

The background of the cover is a photograph of a red kayak on a body of water, looking up at a large steel bridge. The sky is clear blue. The text is overlaid on the top and center of the image.

IOP

The Industrial-Organizational Psychologist

A publication of the Society for Industrial and Organizational Psychology, Inc.

July 2015, Volume 53, Number 1

IN THIS ISSUE:

Philly Conference Highlights

Modern App Year in Review

James L. Outtz Grant

And much more...



The Industrial-Organizational Psychologist

A publication of the Society for Industrial and Organizational Psychology, Inc.

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The Industrial-Organizational Psychologist.

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President's Column Steve W. J. Kozlowski	6
The Editor's Out-Box: On Inclusion Morrie Mullins	11
Letter to the Editor: Goal-Setting Theory Gets Complicated in Practice George Graen	16
 Editorial Columns	
Spotlight on Humanitarian Work Psychology: <i>Incorporating HWP Into Your Classroom: Lessons Learned</i> Ashley Hoffman	19
TIP-TOPics: <i>Prosocial I-O Psychology: Having an Impact Beyond Traditional Research and Practice</i> Alexa Garcia, MacKenna Perry, Allison Ellis, and Jennifer Rineer	24
Practice Perspectives: <i>Trends in Professional Membership, Activities, Development, and Representation (2008-2015)</i> Rob Silzer and Chad Parson	32
Practitioners' Forum: <i>Overview of the 2015 Practitioner Needs Survey</i> Joy Oliver, Meredith Ferro, Cole Napper, and Ben Porr	49
History Corner: <i>A Historical Look at Theory in Industrial-Organizational Psychology Journals</i> Jeffrey M. Cucina and Karen O. Moriarty	57
The SIOP Living History Series: <i>An Interview With Frank L. Schmidt</i> Jeffrey M. Cucina, Karen O. Moriarty, and Kim Johnson	71
The Modern App: <i>A Year in Review: #SIOP15 Technology and Social Media Highlights</i> Nikki Blacksmith and Tiffany Poeppelman	74

The I-Opener: <i>Would You Believe That We Even Fought Over Authorship Order for This Article?</i>	83
Bharati Belwalkar and Steven Toaddy	
International Practice Forum: <i>Aiyo! The State of I-O Psychology in Malaysia, Lah.</i>	90
Lynda Zugec, with Daniel Russell and Mei-Hua Lin	
SIOP in Washington: <i>Expanding the Impact of I-O Across the Federal Government</i>	97
Seth Kaplan and Laura Uttley	
Organizational Neuroscience: <i>Emotion in Work, From Brain to Organizational Levels of Analysis: A TIP Interview with Professor Neal Ashkanasy</i>	101
M.K. Ward and William Becker	
The Academics' Forum: <i>Making the Most of Your Pre-Academic Summer</i>	108
Allison Gabriel	
Max. Classroom Capacity	113
Marcus W. Dickson and Loren Naidoo	
Foundation Spotlight: <i>Promoting Diversity in Thinking About "Diversity"</i>	118
Milt HakeI	
On the Legal Front: <i>Legal Summertime Reading</i>	120
Richard Tonowski	
Practitioners' Ponderings	127
Richard M. Vosburgh	
Feature Articles	
Where Are the I-O Psychologists in Southeast Asia?	133
Allen I. Kraut	
Convenience Samples and Teaching Organizational Research Methods	137
David Costanza, Nikki Blacksmith, and Meredith Coats	

Who Bought Who II? The M&A History of CEB and Korn Ferry Logan J. Michels, Courtney C. Gear, Daniel Sachau, and Richard Olson	141
Identifying the Competencies, Critical Experiences, and Career Paths of I-O Psychologists: Industry Alexandra I. Zelin, Joy Oliver, Samantha Chau, Bethany Bynum, Gary Carter, Mark L. Poteet, and Dennis Doverspike	142

Reports

Philadelphia 2015: A Declaration of SIOP's 30th Anniversary Eden King, Kristen Shockley, and Evan Sinar	152
Conference Highlights!	157
2015 Frank Landy SIOP 5k Fun Run Results Paul Sackett	159
SIOP Program 2016: Anaheim Scott Tonidandel and Eden King	161
Membership Committee Update Satoris S. Culbertson	162
Under New System, Bridges Build You Steven Toaddy and Joseph A. Allen	164
Revision of SIOP's Guidelines for Education and Training Is Underway Stephanie C. Payne, Whitney Botsford Morgan, and Laura Koppes Bryan	167
Science Funding Speed Mentoring Event Report Jessica L. Wildman, James A. Grand, and the Scientific Affairs Committee	169
Improving the Visibility of I-O Psychology and SIOP Mark Rose and Stephanie Klein	170
News from the SIOP-United Nations Team: Exploring Work Experiences of Informal Workers and Promoting Decent Work for All Mahima Saxena, English Sall, John C. Scott, Deborah E. Rupp, Lise Saari, Lori Foster Thompson, Mathian Osicki, and Drew Mallory	172

Notes from the APA Council of Representatives Meeting Deidre J. Knapp	176
IOTAs Lauren Kenney	178
SIOP Members in the News Clif Boutelle	179
Conferences & Meetings Marianna Horn	183
SIOP Information	185

The photo for this month's *TIP* was taken by **Nathan Iverson** of Seattle Pacific University.

This photo was taken from the ship canal that connects Lake Union to the Puget Sound, approaching the proximal Fremont draw bridge and distal Aurora Bridge. For more PNW images like this one look up @nathan.iverson on Instagram.

President's Message



Steve W. J. Kozlowski
Michigan State
University

As I write this column, I'm reflecting on the energy, excitement, and resounding success of our SIOP Conference in Philly, which marked our third highest registration ever! There were 4,325 registrants and more than 800 program events. The 30th annual conference can be compared to the 1st conference in 1986 when about 600 people came together in Chicago to launch SIOP. We all owe many thanks to the legions of members acting in a wide range of capacities who made our conference a success. Special thanks go to **Eden King**, Conference Chair; **Kristen Shockley**, Program Chair; and **Erica Desrosiers**, Workshops Chair for putting together a range of intellectually stimulating programs. I also want to thank **Dave Nershi** and the entire SIOP Administrative Office for their hard work in making the conference operate smoothly. The annual conference is the pinnacle event for many SIOP committees, so all committee chairs and members deserve recognition and thanks for their contributions.

Thanks to all!

These reflections are timely because I'm attending the European Association of Work and Organizational Psychology (EAWOP) Conference in Oslo, Norway, and meeting with international representatives of the Alliance for Organizational Psychology (AOP). AOP is a collaboration among SIOP, EAWOP, and the International Association of Applied Psychology (IAAP) Division 1 that is designed to advocate for I-O psychology globally. For the last several years, SIOP presidents and members of the Executive Board (EB) have been working diligently to enhance the national and international visibility, reach, and impact of our Society. To augment our national efforts, we are working to strengthen our linkages with other industrial and organizational psychology associations around the world. SIOP's work with the United Nations (Chair, **John Scott**), the International Affairs Committee (Chair, **Soo Min Toh**), and AOP (**Milt Hakel**, **Jeff McHenry**, and **Donald Truxillo**) amplify SIOP's efforts to enhance the influence of I-O psychology science and practice on organizational effectiveness, workforce productivity and well-being, and societal benefits.

With respect to SIOP's national advocacy efforts with Lewis-Burke, we have engaged in several activities this past year that have substantially improved SIOP's visibility to policy makers. Here I highlight a small sampling of activities. **Steve Zaccaro** and **Tara Behrend** represented SIOP at the annual exhibition for the Coalition for National Science Funding, which was an opportunity to brief policy makers on the important capabilities of I-O psychological science. Past-President **Jose Cortina** has been in contact with representatives of the Congressional Management Foundation (CMF) exploring ways to incorporate I-O psychology in CMF training and materials (for congressional office staffers), which is a direct way to raise the visibility of SIOP on Capitol Hill. **Lisa Finkelstein**, **Ruth Kanfer**, and **Mo Wang** held a congressional briefing, organized by Lewis-Burke, timed to coincide with the release of their SIOP Frontiers Series book, *Facing the Challenges of a Multi-Age Workforce: A Use-Inspired Approach*.

Beyond activities initiated by SIOP leadership and Lewis-Burke, many SIOP members contribute to our visibility and advocacy (e.g., Science Officer, **Fred Oswald**; **Seth Kaplan**, Chair of the Government Relations Advocacy Team; External Relations Officer, **Milt Hakel**; **Janet Barnes-Farrell**, Chair of the External Relations Committee; and **Mark Rose**, Chair of the Visibility Committee), and by virtue of the policy roles they play. Members such as **Lori Foster Thompson** (who serves on the White House Social and Behavioral Sciences Team), **Mo Wang** (who serves as the program officer for NSF's Science of Organizations Program), and the many other SIOP members

who help to shape public and private policy play a vital role in enhancing the scientific, applied, and societal impact of I-O psychology. This is critical because, as a multilevel theorist and as highlighted in my presidential goals, having impact necessitates both top-down (SIOP leadership) and bottom-up (SIOP members) efforts.

Enhancing Impact: A Multilevel Approach

As I highlighted above, over the last several years SIOP presidents, the Executive Board, and Committee chairs and members have been working tirelessly to increase our external visibility, strengthen relationships, and enhance the societal impact of industrial and organizational psychology. We have streamlined and sharpened the I-O brand. We are building and strengthening ties with external professional organizations and tightening linkages with local I-O associations. We are actively connecting with policy makers in the federal government to advocate for I-O science and practice. We have an ongoing white paper series to make I-O expertise and applications widely accessible. We continue to disseminate knowledge on grant getting and research funding opportunities—at the SIOP conference, via *TIP*, and using other modalities—to the SIOP membership. This is just the tip of the iceberg of our visibility and advocacy efforts; SIOP leadership has been exceptionally proactive.

Although these many initiatives have been effective for advancing SIOP's strategic goals, they only address half of the system. These leadership-driven initiatives represent "top down" or macro effects. They

can facilitate and “kick start” change, but lasting systemic change is emergent, from the “bottom-up.” Thus, we need to complement these—and other—macro efforts with “bottom up,” emergent, self-organizing initiatives that better link SIOP members with each other, with SIOP leadership, and with opportunities to have an impact and make a meaningful difference to our science, practice, and society.

During my term as your president, the EB and I will pursue three overarching initiatives designed to better connect, support, and energize macro SIOP leadership efforts to enhance I-O impact with the CRITICAL bottom-up, emergent, and self-organizing communities of SIOP members who are prepared to act. The three initiatives focus on (a) pushing the boundaries of our community to embrace more multidisciplinary, (b) doing a better job of translating science to practice and linking practical problems to scientific inquiry, and (c) developing mechanisms to support the advocacy and impact efforts of SIOP members.

Expand Our Horizons to Enhance Impact

Science is increasingly cross-, multi-, inter-, and transdisciplinary (Wuchty, Jones, & Uzzi, 2007). Moreover, the evidence is compelling that multidisciplinary science has the biggest impact (Uzzi, Mukherjee, Stringer, & Jones, 2013). This shift in the model of scientific impact from solo investigators to science teams is reflected in federal agency funding policies (science and applied) that emphasize multidisciplinary teams to research important societal problems. In contrast, during **Tammy**

Allen's term as president, her initiative to map I-O psychological science (Allen, 2015) shows that we tend to be insular (publishing primarily for ourselves). That is, we cite other areas of psychology and other disciplines, but most of our work is not cited outside of our area. The effect of this behavior is that I-O psychological science has a diminishing impact on psychology and other disciplines in the behavioral and physical sciences. This is truly unfortunate because there is an extraordinary opportunity for I-O psychology science and practice to have impact—not just in our usual areas of human resources, management, and organizational behavior, and strategy—but also in the areas of education, healthcare, and the STEM (science, technology, engineering, medicine) disciplines. As a field, we need to expand our horizons of the disciplines where I-O psychological science and practice can have meaningful impact and societal benefits.

Promote Translational Science and Evidence-Based Practice

In addition to broadening our disciplinary horizons, we also need to do a better job of translating our basic scientific findings that are relevant to improving organizational and workforce effectiveness into practical applications that connect to that evidentiary base. The primary journals are largely academic and science oriented. That is their established role and that is not likely to change without redesigning the entire ecosystem that surrounds academic publishing. Nonetheless, we need to better fuse I-O psychological science findings and evidence-based practice. To do so, we

will need to develop new mechanisms to translate relevant research findings into actionable knowledge, advice, and tools that can be readily adapted and applied by I-O psychology practitioners. In addition, we need to develop practice-based “sensing mechanisms” that feed forward to I-O researchers to better facilitate “use inspired” I-O psychological science. I use the term “use inspired” in the sense popularized by Donald Stokes (1997) and elaborated by **Steve Fiore** (with **Ed Salas**, 2007), not pure research (e.g., Einstein) or pure pragmatics (e.g., Edison), but useful applied research that makes a meaningful societal (e.g., Pasteur) or organizational difference. This translation will necessitate the creation of new book series, journals, databases, websites, or other translational mechanisms. Among other things on her agenda, as your new Publication Officer **Deb Rupp** is conducting a strategic review of SIOP’s publication portfolio, and this is one of the targets.

Leverage Self-Organization to Amplify Advocacy by SIOP Members

SIOP members engaged in having an impact and making a difference locally, nationally, and internationally are the “pointy end of the stick” for promoting emergent change. SIOP leadership will continue to promote training, skill building, and information sharing on advocacy issues and funding opportunities but, as a society, we need to do more. SIOP needs to develop an infrastructure that enables motivated members to connect with like-minded others and to self-organize into science–practice communities of interest. We are developing mechanisms to help members to organize and

communicate via my.siop. An initial effort is being spearheaded by **Cris Banks**, Professional Practice officer, to develop a national registry for those SIOP members interested in wellness and healthy organizations. This initial effort may serve as a model for expanding and elaborating an infrastructure to promote self-organization. This is a “work in progress”; the mechanism is not yet fully mapped but the goal is to have a model by the end of my term. We will also engage local SIOP groups as points of contact and engagement. In turn, those “self-organizing” communities will then become the talent pools from which SIOP leadership can draw on motivated expertise to fulfill specific, emergent advocacy objectives. Moreover, self-organized communities will serve as barometers to help shape advocacy and impact. Well organized communities of interest communicate to leadership where members’ interests lie. SIOP leadership can advocate most effectively when we have engaged member communities who are prepared to have impact when SIOP leadership creates and connects them with an opportunity to make a difference!

These initiatives are designed to “pull the system” together so we can collectively advance SIOP strategic goals and enhance the impact of I-O psychological science and practice. I think it will be an interesting year, with advances on many fronts. Stay tuned!

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Contents	Features	Editorials	Reports	my.SIOP
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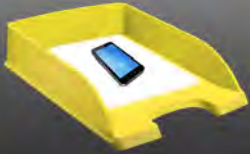


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The Editor's Out-Box



Morrie Mullins
Xavier University

On Inclusion

A lot gets said in the I-O literature about diversity and inclusion. We're pretty good, as a field, about recognizing the value that comes from having employees who bring multiple and diverse sets of experiences and perspectives to the organization. Heck, in this issue, **Milt Hakel** tells us about the Outtz Fund and the **James L. Outtz** Grant for Student Research on Diversity. This is wonderful! It's also another example of how SIOP has done such a great job championing the message that diversity and inclusion matter.

That makes the recent bylaws votes even sweeter, from where I'm sitting. You see, I've been teaching in an I-O master's program for the past 13 years. One of the things that's evolved, in our program's culture, is that our students tend to attend the SIOP conference at least one (and sometimes both) of their years in the program. We emphasize it as an important professional development and networking opportunity, a chance to see what all is going on in our field, a chance to pick up new ideas and to interview for jobs, all of which are true.

For a long time, though, our students would attend those one or two conferences, and then I would almost never see them at another SIOP. They would go from student member to... nothing. Oh, they would keep doing I-O work, for the most part, but the SIOP conference, and SIOP itself, fell off their professional radar.

As someone training I-O professionals, this bothered the hell out of me.

I mean, is it some kind of personal failure, where I work with these folks for 2 years, and then their identity in the field isn't strong enough to feel like SIOP is an organization that they need to be connected to? I'm the type who tends toward internal attributions for things like this and who personalizes things that are not even remotely personal. It took me a while to see that the problem was, at least in part, that they didn't see people like themselves reflected in SIOP's membership or leadership. Voting to allow a path to full membership for I-Os with an MA/

MS degree is one of a long series of steps SIOP has taken to be more inclusive. I've watched with heightened interest as the pre-conference consortia expanded to include a Master's Consortium, with the first happening at SIOP's New York conference back in [2007](#). MA and MS students have taken part in the mentoring events and programs organized by SIOP's Professional Practice Committee, have increasingly benefited from SIOP's Placement Center, and have been a much more visible presence at the conference as a whole.

The vote to allow a formal path to membership represents a recognition of the nature of our field. We are about science and practice, but whatever the proportional representation is of academics versus practitioners in SIOP proper, the *true* distribution of those two groups is dramatically different than what SIOP's member numbers would indicate. One estimate is that there are around 1,850 new I-O master's graduates every year (Kottke, Shoenfelt, & Stone, 2014), and I don't think it is unreasonable to suggest that most of these graduates will end up engaged in some form of practice. (Kottke et al. also note that the number of new doctoral I-O graduates is around 520/year, for comparison purposes.)

Now, let's put that 1,850 number in perspective: Per the most recent numbers I could find, SIOP has a little over 8,200 members (inclusive of all membership categories, including student members). That means that over the next 5 years, the number of people who graduate with an I-O master's degree will be larger than the *total membership of SIOP* today. Let that sink in.

It's one thing to read articles that say, "Hey, I-O is one of the fastest-growing fields!" It's another to look at the numbers, as I'm sure the EB has been doing for a while now, and see where that growth is happening.

Everything that SIOP has done to promote diversity and inclusion has been important. I suppose that it's mainly the personal stake I have in master's education that makes the recent bylaws changes so salient to me. Plus, the beginning of summer is when I watch my students walk across the stage and out into the world, and as any academic can attest, that's both the best and worst time of the year.

One of the things I love about going to the SIOP conference is getting to reconnect with friends and colleagues from graduate school or from the other great places I've worked or visited. One of the things I love that I now get to look forward to, as SIOP continues to practice the inclusivity it's done such a good job espousing, is getting to reconnect with even more of my former students at the conference each spring.

I'm starting to get close to something maudlin, though. So how about we move along to the content before that happens!

This issue, as it happens, has a wonderful diversity of topics for your reading pleasure. We begin with **Steve Kozlowski's** first president's column, in which he offers a multilevel approach to enhancing SIOP's impact. Next, **Ashley Hoffman** offers her first "Spotlight on Humanitarian Work Psychology," and leads with something I'm going to find very useful when it comes

time to revise my classes for fall: how to incorporate HWP into the classroom.

Alexa Garcia, MacKenna Perry, Allison Ellis, and Jennifer Rineer then offer the final (can it be? So soon!) TIP-TOPics column from the team at Portland State University. For their last topic, they offer up something that ties in quite well with HWP and focus on prosocial I-O. I'd like to thank all the members of the PSU team for the work they've done over the past 2 years. Their work continues to show just how important graduate students are to SIOP as a whole. I'm pretty happy knowing that the future of our field is in hands like these!

Oh, by the way, we're accepting applications for the next TIP-TOPics author(s) until early July, so if you are a graduate student who might be interested, or know someone who might be interested, email me (mullins@xavier.edu) for more information! (Or, you know, see the ad immediately following this issue's TIP-TOPics column.)

Shifting to Practice Perspectives, **Rob Silzer** and **Chad Parson** provide a thought-provoking summary of 7 years of detailed work supporting SIOP's practitioner community. Their message of inclusion is an important one. Fittingly enough, this is followed by the first report of the 2015 Practitioner Needs Survey, from PPC members **Joy Oliver, Meredith Ferro, Cole Napper, and Ben Porr**. Data from the 2015 survey will continue to be presented by the PPC over the next several issues, so watch your inbox.

In the History Corner, **Jeff Cucina** and **Karen Moriarty** provide a fascinating look

at how the importance of "theory" has changed over time in two major I-O journals. Coming as this does on the heels of the 2015 conference and the many important discussions deriving from Past-President **Jose Cortina's** platform, this piece is a timely and relevant view of where we are as a field. Anyone who is concerned about where our science is, and where it's going, ought to read this article. Jeff and Karen are then joined by **Kim Johnson** to present an interview with **Frank Schmidt** as part of SIOP's Living History Series.

Nikki Blacksmith and **Tiffany Poeppelman**, in The Modern App, provide a great "year in review" piece by thoroughly examining the treatment of technology and social media at the most recent SIOP conference. Their summary is comprehensive, and their reference list will be a great time saver for anyone who doesn't want to access and search the conference program!

In this issue's I-Opener, **Bharati Belwalkar** joins **Steven Toaddy** for a spirited discussion of issues related to authorship order. We then move to the International Practice Forum, in which **Lynda Zugec** is joined by **Daniel Russell** and **Mei-Hua Lin** for a discussion of the state of I-O in Malaysia. In the, "Wow, I-O sure is a small world" category, one of the first people from Xavier's I-O program who went on to get her doctorate now teaches in Malaysia. She recently sat on a panel with—you guessed it!—Daniel Russell and Mei-Hua Lin. Sometimes, I wonder if our students understand exactly how small the I-O world can be...

Seth Kaplan and Laura Uttley provide us with a SIOP in Washington update related to I-O's expanding impact across the federal government, which aligns nicely with Steve Kozlowski's platform. Also in alignment is the multilevel title for **M. K. Ward** and **Bill Becker**'s most recent Organizational Neuroscience column, which goes "from Brain to Organizational Levels of Analysis" in their interview with **Neal Ashkanasy** about emotion in work.

Allison Gabriel continues to provide her unique perspective in The Academics' Forum, this time offering advice to all those students just finishing their degrees and trying to decide how to manage that last summer before they start an academic appointment. I would say that a lot of her advice continues to be good summer advice throughout the academic career, though, especially her admonition to take a break every now and then! (Hope you had a good vacation, Allie!)

Sticking with the academic theme, this issue's Max. Classroom Capacity features a spirited dialogue between authors **Marcus Dickson** and **Loren Naidoo** on the topic of lecture and discussion-based instruction techniques. Although their focus is mainly on PhD classes, they make really good general points about finding the "right" structure for any given course that I found to be pretty broadly applicable.

As I mentioned at the beginning of this column, in this issue's Foundation Spotlight, Milt Hakel shares information about the James L. Outtz Grant for Student Research on Diversity and encourages us to think

broadly about what "diversity" means. Issues of diversity and inclusion make frequent appearances On the Legal Front, and this issue's offering from **Rich Tonowski** is no exception. Rich describes recent cases relating to pregnancy discrimination, sex discrimination, religious discrimination, and employment selection that all have the potential to affect I-O work.

We wrap up the columns with **Richard Vosburgh**'s Practitioners' Ponderings. In this issue, Richard tackles the thorny and always-good-for-an-argument topic of performance appraisals.

In our features, we start by circling back around to Southeast Asia. A recent trip to Vietnam prompted **Allen Kraut** to seek out some local I-Os, and what he found may surprise you.

David Costanza, **Nikki Blacksmith**, and **Meredith Coats** provide a nice teaching-focused piece on convenience samples and crowd-source data in research methods classes. Having just taught a graduate-level research methods course in which sampling (especially from sources like MTurk) came up on multiple occasions, I found this a very helpful read.

Logan Michels, **Courtney Gear**, **Dan Sachau**, and **Richard Olson** return with another mergers and acquisitions map, this one presenting the history of Corporate Executive Board and Korn Ferry. Remember that "small world" comment from earlier? Seeing the M&A history of some of I-O's major players helps put that into perspective.

Finally, **Alexandra Zelin, Joy Oliver, Samantha Chau, Bethany Bynum, Gary Carter, Mark Poteet, and Dennis Doverspike** return with the next piece of the “Career Paths” series, this time focusing on career paths in industry. Having sat on a SIOP panel about career paths in Philadelphia, I can say just how important the information this team has been presenting is, and how well they’re capturing the diversity of paths individuals in our field take, in building careers.

The reports for this issue of *TIP* are many and varied! Starting with the recently completed (and highly successful—this was my 21st SIOP conference, and I have a hard time thinking of one where I had more trouble choosing between high-quality presentations in almost every session slot!), **Eden King, Kristen Shockley, and Evan Sinar** provide a review of much of what went on at the conference. Again, congratulations and thank you to everyone involved in the conference! **Paul Sackett** provides the annual results of the Frank Landy SIOP 5k Fun Run, and because it’s about that time, **Scott Tonidandel** and **Eden King** give us a teaser for next year’s conference in Anaheim! #SIOP16

Tori Culbertson returns to *TIP*’s pages with a report from the Membership Committee, then **Steven Toaddy** and **Joseph Allen** offer an update on SIOP’s “Bridge Builders” initiative. We then have a report from **Stephanie Payne, Whitney Botsford Morgan, and Laura Koppes Bryan** on the work being done to update SIOP’s Guidelines for Education and Training at both the doctoral

and master’s levels, followed by an update on the “Science Funding Speed Mentoring Event” from **Jessica Wildman, James Grand,** and the Scientific Affairs Committee.

The Visibility Committee continues to be hard at work (as are all of SIOP’s committees!), and a report from **Mark Rose** and **Stephanie Klein** shares some updates on what they’ve been doing and what they have planned.

The always-interesting and polyauthorial SIOP UN team (**Mahima Saxena, English Sall, John Scott, Deborah Rupp, Lise Saari, Lori Foster Thompson, Mathian Osicki, and Drew Mallory**) provide an excellent piece on the work experiences of informal workers and the need to promote decent work environments for everyone. Very important reading!

Deidre Knapp provides notes from the APA Council of Representatives meeting, and we wrap up with IOTAs from **Lauren Kenney**, SIOP Members in the News courtesy of **Clif Boutelle**, and upcoming conferences and meetings from **Marianna Horn**.

So, there you have it. Enjoy!

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Contents	Features	Editorials	Reports	my.SIOP
----------	----------	------------	---------	---------



Goal-Setting Theory Gets Complicated in Practice

The recent note in *TIP* by **Ed Locke** and his associates (Locke, Williams, & Masuda, 2015) reminds me of my only experience with the idea that employees will work as hard as they are ordered to earn a few more dollars. The trick is to make a manager's orders S.M.A.R.T. (goals must be specific, measurable, achievable, realistic, and time targeted). Many company incentive systems are based on these ideas. In practice, the incentive system (bonus by order) tends to be taken as a Las Vegas game in which only the house wins over time. The trick is to not inform the house when you have figured out how to beat its system.

My friend, Professor Jay Kim of the Ohio State University, came to me with the complicated findings of his investigation of a large, multistore retail-clothing corporation (Kim, 1984). He investigated the retail sales incentive system that set the minimum expected rate (no bonus) at the 3-years moving average of \$ sales (adjusted for location and department). Each year the moving average would be adjusted based on an individual's performance. In this study, salespeople and their department managers would set the performance goals together at the beginning of the fiscal year, and at the end of the year the piecework performance bonuses were given and a new expected rate was calculated.

The results were interpreted to support the goal-setting theory (GS) but in a strange manner. Salespeople did achieve the sales performance that they had set as goals at the beginning of the year. Surprisingly, about half of the long-term, highest performers set unusually low goals and barely met them. What was even more puzzling was that those who set low performance goals were those with the highest leader-member exchange (LMX) scores. My reading of Jay's results was that given the incentive system (accepted throughout the retail industry) only the high LMX salespeople (team partners with their manager) were permitted to set low goals every other year to beat the incentive system. Those who were allowed by

their manager to lower their 3-year moving average in this way could get a sizeable bonus every other year. Clearly, department managers knew how to retain their star performers, and star performers knew how to maximize their bonuses over time.

In terms of the respective theories, both GS and LMX predicted some outcomes. GS predicted that salespeople would be true to their set goals. LMX predicted that the most talented salespeople would develop LMX partnerships with their immediate manager. What GS failed to predict was that LMX partners would cooperate to increase the total 2-year bonus, whereas LMX would predict that sales managers would make arrangements to retain their most talented salespeople. Finally, as GS predicted, salespeople who reached their performance goals (whether low or high) were more satisfied with their job experience than those who failed.

This experience suggested to me that star performers tend to be active problem solvers and in time will find ways to beat any incentive system. The solution I suggested to managers was to form LMX partnerships with their direct reports and share their active problem solvers talents with the department (Graen & Grace, 2015). This is the process of proactive leadership sharing by all LMX partners on a team. The big data analyses are overwhelmingly positive for the LMX partners based on several meta-analyses. Finally, managers at all levels

may find that management by collaboration (MBC) with direct reports produces far better performance.

I hope that my experience with the solution that LMX partners found for the problem of the disappearing chances for any bonus will alert our colleagues. After a few years under this system, all salespeople's expected rate (no bonus) will equal their maximum sales performance. But by allowing partners to set low goals every other year and instead do other needed duties for the team, the expected rate would never reach the maximum performance. This practice makes all parties winners. Clearly, performance goals may be influenced in practice by many more variables than have been researched in practice.

George Graen
APA Fellow 1976

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Contents	Features	Editorials	Reports	my.SIOP
-----------------	-----------------	-------------------	----------------	----------------



HOGAN

PREDICTS

PERFORMANCE

THE **SCIENCE** OF PERSONALITY

*Spotlight
on
Humanitarian
Work
Psychology*



Ashley Hoffman
Elon University

Incorporating HWP Into Your Classroom: Lessons Learned

Hello, *TIP* readers! I am pleased to begin this term as the editor of a column devoted to humanitarian work psychology and look forward to engaging in further discussion with each of you as the journey proceeds. I would be remiss if I didn't thank **Morrie Mullins, Lori Foster Thompson, and Alexander Gloss** for their support and kind words in the previous column, and I am excited to build on the momentum of their work, and the resounding energy from SIOP members at the recent conference in Philadelphia.

I took over the role of chair of the Global Organisation for Humanitarian Work Psychology (GOHWP) in November 2014 and presented strategic goals at that time, and I have continued to refine the priorities of the organization. For example, as I have additional conversations with members, I have begun to recognize the need for networking and connection within our field. In that way, GOHWP can serve as an umbrella organization, under which members can find like-minded researchers and practitioners for collaboration and mentoring. In addition, I've seen the increased request for information about projects and practical applications of the work GOHWP members are doing, as well as avenues for members to get involved. Perhaps the nearest to my heart, however, is the resonant interest in incorporating HWP into both existing I-O curriculum, including undergraduate and graduate courses.

For those of us who have spent any time engaging in course preparation, we recognize that much of the difficulty is determining how to provide relevant information in an engaging manner (as well as finding the time to read new materials more than 10 minutes before class starts, of course). Indeed, educational psychology provides a theoretical framework indicating that active learning, specifically going beyond the behavioral objectives (Freiberg, 1999) and cognitive psychological perspectives (Donlosky, Rawson, Marsh, Nathan, & Willingham, 2013), can provide a positive and meaningful experience for students. It is this challenge that has kept many of us working to provide

the resources necessary for other like-minded individuals to provide educational and exciting course and project development resources to interested academicians.

When preparing for a course focused on the incorporation or application of humanitarian perspectives on work psychology, the dearth of available resources quickly becomes evident. Certainly, this is being addressed, with the recent publication of a variety of textbooks on the topic (e.g., Carr, MacLachlan, & Furnham, 2012; Olson-Buchanan, Koppes Bryan, & Thompson, 2013). However, as one accustomed to teaching courses with vast amounts of literature, and endless possibilities in terms of focus and scope, the mantle falls heavy on the shoulders of the instructor.

I'll take this opportunity to highlight the two known courses devoted entirely to the psychology of humanitarian aid: one, a graduate level seminar taught by **Deborah Rupp** at Purdue University in Indiana, and the other, an undergraduate level short-course, taught by me at Elon University here in North Carolina. In addition, I will provide feedback from students in both Deborah's class and my own, as well as graduate student perspectives where students have not had explicit instruction on the topic. Finally, I'll conclude with some tips for the interested scholar and additional resources for the motivated reader to peruse.

