* Millions of Americans deal with invisible disabilities, which can range from depression, dyslexia, and panic attacks to diabetes, cancer, and hearing or sight impairments. Yet disclosure to employers can come at a cost so great many choose to keep their disabilities hidden. The authors highlight the unique challenges for workers and organizations dealing with unseen disabilities and argue for a review of current disability law and workplace policies.

Laurent Lapierre, a professor at the University of Ottawa's Telfer School of Management, wrote an article for the July 24 *Toronto Globe and Mail's* Leadership Lab Series about why leaders need true followers. He said that the vast majority of scholarly and business publications as well as business schools and consulting firms concentrate on leadership while the followership side of the leadership equation is all but ignored. Yet, the reality is that organizations cannot have true leaders without followers.

The July 23 issue of *New Republic* had a story about the creation of innovation districts within cities that represent a mixture of research institutions, corporations, start ups, and business incubators. These clusters of creative people are intended to develop ideas that can revitalize neglected neighborhoods, deliver sustainable development, and encourage civic engagement. Does this group brainstorming work? The philosophy behind the innovation district can be located in the business office, the article claimed, and cited research by **Fred Morgeson** of Michigan State University, who has found that almost all corporations now organize their workforce into teams and 91% of high-level managers believe teams are key to success. Also cited was research by the late **Marvin Dunnette** of the University of Minnesota, who conducted the first serious tests of brainstorming. He gathered 48 research scientists and 48 advertising executives together to participate in both solitary and group brainstorming sessions. Contrary to popular thinking, group brainstorming produced significantly fewer ideas than solitary brainstorming, and the ideas the group produced were of lower quality. Many studies since then have confirmed that creativity deteriorates as group size increases, but in many of our most important institutions, we continue to favor the group over the individual, the article said.

Research presented at the May SIOP Conference by Kansas State University doctoral candidate **Sooyeol Kim** showed that employees using smartphone microbreaks might benefit their overall productivity at work. The study was reported in the July 16 issue of *Tech Times*. Kim installed an app on the phone of a representative group of employees to monitor how much they used their smartphone at work. They averaged 22 minutes of smartphone use per day. The study found that employees who took phone breaks were happier than those who did not take any at all. Kim said the smartphone breaks helped workers deal with stress by allowing them to connect with family or friends and take a mental break from the demanding pressures at work.

Some workers seem to have an inexplicable ability to rise in the ranks despite not having any more experience or brilliance than their coworkers, according to a July 9 *Wall Street Journal* article. Psychologists say such "fast risers" may possess personality traits referred to as the "dark triad": manipulative, narcissistic, or antisocial and lacking in empathy or concern for others. **Seth Spain** of Binghamton University was the lead author of a 2014 review of more than 140 studies on people with mild or "subclinical" levels of dark personality traits. Learning to spot the traits in employees can help employers improve their career paths through training and wise job assignments. Everybody can learn from understanding how narcissistic or manipulative people use subtle skills to gain influence. It can also help coworkers and bosses spot extreme cases early and rein them in before they cause grumbling and discontent, he said.

Media stories about company founders and CEOs being fired or pushed out of their leadership positions led to a June 27 *Washington Post* story that quoted **Paul Winum** of RHR International (Atlanta). The story noted that many of these founders and company leaders do not leave quietly and push back against the boards that forced them out. Winum said the push back is not surprising. When a person has "worked 70 hours a week for years and years to build a business...you feel like it is yours, both in terms of having a big financial ownership and a tremendous psychological ownership," he said. When the change happens abruptly, the experience can be particularly jarring. "When suddenly someone is being forced to separate from their baby, that's when the resistance and the fight can be vigorous," he added.

Lisa Finkelstein of Northern Illinois University was a guest contributor to the June 25 issue of *Psychology Today* writing about the value of positive connections and relationships. Citing her experience at the annual SIOP conference, she focused on the connections people can make at conferences, which typically have an abundance of opportunities for "shared micro-moments of positive resonance." When we stack up these moments, we open ourselves to many gifts cognitively, emotionally, and physiologically, she wrote. "If we are truly open and willing to engage fully in an exchange—by looking someone in the eye, giving a true smile, really leaning in and listening to what others are saying—we could not only gain the traditional benefits of networking but also gain some real health benefits as well. I find

conferences chock-full of opportunities for these moments—poster sessions, walks to symposia, coffee breaks, cocktail hours, and so on," she added.