I had the pleasure of meeting with Deborah at the 2015 SIOP conference, and we spoke about her recent course, entitled "Organizational Justice/Behavioral Ethics, Corporate Social Responsibility, and Hu-

manitarian Work Psychology." This course was a graduate seminar and included primarily students who had some familiarity with the topic at large. Deborah began the course by examining foundational literature in the field of I-O, including justice literature (e.g., Cropanzano, Rupp, Mohler, & Schminke, 2001), morality (e.g., Haidt & Kesebir, 2010), behavioral ethics (e.g., Treviño, Weaver, & Reynolds, 2006), and pieces related to the changing landscape of I-O psychology (e.g., Lefkowitz, 2013). From that base, she continued to build in specific topics related to HWP, such as corporate social responsibility (e.g., Rupp, Williams, & Aguilera, 2010), environmental sustainability (e.g., Ones & Dilchert, 2012), and poverty reduction (e.g., Berry, et al., 2011).

As with any course, we know there are things that are "wins" and things that go in the category of "never doing that again!" From Deborah's experience, the real win in her course was filtering everything through traditional I-O concepts. This approach allowed students to capitalize on their existing familiarity with established theoretical perspectives in order to fully incorporate the emerging topics into their paradigm of I-O psychology. The real challenge came simply from the comparative lack of literature devoted to HWP topics and the even greater need for precourse preparation.

I also have had the pleasure of teaching a course related to the psychology of humanitarian aid and development. My institution, Elon University, gives instructors the opportunity to propose a course for our 3-week intensive, and this class has now been delivered to undergradu-

ate students three times, with continued positive review. The structure of my course differs from Deborah's course in that I focused more on a survey of humanitarian aid and development from a psychological perspective and focused on the disparate topics that encompass many of the areas in which GOHWP members are working and researching. I typically have begun my course by facilitating discussion around the more philosophical issue of whether we should be engaging in humanitarian aid and development at all, followed by the seeming ignorance of extant resources available to those who are engaging in the field, such as the United Nations' Millennium Development Goals (United Nations, 2013) or the Paris Declaration (OECD, 2012). From there, we move into the more specific topics related to the disbursement of responsible aid and development, such as the experiences of women and children (e.g., Schein, 1999), the expatriate/local relationship (e.g., McWha, 2011), and the more traditional I-O concern of recruitment and selection of aid workers and volunteers (e.g., MacLachlan & Carr, 1999)

One unique aspect of the course I taught this past January was the incorporation of video chatting via Skype into the framework of the course. I asked experts from around the globe to call into our class period in order to provide a short guest lecture summarizing their work, offering explanations of how they each got involved in their research or practice, and answering questions from the students. Experts such as **Stuart Carr**, Lori Foster Thompson, **Virginia Schein**, **Kristen Kirkland**, Ines Meyer, Alexander Gloss, Herco Fonteijn, and Linda

Sheppard spoke to their own experiences, both as researchers and as practitioners and humanitarian aid professionals in the field. The students responded in a resoundingly positive way, and I appreciated the ability to not only highlight the work of the speaker but also to help the students to understand the process of getting involved in this area of work. I also found that it was so valuable to remind students that researchers and practitioners are real people and not just faceless names on an article.

Like Deborah, I also experienced "wins" and "things I'd never do again." The biggest win for me was the incorporation of the guest lecture structure and the inclusion of a final project that required students to consider the implementation of a responsible aid or development project within their own community. It is inspiring to see the kinds of projects that students believe are important, based on their own experiences in the community and interactions with local citizens. The biggest drawback I find in the course echoes Deborah's sentiment: There is just a lack of breadth in terms of the research articles and books available for incorporation. To that end, I will make the plea to those of you who work in the area of HWP: Keep researching, and please continue to publish quality articles!

I have spoken with many undergraduate students and graduate students about the incorporation of HWP into their coursework—both those who have had some sort of introduction and those who have not. For those undergraduate students who have had some exposure, I find that the most common responses speak to the

value of such a class within the structure of a liberal arts education. For example, many students engage in some sort of community service activity, as well as other related activities (e.g., alternative break programs) as required by the programmatic requirements of their universities. These students indicate the course allowed for an easy application of responsible aid principles and have requested additional courses that highlight the multidisciplinary nature of humanitarian aid and development. These desires tend to be specifically directed toward majors like psychology, public health, and international development, and also come from students who wish to continue their careers serving in organizations such as the Peace Corps or Teach for America.

Graduate students often recount very different experiences and needs. For example, those graduate students who have not had a course explicitly devoted to HWP discuss the relative lack of familiarity that their faculty has with the HWP perspective and the difficulty graduate students might have in carving their own research trajectory in an area of comparable unknown. However, these same graduate students also report fairly amicable reception from peers and speak optimistically about the future likelihood of engaging in HWP research and practice. Graduate students who have had more formal training in HWP topics speak to the need to incorporate this type of curriculum into more courses as well as the necessity of highlighting the work that is already being completed in the field of I-O that might not be recognized as HWP work, for example, sustainable ventures by organizations or corporate social responsibility applications.

So how does the interested academician incorporate HWP into courses? There are certainly many ways to do so, especially ways that are in alignment with a mainstream I-O education. For example, you might incorporate a discussion of nonprofit leadership into your leadership module. Or, you may find some literature about the recruitment and selection of volunteers to fit into that portion of your course. We do not have to look far to find examples of behavioral ethics, justice, and motivation as a bridge between the work of I-O and those of us focused on HWP perspectives.

In addition, I have found that incorporating video lecturing into one's course can be an engaging and dynamic way of providing alternative perspectives for your students. I also discovered that my university has a phenomenal department devoted to volunteering, sustainability, and community engagement, and these professionals are more than happy to come speak to classes in order to promote the work they are doing in the local and international community. Finally, I'd point you in the direction of the GOHWP website (www.gohwp.org). We have a growing number of HWP-related resources available to help you, either in the development of an entire course of HWP or to incorporate HWP into a smaller portion of your existing course. We are hopeful that as more academicians discover the relative ease of incorporating HWP ideas into mainstream I-O courses, we will see collaborative opportunities and resource repositories continue to grow.

I'd like to thank Deborah Rupp for her willingness to speak with me about her

experiences as well as for the contribution of her course materials for publication on the GOHWP website. I'm also sincerely grateful for the candid feedback from HWP students, Astrid Callegaro, **Drew Mallory**, **Elizabeth Pears**, and Simone Royal.

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Contents	Features	Editorials	Reports	my.SIOP
----------	----------	------------	---------	---------

TIP-Topics for Students



**Alexa
Garcia**



**MacKenna
Perry**



**Allison
Ellis**



**Jennifer
Rineer**



Portland State University

Prosocial I-O Psychology: Having an Impact Beyond Traditional Research and Practice

The field of I-O psychology may not be first on the list when we think of helping professions, but research suggests that when we are connected to the outcome of our work and understand its impact on the well-being of others, we are more motivated and perform better at work. In fact, SIOP has become increasingly interested in promoting the research and application of I-O psychology principles to contexts and issues outside the traditional organizational setting. Prosocial I-O psychology is defined as “the application of Industrial and Organizational (I-O) psychology for the purpose of improving societal well-being” (SIOP website, 2015). The study of prosocial I-O psychology extends our research to not only employee well-being outcomes, but to the well-being of society as a whole. This growing area of I-O psychology involves research in both the nonprofit sector (e. g., focusing on the retention of nonprofit volunteers) and the for-profit sector (e. g., focusing on corporate social responsibility). At Portland State University, a variety of I-O psychology research focuses on the health and well-being of employees from a variety of understudied populations and professions, ranging from construction workers to correctional officers to veterans. The following provides a brief summary of some of the areas within which I-O psychology has contributed to prosocial issues, including specific projects here at Portland State University (PSU). We also discuss several ways students and others can get involved.

Applying I-O Psychology to Prosocial Issues

In a recent commentary in the book *Using Industrial-Organizational Psychology for the Greater Good* (2013), Douglas Reynolds recalled his experience attending a SIOP session focused on humanitarian work psychology. He stated, “something important was being discovered that ha[d] been in front of us all along” (p. 572). Indeed, in the few years since there has been tremendous energy and effort devoted to addressing issues important to our society. However, even in the early

2000s, a few organizational psychologists already saw the value of applying I-O psychology principles and practices to address environmental, societal, and global issues (e.g., Galindo-Kuhn & Guzley, 2001; Hutchings, 2002). By the late 2000s and into the next decade, I-O psychologists were enthusiastically mobilizing their resources in the form of task forces (e.g., Global Task Force on Organisational Psychology for Poverty Reduction, 2008), organized academic research (e.g., Musa, & Hamid, 2008), and on-the-ground work within and outside the U.S. (e.g., Foster, McWha, & Gloss, 2013). In a recent commentary in *Industrial and Organizational Psychology*, Rupp and colleagues acknowledged a shift in the field toward a concerted focus on the “greater good” by stating, “What might have in the past been considered on the periphery of I-O psychology is now the mainstream” (Rupp, Skarlicki, & Shao, 2013, p. 361). Following the schema utilized by Olson-Buchanan, Koppes Bryan, and Foster Thompson (2013) in their recent book, the following provides a summary of three areas within which I-O psychologists have been active in addressing issues important to our society, environment, and the human experience.

Supporting Corporate Responsibility

A major way in which I-O psychologists have been actively applying their knowledge and skills to help the greater good is through corporate social responsibility (CSR) efforts. CSR-related activities can refer to both internal and external endeavors. Internal CSR-related activities can include promoting diversity and inclusion,

actively supporting employee health and wellness, and developing corporate philanthropy and volunteer programs (Olson-Buchanan et al., 2013). Diversity and inclusion efforts can include ensuring that organizations actively recruit from diverse sources and that employees of various demographic groups (e.g., gender, age, race) are given equal access to advancement opportunities. Employee health and wellness efforts may involve improving the physical work environment (such as improved ergonomics) or intervening to decrease employee stress. Development of corporate philanthropy and volunteer programs refers to allotting organizational resources (e.g., money, time) to make a positive societal impact. Externally, CSR efforts refer to balancing the organization’s goals with its impact on other countries, people, and the environment. It refers to an organization holding itself accountable for its actions and striving, through ethical and moral actions, to have a positive impact on society.

Applying I-O Practices to Volunteer Management and Nonprofit-Based Organizations

A second major area in which I-O psychologists have a prosocial impact is by working with nonprofit organizations and volunteer groups. Just as I-O professionals are needed in the corporate world to manage the recruitment, retention, and motivation of employees, so too are they needed in the nonprofit sector. For example, just as in the corporate world, I-O psychologists can help retain nonprofit volunteers by providing realistic job previews and imple-

menting effective socialization programs (Lopina & Rogelberg, 2013). Retaining effective and committed volunteers is invaluable to many nonprofits because they often rely on volunteers to execute their programs and activities.

Virtually every I-O psychology area (selection, performance management, training, etc.) that helps improve the functioning of businesses in the corporate world is also needed in the nonprofit sector. In fact, nonprofit organizations (at least those that are the most effective) are run similarly to for-profit companies. The main difference is that in the case of nonprofits the end goal is not usually to sell a product for profit but, instead, to provide a service. Those services can vary greatly, but they often aim to improve society in some way—for example, helping to reintegrate veterans into civilian life, offering educational after-school programs to underprivileged children, or raising funds and awareness to cure a debilitating disease.

There are also some unique challenges—and associated opportunities—related to nonprofit work. Because pay in the nonprofit sector is often lower than in the for-profit sector, recruiting and maintaining top talent require particularly thoughtful strategies. Relatedly, it is important that managers understand and implement means of motivating employees aside from those that are financial in nature. Further, many employees in nonprofit organizations occupy multiple roles, increasing the risk of role ambiguity and role conflict. By utilizing our I-O psychology knowledge and skills to address these issues and help non-

profit organizations run more efficiently, we can directly improve nonprofits' ability to achieve their missions, thus helping the greater good.

Taking I-O Psychology Abroad

Another emerging area that has immense promise for making an impact is the application of I-O psychology practices to issues of poverty, equality, and humanitarian struggles in developing countries. Berry and colleagues (2011) argued that I-O psychologists are uniquely equipped to provide assistance on a number of fronts related to poverty reduction, including the development of policy and mandates as well as the implementation and evaluation of programs in the field. Others have argued that I-O psychologists should have a role in helping to facilitate the success of microfinance initiatives and programs aimed at building entrepreneurship abroad (Gielnik & Frese, 2013), which has also been expanded to directly understand and address implications for female entrepreneurs (Akpalu, Alnaa, & Aglobitse, 2012). Together, researchers and practitioners have demonstrated the myriad ways that I-O psychology can be creatively applied to address issues that extend well beyond the traditional boundaries, both conceptual and physical.

Getting Involved

Opportunities to get involved in prosocial I-O psychology can take on many different forms. Depending on which areas you feel most drawn to, involvement can include everything from volunteering through professional organizations, to researching

topics meant to improve the workplace for all types of employees (like veterans), to participating in or starting new policies and programs at existing organizations.

Opportunities in Professional Organizations

There are many helpful resources to get involved in prosocial I-O initiatives and opportunities. SIOP maintains a list of prosocial programs on the website (www.siop.org/prosocial/), and new programs conducted by SIOP members can be submitted for inclusion at any time. If you know of prosocial I-O psychology programs or volunteer opportunities, sharing information through the SIOP website can help build collective support for initiatives and assist in recruiting volunteers. Current programs listed include (a) the Veteran Transition Project, which seeks to reduce veteran unemployment through application of I-O psychology expertise in areas like coaching, culture integration, and translation of military skills into the civilian workforce; (b) the Global Organisation of Humanitarian Work Psychology, which consists of members devoted to humanitarian efforts through practice and study of I-O psychology (see www.gohwp.org for membership details); and (c) Project INCUBATE, which is a project devoted to collecting and widely distributing ideas for research on poverty reduction. Although financial support of prosocial I-O psychology goals is also beneficial, direct participation in these and other occupation-based volunteering opportunities helps meet the need for contributions of professional skills (Rizzuto & Vandaveer, 2013).

Opportunities in Research

Other opportunities to get involved may include both research and practical applications. Indeed, these opportunities may even come from your own department, college, or university. For example, at Portland State University, ongoing research projects such as the Study for Employment Retention of Veterans (SERVe) allow faculty and students to collaborate on efforts to improve societal well-being. SERVe is a project focused on transforming the workplace to better support health, well-being, and reintegration-related experiences of veterans and their families. Specifically, SERVe is designed to develop and test a supervisor training intervention to improve support for veterans' needs in the workplace. **Dr. Leslie Hammer**, the lead investigator of SERVe, says, "I became involved in prosocial research because I had a deep interest in understanding how the workplace could help to improve the health and well-being of workers and their families. We want to have the broadest impact we can have. We have expertise that extends so far and can have such broad applied value. Back in 2010 to 2011, I was seeing military service members returning home, and the U.S. president was implementing policies regarding hiring veterans. I was concerned that the workplace wasn't prepared to support veterans, and I saw an opportunity to directly apply my expertise in training supervisors. I feel we have a responsibility to support our service members, and this is a chance for us to help make that broad impact." By creatively applying our own research interests to benefit societal well-being, we too can further support the growth of prosocial I-O psychology.

Opportunities in Practice

Within organizations, there are additional opportunities to work toward prosocial goals, including environmental sustainability initiatives, volunteering opportunities, and contributing to other CSR efforts. Many companies offer support for employees' volunteer efforts through corporate volunteer programs, ranging from informal support to direct provision of paid time off for volunteering individually or collectively during work hours (Henning & Jones, 2013). Other companies may be able to build environmental interest teams, and I-O psychologists can contribute through support of policies and practices such as telecommuting, environmentally conscious recruiting, selection and training strategies, and motivating workers to support sustainability goals (Campbell, Provolt, & Campbell, 2013). By calling for, implementing, and utilizing these programs in organizations, I-O psychologists can help meet prosocial goals both internally, within existing companies, and externally, through broader societal change.

Conclusion

An expanding field, prosocial I-O psychology allows us to apply our knowledge of I-O psychology to contexts, such as nonprofit organizations, and issues, such as the struggles of poverty in developing countries, where traditional I-O psychology has not been applied. The application of I-O psychology research and principles to novel contexts and issues allows us to have a far greater impact than ever before. For those interested in getting involved, there

are several professional organizations that can help facilitate this participation. For research experience in this area, you may not have to look further than your department, college, or university. By shifting our focus to such issues, we are able to not only impact the well-being of individuals and organizations but also the well-being of society as a whole.

Close to PSU's TIP-TOPics

On behalf of our team of graduate students at Portland State University, we want to say thank you for the opportunity to contribute to the development and education of our fellow graduate students and readers of our column. We hope the information contained in our columns has been helpful and has inspired our readers to get involved in making our field of I-O psychology more visible and impactful. We offer our best wishes to the next team of students and look forward to continuing to learn and grow from their unique perspectives and advice.

To correspond with the authors about this topic, please e-mail portlandstatetiptopics@pdx.edu. Also, to learn more about the graduate students at Portland State University 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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ANNOUNCING



TIP-TOPics Call for Graduate Student Columnist(s)

TIP-TOPics is a graduate student editorial column published in *The Industrial-Organizational Psychologist (TIP)* on a quarterly basis. The column provides information and advice relevant to SIOP's student membership and has historically been very popular.

The editorial columnist(s) can be an individual or group, and the groups may be made up of students from the same school or different schools; however, you must be current Student Affiliates of SIOP in good standing.

The TIPTOPics columnist(s) will have a 2-year tenure beginning with the October 2015 issue and ending with the July 2017 issue. Columnists must be graduate students throughout this time period, thus all prospective columnists should be at

least 2 years from graduation. Columns are approximately 2,000 words, due four times a year (August 15, November 15, February 15, and May 15), and written according to APA guidelines.

Submission Information

Statement of interest and one letter of recommendation (from a faculty member who is familiar with the work of the potential columnist/s) should be sent via e-mail to **Morrie Mullins** (mullins@xavier.edu) by July 10, 2015. The statement of interest should at a minimum address the following: (a) all potential columnist names and school affiliation and (b) how you will approach the content, style, and structure of the column, including a few potential column topics.

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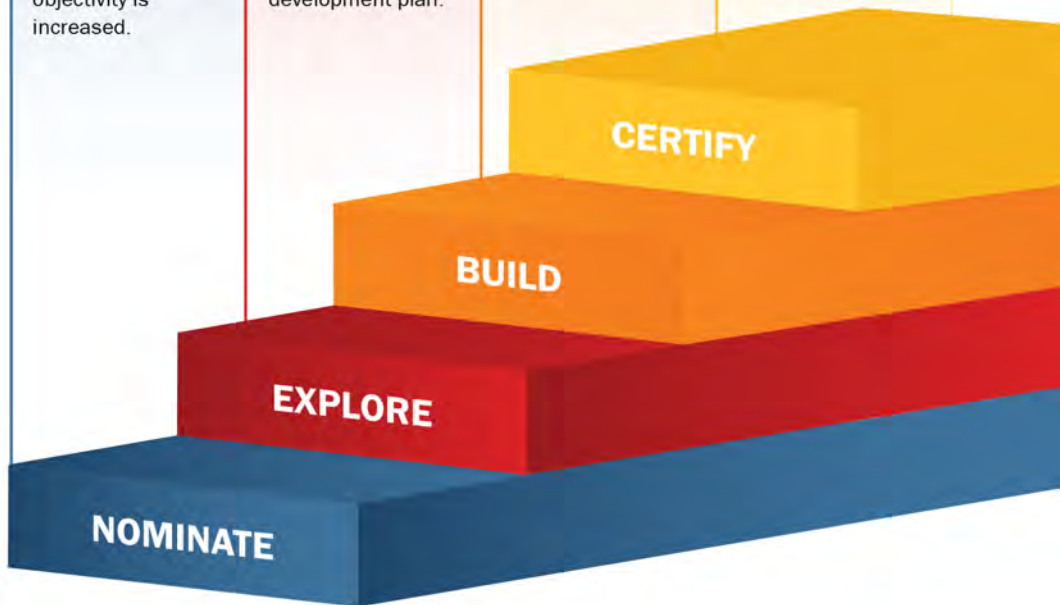
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Practice in I-O Psychology: Trends in Professional Membership, Activities, Development and Representation (2008–2015)

Over the last 8 years, this Practice Perspectives column has reported on a range of professional and practice issues in industrial-organizational psychology. We have used available data or collected new data when needed to identify, document, and communicate the views and professional needs of I-O practice and I-O practitioners on critical professional issues. The issues we have reported on have included:

SIOP membership

- SIOP membership trends (see references 16, 23, 25, 26)

Professional activities, job titles and careers

- I-O practice activities, job titles, and career stages (1, 9, 10, 28)

Education and development

- Graduate education (19, 20, 21, 23)
- Practitioners professional development and professional needs (1, 2, 4, 9, 30, 31)

Practitioner satisfaction, licensing and representation

- Practitioner satisfaction in SIOP (1, 3, 9, 23)
- Professional licensing (1, 5, 9)
- SIOP membership representation in SIOP officers, Fellows, chairs, appointments and awards (16, 17, 20, 24, 26, 29)

Communications and publications

- I-O journals, SIOP books, and the Leading Edge Consortium (9, 18, 27, 29)

Science–practice gaps

- Science–practice gaps in I-O psychology (1, 7, 8, 11)

Future directions

- Promotion of I-O psychology (1, 6, 9)
- Future of I-O psychology (12, 13, 14, 15, 22)



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In 2007, Rob Silzer, **Rich Cober**, **Anna Erickson**, and **Greg Robinson** were all serving on the SIOP Professional Practice Committee (Rob as committee chair). All four of us are I-O practitioners who were committed to advancing I-O practice. The field of I-O psychology was growing, particularly for Practitioners, but SIOP seemed to be stuck in the past. At the time SIOP members were considered either an *academic* or a *nonacademic*. The professional title of *I-O psychology practitioner* was not used and in some academic/researcher circles was considered personally offensive.

We decided to find out what I-O practitioners identified as their professional needs and how well SIOP was serving their professional interests. To meet that goal the *Practitioner Needs Survey* (1) was developed and distributed to all SIOP members and over 1000 members responded. We have worked hard to be databased in our findings and conclusions. The core authors—Rob Silzer, Rich Cober, Chad Parson, and Anna Erickson (with some help from Greg Robinson)—have produced 29 *TIP* articles so far (see reference list), two SIOP conference presentations (2, 22), a major SIOP membership survey and final report (1), and a letter to the *TIP* editor (24). We think these articles have made an important contribution to I-O psychology and SIOP, and have had some impact on the direction of the profession. As the three primary authors, Rob Silzer, Rich Cober, and Chad Parson, we have made a huge commitment to insuring that the work represented in these articles is well grounded and relevant to I-O psychology and I-O practice. We hope that is evident to readers.

In this article we provide an overview of the results and conclusions from past articles and presentations and outline some future directions for: SIOP membership; professional activities, job titles, and careers; education and development; and practitioner satisfaction, licensing, and representation.

SIOP Membership

It has been evident that the membership of SIOP has been changing and is likely to further evolve. We did a thorough analysis of the 2011 SIOP membership. Our key findings on SIOP membership (16, 23, 25, 26) included:

General Membership

- There has been a steady increase in the number of full members over the last 40 years, but there are recent declines.
- The number of Fellows in SIOP has remained almost unchanged for the last 40 years despite a 538% increase in full membership. The percentage of Fellows in the full membership has dropped from 29% to 9%.
- The number of Student Affiliates in SIOP has more than doubled in the last 10 years and now is larger than the number of full members.
- The number of members working in each of the primary work settings has significantly increased over the years, particularly in consulting firms. Of the recent graduates (graduating 2000–2009) who are SIOP members, 55% hold positions in consulting firms or in organizations.

- Full members with I-O and OP (Organizational Psychology) degrees represent 68% of the membership, up from 50% in 1985.
- 17% of the members are self-employed or are in independent practice.
- More academic members work in business schools ($n = 660$) than in psychology departments ($n = 590$).
- Membership is evenly split between members who have a primary research work focus (academics and researchers; 48.6%) versus members who have a primary I-O practice work focus (49.3%).

Member Location

- Most SIOP members are located in the Eastern half of the U.S., with particular concentrations along the Northeast Corridor.
- There are substantial numbers of members in cities of Minneapolis, Pittsburgh, St. Louis, and Seattle as well as larger states along with Florida and Georgia.
- I-O consultants are concentrated in the New York, Washington DC, Atlanta, Minneapolis, and Chicago areas.
- Members in organizations are concentrated in the New York area and larger states.
- Academic members are primarily located in nonmetropolitan areas.
- Researchers are heavily concentrated in the Washington DC area.
- There are 242 international members (2011), 60% hold non-U.S. graduate degrees and 40% hold U.S. degrees; 60% hold I-O degrees.

- The largest group of international members is in Canada, whereas Europe and Asia have equal numbers of members.
- The overwhelming majority of international members are academics.

Likely Future Membership Trends

- The number of full members is likely to not increase much unless SIOP is more successful in recruiting new graduates and international members and in capitalizing on the large number of student affiliates.
- It is unclear how much the recent decision to allow individuals with a MS/MA degree to join SIOP as full members after 5 years as an associate member will affect SIOP. It will depend on how many of these individuals stay through the 5 years and then convert to a full member. Those that join are most likely to be practitioners (rather than academics or researchers) because that is where they are most likely to find employment, and therefore they will likely increase the portion of full members who are practitioners. But their inclusion in large numbers may impact the identity of SIOP as a professional association of I-O psychologists, because master's level members are not allowed to be called "psychologists" by professional guidelines and state regulations.
- Member growth will be the strongest among members working consulting (many self-employed) and in organizations; particularly among those with I-O or OP (Organizational Psychology) degrees.

- Academic members increasingly work in business schools and the trend will continue and likely become more pronounced in the future.
- The U.S. geographic distribution of members is not likely to change much, with I-O practitioners in larger cities and states and academics primarily in nonmetropolitan areas.
- There may be some increase in international members as more U.S.-based members take international positions and more internationally trained professionals join SIOP.

Professional Activities, Job Titles, and Careers

Most seasoned I-O practitioners have noticed a change over their careers in the job titles and professional work activities for I-O practice. We have identified the most common titles and professional activities for I-O psychologists in different I-O careers and differences in work activities across the career stages of I-O practice (1, 9, 10, 28).

Job Titles

- There are 1,110 unique job titles among the 3,057 job titles listed by SIOP members.
- The most common job titles in organizations (nonconsulting) are director and consultant; personnel research and management development titles have largely disappeared but talent management is the top content area listed in job titles.
- Job titles in consulting firms (nonresearch) were primarily director, VP,

manager, partner, principal, associate, consultant.

- Job titles for independent and self-employed I-O practitioners were president, principal, consultant, psychologist, executive coach.
- Job titles in research consulting firms usually include “research” or “scientist.”
- Job titles in government organizations are typically psychologist, social scientist, director, manager, analyst.
- Academic job titles are overwhelmingly assistant professor, associate professor, or full professor with a heavy concentration of full and assistant professors in business schools.

Work Activities

- The work activities rated as most important *in consulting work* are consulting and advising clients; building relationships; implementing and delivering programs; making presentations; developing and designing systems, methods, programs; managing work projects and administrative tasks.
- The work activities rated as most important *in organizations* are consulting and advising clients; building relationships; managing work projects and administrative tasks; making presentations; implementing and delivering programs.
- The work activities rated as most important *in academic settings* are making presentations; conducting primary research and data analysis; building relationships; teaching courses or training programs.

- There are many significant difference in the importance of various work activities between practitioners and academics/researchers.
- The activities rated least important by practitioners are writing for a scientific journal; teaching courses; writing reports, articles, chapters; conducting primary research and data analysis.

Important Activities by Practitioner Career Stage

- The importance of various work activities varied by the career stage of the Practitioner.
 - Advanced career practitioners give higher importance to: managing a business; coaching others and providing feedback; writing reports, articles, chapters (nonresearch)
 - Early career practitioners give higher importance to conducting primary research and data analysis; managing work projects and administrative activities

Likely Future Career and Activity Trends

- Job titles are not likely to change much in the near future, however the trend in organizations for including “talent management” in the title will increase.
- The use of organizational psychologist as a job title will also likely increase because it is increasingly being used by I-O practitioners to identify themselves to others. New titles may emerge for full members with MA/MS degrees because they are not allowed to be called “psychologists.”

- Work activities in consulting firms (nonresearch) and in organizations will continue to overlap as the roles are considered internal and external consultants; I-O practitioners will increasingly move back and forth across these work settings.
- Job titles and work activities are unlikely to change much for I-O consultants in research and academic roles.
- Career stages in I-O practice will become more distinct and better understood as the career paths become more standardized.

Education and Development

In recent years there has been a lot of discussion in the profession about the education and professional development of I-O psychologists, including the graduate school curriculums, professional workshops and conferences, and SIOP sponsored professional development activities. It is a particularly important area for I-O psychologists who want to be well trained and developed as I-O practitioners. We have surveyed SIOP members and explored the trends and member perspectives on graduate education (19, 20, 21, 23) and professional development (1, 2, 4, 9, 30, 31) in I-O psychology.

Graduate Programs

- The graduate programs that produce the most graduates (who join SIOP) have been fairly stable over the last 40 years. A few programs have folded while others have emerged.

- The top five graduate degree institutions for SIOP members and Fellows are U of Akron, U of Minnesota, U of South Florida, Michigan State, and Bowling Green State U. The University of Minnesota has been in the 10 graduate producing programs (based on SIOP membership) across all 5 recent decades. Other programs have been in that group in 4 of the last 5 decades are U of Houston, U of Akron, U of South Florida, U of Tennessee-Knoxville, and Ohio State University.
- The number of graduates (who are SIOP members) produced by the top graduate I-O programs has greatly increased each decade from 28 (in pre-1970) to 294 (in 2000–2009). There has been a steady increase across the decades in the number of graduates joining SIOP.
- The number of different graduate programs contributing graduates to our field and membership is expanding. From 1986 to 2011 the number of I-O PhD/PsyD graduate programs went from 40 to 125 programs (member self-report) while the number of business school graduate programs (OB/HR/OD) went from 0 to 103 (member self-report) during the same time period.
- The universities with the most SIOP members and Fellows in each employment category are:
 - Consultants: U of Akron, U of Minnesota, U of Georgia, Bowling Green State U, U of Tennessee-Knoxville
 - In organizations: U of South Florida, U of Houston, Alliant/CSPP, U of Akron, Wayne State U
 - Academics: Michigan State U, U of Illinois (Urbana-Champaign), U of Akron, U of Maryland, Purdue U
 - Researchers: U of Minnesota, U of South Florida, U of Georgia, U of Oklahoma, U of Illinois (Urbana-Champaign)
- Graduate programs that have produced the most SIOP Fellows are U of Illinois (Urbana-Champaign), U of Minnesota, Purdue U, Michigan State U, and Ohio State U. The U of Minnesota is distinguished in this group for being the only graduate program that has produced Fellows in all four I-O career tracks. The overwhelming majority of SIOP Fellows are in academic/research positions (83%).

Graduate Degrees

- I-O psychology was the field of graduate study for 67% of the SIOP membership; other fields include organizational behavior, social psychology, and organizational psychology. Of the members holding I-O graduate degrees, 38% are academics, 33% are in consulting (nonresearch), 23% are in organizations, and 6% are researchers.
- Of the 1,357 members who are academics, only 60% hold I-O or OP degrees and 40% hold other degrees. New I-O or OP graduates who take academic positions are more likely to be employed in psychology departments (60%) than in business schools (40%).
- The number of members who hold degrees in OB and OP has been doubling every decade, but they still represent modest groups in the SIOP membership.
- SIOP members with graduate degrees in I-O and OP tend to pursue a

broad range of career tracks, whereas members with graduate degrees in OB, social psychology, and human resources strongly tend to be academics.

Professional Development

- Full-time practitioners value additional education and training activities more and are more likely to find practice-specific information more valuable (e.g., a practice related publications, online resources, and educational opportunities) than other SIOP member groups.
- Advanced and midcareer practitioners have expressed interest in getting additional training in consulting skills, organizational assessment/program evaluation, leadership skills, strategic skills, and communication skills, and rate as more important those topics that are most closely associated with their work.
- Seasoned practitioners primarily gain professional proficiency (knowledge and skills) through on the job learning and structured learning. Only a few proficiency areas are seen as primarily gained during graduate school: conducting primary research and data analysis; writing in scientific journals.
- Practitioners use a range of professional resources for their development, particularly online resources, conferences, articles, books, and networks.
- Full-time practitioners indicate they would find the following SIOP professional development activities the most valuable to them:
 - Summarize the state of practice and science on specific practice topics

- Make I-O research and reference materials more readily available
- Provide more online resources (annotated literature, Q&A on practice areas)
- Provide a practitioner journal or newsletter
- Provide article and book summaries (research and professional press)
- Provide advanced practice workshops
- Provide practice benchmark surveys and opportunities to share best practices
- Organize more workshops, seminars, retreats (not conference-based) on specific topics

SIOP Workshops

Attendance

- Over the recent 15 year period there has been a decline in overall workshop attendance (1016 to 404) and in the average attendance per workshop (64 to 40 for two sessions). This is partially due to the 2008 SIOP conference program expansion to 3 days (workshops moved to Wednesday) and the 2008 economic collapse.
- In the same period there has been a decline in the number of workshops offered each year (16 to 10) and the percent of workshops that were sold out each year (from a high of 69% to 10%).

Frequency

- Across the last 30 years the most frequently offered topics were employment law/litigation/EEOC, talent management/high potential, con-

sulting, selection/staffing, leadership development, and employee surveys.

- In most recent decade (2006–2015), the most frequently offered topics were talent management/high potential and employment law/litigation/EEOC.
- The top five most frequent workshop presenters across last 30 years (9–13 workshops each, with a total of 52 workshops) were **Wayne Cascio**, Rob Silzer, **Ben Schneider**, **David Peterson**, and **Nancy Tippins**.
- Across the 34 most frequent workshop presenters (4–13 workshops each), 59% are practitioners, 32% are academics/researchers, 9% are nonmembers.

Sold Out Workshops

- Best attended workshop topics were talent management and high potential talent (17 sold out workshops) and selection & staffing (11 sold out workshops).
- Presenters whose workshops were most frequently sold out included Keith Pyburn, Wayne Cascio, William Ruch, **Ben Dowell**, **Kathleen Lundquist**, Lawrence Ashe, Rob Silzer, and **Frank Landy**.
- Workshops that were frequently offered but poorly attended include testing, development & use; research methods; and performance appraisal & management. There also seems to be a softening of interest in selection, teams, testing, and job analysis topics.

Reader Recommendations

In addition to the above findings, practitioners had many suggestions on ways that

SIOP could help with their professional development. Their suggestions are fully outlined in several *TIP* articles (1, 2, 4, 9). Here is a high level summary.

- Provide research summaries, practice benchmarks
- Improve communications to practitioners such as a practitioner journal or newsletter
- Provide training and development in some specific development topics
- Improve graduate training and early career development of I-O practitioners
- Provide more workshops, seminars, forums
- Strengthen the practice orientation in SIOP
- Better facilitate networking and mentoring opportunities
- Improve the SIOP conference to focus more on practice related issues
- Provide more online education and development programs

General Suggestions by the Membership

- Development and training: provide more Practice related professional development and training opportunities
- Focus on practice: give more attention in SIOP to practice-related issues
- Career education: consider establishing graduate training and development guidelines
- Further research: better understand practice jobs and careers

Likely Future Education and Development Trends

- SIOP will likely continue to give more attention to I-O practitioner professional development needs. There have already been successful initiatives in mentoring programs, access to research literature, increased SIOP conference focus on practice issues, and the Practitioner Career Study. A business acumen competency model is also currently being developed. The Practitioner Needs Survey has recently been readministered, and we are waiting on hearing the survey results.
- There still is work to do such as re-energizing and rebuilding the SIOP workshops, initiating a practitioner journal, increasing the focus on the development of practitioner skills and knowledge through expanded graduate program curriculums, early career development, and advanced workshops and providing more online resources.
- Future success in the professional development of SIOP members will likely depend on two key factors: (a) an individual or team that will champion and actively pursue the initiative and (b) the support of the SIOP Executive Board, which still is dominated by academics and researchers. As practitioners become more prevalent and influential in SIOP there is some hope that both of these conditions will be met.

Practitioner Satisfaction, Licensing, and Representation

The primary reason for initiating the Practitioner Needs Survey and the Practice

Perspectives *TIP* column was the perception of widespread practitioner discontent with SIOP's lack of support and attention to I-O Practice. Given that such discontent was leading to at least some discussions of finding another professional organization that would better support practitioner needs and interests, the original authors (Silzer, Cober, Erickson, and Robinson) set out to determine the actual level of discontent by developing and distributing the Practitioner Needs Survey (1). Here we report the general findings from that survey and other studies related to Practitioner satisfaction (1, 3, 23) professional licensing (1, 5) and representation in SIOP (16, 17, 20, 24, 26, 29).

Practitioner Satisfaction in SIOP

- The level of member satisfaction with SIOP varies considerably based on work career track. Students and members in academic/researcher positions report high levels of satisfaction, while full-time practitioners who work in applied settings report high levels of dissatisfaction with SIOP.
- I-O practitioners have expressed dissatisfaction with
 - Opportunity for practitioners to influence SIOP decisions and future directions
 - SIOP's efforts to provide a clear vision of the future of I-O psychology and practice
 - SIOP's support for advancing I-O practice careers
 - SIOP's understanding of practice issues
 - Practitioner Fellow status in SIOP

- Recognizing practitioner contributions
- SIOP's support of advancing I-O practice
- The lack of election of practitioners to SIOP positions
- SIOP's support for practitioners who want to get licensed

Professional Licensing

- A strong majority of full-time practitioners (87%) consider themselves to be psychologists.
- A minority of full-time practitioners (24%) are licensed psychologists and only 8% of nonpractitioners are licensed.
- 30% of full-time practitioners think their graduate program prepared them *to a moderate extent or to a great extent* to meet licensure requirements, whereas 32% indicated *to no extent or to a little extent*.
- 71% of full-time practitioners indicate that individuals or their employer organizations could potentially be harmed if someone without advanced training in behavioral science tried to do your work.
- 64% of full-time practitioners indicate that they would apply to be licensed if licensing requirements were more appropriate for I-O psychologists.

Membership Representation and Recognition

We have provided data documenting an apparent bias in favor of academics/researchers in Fellow designations, SIOP

awards, key appointments, committee chairs, and Executive Board membership (16, 17, 20, 24, 26, 29). The initial analysis was based on 2011 SIOP membership data. Here we provide some highlights of those findings.

- SIOP Membership can be sorted into employment categories:
 - **49.3%** were consultants/professionals in organizations
 - Consultants (nonresearch) - **30.3%**
 - Organizational-based professionals - **19.0%**
 - **48.6%** were academics/researchers
 - Academics - **43.5%**
 - Researchers - **5.1%**
- Of those members who hold PhDs in I-O psychology –
 - **56%** are consultants (non-research) and professionals in organizations
 - **44%** are academics/researchers

Awards and Fellow Designations

- The overwhelming number of SIOP members awarded SIOP Fellow status have been Academics.
 - From 1957–2009, 83% of all Fellows were academics/researchers
 - In the most recent five years, 84% of the new Fellows (on average) have been academics/researchers (see Table 1).
 - Limited progress has been made in equitably recognizing practitioners for Fellow status even though they are now 50% of the membership.
- The number of Fellows in SIOP has remained almost unchanged for the last 40 years despite a 538% increase

Table 1

SIOP Progress Dashboard of Member Representation

Members	Academics/researchers (1)	Consultants/professionals in organizations (2)
Membership (2011)	48.60%	49.30%
Members with I-O PhDs (2011)	44%	56%
Fellows (3)		
Past (1957–2009)	83%	17%
2010–2011	91%	9%
2011–2012	83%	17%
2012–2013	83%	17%
2013–2014	88%	12%
2014–2015	73%	27%
Conclusions	Some progress	
Awards (4)		
All past awards	84%	16%
2011–2012	88%	12%
2012–2013	69%	31%
2013–2014	64%	36%
2014–2015	81%	19%
Conclusions	Negative progress	
Key appointments (5)		
2010–2011	80%	20%
2011–2012	79%	21%
2012–2013	74%	26%
2013–2014	70%	30%
2014–2015	70%	30%
Conclusions	Little progress	

1 = Academics in universities and colleges, and researchers in research consulting firms & government research positions)

2 = Consultants in consulting firms and nonresearch consulting positions and organizational-based professionals in organizations & in government positions with a practice focus)

3 = SIOP Fellow designation

4 = SIOP awards, 2014–2015 awards include 8 Distinguished and traditional awards (78% of awards were given to academics/researchers and 22% were given to practitioners) and 7 newer awards, such as the Dunnette, Hogan, and Jeanneret (86% of these awards were given to went to academics/researchers and 22% were given to practitioners).

5 = 2014–2015 key appointments included 33 Committee Chairs (70% are academics/researchers and 30% are practitioners) and 49 other key appointments (69% are academics/researchers and 31% are practitioners) and include SIOP Foundation Bd., AOP representatives, LEC chairs, Publication Bd, editors, Professional Practice Editorial Bd, Organizational Frontiers Editorial Board, Fellowship Committee, and Strategic Planning Committee ($n = 5$)

in full membership. The percentage of Fellows in the full membership has dropped from 29% to 9%.

- SIOPI has overwhelmingly given the SIOPI awards to academics/researchers
 - Academics/researchers have been awarded 84% of all past SIOPI awards.
 - In the most recent four years academics/Researchers were given 76% of all SIOPI awards (on average) (see Table 1).
 - In 2014–2015 practitioners were only awarded 22% of the nine Distinguished Awards and only 14% of the six more recently added awards (Dunnette, Katzell, Jeanneret, Hogan, Wiley, etc.).
 - It seems very clear that SIOPI continues to hugely favor rewarding research and journal publications and gives little attention or recognition to the professional contributions of I-O practitioners.
- Many of the SIOPI awards have built in criteria that emphasizes full-time teaching or research (Myers, Owens, Distinguished Teaching, Distinguished Scientific Contribution) and therefore are off limits to practitioners who are not publishing research or teaching full-time (five of the top eight awards). Even the Distinguished Service Award, given to members who have held SIOPI positions or key appointments, has been given to academics/researchers 73% of the time in the past (100% in 2015).
- That leaves only two Distinguished Awards that Practitioners might be considered for (Distinguished Professional Contributions and Distinguished Early Career in Practice). To rectify

this SIOPI needs to develop and award several *new distinguished Awards* that are focused on I-O practice and I-O practitioners.

Key Appointments

- Each year SIOPI makes numerous appointments of members to serve as Committee Chairs, special SIOPI representatives, special taskforce members, and so on. These appointments are an important opportunity to get a wide range of members involved in SIOPI affairs and to provide some recognition to members. These appointments are completely at the discretion of the Executive Committee.
- Practitioners continue to be significantly underrepresented in key appointments made by the Executive Board.
 - In the most recent 5 years academics/researchers were given 75% of all SIOPI key appointments (on average; see Table 1), even though practitioners volunteer for SIOPI committees about as much as academics/researchers (44% vs. 56% of committee volunteers).
 - In 2014–2015, practitioners were only awarded 30% of all key appointments including only 30% of committee chairs and 31% of other key appointments (Foundation Board, editorial boards, AOP reps, Fellowship Committee, etc.).
 - Practitioners were most significantly underrepresented on the Organizational Frontiers Editorial Board (0% practitioners), the SIOPI Founda-

tion Board (17% practitioners), the Fellowship Committee (33% practitioners), Strategic Planning Committee (25% practitioners). It is worth noting that in each of these cases the primary person influencing the decisions is an academic.

- It is hard to understand why the SIOP Executive Board continues to show this apparent bias against

practitioners. In our opinion it demonstrates a lack of commitment by the Executive Board to being fair and equitable in fully recognizing the talent and the contributions of I-O practitioners. The SIOP decision makers seem to not accept that their broad leadership responsibility is to all SIOP members across all member groups.

Table 2
Member Representation Among SIOP Officers

Members	Academics/researchers (1)	Consultants/professionals in organizations (2)
Membership (2011)	48.60%	49.30%
Members with I-O PhDs (2011)	44%	56%
Presidents		
Past 30 years (1982–2012)	83%	17%
Past 10 years (2002–2012)	80%	20%
2011–2012	✓	
2012–2013		✓
2013–2014	✓	
2014–2015	✓	
Conclusions	No progress	
SIOP Officers (Executive Board)		
2011–2012	75%	25%
2012–2013	69%	31%
2013–2014	68%	32%
2014–2015	75%	25%
Conclusions	No progress	

1 = Academics in universities and colleges, and researchers in research consulting firms & government research positions)

2 = Consultants in consulting firms and nonresearch consulting positions and organizational-based professionals in organizations & in government positions with a practice focus)

SIOP Officers and Executive Board

- For the past 30 years (1982–2012) the presidents of SIOP have been overwhelmingly academics/researchers (83%) and only 17% have been practitioners (see Table 2). Even in recent years (2011–2015) 75% of the last four presidents have been academics/researchers. Unfortunately many of these past presidents show their strong bias for other academics/researchers (see key appointments, Fellows and awards). A president who supports “equitable recognition” of practitioners in SIOP could significantly alter this in their term as president.
- Similarly the Executive Board has been and continues to be dominated by academics/researchers. Over the last 4 years (2011–2015) academics/researchers have held 72% (on average) of the Executive Board positions. They continue to be significantly overrepresented while practitioners are significantly underrepresented.

Likely Future Representation Trends

- The SIOP membership will likely grow only modestly, provided that SIOP can attract a sizeable number of new PhD graduates to be members. It will depend on whether SIOP can provide clear value to these graduates.
- The membership will continue to shift, and greater percentages of the membership will be I-O practitioners. Among I-O PhDs the shift will be even more evident as larger percentages of I-O PhD graduates go into I-O practice careers.

This may also include more MA/MS level full members. Among academic members, the shift will continue to toward being employed by business schools and the percentage of academic members who hold I-O PhDs may continue to decline with the rise of business school graduate degrees (OB, OD, HR, etc.). This may also shift their primarily professional allegiance to Academy of Management and away from SIOP.

- SIOP awards, Fellow designations, and key appointments will continue to strongly favor academics and researchers, until two things happen: (a) SIOP elects presidents and Executive Boards who support “equitable treatment” and work to insure that it happens and (b) the membership, and particularly the growing practitioner membership, insist that SIOP more strongly support the professional needs and interests of I-O practitioners. Key appointments would be the easiest to change by just requiring that all appointments going forward are made with the goal of achieving parity.
- The Executive Board and the officers will likely continue to be dominated by academics/researchers until practitioners leverage their growing membership in SIOP and insist that 50% of the Executive Board and SIOP presidents represent their needs and interests. Unfortunately that has not happened, and recent presidents seem to continue to focus primarily on the needs of academics and researchers.
- There are some immediate things that the SIOP Executive Board could do in this area: (a) equitably appreciate and recognize the contributions

of I-O practice and I-O practitioners, (b) engage and involve practitioners in all committees, boards and appointments, and (c) ensure that I-O practitioners are involved in all SIOP decisions and in setting the future direction of the profession.

Conclusions

In the areas covered in this article the trends in SIOP are often clear. We have provided data and support for why SIOP needs to do more to support the professional needs and interests of members who are in I-O Practice. Although some progress has been made (access to research literature, mentoring programs, LEC, etc.) more needs to be done to ensure that I-O practitioners are treated equitably in SIOP recognitions, SIOP awards, SIOP Fellow designations, SIOP key appointments, and Executive Board membership. Practitioners are gaining in SIOP membership, and that needs to be converted into equitable treatment.

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Overview of the 2015 Practitioner Needs Survey

Executive Summary

This article is an introduction to a series of *TIP* articles reporting on the results of the 2015 Practitioner Needs Survey that the Professional Practice Committee (PPC) conducted in March/April 2015. In this overview, we present the content of the survey and its purpose, as well as deliver information about the survey participants and the results of one of the primary questions comprising the survey.

We intend to present the results in a series of articles focusing on: (a) efforts SIOP has made or could make to aid practitioners in their professional development; (b) research priorities for practitioners; and, (c) licensing issues. In each of the subsequent articles, we will present the quantitative results from the survey, as well as some qualitative feedback on specific questions where we feel it will provide additional insight into the survey responses.

We intend these articles to provide information to SIOP on practitioner needs, as well as highlight progress that SIOP has made in addressing practitioner needs since the 2008 survey. In addition, we hope that in identifying high priority areas of practice requiring additional research, we can improve collaboration between I-Os working in different practice areas.

Introduction

Recently, the PPC fielded a survey to the SIOP professional membership on practitioner needs. This survey was a follow-up to the 2008 survey, which focused primarily on:

- (a) practitioner satisfaction with SIOP,
- (b) professional development of practitioners,
- (c) promotion of I-O psychology, and
- (d) licensing issues.

Silzer and colleagues (see references for a complete list of studies that specifically reference the 2008 practitioner needs survey data) presented the results of the 2008 survey in a

series of *TIP* articles between 2008 and 2011. As a result of the 2008 survey findings, the PPC identified multiple projects to pursue to support professional practice and practitioners. These projects include the following efforts:

- **Speed Mentoring/Group Mentoring:** Members of the PPC conduct a speed mentoring event at the annual SIOP conference and support virtual group mentoring throughout the year.
- **Practitioner Reviewer Database:** In cooperation with the SIOP administrative office, the PPC is designing a database of practitioners interested in serving as reviewers for journals. The PPC will survey members and gather information about the credentials of interested practitioners and will assemble this information into a searchable database.
- **Webinars project:** The PPC recruited SIOP members to record a series of webinars to educate practitioners on “hot” topics for I-O professionals. More webinars are planned for future recording.
- **SIOP–SHRM Educational Series:** The PPC provides support for the SIOP/SHRM collaboration to highlight evidence-based management practices for the SHRM community, including a white paper series in which SHRM suggests topics of interest to HR professionals, SIOP recruits authors to write papers on given topics, and SIOP and SHRM work collaboratively to review and publish white papers; and, an article series called the Research Insight Series, which is aligned with SHRM content areas, of research findings that have been impactful and relevant to the practice of I-O.

- **Careers Study:** In partnership with the Center for Organizational Research (COR) at the University of Akron, the PPC collected data via focus groups and surveys on the competencies and the critical experiences that describe career levels within four largest practice areas in I-O psychology. The follow-on work in this project will include additional practice areas, as well as identifying developmental experiences that best prepare I-O psychologists for the next step in their career.
- **Business Acumen Competency Model Project:** Members of the PPC are developing and validating a model of nontechnical competencies related to business acumen (e.g., sales, marketing, financial concepts) required for success by practitioners. The results of this study will be presented to SIOP membership in various educational formats (e.g., pre-conference workshop, practitioner consortium, conference sessions).
- **EBSCO Research Access:** Members of the PPC will design and administer a survey on satisfaction with SIOP’s Research Access to determine potential resources and actions needed to enhance utilization from SIOP members.

The 2008 survey was groundbreaking for SIOP and for the PPC in many ways, as it focused our committee’s outreach agenda for many years subsequent to the fielding of the survey. In an effort to continue to respond to the needs of the practice community, we conducted the 2015 Practitioner Needs Survey. The objective of this survey was to gather information for comparison

with the 2008 survey, as well as to provide to SIOP, the PPC, and related committees (e.g., Licensure and Visibility to name a few) with information about practitioner needs.

Survey Design and Administration

A core survey development team, led by Mark Poteet (current chair of PPC) and Joy Oliver including Meredith Ferro, Cole Napper, and Ben Porr, worked on the development of items for the 2015 survey in consultation with members of the 2008 survey development team.

We made some small changes to the 2008 survey. We changed content in the following areas: (a) we adjusted questions informed by other projects in progress (e.g., the Careers Study of 2013 collected information on competencies and experiences of different I-O practice areas, so we eliminated the set of questions from the 2008 survey); (b) we removed potential development activities that SIOP could offer if they are currently being offered through the PPC (e.g., the webinars project is currently in its second year, so we removed it as a potential resource SIOP could offer); and (c) we refocused the questions on science–practice gaps to address whether the practice area needed more research and whether it was a priority so that we can provide the

SIOP research community with a prioritized list of research areas. We made this change specifically to provide information to the research community of SIOP to improve collaboration among SIOP membership.

With respect to the differences between the 2015 and 2008 survey, the primary weakness of the 2015 survey is the response rate. The 2008 survey reported a 36% response rate; the 2015 survey received only 469 valid responses, for a response rate of 10%. We understand that the messaging around the 2015 survey was confusing to some potential participants regarding whether they should participate, and that the timing (the survey launched right before the SIOP annual conference) was not ideal. The PPC will improve the advertisement and timing of future surveys by working with the SIOP Administrative Office so that the results of future Practitioner Needs Surveys are representative of the SIOP population.

Survey Respondents

Table 1 depicts the characteristics of the study participants. As evident, the survey respondents were primarily SIOP members ($n = 279$; 59.5%). More than 70 participants did not report their membership status, indicating that these individuals opted out of

Table 1
SIOP Practitioner Needs Survey Respondents by SIOP Membership Status

	Frequency	Percent of 2015 sample	2015 response rate	2008 response rate
Associate Member	71	15%	8%	44%
Fellow	31	7%	10%	31%
International Affiliate	9	2%	2%	17%
Member	279	60%	10%	35%
Did not report	79	17%	N/A	N/A
Total (Associates, Members, & Fellows)	469	100%	10%	36%

completing the survey, as this item required a response in order to progress in the survey.

Of the survey respondents, more than 60% had PhDs ($n = 306$; 65.2%). This percentage is far lower than reported in 2008, in which 84% of respondents reported PhD as their highest degree. We are unable to determine whether this is due to changing membership status within SIOP or to the differing response rates between the 2008 and 2015 survey.

The most common degree indicated by participants was in I-O psychology ($n = 348$; 74.2%), with 7% indicating their degree in other psychology, and 17% indicating no response. Similar to the question on membership status, participants were required to answer this question before advancing in the survey. Thus, the missing respondents terminated their participation in this survey prior to receiving this question.

The largest percent of respondents worked in consulting firms ($n = 125$; 27%; see Table 2). This percentage is similar to 2008,

in which 26% of respondents worked in consulting firms. The largest difference in employment setting between the 2008 and 2015 survey was for academic institutions; 25% of respondents to the 2008 survey worked in academic institutions, while only 8% of the 2015 survey participants worked in academic institutions. We are unsure whether this change in response rate is due to the timing of the survey or the name of the survey (i.e., the title, Practitioners Needs, may have led some academics to believe that this survey was not relevant to them).

Similar to 2008, the largest proportion of respondents worked in large organizations of over 10,000 employees ($n = 129$; 27.5%) and worked in organizations with between 2-5 I-O psychologists ($n = 108$; 23.0%). Of the reported positions within organizations, more than 35% of respondents indicated that they were individual contributors. However, only 6% of respondents listed their position as professor (see Table 3).

Table 2
SIOP Practitioner Needs Survey Respondents by Employment Setting

	Frequency	2008 Percent	2015 Percent
Academic institution	38	25%	8%
Consulting firm	125	26%	27%
Independent practice	52	11%	11%
Military service	1	N/A	<1%
Non-profit organization	26	4%	6%
Private sector business	112	19%	24%
Public sector organization (e.g., government agency)	35	11%	8%
Did not report	80	4%	17%
Total	469		

Table 3
SIOP Practitioner Needs Survey Respondents by Position in Organization

Position in organization		
	Frequency	2015 Percent
Executive, officer	74	15.8%
Individual contributor	162	34.5%
Manager, director, department head	101	21.5%
Professor	28	6.0%
Supervisor	24	5.1%
Did not report	80	17.1%
Total	469	100

Finally, Table 4 depicts information about the percentage of work time that respondents indicated that they spend conducting different types of activities. The median response for time spent being an educator (*md* = 0%) was driven by the large number of respondents (*n* = 165) indicating they spent 0% of their time as an educator.

Satisfaction With SIOP

We specifically retained the same questions from the 2008 survey regarding satisfaction with SIOP in support of practitioners in order to identify any changes in satisfaction between 2008 and 2015. Respondents were asked, “How satisfied are you with SIOP in these practitioner areas?” with respondents asked to indicate

their satisfaction using a Likert scale (5 = *strongly satisfied*, 4 = *satisfied*, 3 = *neither satisfied nor dissatisfied*, 2 = *dissatisfied*, 1 = *strongly dissatisfied*).

Based on the results of the 2008 survey, Silzer and colleagues noted some troubling trends for practitioner satisfaction with SIOP. The results of the 2008 survey found that practitioners expressed high levels of dissatisfaction (35–40 %) and low levels of satisfaction (12–30%) in five areas:

- SIOP leadership understanding of key practice issues
- SIOP support for practitioners who want to get licensed (test prep, etc.)
- SIOP support for advancing your I-O practice career
- Opportunity for practitioners to influence SIOP decisions and future direction
- Providing a clear vision of the future of I-O psychology and practice

In contrast to Silzer and colleagues, who looked at satisfaction with SIOP by practitioner status (e.g., full time versus part time), we compared mean satisfaction ratings across employment settings in order to determine satisfaction within the

Table 4
SIOP Practitioner Needs Survey Respondents Time Spent by Practice Area

	Percentage of work time: Educator	Percentage of work time: Internal practitioner	Percentage of work time: External practitioner	Percentage of work time: Scientist/researcher
N	276	307	341	274
Median	0%	55%	80%	10%
Mean	15%	52%	58%	19%

Table 5
Mean Satisfaction Ratings by Employment Setting

	Public sector	Nonprofit	Private sector	Independent	Consulting	Academic
Recognition of practitioners for Fellow status*	2.76 ⁶	3.00	2.57	2.62 ⁵	2.96	3.50 ^{1,4}
Recognition of practitioners for contributions to I-O practice*	2.83	3.22 ³	2.54 ^{2,6}	2.75 ⁵	2.90 ⁶	3.43 ^{3,4,5}
Opportunity for practitioners to influence SIOP decisions and future direction*	2.71 ^{2,6}	3.47 ^{1,3,4}	2.70 ^{2,5,6}	2.66 ^{2,6}	3.09 ³	3.43 ^{1,3,4}
Opportunity to elect I-O practitioners to SIOP Executive Board positions	2.96	3.47	2.94	3.03	3.16	3.60
SIOP leadership understanding of key practice issues*	2.89	3.39 ³	2.68 ^{2,6}	2.88	3.00	3.45 ³
SIOP efforts in advancing and promoting I-O practice	3.07	3.62	3.08	2.93	3.10	3.3
Efforts to make SIOP the “first choice” organization for I-O practitioners	3.41	3.9	3.41	3.46	3.41	3.16
SIOP support for advancing your I-O practice career	2.86	3.25	2.73	2.90	2.65	3.03
SIOP support for practitioners who want to get licensed (test prep, etc.)	2.29	2.80	2.58	2.56	2.36	3.00
SIOP support for practice-oriented research and projects	2.60	3.16	2.81	2.94	2.81	2.94
SIOP opportunities for professional networking (in-person or online)	3.31	3.48	3.17	3.60	3.42	3.50
Providing a clear vision of the future of I-O psychology and practice	3.03	3.08	3.07	2.90	3.17	2.97

Note. Values with superscripts indicate significant mean differences between satisfaction ratings from respondents from different employment settings, where 1=public sector; 2=Non profit; 3=Private sector; 4=Independent; 5=Consulting; 6=Academic

different employment sectors within which I-O psychologists work. We focused on employment setting so that SIOP can tailor efforts at improving satisfaction with SIOP specifically at members working within different environments.

The results of this question appear in Table 5. In general, few questions indicated significant mean differences in satisfaction between the employment settings: Only 4 of the 12 areas demonstrated significant differences in mean satisfaction ratings across employment settings. Where there were significant differences, respondents working in academic and nonprofit settings were generally more satisfied with SIOP support in practitioner areas than were respondents working in other employment settings. The lowest ratings for satisfaction were generally from respondents working in the private sector, most notably in the area of SIOP leadership’s understanding of key practice issues.

Based on the satisfaction ratings, SIOP may want to consider the following efforts to improve member satisfaction for I-Os in different employment settings:

- *Independent and public sector:* SIOP committee chairs could recruit more independent and public sector practitioners for SIOP committee membership.
- *Private sector:* Current SIOP Fellows could continue to nominate more SIOP members working in the private sector as SIOP Fellows. Relevant SIOP committees and/or the SIOP Foundation may consider developing awards for contributions to I-O practice, perhaps on the basis of SIOP conference submissions.
- *Consulting and nonprofit:* Relevant SIOP Committees could develop resources (e.g., job aids) for practitioners who want to get licensed and recruit licensed I-Os to develop a Q&A panel for the annual SIOP conference on frequently asked questions about licensure and the pros and cons of pursuing licensure.

In addition to the satisfaction ratings by support area, there was a range of write-in comments on the “satisfaction with SIOP” question. Some perception issues regarding the value of practitioners within SIOP appear to remain.

- *I think a lot of practitioners feel pretty disillusioned at this point.*
- *While I value the research tremendously, SIOP is heavily skewed towards the academic teaching and research with very little focus on application, which is our true value as a science.*

However, there were also some positive comments regarding progress SIOP has made since 2008 in support of practitioners:

- *Good things have been happening with SIOP over the last 4 decades. (a) It has grown. (b) [Its] journal has increased its visibility. (c) I've missed attending annual meetings, but colleagues report satisfaction.*
- *I see more panels at SIOP with I-O [practitioners]. That is good!*
- *I am thrilled to see this survey; it gives me hope that SIOP cares about my needs as a practitioner.*

Finally, many respondents made specific requests for support from respondents that SIOP may choose to address in the future.

- *Strengthen the networks and career development opportunities; better define career paths; create marketing collateral that can be used to differentiate/highlight the advantages of the I-O training compared with traditional HR (MLR / MHRM) or business management (MBA) education.*
- *More short seminars via teleconference would be helpful. As an educator I do not make enough to attend conferences but would very much like*

the opportunity to learn more through seminars.

- *Provide opportunities for midcareer (5–7 years) professionals.*
- *Continue to add practitioner related sessions to SIOP conferences with major businesses being the presenter(s). This allows for real life knowledge of what other companies are doing and how as it relates to all things talent management.*

The PPC will review these results and work with SIOP and related SIOP committees to continue to develop projects and resources to meet the needs of SIOP practitioners, regardless of the employment setting in which they practice.

Conclusions

The PPC created and fielded the 2015 Practitioner Needs Survey to identify and gather data on a number of areas related to professional practice. As is evident, there are some areas for improving satisfaction with practitioner support areas. Both SIOP and the PPC have demonstrated a willingness to develop strategies and resources to improve practitioners' satisfaction with SIOP in support areas. We recommend that SIOP and the PPC continue to focus their efforts on meeting the specific needs of practitioners in the environments in which they work.

Next Steps

We intend to use the results of this survey in a similar fashion to how the 2008 survey results were used by the PPC in setting the

committee’s agenda for the near term. For instance, this study interfaces directly with recent efforts of SIOP’s Professional Practice Committee, such as the Careers Study, the Webinars Project, the Business Acumen Competency project, and the White Paper Series just to name a few. Furthermore, both the ratings and open-ended feedback provide the PPC with a wealth of resources to consider developing to meet practitioner needs.

In subsequent *TIP* articles, we will address other results from this survey in a more in-depth manner, including making comparisons to the 2008 survey where possible. In the interim, we welcome any questions you may have about the results, and we thank you for your participation and continued support of the work of the PPC.