As NASA considers a mission to send astronauts to Mars, one of the issues being studied is putting together compatible teams for long-term space missions. In a NASA-funded study, **Suzanne Bell** of DePaul University and her team concluded that extroverts could potentially be a liability on these missions. Their findings were reported in the June 12 issue of *Science* magazine. Extroverts, who typically are sociable, outgoing, energetic, and assertive, are good to have on work teams because they speak up and engage in conversations about what needs to be done, which is good for planning, Bell said. However, because space missions are done in a "very tiny vehicle, where people are in very isolated, confined spaces, extroverts have a little bit of a rough time in that situation," she said. Graduate student **Shanique Brown** of DePaul said, "People who are extroverted might have a hard time coping because they want to be doing a lot; but on these missions there won't be that much to do; things become monotonous after a while and you're with the same people." Bell said, "The question is, where's the balance (between introverts and extroverts) and once we find the balance, what can we do through training to promote team compatibility?"

Lynda Zugec of The Workforce Consultants contributed to a *U.S. News & World Report* story about people changing careers. Because a career transition is such a major life decision, she advised people to seek several mentors to help them adjust to a new job, culture, and surroundings. "Typically we associate mentoring with a one-to-one relationship but that need not be the case. Different individuals can contribute to the mentoring process various ways," she said.

Zugec also was quoted in a *USA Today* story about changing the culture of an organization. The first step is to assess the organization's current culture through surveys and interviews. The most successful culture changes happen when employees are part of the change, when they are asked for feedback, and when their suggestions are incorporated into the new plan, she said. Changing the culture is not easy and it takes commitment and consistency. To make the desired change stick, managers must convey a consistent, clear, and straightforward message about the culture change and then lead by example, she said.

A story in the New York Daily News included Zugec's comments about steps people can make to gain an edge during the interview process. To demonstrate an intent to communicate thoroughly and accurately, she advised asking the interviewer if statements are clear and to establish a common understanding. "It is a good way to not only engage but also demonstrates a certain amount of care, both of which do wonders in getting that follow-up interview," she said.

A May 28 *Marketwatch* story about American workers' reluctance to use all their

vacation time quoted **Mitchell Marks** of San Francisco State University and **Mark Frame** of Middle Tennessee State University. According to the U.S. Travel Association, one in three workers say they don't take vacations because they have too much work to do. Marks said that "workers often are worried that if they take vacations, their bosses might see they can get along without them. It's about insecurity." Frame said that "if you are in a job you enjoy, the prospects of taking a week or two off could be frightening," adding that people are concerned about signaling to their employers they don't take their jobs seriously.

Robert Kaiser, **Gordon Curphy,** and **Bob Hogan** authored an article in the May 22 issue of *Chief Learning Officer* about what is wrong with leadership development programs. They outlined six ways that that can improve leadership learning and development initiatives. These include:

- Evaluating leadership development programs in a meaningful way and whether they produced positive changes in behavior and financial results;
- Defining leadership as the ability to build and guide teams that outperform competition;
- Selecting individuals for leadership development programs with people skills who are also team oriented, results driven, and curious learners and screening out self-promoters, satisfied technical experts, and those unable to change;

- Focusing leadership development efforts on the competencies specifically about getting results through teams;
- Providing opportunities for follow-up support or accountability for transferring learning back to the job, offering learning environments that allow experimentation and practicing new skills with real-team feedback, using teachers who have track records for building high-performing teams, and involving entire teams in the learning and development process;
- Often leadership programs are started for the wrong reasons. To get the best return on investment, start leadership programs for at least one of three reasons: to help leaders learn how to develop strategies and tactics needed to beat the competition, to help team leaders learn how to build and maintain a team, or to improve team dynamics and results.

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

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

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Conferences and Meetings

Please submit additional entries to Marianna Horn at
Marianna.Horn@Sodexo.com

2014

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/lec.

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

Jan 7–9
The British Psychological Society Division of Occupational Psychology Annual Conference. Glasgow, Scotland. Contact: http://www.bps.org.uk/events/conferences/dop-annual-conference

February 25–March 1
Annual Conference of the Society of Psychologists in Management (SPIM). Austin, TX. Contact: www.spim.org. (CE credit offered).

March 1–4
Annual Innovations in Testing Conference, Association of Test Publishers. Palm Springs, CA. Contact: www.innovationsintesting.org.

March 6–10
Annual Conference of the American Society for Public Administration. Chicago, IL.
Contact: ASPA, www.aspanet.org

March 18–21
Annual Conference of the Southeastern Psychological Association. Hilton Head, SC. Contact: SEPA, www.sepaonline.com. (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).

June 4–6
Annual conference of the Canadian Psychological Association. Ottawa, Ontario. Contact: www.psychology.uwo.ca/csiop.

June 28–July 1
Annual Conference of the Society for Human Resource Management. Las Vegas, NV. Contact: SHRM, www.shrm.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).

August 7–11
Annual Meeting of the Academy of Management. Vancouver, BC, Canada. Contact: Academy of Management www.aom.org

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