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Contents	Features	Editorials	Reports	my.SIOP
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History Corner



A Historical Look at Theory in Industrial-Organizational Psychology Journals

One of SIOP President **Jose Cortina's** initiatives involved reexamining the requirement that journal articles make a theoretical contribution as a prerequisite for publication. If you attended the recent SIOP conferences, you likely saw several sessions related to Cortina's initiatives in plenary sessions (Cortina, 2014a, 2015a) the theme track (Cucina & Tonidandel, 2015; Köhler, et al., 2015; Tonidandel, 2015), and elsewhere in the program (Cucina, et al., 2015). Cortina also discussed the role of theoretical contributions in I-O research in several of his *TIP* columns. He suggested that Eden's (1990) field research on Pygmalion effects would be desk rejected by most editors today as it does not have a "theoretical contribution" (Cortina, 2015b, p. 9). Although Cortina (2014b) admitted that he "ha[s] been as much a part of the problem as anyone" (p. 8), he came to realize that requiring authors to make theoretical contributions was a mistake leading authors to publish theories "that are just plain incorrect" (Cortina, 2014c, p.9). Now his "wrong-dar is going off like crazy" (Cortina, 2015b, p. 9), and he believes that the current state of affairs is "kind of a bizarre way to conduct a scientific field" (Cortina, 2013, p. 11).

Other authors have begun to reexamine the emphasis on theoretical contributions. Some have noted a trend in our academic journals whereby there is more emphasis on theory and less emphasis on "atheoretical" and "empirical" findings, which the personnel selection literature has especially been accused of containing (Aguinis, Bradley, & Broderson, 2014; Ryan & Ployhart 2014). The first author has stated that I-O psychologists have begun to define "theory" differently from other scientists and that the field needs to return to the scientific method (Cucina, Hayes, Walmsley, & Martin, 2014). Gupta and Beehr (2014) also criticized the role of theory in I-O research, pointing out that by not allowing researchers to publish more than one test of a theory, I-O's newer theories have become nonfalsifiable (and falsifiability is one of the hallmarks of scientific theory). Other researchers have made similar comments about the management and intelligence literatures.



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For instance, Hambrick (2007) wrote that management's "theory fetish" actually "rewards" understanding (p. 1346) and Deary (2014) recently stated the he has "never lost [his] nausea in response to 'big theory' in intelligence" research.

In this issue's History Corner, we document the rise of theory in I-O psychology's two most prominent journals: the *Journal of Applied Psychology* (JAP) and *Personnel Psychology* (PPsych). Twenty years ago, Sutton and Staw (1995) observed that these two journals focused on empirical research at the expense of "theory." However, Kepes and McDaniel (2013) have noted that this is no longer the case today; they noted a dramatic increase in the emphasis on theory in JAP from the editorships of Schmitt (1989) to Kozlowski (2009). This issue's column builds on Kepes and McDaniel's observations by first conducting a historical qualitative review of the scope and criteria for JAP and PPsych, and then conducting a quantitative review of the focus on theory over the history in these two journals as well as other I-O and non-I-O journals.

Qualitative Review of Journal Scope and Publication Criteria

We begin by qualitatively reviewing the scope and publication criteria of JAP and PPsych from their initial issues to the present time. To perform this review, we obtained copies of the inside covers of the first issue in each year's volume of JAP and PPsych. Surprisingly, the inside covers do not appear in online archives of these journals' articles; therefore, we had to obtain

the copies manually by visiting the "stacks" at the University of Maryland, College Park. We also used the article search tools on each journal's website to identify editorials (which often expound upon the journals' scopes and criteria), and we obtained copies of the editorials. Next, we read the materials and noted the trends in role of theory in the scope and criteria for JAP and PPsych, which are described below.

Journal of Applied Psychology

The initial volume of JAP was published in 1917. At that time the published scope of the journal made no mention of the word "theory." Instead, the scope of JAP was "the application of psychology to vocational activities...[and]...everyday activities, such as reading, writing, speaking..." (Introduction, 1917, p. 1–2). The scope also encompassed individual differences and the influence of "environmental conditions, such as climate, weather, [etc.]" The journal set an "extreme limit" of 20 pages for manuscript length and asked authors to focus on "practical applications of psychology" (p. 2). In the foreword for the journal, editors Hall, Baird, and Geissler (1917) stated that in addition to being concerned with "theoretical problems" of psychology, every psychologist has an interest in making the world a better place by enhancing "human efficiency" and "human happiness" (p. 6). They stated that the purpose of JAP was to focus on "practical problems," and "applied" psychological science as opposed to "pure" science (p. 6-7).

The scope of JAP remained largely unchanged for nearly 30 years. By 1948, the

scope was rewritten to become slightly broader. The scope, published on the inside cover, stated that *JAP* preferred articles “in any field of applied Psychology (except clinical and consulting psychology)” that dealt with “quantitative investigations” in a variety of areas (e.g., personnel selection, secondary school- [or higher-] level prediction, training, job analysis, employee morale). *JAP* accepted articles that ranged from 500 to 16,000 words (with an average of around 4,000 words).

Of particular note is the role of theory in the scope of *JAP* in 1948. *JAP* stated that “an occasional descriptive or theoretical article, however, will be accepted if it deals with some phase of applied psychology in a distinctive manner.” Thus, *JAP* focused primarily on empirical reports with theoretical contributions being published only occasionally. Less than 10 years later, the statement concerning the role of theory in *JAP* articles was slightly modified. In 1955, the journal switched editors from Donald Paterson to John Darley (both of whom were at the University of Minnesota). At this time, the role of theory was changed slightly. The scope of the journal (printed on the inside front cover) stated “although a descriptive or theoretical article may be accepted if it represents a special contribution in an applied field.” Thus, it was still quite clear that a theoretical article was more of an exception rather than a rule.

By 1971, **Edwin Fleishman** became editor of *JAP*; at this time the scope in the inside front cover was shortened and readers were referred to Fleishman’s editorial and a one-page article entitled “information

for contributors” (1971). Fleishman’s editorial now mentioned that *JAP* preferred “conceptually based research—studies which emerge from concepts or theories” (p. 1). However, he seemed to imply that an article did not need to develop a new theory; instead theories that were already developed, or being developed, could suffice for a conceptual basis. Fleishman complained that the typical *JAP*’s manuscript submission “provides no *explanation* of what has been learned to serve as a basis for generalization” (p. 2). However, the criteria for manuscript evaluation did not mention theory. Instead, the criteria included “(a) significance in contributing new knowledge to the field, (b) technical adequacy, (c) appropriateness for [*JAP*], and (d) clarity of presentation” (p. 2). Fleishman also stated that *JAP* would accept short notes for replication studies, methodological issues, and “presentation of ideas or theoretical discussion” (p. 2). Later in Fleishman’s tenure, authors were instructed to be concise, to use good vocabulary, to conform to *JAP*’s writing style, and to make conclusions based on the evidence in the article (Instructions to authors, 1974). In addition, the sentence indicating that theoretical and review articles would only be accepted if they made a special contribution remained in the inside front cover throughout Fleishman’s tenure.

In 1977, **John Campbell** became editor of *JAP*. The scope of the journal and criteria for publication remained largely unchanged (with the exception of a few changes in wording). In his outgoing editorial, Campbell (1982) mentioned the role of theory. For instance, he mentioned that his edito-

rial team desk rejected empirical studies of the variables associated with response rates of surveys, “unless the studies were set in some larger theoretical context” (p. 692). He also mentioned that some theoretical and conceptual submissions had been rejected because the idea or theory was already well described in the literature. Campbell also discussed the “deductive”¹ procedure of theory development, hypothesis writing, and empirical testing. He stated that although this procedure is sometimes too idealistic, more theory testing would help applied psychology progress more quickly and that “more and better theories” were needed. Campbell moderated his enthusiasm for theory by emphasizing that the ultimate goal of research should be to increase knowledge and to develop valid measures and important techniques rather than to test theory.

When **Bob Guion** became editor of *JAP*, he furthered increased the role of theory in the journal. Guion (1988) noted that in 1961 almost half of all *JAP* articles were written by non-academics and that most articles focused on methods and results with only a brief introduction. This eventually led to what Guion characterized as “a cry...against ‘raw empiricism’ and urging more theoretical understanding” (p. 693). Earlier, Guion (1983) defined “theory as the coherence of a body of knowledge” and stated that *JAP* was not an “atheoretical” journal and that most articles in *JAP* would “be tied to theory” with “clear implications for theory or for practice” (p. 547). Nevertheless, the four criteria for publication and the statement that theoretical and review articles would

need to make a “special contribution” to be accepted remained largely unchanged from Fleishman’s tenure as editor. In terms of theory, there were no notable changes in *JAP*’s scope or evaluation criteria under the three subsequent editors (i.e., **Neal Schmitt**, **Philip Bobko**, and **Kevin Murphy**). However, in his outgoing editorial, Murphy (2002) addressed the “stereotype” that “theory doesn’t count all that much” for *JAP* submissions, stating that “the idea that theory is unimportant is absolutely wrong” (p. 1019). At this point in *JAP*’s history, the best submissions took concepts and theories from basic research and applied them to real-world problems. Many papers were rejected because due to a failure to tie a good idea with existing theories and findings from other areas of basic and applied research.

In 2003, the scope of the journal became more “theoretical” as the inside front cover indicated that *JAP* “primarily considers empirical and theoretical investigations” and that articles should be “empirical, conceptual, or theoretical.” In his editorial, **Sheldon Zedeck** (2003) mentioned the string “theor*” 13 times. He stated that research published in *JAP* should generate “theoretical insights” and that the editorial team was “particularly interested in publishing theoretical and conceptual cognitive models” that relate to organizational behavior and applied psychology (p. 4). In fact, *JAP* issued a call for theoretical and conceptual papers, leading a special section with an introduction paper that clarified what the editorial team viewed as a good theory (Klein & Zedeck, 2004). Zedeck did not desire theoretical papers

that just reviewed the existing research literature; instead he stated that theoretical papers should “go beyond the current literature” and “offer new theoretical insights” and “propos[e] new explanations.” Accordingly, the sentence indicating that a theoretical article “may be accepted if it represents a special contribution in an applied field” was removed from the inside front cover of *JAP*. The evaluation criteria were also changed; now articles would be evaluated on the “significance of the theoretical and methodological contributions” (Instructions to authors, 2004, p. 178).

As noted by other authors (e.g., Kepes and McDaniel, 2013), *JAP* has become more theoretically oriented in the past decade. Kozlowski’s (2009) editorial, which contains the string “theor*” 54 times, stated that a primary emphasis of *JAP* would be publishing “empirical research and conceptual articles” “that advance theoretical understanding” (p. 1). He wrote that articles “first and foremost” must make a “unique theoretical contribution” to be published (p. 1) and that most manuscripts were rejected for a failure to build and extend theory. The most recent editorial, by Chen (2015) continues to emphasize the role of theory (the string “theor*” appears 20 times).²

To this day, *JAP* continues to emphasize the role of theory in the articles it publishes. The website for the journal indicates that it still “primarily considers empirical and theoretical investigations” and that the type of articles it publishes are “theoretically driven” (American Psychological Association, 2010, 2015). Theory development and review articles appear

encouraged (both on the website and in Chen’s 2015 editorial), which is contrast to previous statements that those types of articles “may” be accepted if they made a “special” contribution.

Personnel Psychology

The first issue of *PPsych* was published in 1948. In their editorial, Taylor and Mosier (1948) stated that the journal’s aim was to present empirical findings that could be read and understood by managers within an organization. The editors indicated that the journal should be heavily focused on practical and applied issues related to personnel and that answers to research questions would be based on facts “not upon hunches” (p. 4). They also alluded to the scientific method when they stated that knowledge about personnel psychology would be incremental with “no earth-shaking discoveries” (p. 4). The inside of the first front cover of *PPsych* indicated that the journal would publish “empirical research studies,” reviews “summarizing known facts and principles based on completed research,” reviews of important publications, discussions of applied problems (to guide future research), and shorter research notes. Instead of beginning each article with a theoretical contribution, the guidelines instructed authors to begin with a short overview of the paper that could be understood by a lay audience. The guidelines also mentioned that readability of manuscripts was a key criterion for acceptance.

Just 3 years after the inaugural issue, the inside front cover of the journal was modified. The journal continued to focus on

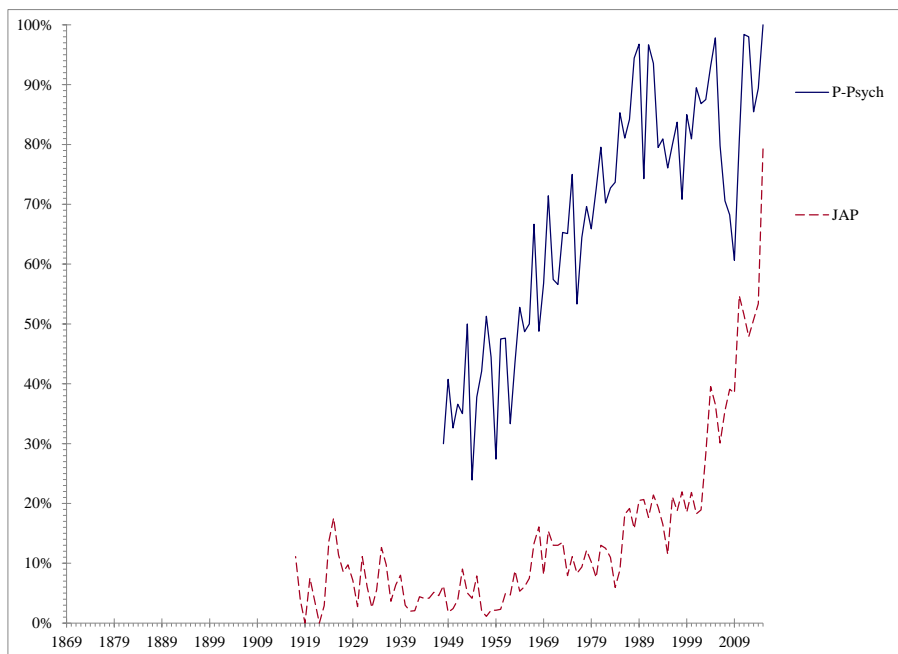


Figure 1. Use of the string “theor*” in JAP and PPsych

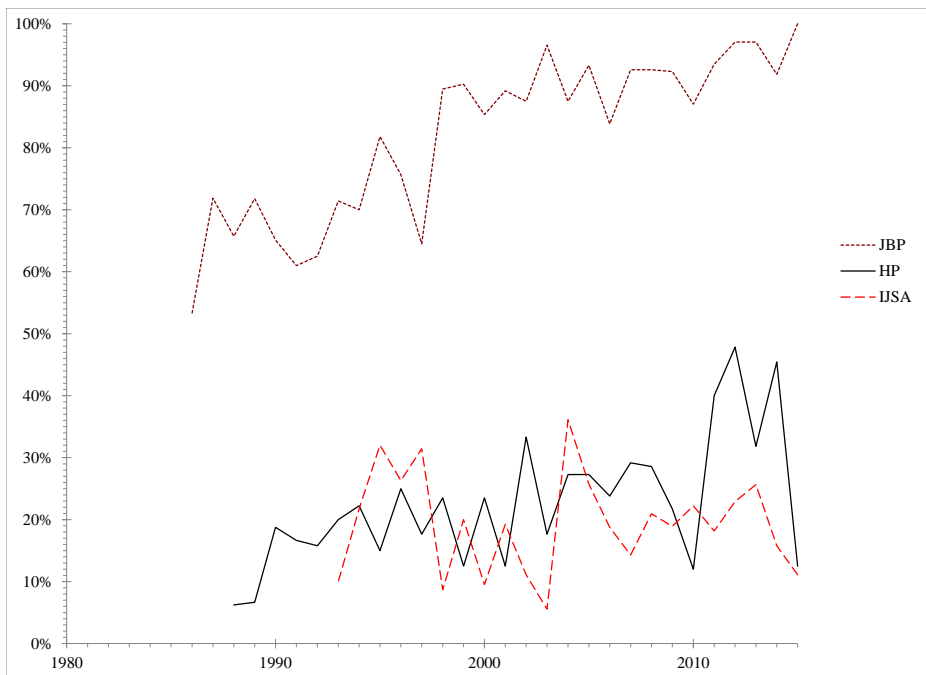


Figure 2. Use of the string “theor*” in *Journal of Business and Psychology* (JBP), *Human Performance* (HP), and *International Journal of Selection and Assessment* (IJSA).

research (including methods, results, and application) as well as literature reviews. However, at this point, three criteria (i.e., technical soundness, readability, and practicality) were used as the basis for judging manuscripts. To be published, an article needed to be methodological sound but also readable to both psychologists and “personnel executives.” Most pertinent here is the statement that “while articles dealing with basic research problems will be given consideration, priority will be afforded to papers whose implications are for immediate and general problems.” Thus, practical implications were deemed more important than theoretical implications (although the inside front cover did not explicitly mention “theory”).

The criteria for publication in *PPsych* remained largely unchanged for decades. In 1985, **Paul Sackett** became editor and the inside front cover was changed slightly to indicate that the journal published “empirical applied research.” Ten years later, theory began to creep into the journal’s scope. Partway through **Michael Campion’s** editorship, the inside front cover mentioned that “theory development and other conceptual articles” were acceptable for publication. However, it was still clear that the journal would “mainly report original empirical research.” In addition, the criteria for publication were also changed. Technical soundness, readability, and practicality no longer served as the primary basis for judging a manuscript’s publishability. Instead, “conceptual contribution,” which covered “new ideas and insights” and whether the article would “add to theory,” was added as the first cri-

terion. The second criterion was changed to “empirical contribution,” which focused on whether the data documented the hypotheses and assertions in the manuscript. The practical contribution of a manuscript served as the third criterion. In addition, potential authors were referred to a checklist of criteria used by reviewers.

Using an empirical approach to solicit input from reviewers, Campion (1993) compiled a checklist of criteria for evaluating manuscripts. Theory took a prominent role as the first criterion in the checklist was “theoretical importance,” which encouraged authors to take I-O psychology in a “new direction” and to “change future research” (p. 707). The checklist also included a section on “conceptual development,” which focused on the design of the study as well as theory. Although theory was clearly encouraged, one criterion in the checklist suggested that it was not mandatory: “does not force a theoretical framework when the study is essentially exploratory” (p. 708). This criterion is in stark contrast to more recent observations by Cortina (2013, 2014a, 2014b, 2014c, 2015a, 2015b) and Locke, Williams, and Masuda (2015). However, there were also criteria indicating that manuscripts should “[go] beyond simply applying theory, and instead [improve] theory” (p. 709) and should “[make] a theoretical contribution” (p. 718). In fact, the string “theor*” appeared 28 times in the checklist.³

The new criteria for publication lasted for several subsequent editorials. In his incoming editorial, **John Hollenbeck** (1997) wrote that *PPsych’s* “mission will not change

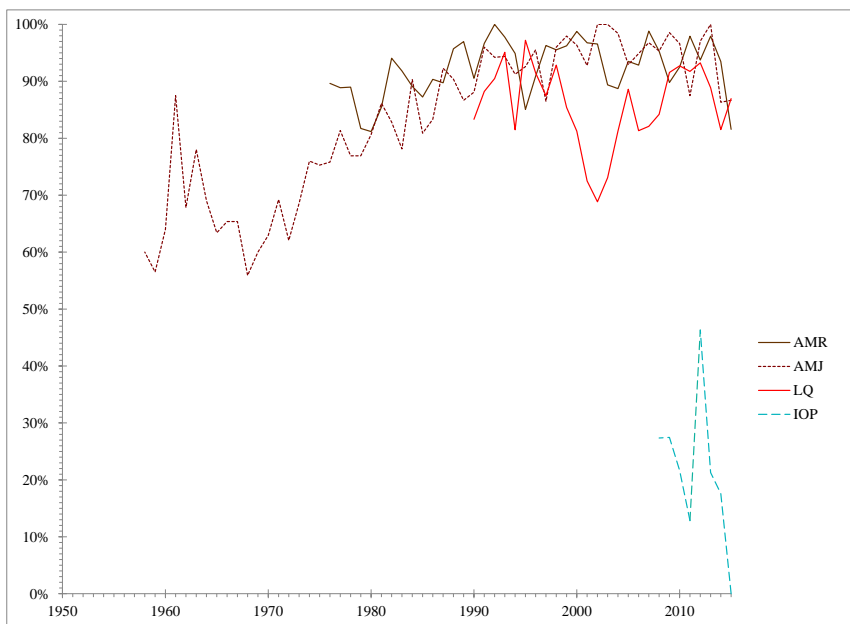


Figure 3. Use of the string “theor*” in *Academy of Management Review* (AMR), *Academy of Management Journal* (AMJ), *Leadership Quarterly* (LQ), and *Industrial and Organizational Psychology: Perspectives on Science and Practice* (IOP).

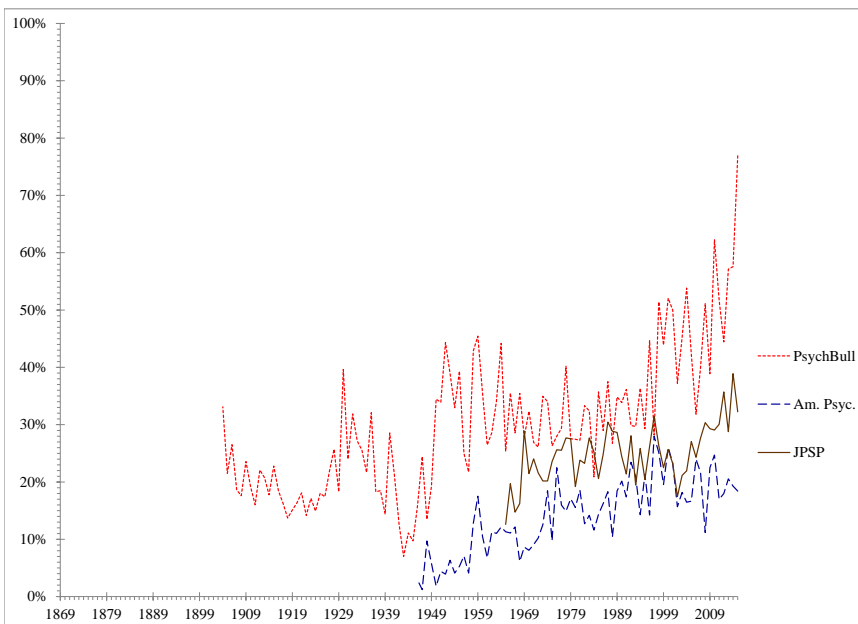


Figure 4. Use of the string “theor*” in *Psychological Bulletin* (PsychBull), *American Psychologist* (Am. Psyc.), and the *Journal of Personality and Social Psychology* (JPSP).

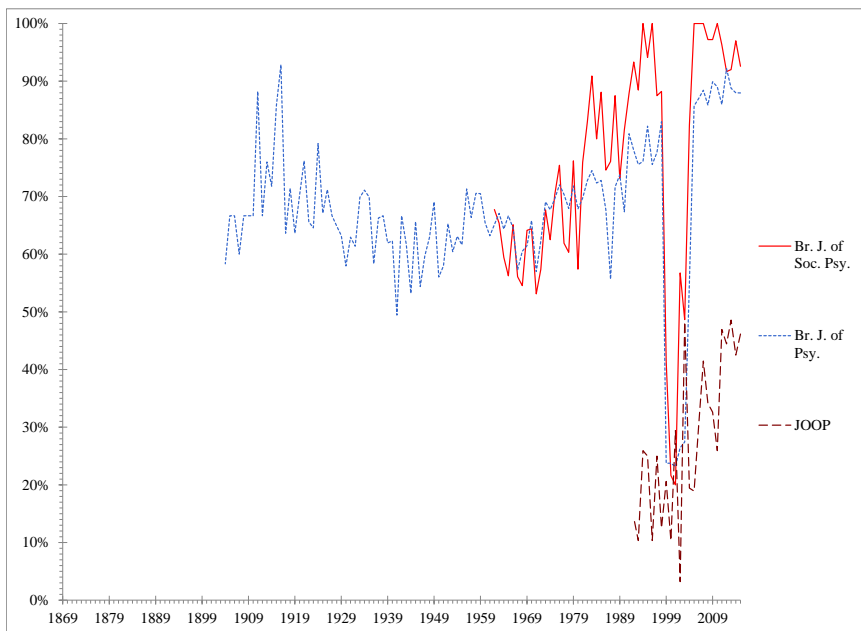


Figure 5. Use of the string “theor*” in *British Journal of Social Psychology* (Br. J. of Soc. Psy.), *British Journal of Psychology* (Br. J. of Psy.), and *Journal of Organizational and Occupational Psychology* (JOOP).

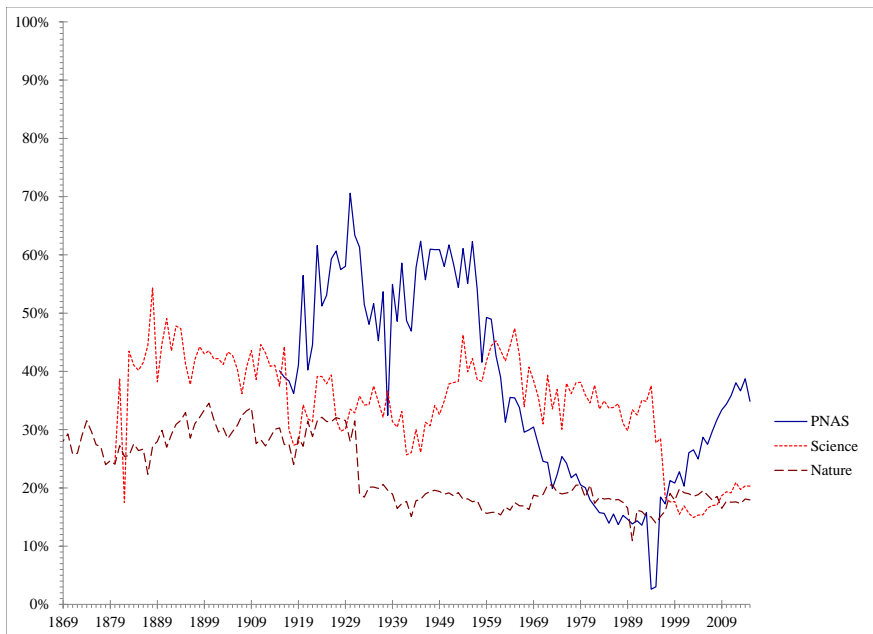


Figure 6. Use of the string “theor*” in *Proceedings of the National Academy of Sciences* (PNAS), *Science*, and *Nature*.

under my editorship” and that manuscripts would continue to be “evaluated in terms of the conceptual, empirical, and practical contribution they make...” (p. i). The criteria were left unchanged by the subsequent editors, **Ann Marie Ryan** and **Michael Burke**.

In 2010, the criteria were changed to require a theoretical contribution (instead of a conceptual contribution). A theoretical contribution was defined as “new and innovative ideas and insights” that “meaningfully extending existing theory.” **Fred-erick Morgeson** (2011) elaborated on the new criterion, stating that typical articles should make a contribution to the three areas (theoretical, empirical, and practical); however, articles that focused primarily on theoretical contributions would also be acceptable. The second criterion, empirical contribution, was retained but reworded, and the third criterion, practical contribution, was left unchanged. Morgeson encouraged the submission of theory development articles and mentioned the string “*theor**” eight times. In his editorial, **Bradford Bell** (2014) reiterated many of the themes in Morgeson’s editorial. Bell also mentioned that the editorial team was interested in “theory development” articles (among other types) and that most articles would be expected to make theoretical, empirical, and practical contributions. He mentioned the string “*theor**” six times.

Quantitative Review of the Prominence of Theory in Journal Articles

So far we have shown that over the course of *JAP* and *PPsych*’s histories, theory has

gone from taking a backseat role to serving as the driver of whether articles are deemed sufficient for publication (according to publication criteria and the journals’ scopes). However, the question remains: How much theory is being published today in these journals compared to previous years? To answer this question, we conducted full-text literature searches for the string “*theor**,” which searches for all permutations of the term “theory” including words such as “theoretical,” “theories,” and “theorize.” We conducted our searches separately for each year the journals were published. (As mentioned previously, the inside covers of journals are not included in full-text databases, therefore our searches did not identify these materials.) For each year, we recorded the number of entries that contained the string “*theor**” and the total number of entries in the journal. Next, we computed the percentage of articles containing the search string for each year of publication.

For comparison purposes, we decided to conduct similar reviews for other scientific journals. We selected a number of I-O psychology journals (i.e., *Human Performance*, *Industrial and Organizational Psychology: Perspectives on Science and Practice*, *International Journal of Selection and Assessment*, *Journal of Business and Psychology*, *Journal of Organizational and Occupational Psychology*, and *Leadership Quarterly*). In addition, we also included journals from other domains of psychology (*American Psychologist*, *British Journal of Psychology*, *British Journal of Social Psychology*, *Journal of Personality and Social Psychology*, and *Psychological Bulletin*), as well as management (i.e., *Academy*

of *Management Journal* and *Academy of Management Review*). Finally, we included the three most prominent multidisciplinary scientific journals in our review: *Proceedings of the National Academy of Sciences* (PNAS), *Nature*, and *Science*.

The percentage of articles in the *JAP* and *PPsych* that mention theory are plotted in Figure 1. In the inaugural issues of these journals, theory was mentioned in 11% and 30% of the entries, respectively. In contrast, the results for 2015 indicate that 79% and 100% of the entries mention theory, respectively. *PPsych*'s use of theory has been steadily increasing since the inaugural issue (in fact the Spearman rho correlation between year of publication and the percentage of articles mentioning theory is .86). In contrast, *JAP*'s use of theory was relatively flat before taking off in 2003, which is consistent with the qualitative review described above. Clearly, our field's researchers are mentioning theory a lot more today than in the past in the two most prominent journals.

Surprisingly, we noticed that the trend for an increase in "theory" was not as marked in other publications. We will first turn our attention to the remaining I-O psychology journals in Figures 2 and 3. Figure 2 depicts the *Journal of Business and Psychology*, *Human Performance*, and the *International Journal of Selection and Assessment*. The first journal has had a high rate of the use of the term theory since its inception and has been steadily increasing. In contrast, the latter two journals and *Industrial and Organizational Psychology: Perspectives on Science and Practice* (shown in Figure 3) have mentioned theory far less.

The remainder of Figure 3 presents plots for the two *Academy of Management* journals and *Leadership Quarterly*. Historically, articles in these journals have mentioned theory quite often. Interestingly, the *Academy of Management Journal* began mentioning theory in about 60% of entries; now, it mentions theory almost all of the entries.

In Figure 4, we present plots for other domains of American psychology. *Psychological Bulletin* has increased its use of the string "theor*" moving from 33% in 1904 to 77% today. In contrast, the *Journal of Personality and Social Psychology* and *American Psychologist* have maintained relatively lower use of the string "theor*." Figure 5 presents plots for three British journals. The *British Journal of Psychology* and the *British Journal of Social Psychology* have maintained very high rates of the use of the string "theor*" over the years, with the exception of a temporary dip occurring in the early 2000s. In contrast, the *Journal of Organizational and Occupational Psychology* has had an increase in the use of the string "theor*" but is still at lower levels than other I-O psychology journals.

Most notably, there has been little increase in the emphasis on "theory" in *Science*, *Nature*, and *PNAS* in recent years. As shown in Figure 6, these journals contain far fewer entries that contain the search string "theor*" than I-O and management journals. Although there was a period of time in the first half of the 20th century when *PNAS* articles mentioned theory a lot, use of the string "theor*" is now only slightly higher than in *Science* and *Nature*.

Conclusion

Our results are clear, I-O psychology began as an applied field that focused primarily on empirical and practical contributions, much like other areas of psychology and science in general. However, today there is a significant emphasis on theory in our two most prominent journals' scope/publication criteria and articles. With respect to theory, it appears that *JAP* and *PPsych* are becoming less similar to other American psychology journals and more like management and British journals. We find the results for *Science*, *Nature*, and *PNAS* to be the most interesting. These three journals are the gold standard for research publications in all areas of the sciences (especially in the "hard sciences"), yet theory plays a lesser role in these basic science journals than in applied psychology journals. Ideally, basic research journals would focus on establishing and testing theories and applied research journals would focus on implementing theoretical findings in the real world. It is somewhat ironic that we are in an applied field that is now placing a great emphasis on theory.

Notes

- ¹ Colberg, Nester, and Trattner (1985) pointed out that I-O psychologists often use incorrect conceptualizations of deduction and induction; they traced this misconception to Thurstone (1938). Philosophers define deduction as reasoning with absolute certainty (i.e., provided the premises are true, the conclusion must be true with 100% certainty) instead of moving from a general statement to a specific conclusion. Induction is properly defined as reasoning with uncertainty (i.e., provided the premises are true, the con-

clusion is true with a probability that is less than 100%) instead of than moving from a specific statement to a general conclusion. Note that both deduction and induction can involve reasoning from the particular to the general and from the general to the particular (Colberg, 1985).

- ² In comparison, Hall, Baird, and Geissler's editorial (1917) mentioned the string "theor*" once, Fleishman (1971) 5 times, Campbell's (1982) 26 times, Guion's (1983) 10 times, Schmitt's (1989) 7 times, Bobko's (1995) 4 times, Murphy's (1997) 5 times, and Zedeck's (2003) 13 times. Prior to Fleishman, editorials were much less frequent and tended to focus on introducing special sections.
- ³ In comparison, the original editorial by Taylor and Mosier (1947) did not include the string "theor*" at all, nor did editorials by Hakel (1976, 1996), Campion (1991), Hollenbeck (1997), and Morgeson (2013). The editorial by Campion (1997) contained four references to "theor*."

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Contents	Features	Editorials	Reports	my.SIOP
----------	----------	------------	---------	---------

History Corner



Jeffrey M. Cucina

U.S. Customs and Border
Protection

Karen O. Moriarty
IBM



Kim Johnson

University of South Florida

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

The SIOP Living History Series: An Interview With Frank L. Schmidt

In April, the SIOP History Committee conducted its third installment of the SIOP Living History Series at the annual SIOP conference. The goal of this series is to interview individuals who have made historic contributions to research or practice in I-O psychology. There is perhaps no better way to learn about the early activities of SIOP than by listening to our early contributors' experiences.

This year's interviewee was **Dr. Frank L. Schmidt**. In the personnel selection literature, there is perhaps no greater luminary than Dr. Schmidt and his coauthor **Dr. John E. Hunter**. As shown in Table 1, popular personnel selection textbooks cite the pair more frequently than any other set of authors. The various editions of their meta-analysis textbook (Schmidt & Hunter, 2014) and *Psychological Bulletin* article on 98 years of personnel selection research (Schmidt & Hunter, 1998) have been cited 4,702 and 2,792 times, respectively. As one research psychologist recently opined, "if you need a cite for something in selection, it's likely Schmidt and Hunter" (Chihwei Su, personal communication July 15, 2014). Dr. Schmidt's career has spanned both academia and practice serving as a psychologist in the federal government and as a professor at three universities. He is the winner of numerous awards and honors (e.g., SIOP's inaugural Dunnette Prize, SIOP's 1995 Distinguished Scientific Contributions Award, SIOP's 1974 Cattell Research Design Award, APS's 2007–2008 James McKeen Cattell Fellow Award, the American



Table 1
Schmidt and Hunter Appear in Personnel Selection Textbooks More Than Any Other Author

Author	Textbook	Number of times appears in index		
		Schmidt	Hunter	Next highest
Cook (2009)	<i>Personnel selection: Adding value through people</i>	52	51	33 Michael A. McDaniel (one of Schmidt's students)
Whetzel & Wheaton (2007)	<i>Applied measurement: Industrial psychology in human resources management</i>	50	43	37 Neal Schmitt
Gatewood & Feild (2001)	<i>Human resource selection</i>	54	43	37 Wayne F. Cascio

Psychological Foundation's 2013 Gold Medal Lifetime Achievement Award for Applications of Psychology) and has authored over 200 publications. His work has been cited 36,213 times, and he was identified by Podsakoff, MacKenzie, Podsakoff, & Barchrach (2008) as being in the 99th percentile for citations within management.

During the session, Dr. Schmidt discussed his career in I-O psychology and his pioneering work on validity generalization and meta-analysis. He covered his work at Michigan State University, the U.S. Civil Service Commission/Office of Personnel Management, George Washington University, and the University of Iowa. He also spoke of his longstanding professional relationship with John Hunter who passed away in 2002 (Schmidt, 2003). Dr. Schmidt closed the interview by discussing his thoughts on the I-O psychology field and his activities in retirement. The SIOP Administrative Office arranged to record the interview, which has been uploaded to SIOP's official YouTube channel: <https://www.youtube.com/watch?v=YmvbREPK0kE>. In addition, a detailed narrative response to the interview questions has been uploaded onto SIOP's website (www.SIOP.org/LivingHistory/Schmidt.pdf). More information about Dr. Schmidt's life and work can also be found in his recently

published memoir (Schmidt, 2015).

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Contents	Features	Editorials	Reports	my.SIOP
-----------------	-----------------	-------------------	----------------	----------------



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**Application of Modern
Technology and Social
Media in the Workplace**



Nikki Blacksmith
The George
Washington University



Tiffany Poeppelman
Google (via Adecco)

A Year in Review:

#SIOP15 Technology & Social Media Highlights!

Over the past year, we've seen technology enhancements impact and shape our workplace practices and research topics. In 2013 alone, over \$600 million dollars in funding was given to start-up human resource technology companies to build out new capabilities such as applicant tracking tools, video interview capabilities, and other employee development software (Lanik et al., 2015).

The integration of technology and social media in the workplace has brought both positive effects such as improvement in efficiency and cost savings as well as negative effects including the introduction of new legal, ethical, and validity concerns. Given these rapid changes, we've dedicated our 2-year anniversary issue of [*The Modern App*](#) to summarizing the influence technology has had on our field by discussing trends in current research. Although these themes and topics are not exhaustive, they should help I-O psychologists understand how technology is changing our work for better and worse.

In order to identify current hot topics, we examined the research and sessions from our recent Society for Industrial-Organizational Psychology (SIOP) conference. Across 865 sessions at SIOP, approximately 11% of topics were related to technology and social media. Below we have categorized the trends within broad areas of I-O psychology, including recruitment and selection, virtual workplaces, training, and big data.

Recruitment and Selection

It is now the norm to include technology and social media in the recruitment and selection process. However, I-O psychologists are just beginning to understand the effects of these new workplace practices. Below are three themes that emerged from the SIOP 2015 conference.

Legal Implications of Leveraging Social Media in the Recruiting and Hiring Process

Many organizations leverage information found on social media and/or integrate new social networking tools into their systems without thinking about the legal and ethical implications and the lack of empirical support for usage (Mills et al., 2015). Research has shown that invasive employer requests to access applicant Facebook pages tend to decrease applicant perceptions of organizational justice and job pursuit intentions, making these organizations less attractive (Menzies & Bartles, 2015). Another study investigated issues of weight discrimination based on employers evaluating social media information and determining whether applicants engage in healthy or unhealthy behaviors (McHugh & Joseph, 2015).

Optimizing User Experience in Technology-Enhanced Assessment

Technology is changing the testing environment and organizations need to ensure candidates are having a good experience. Over the past year, more researchers are investigating innovative delivery modes (Payne et al., 2015) and other characteristics that influence user experience such as test length, ATS integration, and much more (Tafero, Granger, Lux, Steffensmeier, & Glatzhofer, 2015). Studies have shown that applicants in technology-mediated interviews (Blacksmith, Willford, & Behrend, 2015) and unproctored Internet settings (Wasko, Lawrence, & O'Connell, 2015) were found to be less favorable in online settings than traditional settings.

Validity and Utility of Technology-Enhanced Assessments

Traditional paper and pencil tests are being transformed and delivered through computers and mobile devices with video-based items and within virtual reality scenarios. With changes in the way these assessments are traditionally delivered, I-O psychologists are recognizing a need to ensure equivalence across measures. This is due to the fact that several features of technology-enhanced assessments could impact the validity or usefulness of assessments and how applicants perform. For example, mobile delivery mode screens are smaller, candidates are more likely to be on the go as well as distracted during the assessment, and navigation options may change depending on the device being used (Boyce et al., 2015). Other issues such as development algorithms, determining item exposure frequencies in computer adaptive testing, and protecting integrity of the test are also huge concerns being investigated within the research (Moclaire, Olson, Drollinger, Vorm, & Foster, 2015).

Although I-O psychologists are beginning to increase their understanding of these selection and recruiting impacts, there are still gaps that need to be addressed in future research. We imagine this area will continue to evolve in the coming years.

Virtual Workplaces

Approximately 64 million workers telecommuted in 2012, according to Global Workplace Analytics (2013), an increase of 58% since 1997 (Jackson, 1997). This theme is

likely of no surprise because virtual work still continues to increase each year and new technologies mitigate the associated challenges ([Poeppelman & Blacksmith, 2015](#)). Some of the most immediate research trends include balancing work and life in virtual settings, effects of communication methods, and virtual methods of performance management.

Balancing Work and Life in Virtual Settings

Virtual workplaces are rapidly changing our understanding and implementation of [work-life balance](#). This is due to the realities of merging one's home with work, which makes for longer workdays and weeks given everything is blended together under one roof. Managing boundaries is critical. This can be done through strategies such as recreating an office environment by having separate, designated areas for work activities; mimicking routines that are found in offices; and other behavioral tactics (Basile & Beauregard, 2015). Other research found frequent social cell phone use can buffer against harmful effects such as emotional exhaustion and poor sleep quality (Ragsdale & Hoover, 2015). Researchers suggest this might be due to an increase in social support. Employees can experience positive affective benefits from teleworking but these benefits vary depending on several individual differences such as openness to experience, trait rumination, and social connectedness outside of the workplace (Anderson, Kaplan, & Vega, 2015).

Computer-Mediated Communication in Virtual Teams

Although technology continues to change virtual working conditions, it cannot replace the value of face-to-face time. In face-to-face situations, group members share the same physical location, see and hear one another, receive facial indicators, and engage in camaraderie. Recent research continues to examine teamwork, communication, and methods of communication such as mobile devices, text, and email messages to determine if the positive benefits of face-to-face can be replicated in virtual settings.

For instance, research has shown communication channels affect the type of persuasive information readers attend to (Larson, Lipani, Zhu, & Kern, 2015) and emotional reactions (e.g., emotional recognition or emotional contagion processes; Doerr, Clark, & Syvanteck, 2015). Other research examined the moderating effect that virtuality has on the relationship between communication and performance (Marlow, Lacerenza, Petruzzelli, & Salas, 2015). Seely and DeChurch (2015) also developed and validated a psychometric measure of process sociomateriality which describes how member interactions are enabled, augmented, or impaired by the use of technology during task work.

Performance Management

Managing virtual workers also requires a new understanding of performance management within organizations. Predictors of contextual performance such as organizational citizenship behaviors (OCBs) differ in virtual

settings. Recent research identified two mediating processes that can help explain the relationship between the frequency of telework and OCBs, which includes teleworkers' perceptions of professional isolation and their social identification with their work group (Kane & Sommer, 2015). Other recent research investigated the conceptual space of performance constructs and determined that negative social networking behaviors are conceptually distinct from other counterproductive work behaviors (CWBs) but share many of the same antecedents (Brown, Weidner, Wynne, & O'Brien, 2015). These results also highlight that only some of the previous research investigating CWBs can be translated to our understanding of negative social media postings.

Last, organizations are introducing new performance management practices with the advent of sophisticated technology. Examples include methods of monitoring employee behavior electronically (Willford, Howard, Cox, Badger, & Behrend, 2015), which can be done through email and Internet usage, computer and phone use, and workplace surveillance techniques that utilize video smartcard technology. As you might imagine, electronic performance monitoring raises issues of ethics and impacts on employee attitudes. Future research will need to examine additional effects of these monitoring practices on employees.

Training and Development

New Approaches to Learning

As technology has completely changed most organizational practices, this most

certainly includes the learning environment that encompasses training and development methods. Unlike before, training can now be implemented through virtual reality such as head-mounted display units and computer-based methods. However, recent research demonstrated that learners with head-mounted displays performed worse on posttests than those who used a traditional computer-based method as mediated by cognitive engagement (Howard et al., 2015). Learning environments are also being [gamified](#) (Armstrong & Landers, 2015; Broadfoot & Chambers, 2015), and discussion channels are being leveraged to increase learner engagement (Cavanaugh, Landers, & Landers, 2015). For instance, research by Broadfoot and Chambers (2015) found that employees who participated in gamified training learned key facts and felt more comfortable at work when applying training knowledge.

Researchers are still striving to understand the best environments for virtual team training (Horn et al., 2015) and effects on learning attrition for online learning (Bauer, Cavanaugh, & Cameron, 2015). Bauer et al. (2015) showed that self-efficacy increased the odds of a learner dropping out, whereas pretraining experiences can have the opposite effect on attrition. Another study examined whether and to what degree video game and flight simulator experience contributed to the prediction of psychomotor-based selection test scores and subsequent flight training performance for a sample of student naval pilots (Drollinger et al., 2015). In addition, text-based peer discussions during lectures were implemented to increase learner

engagement but may be harmful due to cognitive load increasing over time (Cavanaugh et al., 2015).

Technology-Enhanced Training Delivery

Training classrooms are continuously being enhanced with technology and new tools. There are now readily accessible tools that are aiding teaching including [Skype](#), [Blackboard's blog platform](#), [PowerPoint's recording function](#), and [Twitter](#) (Bachiochi, Bulger, Everton, Bunk, & Giumetti, 2015). Researchers at this year's event also highlighted advances in technology-based training and implications for understanding the psychological processes relevant in training. In the future, we will likely see increased learner control as a function of new training technology (Behrend et al., 2015).

Big Data

Applicants and employees are leaving a "digital footprint" and I-O psychologists are studying how to best utilize such data with new tools such as [MongoDB](#), [Hadoop](#), and [Python](#) (Lee & Drown, 2015). Sessions this year discussed issues such as populated data matrices, data visualization, text data mining, computers to score candidates' narrative essays and more (Meade, Sinar, Bokhari, and Villanes, 2015). Of particular concern is defining parameters for legal and ethical conduct when using big data (Biga et al., 2015).

One particularly interesting session discussed a new I-O big data project, called [metaBUS](#) (Bosco, Uggerslev, Steel, & Field, 2015). This effort consists of a large team

of I-O psychologists developing a tool that assists in synthesis, analysis, and dissemination of more than a million scientific research findings. Upon completion, this tool will be available to all researchers for meta-analytic analyses and to translate research into practice instantaneously. Congrats to this team for winning the 2013 [Digging into Data Challenge!](#)

Conclusion

The "HR technology renaissance" is not only changing how organizations manage their human capital (Lanik et al., 2015), but there is a growing understanding among the community that to truly understand and measure this rapid technological change, we as I-O psychologists must work together and with other fields and disciplines. Below are key themes from presentations at this year's event:

- I-O psychology as a field must take an introspective, critical look at how its research methods and applied practices are keeping pace with or falling behind the technological curve (Boyd, Morelli, Doverspike, Handler, & Illingworth, 2015).
- I-O psychology has only had a minor role in understanding how technology-related efficacy judgments are formed and what their effects might be (Howardson et al., 2015).
- I-O psychologists need to build their technological skillsets (Aude et al., 2015). There are common barriers present in this cross-disciplinary field, and in order to continue to shed value on our I-O skillset, we must be able to

communicate with other fields.

- New technologies are commonplace in today's workplace environment. Ensuring that the technology is successfully transitioned remains an important priority for I-O psychologists to ensure our interventions can improve the workplace (Hedge et al., 2015).

There are specific technology and social media trends that continue to show up each year at SIOP. Although some areas have progressed and evolved, other areas still need to be examined. Hopefully, this article might also inspire some ideas for sessions we need to see next year in [Anaheim](#). **We'd like to hear from you! What trends do you expect to see at #SIOP16?**



Email us at themodernapp@gmail.com



Tweet at us [@themodernapp](https://twitter.com/themodernapp)



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Contents	Features	Editorials	Reports	my.SIOP
--------------------------	--------------------------	----------------------------	-------------------------	-------------------------

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Would You Believe That We Even Fought Over Authorship Order for This Article?

Hey, have you ever had any concerns about authorship—order, rights, how to have such conversations? Yeah, so have we. We thought it'd be cool to have a better way to have these conversations, so we set out on a noble threefold path to address this:

1. What have people said about authorship before?
2. What do people say about it now?
3. What can we do about the difficulties that linger?

Here's a report of how that went. We would like to hear what you think but let's talk about that in a moment.

Part the First: The Past Is Behind Us

With special emphasis on the issue of authorship in scholarly research, much has been published and discussed (e.g., Fine & Kurdek, 1993; Winston, 1985). One of the reasons for this abundance of publication/discussion could be that there are very few guidelines for working on scholarly projects (Fine & Kurdek, 1993). Most guidelines are drawn from either the APA Ethics guidelines (APA, 2010; Geelhoed, Phillips, Fischer, Shpungin, & Gong, 2007) or institution-specific guidelines on “best practices in research” (Bebeau & Monson, 2011). Despite their usefulness, they are limited in their scope.

Considering how important the issue of authorship is, you will be surprised to know that APA, in comparison to some other professional organizations, lacks comprehensive guidelines on authorship order and agreement of contribution (Osborne & Holland, 2009). Gauging limitations of existing guidelines, Winston (1985) came up with a scheme for evaluating author contributions using relative weights of research activities. Later (in 2002), the APA revised its *Ethical Principles and Code of Conduct* to add guidelines on publication credit. These resources have been helpful but, by their own admission, leave a great deal to be decided by individuals, from weighing contributions to determining when and how to have authorship conversations.

More recent efforts (e.g., a few *TIP* articles and SIOP sessions [[DuVernet et al., 2008](#); [Highhouse 2014](#); [Lefkowitz, 2005](#); [Mac-ey, 2003](#); [McGinnis et al., 2008](#)]) raised further awareness of authorship issues and attempted to provide solutions; however, they also have left a great deal up in the air. With this article, we decided to take it upon ourselves to find answers for long-standing authorship questions. We do not claim to change the *status quo* but hope that you give serious thought to the points we—with the assistance of others in our field—raise here.

Part the Second: Current Affairs

We solicited a panel of individuals consisting of a fairly balanced mix of academicians and practitioners with varied levels of experience to discuss authorship and related issues. Our panel comprised individu-

als who have earned doctorates in industrial and organizational psychology: **Matt Barney, Patrick Converse, Amy DuVernet, Sean Gasperson, Marne Pomerance**, and an anonymous contributor. Senior panelists provided us with insight into how authorship is typically determined, whereas some junior panelists offered their unique perspectives as they are in a somewhat liminal state between graduate school and professional life. This informal “meeting of minds” helped us achieve some clarity on authorship issues across academia and applied settings; we hope it does the same for you. To help put a framework around our discussions, we have developed a model (see Figure 1). The questions we asked were used to flesh out our understanding of issues that may arise between power levels and within academia and practice; that said, we don’t want you to take the model too seriously.

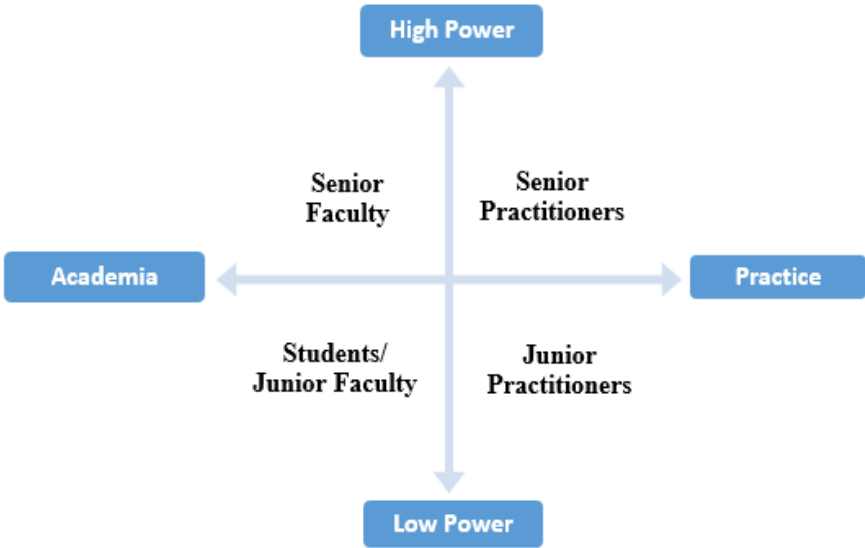


Figure 1. *Power and Academia/Practice Framework*

Yes, Yet Again the Academia–Practice Gap!

All panelists agreed that publishing is sometimes valued in both worlds: always in academia and more variably in that of practice. A senior practitioner on the panel—Barney—said, for instance, that some firms “abhor” publishing, some “tolerate” it, and very few “celebrate” it. A senior faculty member on the panel—Converse—agreed that publishing is highly encouraged in academia. However, a “dark side” of academic research—the *publish-or-perish policy*—aptly describes the pressures to publish that are placed on junior academicians. Most business schools have algorithms to evaluate a faculty member’s publication rate; psychology departments are more variable in their approaches, said the anonymous junior faculty member. It is common knowledge that publication is an academic currency: the more you publish the better your chances of climbing the academic hierarchy (I bet all academicians are nodding!).

Irrespective of the variability in attitudes towards publishing in the applied setting, differences between academia and practice are evident. Barney mentioned that the politics in business are comparatively thicker and that it is tougher to get research published. Most practitioners do not publish. DuVernet—a junior practitioner—agreed that publishing is much tougher in the applied setting—although it is still valued. We agree that applied research is tougher to publish because one has to “jump through a lot of hoops” to get it done unless one is in an organization like PDRI or HumRRO where I-O psychologists

run most of the business. We wondered how these differences play out when one makes authorship decisions.

Intellectual Contribution Versus Relationship Building

We witnessed a general consensus among panelists that *intellectual contribution warrants authorship*; however, notions about what constitutes intellectual contribution were different. We noticed that the standards for authorship seemed more lenient in the world of practice than that of academia. The anonymous junior faculty member stated that *generating a research idea or design* is the most valuable intellectual contribution; generating a method or analytical plan would be lower on this list. Agreeing with this, Converse added that *manuscript writing* also warrants authorship.

Practitioners on the panel agreed with academicians on this but added that there is more to authorship in an applied setting than just intellectual contribution. DuVernet stated that completing menial tasks (e.g., collecting and preparing data)—even those involving no true intellectual contribution—can sometimes earn one authorship. Barney prefers viewing authorship in the context of *long-term relationships*. He thinks that it is important to foster a feeling of collegiality so that collaborators desire to work together in future. That may be the reason why practitioners emphasize *collaboration over credit*, added DuVernet. For other junior practitioners on the panel—Gasperson and Pomerance—it is the good work itself rather than receive-

ing first billing on the manuscript that is of utmost importance. In this situation, building relationships and being known as a team player who can complete high-level work are most important, and authorship order takes a back seat. Practitioners often work in more informal settings and determine authorship on a case-by-case basis, mostly with a general consensus. We wondered whether such a discrepancy gives rise to issues peculiar to each context; we discussed this with our panelists.

Ghost Versus Gift Authorship

In the academic context, assigning tasks relative to students' skill sets is perfectly acceptable; however, *assigning menial tasks* to avoid awarding authorship on the project is unethical, stated both Converse and the anonymous contributor. In fact, menial tasks may be developmental in nature and should be practiced before students assume more significant work but indeed would be less valuable to more advanced students, added Converse. As a graduate student, Gasperson experienced mild authorship issues; however, he confessed that research projects morph over time, which may blur boundaries of authorship. Contrary to that, sometimes undeserving contributors get "*tacked on*" as authors for reasons including recognition and career prospects. Hence, consideration to having a right (and fair) balance of number of authors is important too, said DuVernet.

The opinions were divided on a situation in which a senior researcher demands authorship for an *editorial role on a manuscript*. Barney and DuVernet agreed

that such a role does not necessarily earn one authorship; however, it was not a big issue for Gasperson and Pomerance; as Pomerance pointed it out that sometimes a senior researcher is required to be on all manuscripts to obtain organizational approval. Converse and the anonymous contributor added that the nature of edits should dictate authorship; one can be offered authorship in case of serious revisions to the manuscript. Eventually, all of them agreed that principle contributors should decide whether to use suggested edits and whether to offer authorship.

There has been controversy over authorship of individuals who are *remunerated for scholarly work* (Fine & Kurdek, 1993). Panelists unanimously agreed that such individuals should be considered for authorship based on their contribution; denying authorship just because they are paid is unethical. On *thesis and dissertation publications*, Converse and an anonymous contributor agreed that students should typically take the first authorship and their chairs take the second. There could be exceptions to this rule.

Part the Third: Bringing Order to Chaos

We think that written pieces on authorship (like this one) most often (if not always) are notorious for raising more questions than they answer. When we discussed with panelists what we could do to improve the situation for ourselves and for others, some recommendations resulted.

Talking about best practices in authorship determination, our panelists unanimously

ly agreed that there is no rule of thumb. Their rules ranged from a very systematic to a reasonably open-ended approach. They suggested:

- Providing *authorship guidelines* to fellow researchers on the project (anonymous)
- Determining authorship order based on *mutual agreement* wherein perhaps “it is better to err on the side of inclusion” (Converse)
- Having *conversations* with contributors about what constitutes an authorship-worthy contribution to get everyone on the same page (DuVernet)
- Viewing publishing as more like an *ongoing relationship*; having a general discussion about “who wants to lead and who wants to follow?” with fellow contributors (Barney).

These recommendations would definitely provide a shared understanding of authorship. In our doctoral I-O program at Louisiana Tech, we developed an authorship checklist based on a needs analysis and several literary sources including APA ethical guidelines, Fine and Kurdek’s (1993) reflective interpretation of those guidelines, APA Student Council guidelines, Winston’s (1985) procedure of authorship determination, and others. Interested readers can access documents explaining the process we adopted and the checklists resulting from that process [here](#). We recommend developing a checklist suiting your academic program or applied context and using it on a continuous basis throughout the project because research projects evolve over a period of time; some members may drop off

and/or some may get added to the team. In such cases, our panelists recommended:

- Getting a *general idea of where everyone stands* in terms of their contribution at various points in the project (Converse)
- Having *prompt conversations about the change* in authorship order, if applicable (anonymous).

Sometimes despite these conversations, people misremember or do not remember at all what was decided. As a safeguard against such circumstances, panelists suggested:

- *Documenting* research activities and revisiting those documents periodically (Gasperson)
- Maintaining a *centralized log of research activities* as one keeps a “code book” for statistical analyses (Pomerance)
- Maintaining the level of *work that supports one’s authorship* order (Gasperson)— this may be the most important element.

In applied settings, the flavor of ambiguity is somewhat different partly because practitioners sometimes have to work with nonresearchers who are new to the publishing culture. Barney believes that the onus of responsibility for ethical authorship, in such cases, lies with senior practitioners on the project. He recommended that senior practitioners should:

- Proactively bring up authorship-related discussions and make sure every-

one's needs are met

- Mentor novices on the basics of publication and on sound authorship practices
- Use power for beneficence; "When we are in the position of power, we should be extra careful."
- In case of ambiguity or disagreement, "bend over backwards" by ceding first authorship to the other party.

We absolutely loved the ideas everyone on the panel bounced around; however, our fear was that discrepant practices at the micro level with no unified understanding at the macro level could pose some problems. We communicated this to our panelists and solicited some broader initiatives. The anonymous contributor mentioned that a few of the journals have started encouraging authors to indicate their contributions. Undoubtedly this may keep tabs on authorship practices, but such "ethical policing" may not be perceived favorably, said DuVernet. Barney recommended "using our own science" to encourage ethical authorship practices. There is a movement in positive psychology of catching people doing the right things and celebrating them. SIOP can take an active role in recognizing "I-O citizens" serving as role models for research collaborations. We solicit your opinions on what more we can do to resolve authorship related issues. If you have any ideas or opinions, please share them [here](#).

At the end of this wonderful discussion, we realized that there is much to be done to improve authorship practices in I-O psychology. We would consider it as our

victory if some of you ponder over potential authorship issues more seriously when you work on your next manuscript. We would like to end with a note that authorship is a form of recognition for one's scholarship; be cognizant to whom it is or is not offered.

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Contents	Features	Editorials	Reports	my.SIOP
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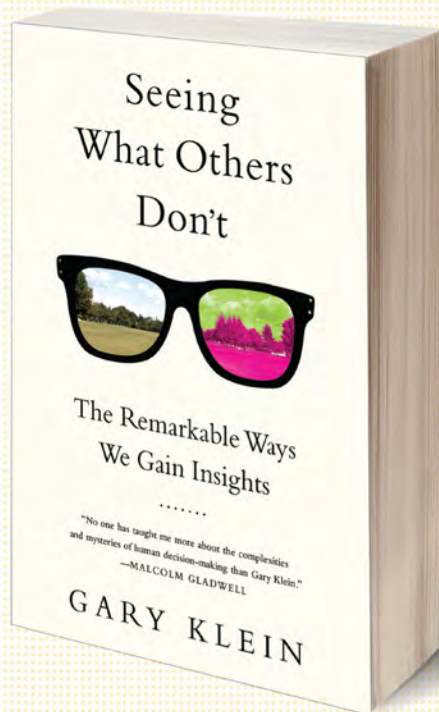
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Wondering what is happening within industrial-organizational psychology in Malaysia? Turns out, you're not the only one asking! There is an increased interest in finding out what our colleagues are doing in Southeast Asia. Our presence may not be as large as it is in other parts of the globe, but we seek to change that. In this column, we asked **Daniel Russell**, Director, Deloitte Consulting Southeast Asia, and **Mei-Hua Lin**, PhD, Senior Lecturer, Sunway University (Malaysia), about the current state of affairs in Malaysia. Their thoughts provide direction for how we, as academics and practitioners, can get involved. Read on for their insights!

Aiyo! The State of I-O Psychology in Malaysia, Lah.

Malaysia is a very culturally diverse country in Southeast Asia as it sits strategically on a global sea lane, which has exposed it to global influences over many centuries. The country was under British control for over 200 years before achieving its independence in 1957. Although the official language is Bahasa Malaysia, English is widely spoken, and the government, education, and businesses are heavily influenced by the systems and processes left behind by the British.

Today, Malaysia is truly a cultural melting pot with Indian, Chinese, Thai, Indonesian, and Malay fusion food common and multiple languages being used in a single sentence. Our title is a representation of that diversity with "aiyo" coming from Chinese as a statement of surprise, and "lah" typically used to compliment any sentence and uniquely used in Malaysia and Singapore. Although I-O is pronounced the same as "aiyo," it enjoys nowhere near the same recognition. In fact, at a recent conference with HR and talent management professionals from large government agencies and multinational corporations, several confided that they had never heard of I-O psychology before. They had at least heard about the British and Australian occupational psychology, but they didn't have a clear understanding of what it was all about. Clearly, the I-O community has work ahead to become better known in Malaysia.

Although best known recently for airline tragedies, Malaysia is a critical part of the emerging Association for Southeast Asian Nations (ASEAN) economic powerhouse. The International Monetary Fund's Regional Economic Outlook Update: APAC (2012) reported that, "several Association of Southeast Asian Nations (ASEAN) economies, led by Indonesia, Malaysia, the Philippines, and Thailand, have bucked regional trends [of slowed growth] with growth remaining close to potential, in part supported by public investment." McKinsey (2014) recently noted ASEAN's "immense growth potential" as well as its place as a global hub for manufacturing, trade, and fast growing consumer markets. Deloitte's 2015 Southeast Asia report on human capital trends found that over 60% of respondents are looking forward to moderate to strong growth in 2015. Focusing on Malaysia, the World Bank (2015) reports an estimated 5.7% growth for Malaysia in 2014 and a trend of growth around 5% for the next 3 years. Economy Watch (2015) also predicts sustained growth for Malaysia with only a slight increase in inflation and low unemployment (i.e., 4.1% inflation and unemployment steady at 3%).

Given such rapid, sustained growth, Malaysia is experiencing critical needs in human capital development, particularly in the areas of leadership, workforce capability, engagement and retention, and learning and development. Although these challenges are not new, recent research by Deloitte (2015) found that the capability gaps to address these problems are getting wider.

Given rapid growth, the relatively young retirement age (55 recently raised to 60), and later entry into the workforce, Malaysian organizations have an acute need to develop more leaders faster than counterparts in other parts of the world. Thus, high quality leadership development is a critical need. Unfortunately, leadership development here is largely operationalized as ad hoc training classes. Some companies are starting to look at succession planning, but those plans have not been translated into developmental actions for leaders identified in the plans. Executive coaches and coaching are beginning to become known and utilized in Malaysia. Again, unfortunately most of these practitioners are ill trained and practice pseudoscience (e.g., neurolinguistic programming) and extremely unsophisticated approaches to leadership assessment and individual developmental planning.

The assessment testing marketplace in Malaysia is not large and is primarily focused on leadership assessment. Given Malaysia's employment discrimination legislation, Malaysia is focused on unlawful terminations, the low unemployment rate (of 3%), and the relative high cost of assessments, which are rarely used for preemployment decisions. Assessments are commonly used to select applicants into competitive special training programs (management trainee programs), for promotion, and for leadership assessment. Although most of the major assessment firms are represented regionally (usually from Singapore), low quality (and patently unethical) assessment tools are frequently used. Due to lack of knowledge and train-

ing among buyers, assessments with little or no validation evidence are sold based on outrageous claims of “deep insights” into “unconscious attitudes and motives.” It is important to note that price point is not the major barrier to adoption. Often these low (or no) quality assessments command prices at or above those offered by the premier global firms.

Given Malaysia’s (and the region’s) tremendous need for skilled talent, training is an extremely important part of our human capital agenda. As a result, training has become a very large business with wide variances in the quality and effectiveness of offerings. The Human Resources Development Fund (HRDF) was created in 2001 as an agency under the Ministry of Human Resources via the *Pembangunan Sumber Manusia Berhad Act*. HRDF was created to ensure workers’ access to ongoing training and development, promoting a highly skilled workforce for the country. Generally speaking, the HRDF operates by enforcing a levy of 1% of payroll on most employers with over 50 employees. That levy is held by HRDF and paid out as reimbursement for approved training expenditures. Based on a presentation made by the HRDF in March 2013, there were nearly 13,000 employers registered. In 2011, US\$108.46M was collected under the scheme; for 2012 PSMB projected collecting US\$133.3M. Obviously, government intervention at this scale has a tremendous influence on how training is conducted in Malaysia.

Interestingly, much of the world has moved to online “e-learning,” but most of the training conducted in Malaysia is

traditional classroom style. The HRDF approves training providers (often small freelancers) under the program, thereby allowing the sponsoring employer to claim reimbursement for training conducted by that vendor. Because that type of program is the most straightforward for learners, employers, providers, and HRDF, most training is conducted in that mode. Unfortunately, technology tools and nontraditional training models do not fit well under HRDF’s procedures and, as a result, are not frequently used. In addition, training needs analyses are typically not conducted to ensure the right training classes are chosen to address the right organizational challenges. Most of the time, the HR or training managers just ask for the vendor’s list of courses and choose what looks applicable. Furthermore, training evaluation in this model is rare beyond certification testing and learner reactions (aka, “smile sheets”). Thus, organizations are unable to tell if the training actually transfers to on the job performance. Finally, although HRDF has been successful at ensuring greater access to training for all workers, the quality and effectiveness of that training is unknown. Given the region’s continued struggle with workforce capability, more work is needed.

How Practitioners Can Help

Practitioners can play a great role in educating the market on best practices in leadership, assessment, and training using I-O research and principles. By educating peers and buyers on applied research in I-O, practitioners will raise the bar on HR practices within Malaysia and across the region.

Consulting firms play a particularly important role in improving the understanding and adoption of global best practices in emerging markets. Often, consulting firms see emerging markets as “distributorships” for product sales and hire “consultants” who are not at all qualified to sell, train, and service clients using sophisticated I-O tools. Many global firms with offices in Malaysia have consultants (even managing directors) with no education in psychology (much less I-O or occupational psychology), psychometrics, or related fields. Oftentimes, these consultants have backgrounds in accounting, finance, or economics. In one extreme case, individuals who would not be qualified to be test users in the U.S. are training and certifying test users in Malaysia. Finding qualified talent in any technical area in Malaysia is very difficult. However, it is irresponsible for large firms to propagate miseducation and the undereducation of users simply to maximize profits.

Internal practitioners also have an important role to play. Those practitioners working for large multinational corporations (MNCs) should ensure they are using products and services approved by their headquarters unit or center of excellence. Furthermore, they should seek to learn from colleagues in more mature markets about how things are done and why. Rather than dismissing certain practices because “they will never work in Malaysia,” they should strive to understand why it’s a global best practice and to think about how core aspects of that practice will fit and how the cultural challenging aspects can be adapted locally. As these practi-

tioners network with colleagues from local firms (or move to local firms), they will be taking knowledge of global best practices with them. Furthermore, internal practitioners should avail themselves of global conferences and/or training opportunities. They should learn about the innovative practices of global companies and which vendors they use to support these services. Moreover, they should seek to understand what makes them good vendors (i.e., the right criteria to use). As internal practitioners and buyers become better educated, they will make more informed choices. Thus, higher quality providers will be rewarded and those offering standard products and services will shrink.

The interest in “Big Data” is a bright spot in Malaysia as it has the potential to help companies take a more objective, data-driven look at all HR practices. Although there is some risk in those who take a “dustbowl empirical” approach to big data, the overall effect will likely be positive as organizations, vendors, and practitioners will be forced to demonstrate measurable impact of their programs, tools, and services.

How Academicians Can Help

One of the way academics can help is to create awareness among students on the importance of industrial and organizational psychology for organizational effectiveness. In creating a curriculum for undergraduate programs, academicians should include industrial-organizational psychology or related courses as part of their curriculum, as some already do. To strengthen this, some undergraduate

programs have built in either a compulsory or optional internship training where students intern with industry partners before completing their program of study. Here, students may further explore their interest in I-O psychology related work. Nevertheless, their exposure and application may be limited by the current HR practices in organizations. Programs should increase their partnerships with consulting firms that emphasize I-O research and principles driven practices to align undergraduates' understanding and application of psychological principles in the work environment. This is an important seed that must be planted as they will be part of the future workforce and leadership.

Although the exposure at the undergraduate level may spark interest in I-O psychology, it is also essential to create a clear pathway for students to become I-O psychologists or I-O practitioners. This means that there should be adequate options for progression of students into graduate programs in I-O psychology. In Malaysia, the first master's degree was introduced in 1994 (Taib & Alias, 2012). In comparison to the long history of I-O psychology as a discipline in other parts of the globe, I-O psychology is considered a new field in Malaysia. Even with several master programs introduced, the academia/research-industry gap is quite wide (Taib & Alias, 2012). This seems to be the "chicken-or-egg" situation: Should the need and demand come from industry or should academia/researchers communicate the need for I-O driven practices? Although there are existing graduate programs in I-O psychology, they are often light on the

psychometrics and quantitative research focus. More emphasis is given to the "O" part of I-O with the objectives of producing graduates with enhanced knowledge in managerial psychology, but they may lack in other areas such as psychometrics, assessment, advanced research methods, and advanced statistics. Again, this seems to be an industry-driven need. Both I-O practitioners and academicians need to continually work together on this issue to educate organizations on the best global practices and to improve the focus of I-O graduate programs to be more skill based.

In Malaysia, graduate programs (mostly called postgraduate programs) could take on four modes: by coursework (completing courses); by mixed mode (courses and a dissertation); by research (completing dissertation); or by coursework (applied) (courses, research project, and practicum/internship). The introduction of the Malaysian Qualifications Agency Psychology Standards (2013) provided a guideline to stakeholders for developing programs in psychology from certificate to doctoral degrees. The consistent application of these guidelines would ensure the quality of psychology programs offered in Malaysia. For example, the standard in the guidelines stipulates that applied graduate programs should require a completion of 1,000 practicum/internship hours. This is a potential area of growth in graduate programs in Malaysia as currently there are no applied graduate programs in I-O psychology. Hence, for applied programs to be implemented, there is a need for more qualified I-O professors as well as I-O practitioners.

Currently, there is no governance (i.e. licensure) in Malaysia even for clinical psychologists. There is a professional body (PSIMA), however, it is focused on academics from public universities rather than from private universities (of which there are many). Several years back, an unofficial head of Psychology council (from private universities) started the first Malaysian Psychology Conference (MPC). The conference ran for 3 years and drew large crowds (reaching 500-700 participants, which is quite big by Malaysian standards). One of the goals for the next MPC is for I-O psychologists to form a local I-O psychologist community in Malaysia.

Clearly, both practitioners and academicians here and abroad can play an active role in raising awareness of I-O psychology in Malaysia (and throughout Southeast Asia). Although we have discussed many concerns about the lack of I-O capabilities in Malaysia, there are tremendous opportunities for the field to positively impact the country’s rapid development and growth. We would like to encourage practitioners in global consulting firms and multinational corporations to model high standards of practice and ethics within Malaysia—even in the absence of local laws and regulations. We also encourage academicians globally to partner with Malaysian academicians in research to

help us advance the quality of I-O training in our universities. There is a great need for I-O based products and services here in Malaysia. Given our vast natural resources and bright, young workforce, we have a very optimistic future ahead. Learning from I-O can help the country reach its high aspirations more rapidly!

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Contents	Features	Editorials	Reports	my.SIOP
-----------------	-----------------	-------------------	----------------	----------------



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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 progress and look forward to working with you as we pursue these important goals!

Introduction

Over the past few months, several SIOP members engaged in advocacy activities in Washington, DC, ranging from participating in the Coalition for National Science Funding's (CNSF) annual exhibition and reception to SIOP's congressional briefing, "The Challenges of Workforce Aging." These events complement ongoing government relations initiatives that SIOP launched in 2014. In addition, at the 2015 Annual Conference, SIOP also hosted a symposium and panel on best practices to earn federal funding for research. Below is more information about recent advocacy activities.



Seth Kaplan
George Mason
University

Coalition for National Science Funding 2015 Exhibition and Reception

On April 29, SIOP members **Steve Zaccaro** and **Tara Behrend** represented the Society at the annual Coalition for National Science Funding (CNSF) Exhibition and Reception in Washington, DC. The SIOP booth presented ongoing research conducted by Zaccaro and SIOP members **Leslie DeChurch** and **Ruth Kanfer** that focuses on innovative communication and leadership patterns for multiteam systems (MTSs).



Laura Uttley
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The exhibition was an opportunity for SIOP and CNSF members to display and discuss National Science Foundation (NSF)-funded research directly with congressional policymakers.

ers and federal agency officials, highlighting the importance of continued federal investment in NSF and basic scientific research. Participating in this annual event further elevated SIOP's profile within in the science community and its visibility to key decision makers in Washington, DC.

CNSF is an alliance of over 140 organizations that support the goal of increasing the national investment in NSF research and education programs. SIOP joined CNSF in the fall of 2014 per a recommendation from Dr. Amber Story, deputy division director of Behavioral and Cognitive Sciences at NSF. Dr. Story spoke with Zaccaro and Behrend at the event and expressed her appreciation for the Society's willingness to advocate for social and behavioral science research at NSF. The booth was also visited by Dr. Fay Lomax Cook, assistant director for NSF's Directorate for Social, Behavioral, and Economic Sciences (SBE), who oversees the agency's social science research portfolio and sponsors many projects that support SIOP researchers and practitioners. Dr. Cook was very interested in MSTs and appreciated SBE representation at the event. Other visitors included a representative from the National Aeronautics and Space Administration (NASA) headquarters, staff from Senator Kirsten Gillibrand's (D-NY) office, Representative Jerry McNerny (D-CA), and many others within the science community.

Participation in the CNSF Exhibition complements SIOP's ongoing NSF outreach strategy, which has included submitting written testimony to the House and Senate Appropriations Committees, advocating for sustained federal investment in NSF in fiscal year

2016, as well as continuous efforts to build and maintain relationships with congressional and federal agency officials. Through SIOP's government relations activities, like the CNSF Exhibition, the Society is able to highlight the value of I-O research to federal agency program managers and policymakers and promote SIOP as a prominent and credible stakeholder in the science community's government relations priorities.

SIOP 2015 Annual Conference Events

Government Relations Advocacy Team (GREAT) members **Andrea Sinclair** and **David Costanza** organized back-to-back sessions at this year's annual SIOP conference aimed at increasing SIOP members' awareness and understanding of federal funding opportunities for I-O related research. At the first session, federal agency representatives from the National Science Foundation (NSF), the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI), and NASA provided information about their agency's primary research areas/funding opportunities, an overview of the process for submitting grant applications, and advice on how to submit a winning application. Tips from the federal agency representatives included submitting proposals that consider the topic from multiple viewpoints, applying new methods to unsolved or partially solved problems, identifying constraints of the proposed research, and highlighting the contribution of the research to some desired societal outcome, among many others.

In a follow-up session, SIOP members who successfully have obtained grants from

these and other federal agencies shared their lessons learned and strategies for running a successful grant. Their suggestions included reviewing winning proposals before submitting your own proposal, asking questions of the agency's program officer and incorporating that feedback into your proposal, making realistic time projections, and being flexible/adaptable throughout the grant. The slides from these sessions can be downloaded from <http://my.siop.org/Resources/SIOP-Docs?folderId=2872&view=gridview&pageSize=10>.

In another, related SIOP session, three recently published National Research Council (NRC) reports—Enhancing the Effectiveness of Team Science, Measuring Human Capabilities, and the Influence of Context on Behavior—were discussed in terms of their relevance to the science and practice of I-O psychology. These reports identify needs for future research and have a substantial impact on the allotment of federal funds for research. These reports are a valuable resource to I-Os who are interested in pursuing federal funding for their research and can be downloaded or purchased from the National Academies Press website at <http://www.nap.edu/topic/277/behavioral-and-social-sciences>.

“The Challenges of Workforce Aging” Congressional Briefing

On May 12, SIOP hosted a congressional briefing, “The Challenges of Workforce Aging,” in Washington, DC, to promote SIOP as a resource for federal agencies, congressional policy makers, and related stakeholders on workforce aging matters.

The event helped to raise the profile of I-O psychology research while promoting SIOP's Frontiers Series publication, *Facing the Challenges of a Multi-Age Workforce: A Use Inspired Approach*. The briefing also coincided with the Administration for Community Living's Older Americans Month, which celebrates the 50th anniversary of the Older Americans Act. Over the last year, SIOP has actively engaged with federal and congressional policy makers on retirement security and the challenges facing older Americans in the workforce as part of the 2015 White House Conference on Aging (WHCOA) policy dialogue, including submitting official comments to WHCOA on retirement security and the value and impact of I-O considerations in federal policy decisions.

With older adults representing a growing proportion of the workforce and experiencing more negative reemployment outcomes following job loss, the U.S. congressional and federal agency policy makers must grapple with how to incentivize workers to remain active in the workforce longer, continue working following retirement, and overcome barriers to reemployment.

During the event, **Lisa Finkelstein**, professor of Psychology at Northern Illinois University; Ruth Kanfer, professor of Psychology at Georgia Institute of Technology; and **Mo Wang**, director of the Human Resource Research Center at the University of Florida, represented SIOP by presenting research on the aging workforce, retirement, and human resource management practices. The panel was moderated by

Jose Cortina, past president of SIOP and professor of Psychology at George Mason University.

Specifically, the panelists overviewed that aging workers have different employment and retirement motivations, off-the-job demands, person-to-job compatibility, and needs for skill updating. Also, older workers have harder times finding new jobs. These complexities require new strategies for hiring, training, job searching, and managing, as well as transitioning to retirement.

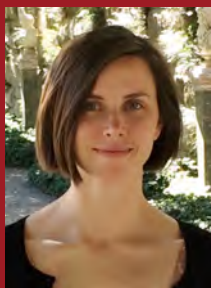
In addition, the speakers emphasized the importance of I-O psychologists partnering with public agencies and policy makers to design, implement, and evaluate intervention studies to maximize the effectiveness of workplace practices and programs.

Some of these include work redesign studies, mentoring programs, intergenerational relations best practices, and health promotion approaches. Specifically, they mentioned the Senior Community Service Employment Program, a program housed within the Department of Labor and authorized through the Older Americans Act. Overall, the panelists showcased the impactful and real-world applications of I-O in ensuring a productive economy and demonstrated the need for continued financial support for I-O research.

The hearing was well attended by members of the social science community. In addition, there were representatives from the Senate Special Committee on Aging, the House Committee on Education and Workforce, and Senator Mark Kirk's (R-IL) office.

Contents	Features	Editorials	Reports	my.SIOP
--------------------------	--------------------------	----------------------------	-------------------------	-------------------------





M. K. Ward
North Carolina
State University



Bill Becker
Texas Christian
University

Emotion in Work, From Brain to Organizational Levels of Analysis: A TIP Interview With Professor Neal Ashkanasy

We go international in this issue to discuss the importance of considering emotion, interactions, and multiple levels of analysis for both management scholars and consultants. [Professor Neal Ashkanasy](#) at the [University of Queensland](#) describes his work relating to organizational neuroscience and his perspective on this interdisciplinary domain.



Professor Neal Ashkanasy spent several years in professional engineering before entering academic life. He has worked in psychology, management, business, commerce, and engineering. He earned a PhD in Social and Organizational Psychology from the University of Queensland. He is a leading scholar in the area of emotion in the workplace. Prof. Ashkanasy has an extensive publishing history in journals such as *the Academy of Management Journal and Review*, *the Journal of Applied Psychology*, *the Journal of Management*, and *the Journal of Organizational Behavior*. He serves on several editorial boards, is series coeditor of [Research on Emotion in Organizations](#), and served as associate editor for the [Academy of Management Review](#) and editor-in-chief of the [Journal of Organizational Behavior](#). He is a Fellow in multiple academic societies including SIOP. He is now a chaired professor in the [UQ Business School](#) at the University of Queensland, Australia

During our conversation with Neal Ashkanasy, we discussed the multilevel nature of emotion, the importance of looking at interactions, and the similarity between Stephen Hawking and organizational scholars (yes, believe it or not, it seems to be true).

When did you first become interested in emotion research?

It was when I was on sabbatical at the University of Calgary. This is my second career, and in my first career I was an engi-

neer for 20 years. I was studying leadership and organizational culture and I attended a presentation by [Peter Frost](#) from the University of British Columbia, who sadly passed away a few years ago. He was the guy who introduced me to this idea of the emotions in the workplace. While there, I worked with a colleague named [Wilfred Zerbe](#). I went up to him and I said, “This is really interesting. I never heard of the role of emotions in the workplace.” And Wilf said, “Hey! Well, talk to me because Peter Frost was my dissertation chair and this is the kind of work that I do.” So that triggered my interest, and off we went. I took my next sabbatical leave at Penn State, where I “became the full bottle” on emotions, as we Australians would say. The result of my reading was later published in *Research in Multi-level Issues* (Ashkanasy, 2003).

I started to incorporate neuroscience right from the start. I should also say that shortly after I came back from Calgary I went to a meeting of the Australian psychologists. There I met [Mark Frank](#), a student of [Paul Ekman's](#). Mark spoke about the recognition of facial emotions in the brain, which is quite closely tied to neurobiology as well.

I also got involved in the International Society for Research on Emotions ([ISRE](#)) at that time. There is now a semiannual conference of ISRE, and the [next conference](#) will be at the University of Geneva led by [Klaus Scherer](#), who will be talking about the work the work of the [Swiss National Center for Affective Sciences](#). That's a group that has had a big influence on me.

How are you incorporating neuroscience into your current projects?

Incorporating basic neuroscience into projects is something I leave for other people to do. Basically it sits in the background of projects I'm doing at the moment. The UQ Psychology School has always had a strong cognitive neuroscience unit, so I've always had a lot of contact with them but not a lot of direct involvement with actually doing the neurobiology.

I have a lot of projects that are using experience sampling that enables you capture emotions in real-time. Another thing my students have been doing is measuring stress with cortisol, which is a whole other side effect of brain activity. So that's about as far as I go.

Which of those projects are you most excited about?

I'm excited about all my projects! I think that collecting emotion data in real-time is a really exciting thing to do. I would really like to be able to combine that with some sort of biological or physiological measures on the spot, but that's really difficult to do in the field at the moment. You can do it in the laboratory however.

One my students, [Jemma King](#), is getting excellent results using cortisol measurements. Jemma has been measuring emotional intelligence using the Mayer-Salovey-Caruso Emotional Intelligence Test ([MSCEIT](#); Mayer, Salovey, & Caruso, 2003). It's an IQ-like ability-based EQ test. So Jemma's been measuring emo-

tional intelligence using that test. And we've been conducting laboratory studies involving various sources of stressors and most lately we've been measuring abusive supervision and cortisol levels. In the two studies that we've done, we got about a -.40 correlation between the scores on the MSCEIT test in the cortisol stress levels. People with higher emotional intelligence experience less stress as measured objectively from the cortisol tests.

Wow, so what are the implications for practice? How do you see I-O psychologist practitioners using that?

There's been a lot of criticism of the construct of emotional intelligence. There's a huge amount of confusion about the measurement of emotional intelligence that persists even though I've written several articles in an attempt to resolve that confusion. As with some of the more popular applications of neuroscience, there's still a lot of pseudoscience out there. There're still a lot of people using measures that aren't really valid. Go ahead and employ measures of emotional intelligence, but be careful what measures you use.

Is the MSCEIT multidimensional? Does it have the four dimensions?

Yes, well they call it branches. It has four branches and they subsequently have been cast into a "cascading model" in a *Journal of Applied Psychology* article by Joseph and Newman (2010). The four branches are: (1) the ability to perceive emotion, (2) to incorporate your perceptions and thinking processes, (3) to understand emotions, and

(4) to manage and regulate emotions in yourself and others. In terms of the dimensionality in Jemima's study with the cortisol, it is indeed the regulation branch involving the management of emotions that seems to have the largest effect.

That's really interesting because on the biological side each of those branches has very unique neural systems.

Yes, the understanding branch is more of a cognitive dimension than emotional. That also taps into the fact that emotions and cognitions very closely interact with each other. Richard Lazarus and Robert Zajonc engaged in a debate as to whether cognitions or emotional responses come first. In some situations emotions come first, and in others, cognitions come first. Today, the consensus is that cognition and emotions form a reciprocal whole (e.g., [Leventhal & Scherer, 1987](#)).

Which brings me to the broader point and back to the five-level model: it's really a strongly intertwined interaction of context, environment, personality, and brain functions. They all interact with each other.

I think we can make the mistake of getting carried away with thinking that everything can be explained from biological sources. I went to the movies last night and watched a movie about Stephen Hawking and his pursuit of a theory of everything. In the movie he is presenting to his committee and they ask him what he really wants, and he says that he would like one theory that explains everything. And his committee chair said, "Yes, that would be nice

wouldn't it." For biologists and scientists, it would be wonderful if the brain and the biology that could explain all behavior. Well, guess what: We are never going to understand behavior that way. On the other hand, we can't fully understand behavior without an understanding of the neurobiological substrates and their roles in terms of interactions.

Gerard Hodgkinson and Mark Healey over in the UK have been writing some excellent stuff about the interaction of context, environment, and cognition (e.g., Hodgkinson & Healey, 2008). They are accumulating evidence that goes back to support Kurt Lewin in his statement that behavior is a function of the person and the environment. We seem to have to learn that lesson over and over again.

What do you do to conduct research and communicate your research findings such that you guard against the reductionist criticism?

Yes, people feel quite strongly about trying to reduce behavior down to the level of neurons. The fact is that neurons alone cannot manage. Management is much more than the functioning of individual neurons. And personality also involves the functioning of much more than individual neurons. It involves teams, and of course the organization as a whole. So I think those five levels of emotions that I put forward is the way to look at it.

What tips do you have for readers who don't have training in neuroscience and want to be able to identify neuro bunk?

Well I wrote an article with **Bill Becker** and **Dave Waldman** (Ashkanasy, Becker, & Waldman, 2014) where I explain the need to take care. I draw an analogy in the emotional intelligence literature and Dan Goleman's book, *Emotional Intelligence*. The book sparked a lot of interest. Suddenly there were seriously outrageous claims about emotional intelligence. Goleman is quoted as saying in his book that 20% of our successes in life can be attributed to cognitive intelligence; ipso facto, the remaining 80% must be attributed to emotional intelligence. For people like myself working in emotions and emotional intelligence, this has continued to haunt us.

Outlandish claims like that tend to stick because they strike an intuitive cord. And I think the same is true among people who are proposing somehow that narrow biological measurements are some kind of magic bullet; like Steven Hawking and his search for the [Theory of Everything](#), you just need to find the right measure and it will solve all your problems. Organizational scientists are looking for the magic bullet that's going to identify effective leaders and employees, as well as how to maximize overall performance. So you've got to really look out for neuro-bunk because it's very popular to propose neuroscience as the answer to everything.

What's the next big project for organizational neuroscience and pushing this field forward?

Well, it will take a combination of active projects and research that is directly relevant to this field. I really respect people

who are using fMRI and EEG. [David Waldman's](#) research is really exciting to me. Jemma King is keen on looking at positive emotional states using objective measures, such as oxytocin. There's a lot that can be done with hormonal indicators as direct biological correlates of emotion activity.

The truth is we really have no clue what is around the corner. So it is an exciting future, and that's why I attend these conferences and sit in on presentations. As we test different methods, certain procedures will end up at the bottom of the trash bin, and there'll also be diamonds that will emerge that we can use going forward.

In terms of practitioners, I recommend attending conferences but not getting carried away with some of the extreme claims that are made by some people. When people are making extreme claims, don't get carried away in the opposite direction and throw it all out. There needs to be an effort to separate the diamonds from the crud.

In general, what advice do you have for TIP readers interested in conducting interdisciplinary research?

I've done a lot of interdisciplinary projects and have also published in marketing and accounting journals (e.g., *Accounting, Organizations and Society*; *European Journal of Marketing*). In our school, we don't actually have departments; instead we have "discipline clusters" and encourage scholars to mix across boundaries. Much of interdisciplinary work is interaction, and we need to mix the macro picture with the micro picture, all the way down to the

neural level picture to build a complete understanding of work behavior.

Do you see any editorial challenges for getting good interdisciplinary research into journals?

In general, editors have been very open-minded in organizational journals. Many editors have not taken a stance one way or another, which is of benefit to us and our discipline. In other disciplines editors have become strong gatekeepers. I don't think that's the proper role of an editor; rather, given the test of time good research will emerge. That's what makes organizational neuroscience so exciting.

Any closing comments for TIP readers?

In terms of closing comments, what draws me is curiosity. I came from my original engineering career with lots of questions going around in my head. I was working for an organization that was badly managed, and making serious errors as a result of the poor management. I began to ask questions and study at University. I came across this thing called psychology and took Introductory Psychology 101. And I said, "Ah, this is the answer!" I had no idea that you could study organizational behavior in a scientific way. That triggered my curiosity, and I have remained as curious today as I did when I started out.

I restricted my consulting activities throughout the years to devote the bulk of my time to that curiosity for getting at that deeper understanding of phenomena. Going deeper and deeper to try and

understand behavior brought me to the neuronal level.

Like I said earlier, we will take a lot of wrong turns, but occasionally we will unearth these little diamonds that will enable us to enrich our decision making, not only for consultants but for managers in general. That will eventually to the economic development and sustainability of the human race.

Conclusions

An international thank you to Neal Ashkanasy for sharing his curiosity, emotions, and cognitions with us. We are confident that organizational neuroscience will move forward thanks to his work and projects that it inspires.

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Contents	Features	Editorials	Reports	my.SIOP
----------	----------	------------	---------	---------

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Finish Lingering Manuscripts in the Review Process

In the last edition of *The Academics' Forum*, **Serge da Motta Veiga** and I recommended not neglecting research during the job search. The same advice holds for the summer transition between graduate school and academia. As I have quickly learned, summer for many academics becomes a time to move several projects through the pipeline given that teaching demands tend to be low or nonexistent. I was fortunate in that I had a couple of papers that were already in revision status, and the summer allowed me uninterrupted time to finish them up, with my coauthors experiencing similar amounts of “free time” to make such efforts possible. Moreover, it was a fun time to reconnect with my coauthors on these endeavors as I had lost touch with many of them during my time on the job market and as my dissertation was concluding.

Identify New Data Collections

Because I had papers that were nearing the end of the review process, I knew I wanted to try and collect a new round of data as soon as I could during the academic year. By collaborating with other junior scholars who were in transition and eager to start new work, I was able to plan a few data collections from start to finish.

For example, after a preliminary project meeting with one of my coauthors at SIOP 2013, during the summer that followed we identified our organizational partnership, developed our theoretical model and corresponding measures, and began to compile documents that were necessary for the IRB process. This planning during the summer was really helpful for a few reasons. First, the start of the school year for a new academic involves lots of trainings and meetings, which can take up a fairly significant portion of time. Second, the transition to teaching a new course can present challenges; for me, this involved prepping a course I had not taught previously, and although I loved the course, it was quite the learning curve at first. Finally, figuring out a new school's IRB protocol can be tough! Given that my coauthor and I were at separate institutions, we had to file two separate IRB applications, each taking roughly 3 weeks to process (we were lucky—I know other individuals who have waited much longer than that!). Because of these factors, having our study “ready to go” by the end of the summer allowed us to launch a data collection by October of 2013, giving us enough data to submit work to a journal and SIOP at the end of our first year.

Interestingly, I had gotten some advice to *not* collect data during my first year and to use what I had left from graduate school instead. For me, I wouldn't change a thing. Thinking about the project I highlighted above during the summer was incredibly interesting and refreshing. Moreover, given that it was my first data collection post-graduate school, it helped me “break

away” from my graduate student identity to my new identity as an assistant professor.

Think About Projects for Graduate Students

When I accepted my offer at VCU, I was simultaneously excited and terrified at the thought of conducting research with graduate students. I owe so much to the great mentors I worked with at Penn State and The University of Akron, and the thought of paying it back and helping guide graduate students was an incredibly rewarding idea. However, it was also coupled with the sense that I could—you know—ruin the lives of graduate students as they try to make their way through the graduate school process and into academia. No pressure, really.

Because I was acutely aware of the fact that I wanted students involved in my research, I spent time during my transition summer looking at projects I already had in the works to identify places where graduate students could truly make a contribution and join the project team. I also used this time to double check with coauthors to make sure that individuals were accepting of having another person on board under my supervision. This allowed me to get one graduate student involved in a methodological review I was writing and another student involved in data analysis for a daily diary study all during my first year on the tenure clock.

I also spent time that summer finding out who I would likely be working with among

the graduate students at VCU. By thinking about what the students seemed to be interested in, I was able to think about possible projects that may be of interest and could be further developed one on one with a student. For instance, knowing that one of our doctoral students had an interest in recovery at work sparked an intrinsic interest with me. By coming up with a document of possible research ideas, I was able to meet with this student early in my first year to chat about a project, develop the data collection procedure, and actually run a study during the spring and fall 2014 semesters. Combined with the projects I already had running prior to starting at VCU, having ways to work with doctoral students early on allowed me to further my identity as a professor in addition to starting really rewarding mentor–mentee relationships with students.

And, Finally, Please Take a Break

That summer before starting your tenure track job is pandemonium. In my case, there was a house to sell, family to see, a rental to find, (too) many pets to move, and a lot of uncertainty in terms of when the move was actually going to happen. Beyond all the work that needs to get done, the move that needs to happen, and the other stressors that may emerge, taking time off that summer is so beneficial. Mike (the husband) and I took short weekend trips before and after we moved to Richmond to savor time when I was still “off the clock” and make sure I didn’t start the job already in a state of burnout (this is going to be a theme of my column—I research how to minimize stress, yet tend

to always induce it in myself! Hmm...). VCU was wonderful during this period of transition; I had no pressure to show up before my contract start date, but I still had an office ready and waiting if I needed it. So, be happy, healthy, and productive, and

savor that limbo period between being a graduate student and being an assistant professor. With that, I'm off to leave on vacation...

Contents	Features	Editorials	Reports	my.SIOP
--------------------------	--------------------------	----------------------------	-------------------------	-------------------------



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Marcus W. Dickson
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Loren Naidoo
Baruch College and The
Graduate Center, CUNY

LJN: Hi Marcus. So recently I heard from a colleague who mentioned that her PhD students wanted to have more lecture-based instruction in their first year. They seemed to feel that learning from each other via traditional discussion-based methods left them wondering whether they had actually learned anything. At first I was surprised that anyone would want MORE lecture. I try to incorporate discussion into all of my classes, even large undergrad sections, and I always feel that if I lecture a lot it's a kind of failure on my part. Plus, after years of being subjected to lectures as undergrads, aren't grad students yearning to share their thoughts and opinions, to be treated more as peers by their professors, and to have a greater voice in the process?

Then I reflected some more and realized that I felt EXACTLY the same way after my first semester as a PhD student at Akron. THEN I started thinking about why I had assumed that discussion-based instruction is the "traditional" form in PhD programs (and by extension, NOT in undergrad or MS programs) and why I assumed it's more effective than lecturing. So, (a) I thought this would be an interesting idea for a column, and (b) I'm simply curious about this and would like to hear someone else's thoughts (and you, Marcus, are the first person I would ask anyway)! Let me start by posing two questions:

To your knowledge, is discussion-based instruction the norm in PhD education in I-O psychology? By this I mean some variant of the following: articles or other readings are assigned, students are expected to read them, the instructor poses questions to guide the discussion, perhaps students are responsible for guiding the discussion for some articles or some class periods, and there are no overhead slides or notes filled with "information to be learned." Was this the norm in your PhD program at Maryland?

What do you think about the use of discussion-based instruction at the PhD (and other) levels? Did the concerns of the students mentioned above illuminate a bona fide limitation of this teaching method?

MWD: What an interesting question to consider! At first, I was surprised, as you initially were, that the students wanted more

lecture-based instruction early on. Then I remembered from years long past being at West Virginia Wesleyan College as a junior. I was taking a Psychology of Religion special topics course. The enrollment was limited (which means something when you're at a place as small as Wesleyan!). On our first day of class, we met outside on a beautiful September day (Wesleyan is the sort of small liberal arts college where that actually happens), and the professor, Dr. Ed Piper, sat down in the grass with us, and said "So... what do you want to learn about?"

We were a bit taken aback. Wasn't he the professor? Wasn't he the one who was supposed to KNOW what we should learn about? Why on earth was he asking us to structure the class when that was supposed to be his job? When we very tentatively suggested that we had no idea what we wanted to learn about because we didn't yet know anything about the topic and that we'd appreciate his guidance, he was a bit frustrated with us. How could we not eagerly embrace the opportunity to structure our own learning experience, after all? I think I remember hearing the word "spoon feed" somewhere in his response to us.

So, like you, I have some sense of both surprise at the request for more structure and also a memory of wanting more structure at some prior point in my education.

Looking at both of your questions, let me take them in order. First, you asked what "the norm" is in doctoral education (and what my own experience was). Both from

being around for a while, and especially from serving on SIOP's Education and Training Committee (which any reader of this column should consider doing!), I learned that there is a lot less "norm" than we might expect. Some of that varies by topic—certainly our quant courses are not generally seminar-style classes as you describe. But even in content courses, the range of presentation styles varies dramatically, from the very structured (instructor chooses all readings and takes the lead in guiding all discussion) to the much less so (e.g., students choose at least some of the readings and perhaps even the topics, and students are responsible for guiding all discussion; students may have input on the grades of other students, especially on group projects). My Maryland experience covered the range of those options.

My own teaching has also covered a wide range of structure styles. When I've taught courses on which I am supposed to have some expertise, I probably provide more structure and have clear, predefined learning objectives prior to the start of the semester. But (for example), one year we did a special topics seminar called "The zeitgeist of the future." It was about the trends and developments that would absolutely shape the workplace 15 years in the future and for which we as I-O folks should prepare. We started with about 3 weeks on the concept of futuring, then students recommended topics, and we voted (I had one vote, same as anyone else) on the topics we'd cover. We ended up with things like nanotechnology, genetic engineering, ubiquitous networking, the rise of China and India, and a few others. Students absolutely

drove the course, and I was a learner along with them (and coordinator, to keep things on schedule, etc.). So in a course where I'm not "the expert," I probably lean more towards the discussion/exploration side.

Your second question was what I think about discussion-based instruction. I guess I have a couple of reactions. First is that you should always be growing, but also playing to your strengths. If the instructor isn't comfortable with student-led discussions, or just feels like it doesn't "fit" for them personally, or for the topic at hand, then don't do it. There's nothing magical about student-led discussions that makes them "right" even when they aren't well-executed because of instructor discomfort with the approach.

My second thought is that the structure of a class should flow from the learning objectives for the class: Given this topic, these students (and their preparation), and this instructor, what will best facilitate an effective learning experience? I don't think it's always the same answer, because the students change, the topic changes, and the instructor ought to be changing and growing, too.

So what are the learning objectives for first-year PhD courses in I-O? Are they foundational—providing content knowledge that other courses will build on? Are they supposed to move students out of an undergrad mentality into a grad student mindset? Other? What do you think the purpose of those courses would be, and then we should generate a style from there. I'd love to hear your thoughts.

LJN: That's a great anecdote! My undergrad education was about as far from that model as you can get. In my first year at McGill University in Montreal my smallest class was about 120 students, and my largest was about 800! Nobody ever asked me what I wanted to learn! Despite the large classes, there was very much a culture in which students asked questions and even challenged professors, so students' voices were heard. I also remember one large class with "dyadic discussions" (students pair off to discuss something). At the time I thought it was pretty lame. Now I use dyadic discussions to boost engagement in my large classes, and my students probably think it's pretty lame. But anyway, overall, I had very little discussion as an undergrad, which might be why I appreciated it so much as a PhD student and why I value it now as an instructor.

I completely agree that instruction methods should follow from learning objectives. I have taught mostly first-year doctoral students, and I have some learning objectives for them that are independent of course content. There are far fewer facts and a lot more nuance and interpretation in almost every field of study than what tends to be conveyed in undergraduate classes. So my objectives are for doctoral students to take greater ownership over their learning; to understand that their own thoughts, ideas, and opinions are valued; and where necessary to break down habits of passivity they may have formed as undergrads. I think discussion is a great means of achieving these objectives. Also, like you, I learn a lot from my PhD students, and if I'm being honest, I find it a lot more interesting to

listen to THEM than to lecture! So, yes, for me a big part of early doctoral classes is to help transition students into a graduate school mentality.

With rare exceptions (your futuring class sounds like a really cool one!) I bet that content is the primary design consideration for any doctoral class. I spend a lot of time thinking about what readings to assign. But it's a challenge. There's an incredible and growing amount of relevant, interesting content "out there" for all but the most specialized courses. It's tempting to try to cover as much content as possible, and lecture is an easy way to do that as you can control the pace of delivery. For me, rather than getting too concerned with content, I try to develop expert information processors. I can't possibly assign every reading that might be relevant, and there's a limit to how much students can read each week. Instead I can try to develop in my PhD students the skills they need to be able to find, read, and interpret whatever they are interested in. Part of this is rethinking content in terms of skill-building opportunities rather than simple knowledge acquisition. For example, with first year PhD students I assign a few somewhat theoretically or methodologically shoddy articles early on to build their critiquing skills and efficacy. I assign another article because I know that most students will dislike it, and I want them to learn that it's OK to disagree and argue with me. The content of these articles is also valuable, but my main goal is to use them to build info-processing skills.

How does your approach to doctoral class-

es compare with mine?

MWD: Hey Loren, really interesting stuff here. I love that we each have learning objectives that are both content driven, and also "mindset driven." Graduate education isn't just "more of undergrad"; it is qualitatively different. I think my students have heard me say it enough times that they can repeat it with me: "It's a PhD; it's supposed to be hard." When I teach Research Methods, I repeatedly emphasize that students ought to be able to read an article on a topic they aren't interested in at all—or even just look at events happening on a regular day in a workplace—and identify interesting research questions and ways that those research questions might be approached. I'm not sure how I would measure that in terms of assessment of student learning outcomes, but I think it is a critical mindset to develop, and helping students get there is definitely one of my learning objectives for class.

I also agree that there's always plenty of content to be covered, and lecture is one way for that to happen and to cover a lot of material in a shorter period of time. At the same time, there's truth to the old saying (that I wish I knew the origin of) that "lecture is process of moving information from one person's notes to another person's notes without intruding on the thought process of either person." Whenever I would lean toward a lecture in a grad class, I would want to ask myself: "Would this be just as effective if I just wrote this out and gave them my notes?" If the answer is yes, then perhaps this isn't the best way to promote the learning goal and use precious and limited class time. So

even in a “lecture” format, I would argue for lecture with questions and discussion. Oftentimes my class sessions will start off with me doing a 20–25 minute overview to set the stage for the discussion to come and then gradually shift from me driving the process to a shared process. I also tend to approach assigned articles by just asking “What struck you in this article? Where do you want to spend time discussing this article?” I’ll have some points that I want to be sure get made about the article, and about the broader topic, but I’m just as happy—or happier—if those points get made by the students rather than by me.

I absolutely agree that, while content coverage is important, we need to remember that our content has a relatively short half-life. Theories evolve, new topics of study emerge, and others come to be seen as less important. The basic thought process is recognizing a problem, converting that problem into a research question, figuring out what data are needed to answer the question and how to get those data, how to analyze and interpret the data, and determine the answer to the question. Helping students develop a way of thinking about answering questions in the world is at least as important as the focus on content.

One last thought to help circle back to the question that started our conversation. You can learn to swim by dipping your toe in the water and then gradually moving deeper in the water and learning new skills, or you can learn to swim by being thrown

in the water and having to figure it out. It is less stressful to do the first approach but may also be slower. Discussion-based classes for first years is a bit like throwing them in the water and letting them figure it out. The difference is that you know when you’ve figured out how to swim because you don’t drown. But as your students have mentioned, they don’t know when they’ve learned what they need to learn in grad school classes. So I would say that whatever our style of class leadership is, it’s important to highlight for students what the learning objectives are, how you’re helping them meet them, and then helping them see when they DID meet them.

So that’s a bit of a ramble, I know. Have we made any progress in our discussion?

LJN: Well, here’s what I got out of this: First, discussion is a nice tool, but like any tool, its usefulness depends on the skill of the person using it and on what you are trying to build. Second, there’s a lot more variability in instruction methods at the PhD level than I appreciated. You’ve given me some really interesting ideas along those lines. Third, we agree that learning objectives for PhD courses should go beyond acquiring knowledge. Fourth, as a professor, don’t be afraid to do the same things that drove you crazy when you were a student!

As always, if you have any questions or comments, we’d love to hear them! marcus.dickson@wayne.edu and loren.naidoo@baruch.cuny.edu.

Contents	Features	Editorials	Reports	my.SIOP
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Promoting Diversity in Thinking About “Diversity”

I am delighted to announce the endowment of the Outtz Fund within the SIOP Foundation. The Outtz Fund will support the [James L. Outtz Grant for Student Research on Diversity](#).



Grant applications will be received for the first time in 2016, with the first award to be made in 2017. If you will still be a graduate student in I-O in 2017 and working on a thesis or dissertation that investigates some facet of diversity, be sure to apply. If your graduate student days are behind you, contribute to the Outtz Fund—you will be promoting diversity in thinking about “diversity.”

As scientist–practitioners, we place high value on the quality of the evidence marshaled in support of various institutional practices and policies. As practitioners, we strive to provide effective and efficient resolutions to practical dilemmas. As scientists, we question everything.

Take “diversity” as a case in point. When I entered this field in 1963, diversity was solely a matter of race, and the term itself had not come into general use as a descriptor for the composition of a workforce. Today in America it still has much of that initial connotation, but the term is evolving into a much broader array of attributes.

Most of us think of diversity in terms of demographics almost exclusively. Jim Outtz thinks about it more broadly, more in keeping with its primary definition as the state or quality of having many different ideas, forms, or types—in short, variety. I talked with Jim to learn about his inspiration for taking the lead to create this endowment.

Jim began by noting that practice works best when it is based on scientific research. He pointed out that the scientific enterprise consists of intensive analysis of constructs, their mean-



Milton D. Hake
SIOP Foundation
President

ings and inter-relationships. He asserted that “diversity of thought is a necessity in the refinement of constructs.”

What I was expecting from Jim was a rationale for diversity built around humanitarian values and outcomes; what I got was a rationale built on hard-core science: demographic diversity provides an entrance for diverse thoughts about constructs. I was surprised, pleasantly, but surprised nevertheless.

I asked Jim about why the endowment is to be directed to grants for student research on diversity, instead of awards. I got another surprising answer: poster sessions!

It turns out that Jim’s favorite feature of the SIOP Conference is the poster sessions because that is where one sees the full diversity of research in our field; that is where one is most likely to encounter creative refinements to our field’s constructs. Awards go to people who are already on their way, so grants for student research provide recognition and support very early in a career, at a point where there is much diversity.

Jim’s answers thus provide replies to my direct questions (What inspired you to create the endowment? Why grants for student research?). Just as importantly, they provide excellent examples of how diversity in thinking promotes better understanding.

None of us alone has all the answers to the problems of organization nor to the problems of diversity. We need to look beyond what’s visible on the surface. By promoting diversity in thinking, we can better discover the needed refinements.

OK, now here’s the pitch: The Outtz Fund has just been established, and its principal is \$50,000. It needs to grow; demand for research support is far larger than can be met by an annual 4% yield, \$2,000.

Pitch in your tax-deductible contribution. Let’s double this endowment by the time Jim begins his presidential year at the next SIOP Conference in Anaheim, April 14–16, 2016.

Contribute or make a pledge at <http://www.siop.org/foundation/donate.aspx>.

Your calls and questions to the SIOP Foundation are always welcome. Join us in building the Outtz Fund or any of the endowments.

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On the Legal Front



Rich Tonowski
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Legal Summertime Reading

It's summer, and so decisions on cases the U.S. Supreme Court has been hearing since last October have been coming in, including some important ones regarding EEO law and enforcement agency authority. Also on the *Front* are two employment testing cases and a set of legal interpretations from the Fourth Circuit.

Young v. UPS (2015) was an attention grabber. Young was a delivery driver who had to stop working due to her pregnancy. There was no provision for alternate duty, which the company provided to those needing accommodation under the Americans with Disabilities Act (ADA) or collective bargaining provisions covering on-the-job injury or temporary loss of commercial driving privileges. Young fit under none of these. (UPS has since revised its policy regarding pregnant women. Although pregnancy is not a disability per se, the Amendments Act to the ADA, coming after this case was filed, may provide coverage under temporary disabilities. The Court noted that this may make a difference in the future, but declined to comment further.) Young made her claim the Pregnancy Discrimination Act (PDA). As Justice Bryer wrote in the opinion of the Court:

The Pregnancy Discrimination Act makes clear that Title VII's prohibition against sex discrimination applies to discrimination based on pregnancy. It also says that employers must treat "women affected by pregnancy . . . the same for all employment-related purposes . . . as other persons not so affected but similar in their ability or inability to work." 42 U. S. C. §2000e (k). We must decide how this latter provision applies in the context of an employer's policy that accommodates many, but not all, workers with nonpregnancy-related disabilities.

As UPS (and lower courts) interpreted the law, there was no discrimination because the company treated all off-the-job incapacity not covered by the above policy in the same way: no accommodation. Young's argument went to the phrase that seemed to say that pregnant women should be treated just on their ability or inability to work not the distinctions on how the incapacity occurred. That seemed to give

pregnancy the best of whatever the employer offered to other categories affected by inability to work.

The U.S. Equal Employment Opportunity Commission (EEOC) had issued pregnancy discrimination enforcement guidance while the case was pending with the Court, which was in line with Young's position. The Court did not find those guidelines persuasive (Section II B) for, among other things, no explanation why the agency was taking a position contrary to a previous government argument. This discussion may tie back to what seemed an open issue in another recent decision, *Perez* (2015), involving the U.S. Department of Labor's authority to change its mind. The Court held that agency interpretive guidance that was issued without formal hearing and rulemaking does not require such when the agency decides to take a new position. That was clear; what was not was how much deference the courts should give these changes. The comments on EEOC's guidance might be addressing this issue. But given the Court's suggestion that the ADA may now apply and several commentators taking this up as likely, EEOC may have gotten the substance right for the future despite the criticism.

A 6–3 Court offered a middle ground between Young and UPS. The PDA did not create a status that conferred best accommodation rights on pregnant women. But that phrase from the PDA that Justice Breyer cited was not without force. The Court envisioned the traditional *McDonnell Douglas* (1973) scenario to establish disparate treatment, with a new twist on the last

prong where the plaintiff shows that the nondiscriminatory reason offered by the defendant was pretext. The pregnant plaintiff can argue that the policy puts a “significant burden” on female workers, and the policy rationale is “not sufficiently strong” to justify that burden. This seems to be indicating that the employer is in trouble if numerous workers are accommodated for incapacity but pregnant workers are not included. It also introduces a quantitative calculation into who gets accommodated rather than simply being a matter of intent to discriminate. Justice Alito concurred in the judgment but not in the majority opinion. The dissent (Justices Scalia, Thomas, and Kennedy) thought that the cited phrase simply reinforced pregnancy's inclusion under Title VII without conferring additional rights. They were disturbed with the majority's crafting of a new position that seemed to blur the distinction between disparate treatment and disparate impact. Justice Kennedy filed a personal dissent emphasizing the latter point. The case now goes back to district court.

More abstract in its issues, but with more potential to influence an array of cases, is the Court's unanimous decision in *Mach Mining v. EEOC* (2015). This is a sex discrimination case that took a detour (formally, an interlocutory appeal) to resolve a legal interpretive issue: What is EEOC's obligation to conciliate with the employer before filing suit? EEOC was conciliating from its establishment in 1965; but in 1972 it got authority to sue employers in its own name. How much conciliation is needed when EEOC has decided that the courts need to get involved? The subtext is

concern by employers of take-it-or-leave-it conciliation proposals, perhaps with the dimensions of the case not fully defined. From the agency's perspective, the prospect of having a mini-trial on conciliation whenever it files a discrimination suit is appalling. Several appellate courts had previously decided that there is some degree of judicial oversight on EEOC's conciliation; what degree was not universal across circuits. Then the Seventh Circuit backed the agency against Mach Mining. Both sides urged the Supreme Court to resolve the matter.

Again, there was a splitting of the difference between the parties' positions. EEOC was not entirely free of court review. But the Court held that review was to be minimal. Some commentators have hailed the decision as a victory for employers. Mach Mining prevailed. However, the Court's decision was a substantive win for the agency. Although the Seventh Circuit's hands-off policy was overturned, so was the inclination in any other circuit to apply more than "bare bones" review. Failure of the agency to conciliate just gets a court order to go and do it; it does not toss the case.

Defendants have already staked out the next battleground in stopping suits before they go to trial: sufficiency of EEOC's investigations. One possible argument is that the investigation was not extensive enough to support a major suit. But a counterargument is that the purpose of a trial is to determine the sufficiency of the allegations; this should not be short circuited in pretrial motions to kill the case.

EEOC v. Abercrombie & Fitch, a religious discrimination case involving a Muslim job applicant's wearing a hijab (Arabic, "cover," a head scarf) to the job interview and subsequently being turned down, was an important agency win with yet-unclear consequences. The company wants its salespeople to model "The Look" projected by the type of clothing being sold. The scarf, and any "cap" worn on the head, is considered inconsistent with that image. But the applicant did not specifically ask for a religious accommodation when interviewed; a head scarf could be just a personal fashion statement that is contrary to the employer's fashion statement. So the underlying dilemma: What information are applicant and employer expected to share about religious observance in the workplace? In the 8–1 decision written by Justice Scalia (Justice Alito concurred in the judgment but not the theory; Justice Thomas mostly dissented), the Court held that (a) disparate treatment and disparate impact are the only causes for action under Title VII; (b) for a disparate treatment claim, the plaintiff need only show that the need for accommodation was a motivating factor in the employer's decision, not that the employer had knowledge of the need; and (c) Title VII gives favored treatment to religious practices rather than requiring them to be treated no worse than other practices. Because Title VII includes under "religion" all aspects of observance, practice, and belief, failure to accommodate is disparate treatment; it is not confined to disparate impact, where Abercrombie had argued that its ban on headware was not specifically aimed at religion. The 10th Circuit win on summary judgment for

Abercrombie was overturned and the case sent back for further proceedings. Watch for more discussion on how the distinction between motive and knowledge plays out for other Title VII cases.

Two employment selection testing cases also are in the news. Both involve police.

The City of Pittsburgh announced a \$1.6M settlement of litigation against its entry-level police selection procedures (*Foster v. City of Pittsburgh*, 2015). The recommendations underlying the settlement were produced in a study by Dr. Leaetta Hough (2014). An announced goal of the revised process is a police force that reflects the city's demographics; the city's population is 66% White, but the police force is 85% White (Dorrian, 2015). Plaintiffs had charged both pattern-or-practice disparate treatment as well as adverse impact from the tests, alleging that the selection process was infected with subjectivity, nepotism, and cronyism. The new procedures are to be introduced within the next 2 years and will cover job analysis, applicant preparation, a construct-oriented measurement plan, and improvement in the tests and oral board ratings. Details are in the report, which is available online.

On its way to the First Circuit (New England) U.S. Court of Appeals is another police case, this one involving promotion to sergeant (*Lopez v. City of Lawrence et al.*, 2015). The selection procedure involves a multiple-choice job knowledge test and a rating of education and experience. The knowledge test was administered between 2005 and 2008; for any given year, it is the

same test. Issues regarding determination of adverse impact and validity make this case unusual. First, the proceedings are a consolidation of separate suits involving several Massachusetts jurisdictions using the same test (Boston was authorized to use some jurisdiction-specific questions not in the test versions used by the other jurisdictions) and operating under the same state civil service rules; other than Boston, they have small police forces, few promotions to make, and so not much adverse impact. District court was not convinced that adverse impact should be pooled across jurisdictions; the jurisdictions are, after all, different entities. The case is not a class action or some other action against the jurisdictions collectively.

Also, they have different applicant pools; within these separate pools are possible repeat test takers, thus complicating aggregation across years. Second, regarding Boston, which had conceded adverse impact, the district court endorsed the notion of "minimal validity" in these circumstances. Presumably better than minimal results could be provided by a more comprehensive testing mechanism, such as an assessment center. But the court, noting Boston's previous experience with a more elaborate process, seemed to be questioning whether it was worth the effort when there was no assurance that the impact would be lessened and validity maintained or enhanced despite the time and expense.

The case echoes an issue in *Ricci v. DeStefano* (2011) and an *amicus curiae* (Latin, "friend of the court") brief submitted by five I-O psychologists (Drs. Aguinis, Cascio,

Goldstein, Outtz, and Zedeck). The issue was identification of the flaw in the fire promotion tests run by New Haven that would justify canceling the test results with consequent racial repercussions. The first flaw, according to the I-Os, was lack of coverage on the leadership competencies that distinguished lieutenants and captains from journeymen firefighters. This issue itself, plus matters such as testing memorized knowledge when memorization was not required, goes back to promotion tests of the 1980s. A test that is convenient to administer but has adverse impact and questionable validity is problematic.

EEOC and the U.S Department of Justice (DOJ) filed an amicus brief, as did several civil rights organizations, supporting the plaintiffs.

Had the defendants constituted one organization, objections to combining the results might not be an absolute bar against some form of aggregating across units. So the question now is whether in this situation a jurisdiction can be liable for adverse because other jurisdictions use the same test for the same job, and individually or collectively for these others there is adverse impact. There is also the question of remedy if, as some of the defendants' analyses indicate, the shortfall due to adverse impact for the plaintiffs' demographic groups is less than a whole person for some jurisdictions. Cohen, Aamodt, and Dunleavy (2010) reported differences in professional opinion regarding how to count repeat applicants across multiple occasions for the same jurisdiction, with a fairly narrow majority of survey

respondents indicating that they would count each application within occurrence. Dunleavy, Mueller, Buonasera, Kuang, and Dunleavy (2008) provided a discussion of the consequences of frequent applicants and options for handling these situations. It was not apparent that the court had considered the extent of the problem or what to do about it, short of not aggregating across years.

Dr. Art Gutman (2015), who kept a legal watch for many years, called attention to a decision that might be of interest to the defendants. *Johnson v. City of Memphis* (2015) presents a complicated situation of a police promotion test procedure allegedly "done right" (although not perfectly) in 1996, done wrong with the security of test material compromised in 2000, and done again in 2002. The latter situation was the subject of this suit. District court had found the 2002 test to be valid but that there were valid alternatives with less adverse impact. The Sixth Circuit (Michigan, Ohio, Kentucky, and Tennessee) disagreed on appeal. The plaintiffs had not proven that high-fidelity, role-playing assessment of integrity and conscientiousness or use of panel interview methodology from the Chicago Police Department were viable alternatives. District court had not taken into account test security concerns, particularly with the high-fidelity simulation; it had taken nearly 3 months to evaluate 400 applicants in 1996, aggravating the security problem. It was not enough for plaintiffs to argue that such alternatives existed; they had to take into account factors such as cost, security, and subjectivity introduced by simulation evaluators.

Integrity testing was shot down because the *Uniform Guidelines* “generally disfavor tests that measure abstract character traits by making inferences about candidates’ mental processes,” the court found that plaintiffs had only offered “vague support” for such testing via their expert.

The point that Gutman emphasized was that this case was a “pure” situation involving the alternatives issue where defendants had produced a test acknowledged as valid by the court, initially lost because of alternatives, but ultimately won because plaintiffs had not sustained their burden to show practicality. The underlying issues seem similar to those regarding validity raised in *Lopez*. But is minimally valid in this new case valid enough?

There are two recent cases from the Fourth Circuit (Maryland to South Carolina) Court of Appeals that are shaping EEO litigation. *Brown v. Nucor* (2015) showed that the EEO class action is not dead. Holding that the district court had “fundamentally misapprehended” the Supreme Court’s decision in *Wal-Mart v. Dukes* (2011), the appellate court in a 2–1 decision reinstated class certification for about 100 African-American employees (represented by seven named plaintiffs) who had charged racial discrimination in promotions. Charges also included racial discrimination in hiring and racial harassment. In contrast to the massive *Wal-Mart* litigation, here there was a relatively small number for the class, in one plant, with a central allegedly discriminatory policy. Helping the plaintiffs was the fact that the district court had upheld class certification

for harassment. This seemed to strengthen the claim for commonality to establish the promotion class; discrimination on promotions could reflect a common imposition of a hostile work environment.

The entire Fourth Circuit got involved in a racial hostile environment and retaliation case that overturned summary judgment for the defendant in *Boyer-Liberto v. Fountainebleau* (2015). The plaintiff was a cocktail waitress who claimed that she was subjected to racial slurs and was threatened with firing. She was fired subsequently, allegedly for poor performance. The en banc court supported the plaintiff 12–3 on the hostile environment charge and 14–1 on retaliation. This does not give her a win on her claims, but it does give her a day (or more) in court. The court’s opinion held that an isolated incident of harassment can establish a hostile work environment, and reporting an incident that is physically threatening or humiliating is a protected activity. The first part regarding a severe single act is important but not new; the ruling on retaliation was getting attention because it overturned the court’s precedent. The new ruling closed a loophole wherein an aggrieved employee would have no protection from retaliation unless hostility had persisted. If the victim remained silent for fear of retaliation, management could then respond (accurately) that it did not know about the situation. The new standard recognized that a single severe incident could give rise to the reasonable belief that an unlawful hostile environment existed or was forming, and so a complaint would be protected for opposing discrimination.

Will this set off a new wave of litigation? The dissenting judge fears it will happen. Commentators thought this unlikely but saw a possible shift away from employers' strategy to dispute whether the plaintiff's activity was actually protected (and so win the case on summary judgment) to arguing the substance of the alleged retaliation.

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Contents	Features	Editorials	Reports	my.SIOP
----------	----------	------------	---------	---------

Practitioner Ponderings



By continuing to explore how we can apply science to practice, this column will focus on the role that an I-O Psychologist can play in the redesign and implementation of performance management systems within organizations. We will challenge the traditional assumptions and designs that have been monopolistic in organizations for the last 70+ years, and offer both science and applications that could lead us in a more positive direction for both individuals and organizations. File under: Blow Up Your Performance Management System.

The Conundrum

There is something happening when the *Harvard Business Review* April 2015 cover screams “Reinventing Performance Rankings: A Radical New Way to Evaluate Talent”; and the *Harvard Business Review* special offer for April 2014 is a Performance Management Collection consisting of the following three books:

- *How to Be Good at Performance Appraisals: Simple, Effective, Done Right*
- *Guide to Giving Effective Feedback*
- *Shine: Using Brain Science to Get the Best From Your People*

For this column we are going to explore performance management and the role that an I-O psychologist can play. We will address this in two parts: In the latter part we will provide the already written “How Can I-O Psychologists Help,” which addresses many important topics in today’s status quo environment. For that segment we will reference the SIOP.org website, which provides a special section that specifically describes how an I-O psychologist can contribute to the practice of Human Resources in organizations. On the SIOP.org website, click on “[Professionals](#)” and look under the “For Organizations” column. Useful stuff.

Before doing that, I would like to have much more fun describing how an I-O psychologist can help “change the conversation” to explore and cocreate completely newly designed processes that better meet the individual’s need for meaningful work and the modern organization’s need for speed and agility, and that is predicated on what we already know (the science) about individual and group motivation and engagement.



Richard M. Vosburgh
RMV Solutions LLC

Performance management is a great process to start this conversation because the traditional design is universally disliked and avoided by both employees and managers—given that fact, there is something wrong with pushing ahead with I-O psychologists trying to make the old system more efficient or the endless quest to minimize rating errors and bias. It is also interesting to observe that even the most current online systems tend to simply emulate the same design of the old paper system. The paper version of the same old process was put online, with bells and whistles to allow cascading of goals, and 360 inputs, and employee input; but in the end it does not change the stale paradigm that makes the manager the judge and jury and sets up a situation that is more likely to undercut relationships rather than have a process that builds up the relationship with the manager and with the organization.

A 2013 Society for Human Resource Management survey asked HR professionals about the quality of their performance management systems, and only 23% said their company was above average in the way it conducted them. In addition, Corporate Executive Board surveys have found that 95% of managers are dissatisfied with their performance management systems, and 90% of HR heads believe they do not yield accurate information.

What follows is only a small slice of “the science” and “the practice” to simply provide a few examples; many more exist.

Let’s explore how the science of I-O psychology can inform the creative redesign of performance management systems. Here is some of what the research shows.

In research published by Scullen, Mount, and Goff in the *Journal of Applied Psychology* (2000), 4,492 managers were rated on performance dimensions by two bosses, two peers, and two subordinates. The surprising finding was that actual performance only accounted for 21% of the variance and that individual raters’ differences in perception accounted for 62% of the variance! We tend to assume that ratings measure the performance of the ratee, but what this shows is that what is being measured is often the tendencies of the rater. Bottom line, “ratings reveal more about the rater than they do about the rate.” It should also be noted that many other *JAP* articles through the years have explored many psychometric issues and showed that a wide range “rating errors and biases” exist, even after training.

The aforementioned study is strongly cited in Marcus Buckingham and Ashley Goodall’s April 2015 article in the *Harvard Business Review*, where they lay out the myriad of problems with performance appraisal processes but more importantly provides an alternative process that Deloitte now embraces and others are quickly exploring. The solution involves simplifying and focusing on strengths and the quality of ongoing feedback, and is built on the strengths research from The Marcus Buckingham Group and The Gallup Organization.

David Rock's neuroscience team recently published an article in *Strategy + Business* (August 2014) reviewing research that showed that labeling people with a rating or ranking generates an overwhelming "fight or flight" response that impairs judgment. According to the authors, "This neural response is the same type of 'brain hijack' that occurs when there is an imminent physical threat like a confrontation" with a dangerous animal. This unconscious response prepares people for "rapid reaction and aggressive movement" but is not well-suited for the kind of conversations that allow people to learn from a performance review.

Dr. Bob Eichinger, Lominger founder and recently the Korn Ferry Institute leadership development researcher, showed that the ability to "grow talent" is ranked last out of 67 competencies for managers, despite decades of performance management systems and training. This led Rock and colleagues to suggest that overall, managers may be worse at developing their employees than at almost anything else they do. So why do we continue to position the manager as the person solely responsible for developing subordinates?

The Practice

Over the last several years many companies have dropped the old approach to performance management and have adopted completely new practices. I-O psychologists would be well advised to get familiar with the logic and design of these new processes. Examples of organizations taking a different approach are Deloitte,

Microsoft, Adobe, Cargill, ConAgra, Gap, Intel, Juniper Networks, Medtronic, and Sears. Let's look at a few examples.

Deloitte Services LP left the old performance rating process behind and created three new processes: the annual compensation decision, the quarterly or per-project performance snapshot, and the weekly check in. They also "shifted from a batched focus on the past to a continual focus on the future, through regular evaluations and frequent check-ins."

Microsoft now focuses evaluation on results that people deliver together, emphasizing learning and growth. Traditional performance management tactics (ratings, distributions, and annual reviews) were completely retired.

Juniper Networks threw out performance ratings and they simply determine if someone is a fit with the company's culture—either being a "J-Player" or a "Non-J Player." J-Players generally behave according to Juniper's values and deliver reasonable performance. Juniper clearly explains which behavior categories result in Non-J Player status and helps Non-J Players fit in if they elect to stay. More than 80% of Non-J Players have chosen to leave the company and did so understanding why they would never succeed there.

Medtronic has instituted a quarterly "performance acceleration" process that focuses on a small number of forward-looking goals, lacks numbers and ratings, and offers a one-page summary sheet.

The Best Practice Institute is introducing a fascinating new software product called Skill Rater that uses a simple, intuitive, social media type platform to provide a method for constantly getting feedback based on appreciative inquiry and positive dialog so that employees get comfortable both giving and receiving feedback. People give each other both appreciation and advice. It works well when the organization wants to symbolically reinforce an open, nondefensive, agile learning environment.

Supporting Current Systems

That ends the section exploring new, creative approaches that an I-O psychologist can build on to create systems for the future. Now, let's briefly review how I-O psychologists can help make current systems more efficient (from <http://www.siop.org/business/performance.aspx>).

Develop performance appraisal tools. I-O psychologists can analyze jobs and develop performance appraisal tools that ensure all supervisors are calibrated to have the same understanding of how poor, average, and above average performance is identified.

Develop structured rating processes. I-O psychologists can develop performance management systems that facilitate ongoing performance monitoring and incentivize regular feedback to employees.

Train performance raters. I-O psychologists can train performance raters to identify and avoid common ratings biases so that ratings are as fair and accurate as possible; they can also train performance raters on how to

provide coaching and feedback to employees in ways that increase motivation and facilitate performance enhancement.

Set performance objectives. I-O psychologists can set specific performance objectives and goals for employees based on scientific evidence that map to the organizations' strategic goals and maximize employee motivation.

Develop compensation systems. I-O psychologists can create and implement compensation systems that are aligned with the organizations' strategic goals and are supportive of organizational values and culture, as well as identify other types of incentives that are valued by employees.

Conduct legal audits and provide expert witness testimony. I-O psychologists are uniquely qualified to audit an organization's performance management program and identify potential legal risks; they can also serve as expert witnesses in performance management cases.

Develop and administer 360 surveys. I-O psychologists can develop, implement, and coach to 360-degree feedback surveys that provide participants with detailed feedback regarding how their performance is viewed by supervisors, peers, direct reports, clients and customers.

I invite dialog; if you know of either "science" or "practice" that gives additional examples in this area then I'd love to hear from you at RMVsolutionsLLC@gmail.com.

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Allen I. Kraut
Baruch College/Kraut Associates

I recently took a vacation in Vietnam, and before I left the U.S., I thought it might be fun to meet with an I-O psychologist while I was there. On past trips to other countries, I have enjoyed meeting colleagues, especially from SIOP. Just last year, passing through Singapore, I was invited to give a talk to the Community of Organisational Psychologists in Singapore (COPS) and liked meeting the 25 people who came.

No problem, I thought, as Vietnam is a country with more than 90 million inhabitants. So I went to the SIOP member directory and found—are you ready?—that there is not a single SIOP professional member in Vietnam. (There is however one student affiliate.) Wow, how important are we, really? That got me wondering how many SIOP members there are in all of Southeast Asia. In addition to the nine countries usually listed in Southeast Asia, I added two other small nations on the littoral to my inquiry. These were Taiwan and Hong Kong.

So again I went to the SIOP member directory. The results, along with country population figures, are shown in Chart 1. (The data in this report does not include student affiliates.) Countries range in size from 5.5 million people in Singapore to 255.4 million in Indonesia. Of the 11 countries, there are no SIOP members at all in five nations (Burma, Cambodia, Laos, Philippines, and Vietnam). Indonesia and Thailand have two SIOP members each, Taiwan has five, and

Malaysia has six. Singapore clearly has the most, with 62 members. That equals 14.71 SIOP members per million population. (By comparison, the U.S. has about the same, with 15.3 SIOP members per million population.) Hong Kong is in second place in Southeast Asia with 3.86 SIOP members per million population. None of the other countries even come close.

Causes and Effects?

This left me wondering what accounts for these huge differences. An “eyeball analysis” shows a negative correlation between country population size and prevalence of SIOP members. Indonesia and the Philippines are the largest countries with only two SIOP members between them. Hong Kong and Singapore have the bulk of SIOP members in Southeast Asia and are the smallest countries. But I cannot imagine any reason for a causal relationship with country size.

Instead, I suspect that SIOP member prevalence is related to the economic level of development and also to the proportion of English speakers in the country. Indeed, a previous study showed that most non-U.S. members of SIOP come from countries where English is widely spoken (Kraut & Mondo, 2009).

Chart 2 shows the 11 countries on these two scales.¹ The horizontal scale shows the percent of English speakers and the verti-

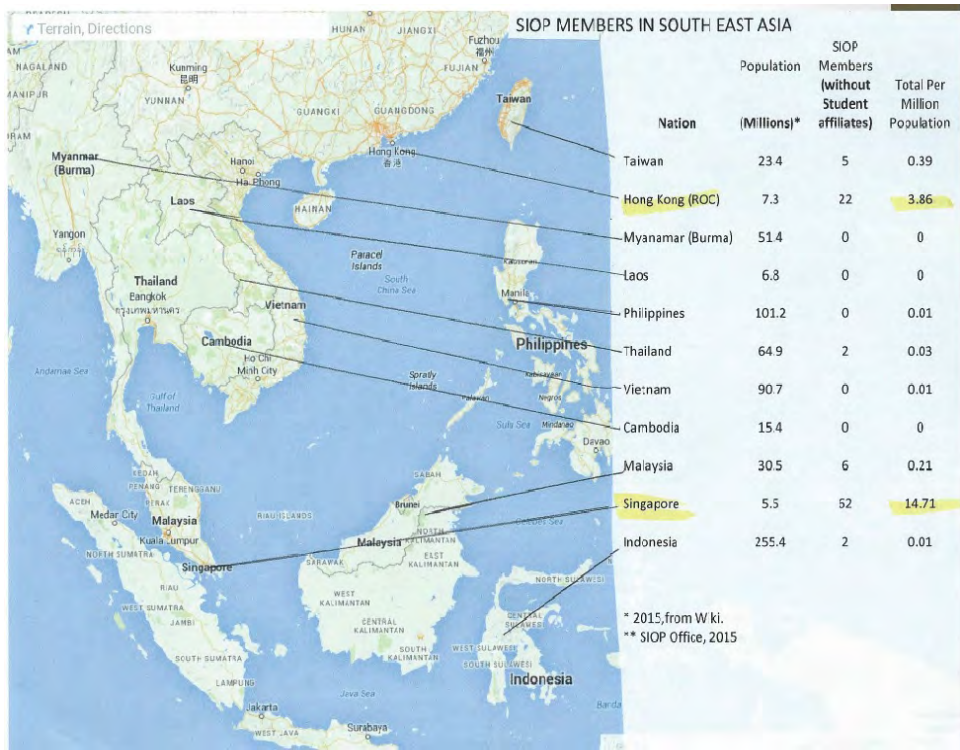


Chart 1: SIOPI Members in South East Asia

cal scale shows GDP per capita, to represent the level of economic development in a country. The results are very straightforward. Countries that are relatively undeveloped and have few English speakers are all in the lower left-hand corner. All these countries have few or no SIOPI members.

Singapore ranks highest on both scales and has the largest proportion of SIOPI members. People who know Singapore are well aware that it is the home of several fine universities where SIOPI members are on the faculty, and it is also the home of headquarters or regional headquarters of several global firms.

To a lesser degree, Hong Kong is in a similar position.

Being high on one scale but not the other isn't good enough. For example the Philippines, with more than half of its population speaking English, has a very low GDP and no SIOPI members. Taiwan with a relatively high GDP per capita but a low proportion of English speakers has very few SIOPI members.

So, Where Does This Leave Us?

We know from current SIOPI data and earlier research (Kraut & Mondo, 2009) that SIOPI's membership (including student affiliates) is increasingly from outside the United States and is now about 13% of the total. Over the last year, nearly one of every four (23.2%) new professional members was from outside the U.S. Most of them are coming from developed countries where

In Southeast Asia, More SIOP Members In Richer, English Speaking Countries

(Members per Million Population)

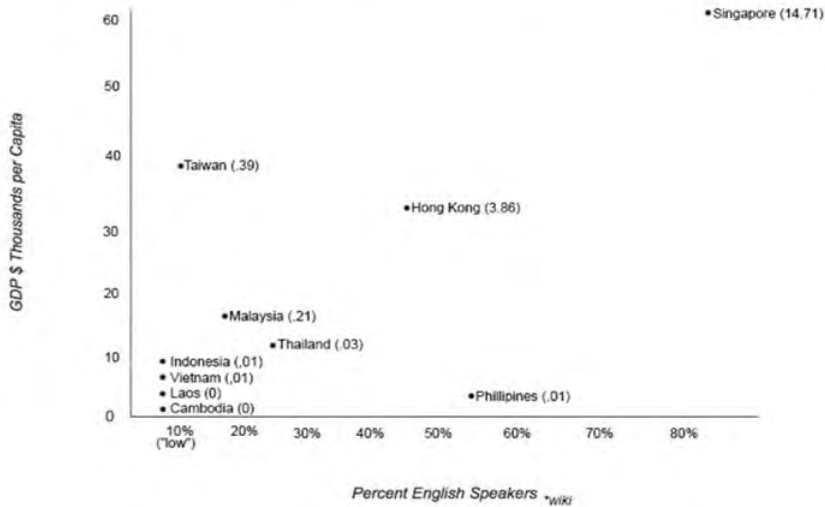


Chart 2: SIOP Members in South East Asia

English is widely spoken. The recognition of increased internationalization in our field has even led to a new textbook to train I-O students in a global perspective (Griffith, Thompson, & Armon, 2014).

Overseas, industrial-organizational psychologists may be members of other professional associations such as Division 1, Work & Organizational Psychology, of IAAP (International Association of Applied Psychology). Of the 896 Division 1 members in March 2015, U.S. members (the largest subgroup after Australia) were only 8.3% of the total.² A review of the membership from Southeast Asia generally supports our conclusions above but offers a few surprises. Although the memberships are still relatively high from Singapore (14) and Hong Kong (14), Indonesia leads with 17 members; Malay-

sia has 9, and Taiwan and Thailand have 8 members each. Smaller numbers come from the Philippines (7), Vietnam (1), and Cambodia (1), none from Laos or Burma. In all, I-O practitioners seem more widespread across Southeast Asia than the SIOP member numbers suggested.

SIOP members who care about overseas I-O activities will be greatly helped by the Society's participation in the recently formed Alliance for Organizational Psychology, where SIOP is partnering with Division 1 (Work & Organizational Psychology) of IAAP and with EAWOP (European Association of Work and Organizational Psychology). As **Lynda Zugec** and colleagues (2014) reported in last October's *TIP*, some fascinating developments in this arena are being done by SIOP's International Affairs

Committee. (See their [International Practice Forum here](#).)

Traditionally, most SIOP members have found employment in economically developed countries, in their universities, governments, and consulting and business firms. This is likely to continue in the future. Could Third World countries benefit from our expertise? Certainly. Many people and organizations in less developed nations could, but it seems unlikely they will get such expertise without changes in the way I-O practice reaches them.

Fortunately some efforts by SIOP are underway. Through its work with the UN, and its connection to the Global Organisation for Humanitarian Work Psychology (<http://gohwp.org>), SIOP may help less developed countries to get our expertise in the near future. Over the last few years, regular reports in *TIP* from the SIOP-UN team and the Spotlight on Humanitarian Work Psychology column have shown a lot of effort to reach out to less developed parts of the world. Even now, there have been some positive experiences, such as those described in **Walter Reichman's** recent collection about I-O psychologists working with vulnerable and underserved groups, often on a pro bono basis (Reichman, 2014).

In less developed countries, visiting SIOP members may find an eager audience in universities, business schools especially, and other groups. But the visitor will have to take the initiative to make such contacts, as it is not likely to be as easy as simply

writing to a SIOP member. Still, one ought to keep such possibilities in mind. Some colleagues I know who have done this have even been offered accommodations, meals, or small honorariums in return for their talks or seminars. In any case, the SIOP member's reception is likely to be genuinely warm. So, consider it, and here's wishing you safe and exciting travels!

Notes

- ¹ All data are 2015 data from Wikipedia sources. For some countries, the proportion of English speakers was unavailable or described as "low." The proportion of English speakers in those countries was arbitrarily set to a value of 10%. (Of course, in those countries English speakers tend to be concentrated in the hospitality industry and among the countries' elite.) It is quite amazing what data are available through Wikipedia!
- ² Personal communication from **Milt Hakel**, April 15, 2015.

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Convenience Samples and Teaching Organizational Research Methods

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There has been an ongoing discussion in I-O psychology about the appropriateness of using convenience samples in research and the advantages and disadvantages of using crowd-sourcing to collect data (e.g., Landers & Behrend, 2015; Sackett & Larson, 1990). Landers and Behrend reviewed the arguments about convenience sampling and crowd-sourcing in research but the utility of such techniques in educational settings has not been thoroughly explored. Drawing on our experience teaching undergraduate organizational research methods classes, we suggest that convenience samples and crowd-sourced data are particularly valuable and useful for those teaching organizational research methods to undergraduate (and sometimes graduate) students.

A Focus on the Research Process

Teaching organizational research methods is extremely challenging in the best of circumstances. There are many abstract concepts and complex and varied skills to be taught and most undergraduate students have little experience with, or even awareness about, conducting research. For example, when asked to define “research,” many students likely hearken back to their days in high school, going on-line to look up what other people have written about some topic, and writing a report summarizing their findings. Informal polls in our undergraduate organizational research methods classes

have revealed that most students think research is just that, reporting what others have found. Few considered the possibility that research was supposed to generate new knowledge and even fewer still had any idea how to go about doing so.

Given this lack of awareness and the challenges of teaching research methods to students with no background in the area, the focus of organizational research methods courses has to be on the basics of the research process. Although issues about generalizability and external validity are important and should certainly be covered in a research methods class, the main objectives of such courses are necessarily going to focus more on the fundamentals: literature reviews, hypotheses, research designs, and research in an organizational context. One of the primary techniques used to teach the basics of research is providing realistic, hands-on experiences. A common way to provide such experiences is to require students to design and execute their own independent research project. The main goal of such a project is not to obtain publishable and generalizable results, which are not likely, but rather to teach students the research process by having them actually do research.

Providing Clarity to Abstract Concepts

Most students’ first exposure to the research process is in an undergraduate

research methods course where they are faced with learning a large number of abstract concepts in a short period of time. Many of these concepts are second nature to seasoned researchers but new to students: topics such as sampling, reliability, validity, scales and indices, quasi-experimentation, and grounded theory among many others.¹ Students often struggle with these concepts, and professors may struggle to find ways to explain them in a clear and effective manner. Providing students the opportunity to design a study and execute it can bring clarity to what were previously only abstract concepts. We have seen many “ah-ha” moments from students concerning such abstract concepts when they are defining their constructs of interest, developing measures, identifying samples, and analyzing data for their projects. These insights and realizations would not have occurred if not for having actually carried out the research. The type of sample or source of the data is not terribly germane.

Application of Statistical Knowledge

As Landers and Behrend (2015) noted, statistical concerns can arise when using convenience samples. However, in undergraduate research, the aim is not for the student to uncover the “truth” about the relationship between variables (though it is nice when they do) but rather to learn how to collect, manage, and analyze data. Though all of our students who take organizational research methods have taken a prerequisite statistics course, they often have forgotten most of what they learned because they never had the opportunity to

apply their statistics knowledge. Collecting actual data from convenience samples provides students the opportunity to apply this knowledge, including how to deal with missing data, interpret significance and effect sizes, and the challenges of working with real data. Given this benefit, consideration of whether the results are generalizable or not is at best a secondary concern.

Exposure to the Messiness of Data Collection

Undergraduate organizational research methods textbooks (and even many graduate textbooks) often do not provide realistic previews of the challenges of data collection, skipping over many of the logistical difficulties inherent in conducting research. By designing a study and collecting data, students encounter and begin to understand the many difficulties of organizational research. They experience first hand the challenges of identifying the appropriate population, developing a sampling frame, and recruiting participants. After data collection, students have a dataset that they must clean and prepare for analysis, another step that is also often given short shrift in textbooks. When working with actual data, students learn how scores are developed, how recoding works, and how important data preparation and management skills are. To accomplish all this, students need data and whether they are convenient, crowdsourced, or otherwise does not really matter.

Realistic School/Job Preview

Providing undergraduates the opportunity to develop a study, collect data, and write

up the results can provide a realistic pre-view of graduate school, research-intensive jobs, and organizations in general. We have seen cases where students did not know much about research but, given the opportunity to do it themselves, discovered they loved it and changed their educational and professional goals as a result. We have also seen cases where students thought they wanted to go to graduate school until they actually conducted research themselves, which helped them realize they did not enjoy or were not cut out for a research-oriented graduate program. When students have access to data, they gain the opportunity to experience first hand what research is like and to use that information to make a more informed career decision. Once again, the availability of data supersedes many of the worries about using convenience samples and crowdsourcing.

Potential Concerns

As previously mentioned, there are numerous benefits to using convenience samples that allow students to actually carry out a research project. Below, we review several of the concerns associated with such samples as discussed in Landers and Behrend (2015) and respond to them in terms of teaching organizational research methods. Each concern is followed by illustrative examples from actual student research projects.

Concern #1: Convenience samples do not represent the population of interest

Response: If the goal of the research is not generalizability but rather educating students about the research process, why does it matter if the data are nonrepre-

sentative? Of course, this is stated with the caveat that student researchers are aware of and note in their reports that (a) the results are not generalizable because the sample is not representative and/or (b) the results can only be generalized to a population that is represented by the convenience sample obtained.

Example: A student is interested in investigating whether current organizational theories can be used to understand social movements like Occupy Wall Street and the Tea Party. The student collects data from a convenience sample of students who participated in OWS protests and interviews local Tea Party members found online. The student concludes that current theories do not fully explain these social movements. In the process, the student learns about the challenges of studying new organizational forms.

Concern #2: Convenience samples may not include variance on the variable of interest.

Response: If one of the objectives is to have the students conduct their own research, the emphasis needs to be on finding a sample that has some variance in it (so they at least find something) rather than finding the ideal sample with every appropriate variable and data distributions.

Example: A student wants to study whether individuals or groups of friends are more successful when starting high tech companies. An initial review of recent startups suggests that almost all were started by groups of friends so the sample is extended until there are an equal num-

ber founded by individuals. The student is still able to explore an area of interest to them even though an ideal, generalizable sample might have shown little variance in the main variable of interest.

Concern #3: Convenience samples like college students, online panels, and crowdsourcing have numerous representativeness limitations.

Response: As with concern #2, the learning objective is to help students learn the research process by designing a study, collecting data, running analyses, and reporting results. College students, online panels, and crowdsourcing all provide data that would otherwise be unavailable to student researchers. Access matters.

Example: One undergraduate wanted to study the effect of recruiting materials on prospective job applicants. By using Mechanical Turk, the student was able to gain access to hundreds of individuals in organizations in a matter of days rather than weeks or months. It is unlikely that an undergraduate would otherwise have access to thousands of willing organizational participants. Without a convenience sample, it would not have been possible to collect such data.

Conclusion

Convenience samples and crowd-sourced data provide access and availability of data, assist in demonstrating the challenges of data collection, and help students to learn and apply their analytical, statistical, and

logistical research skills. By no means do we intend to minimize the importance of good and appropriate sampling and the criticality of external validity in organizational research. Nor are we arguing that these topics should not be included in a research methods class, although the complexities and intricacies are best saved for a graduate seminar when the students already have the basic grounding necessary. Professors should also emphasize the importance of good sampling and external validity. That said, those teaching organizational research methods should take advantage of all available resources to help students learn about the research process, its rewards, and its challenges. Convenience samples and crowd-sourced data can be a valuable and highly useful tool for doing so.

Note

¹ All actual weekly topics in the lead author’s undergraduate organizational research methods class.

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Who Bought Who II? The M & A History of CEB and Korn Ferry

FEATURE

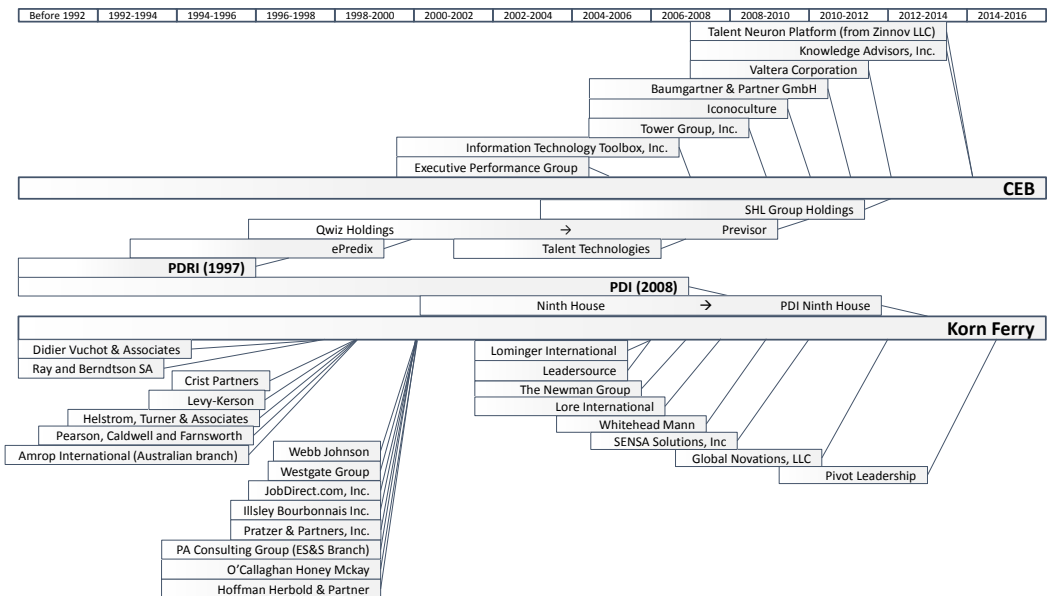
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In the last Issue of *TIP* we mapped the mergers, acquisitions, and name changes for IBM Consulting. In this issue, we focus on Korn Ferry and CEB.

Our research began by combing the investor relations pages and SEC filings of both companies. We would like to thank Laurie Zelesnikar, director of Corporate Services and Communications at CEB, for her help with the project.

The map is a visual representation of merger histories for firms that are relevant to I-O psychology and human resource management. Notice that Minneapolis-based PDI is literally and figuratively at the center of merger activity for Korn Ferry and CEB. PDI split into PDRI and PDI in 1997. PDRI was eventually purchased by SHL Group Holdings and later CEB. PDI took a different route. It was acquired by Ninth House and later Korn Ferry. CEB represents 14 letterhead changes, Korn Ferry 26 changes.



Identifying the Competencies, Critical Experiences, and Career Paths of I-O Psychologists: Industry

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As the fourth article in a series on the SIOP Careers Study, this article focuses on the career paths of people working in industry, classified as: working inside an organization's HR department, working as a consultant within *one* organization, or working as an I-O psychologist within one organization, where the focus is providing professional service to the employing organization. Results from the quantitative survey and the qualitative subject matter expert (SME) interviews are presented. The typical industry career path, including competencies (i.e., a skill necessary for success on the job) and critical experiences (i.e., on-the-job experiences that outline the requirements for success within a given

career level), are discussed. For more information on the study's background and methodology, refer to previous Careers Study articles within *TIP* (e.g., Zelin, Doverspike, Oliver, Kantrowitz, & Trusty, 2014; Zelin, Oliver, Doverspike, Chau, Bynum, & Poteet, 2015) and the project's technical report which will be posted on the SIOP website when it becomes available.

SME Interviews

Participants

Fifteen SIOP members working within industry were interviewed. Background information was provided by 10 of the SMEs,

indicating an average of 10.2 years of experience working within industry with a range of 1–20 years. Sample job titles held by participants include: senior consultant, director, vice president, senior analytics analyst, manager of talent assessment, senior specialist, and research manager. Interviewers talked with SMEs from a wide range of organizations and positions. Workplaces captured within the interview included those where I-O psychologists could hold management positions and those where the highest position an I-O psychologist could hold was an expert individual contributor level (as positions above that level spanned a broader base than I-O psychology). In addition, members who worked in specialist or generalist roles, as well as within and external to HR departments, were interviewed.

Methodology

Structured interviews were conducted to identify competencies and critical experiences necessary for success. See the [appendix](#) for sample interview questions. The initial job-level structure used to examine the career paths contained five levels for competencies and critical experiences: individual contributor, expert individual contributor, manager, manager of managers, and executive.

Results

Interviewees indicated that there were many different career paths that an I-O psychologist in industry could take. Many paths depended on what the organization offered, and/or if I-O psychologists could

move to another organization to better meet their career aspirations. Internal I-O psychologists often took one of two tracks: (a) specialist roles (typically located within an HR department) where one worked mainly within one specific I-O related area (e.g., selection, training, or talent management) with either external departments or internal HR colleagues; or (b) generalist roles (often located outside of HR departments in organizations that typically employ few I-O psychologists overall) where one worked across multiple I-O related areas (e.g., selection, training, *and* talent management), most often with multiple departments or client groups external to HR (e.g., finance).

Within both generalist and specialist roles there were a few different tracks one could take within an organization. Some organizations were large enough that I-O psychologists could progress up the career ladder from individual contributor → expert individual contributor → manager → manager of managers → executive. However, many organizations did not employ enough I-O psychologists to have a management career ladder solely for I-O psychologists. Thus, many I-O psychologists were limited to reaching expert individual contributor or managerial levels, as many of the manager of manager and executive positions, and sometimes even managerial positions, were filled by individuals with business backgrounds and did not involve I-O-related work. In addition, especially for generalist roles, many of their direct supervisors were not I-O psychologists. These I-O psychologists were often limited to potentially becoming managers, but of-

ten became expert individual contributors and did not manage others.

Organizations that employed many I-O psychologists often allowed them to choose whether they wanted to take the traditional management route or grow as an expert individual contributor working mainly in I-O-related areas. However, many participants from organizations that employed a small number of I-O psychologists noted that their organizations preferred to keep them performing I-O-related work rather than move them into general management positions. This occurred because once in management positions, I-O psychologists would be responsible for managing non-I-O psychologists rather than doing I-O work. Thus, unless they wanted to focus less on I-O work and branch into management, I-O psychologists tended to stay in expert individual contributor roles.

It is important to note that not all Industry positions allowed for I-O psychologists to remain in specialized expert individual contributor roles; a few individuals reported moving to a different company because they wanted to continue perform I-O work but would have been required to move to a management position at their previous organization if they wanted to advance their career. In fact, many people interviewed mentioned changing organizations to further their desired career path. Some moved to a different organization because they wanted to become expert individual contributors and did not want a management role. Others moved between organizations because they wanted to advance up the management ladder, but

the management positions in their former organization were only filled by non-I-O psychologists.

Some organizations were large enough to have I-O psychologists in both generalist and specialist roles. Within these organizations, I-O psychologists could fluctuate between jobs, especially early in their tenure, to gain broader experience. These organizations often encouraged employees to take a less-traditional career path of moving horizontally during their first few years. For instance, one could move from compensation to general HR to training to selection and back to general HR while maintaining the same job level and oftentimes the same job title.

Roughly 20% of the interviewees worked in external consulting firms prior to obtaining an industry position. Many mentioned that this helped them progress more quickly up the industry career path because they had a great deal of prior experience in a wide range of areas (e.g., selection, performance appraisal, organizational change) in various organizations. These interviewees recommended a similar path for students who wanted to make a similar move, noting that learning what worked and did not work in other companies helped in presenting new directions and ideas to their current organizations. Working in external consulting firms helped the interviewees to:

1. Think through problems more quickly because they had experienced how different problems were solved in other organizations;

2. Have the opportunity to do projects earlier in their careers than if they had gone straight to working within an industry;
3. Know what questions to ask their internal clients when discussing projects; and
4. Develop specialty skills that may not have developed in a small internal company that doesn't have specialist roles.

One salient topic that emerged from the Industry SME interviews included the hiring process. Industries hiring for individual contributor roles often looked for applicants who had participated in many extracurricular activities, presented at conferences, published articles, and had interests and experiences across the board. Some organizations preferred applicants with both an I-O degree and an MBA because it showed they also understood how businesses operate. Industries hiring expert individual contributors looked for someone who had a specialization in a certain area of I-O psychology, depending on the organization's needs (e.g., expertise in selection if needing to change selection processes).

Most learning happened on the job; employers expected that individual contributors would enter needing a significant degree of development. Managers and expert individual contributors often acted as mentors for individual contributors. Managers were instrumental in helping find projects and opportunities to help their subordinates grow and demonstrate competencies.

Whereas some competencies were seen as important for all job levels (e.g., business acumen; political savvy), as I-O psychologists moved up a managerial career path they often became more organization focused rather than specialty focused in that with each successive managerial level they supervised broader functions. When in an individual contributor position, an individual was responsible for more specialty-focused projects (e.g., selection or compensation). These projects grew in scope as one moved up to include multiple sectors within I-O or HR positions (e.g., projects spanning both selection and compensation).

Careers Study Survey

Methodology

Graduate students from the University of Akron's Center for Organizational Research (COR) used the interview results to compile a master list of competencies and critical experiences essential to working within Industry. All survey respondents rated the same competencies and critical experiences to facilitate comparisons across levels (e.g., self-identified individual contributors rated the same set of competences as other participants who self-identified into different job levels).

Participants

A total of 351 industry I-O psychologists completed the survey. Average age of the participants was 41.07 years ($SD = 11.0$), and slightly more than half of the participants were women (56%). The majority of participants self-identified their ethnicity

as White (86.7%), with the next highest participation group being Asian/Pacific Islander (6.1%). Three participants indicated that they had previously worked within a consulting firm, and one indicated that they previously worked within academia. Only 2.1% of participants noted having top-secret, government-issued security clearances. A few participants had additional certifications or licensures, most commonly through the Society for Human Resource Management. Approximately 65.8% of participants indicated receiving a PhD, and 34.2% received a master's degree.

Results

After reviewing the both the qualitative and quantitative results, we determined that the Industry career path model was accurately represented using the five initial job levels separated into two routes: expert individual contributor or managerial. Some individuals chose to move across multiple organizations in order to achieve their career goals. Others were placed into a career track based upon the needs and structure of their organization. For

instance, some organizations did not have the opportunity for an I-O psychologist to move into a management track as such a track focused on a larger breadth of material than just I-O.

Competencies

The top-10 competencies necessary for success within each of the five job levels and the top-five competencies aggregated across all levels are presented in Tables 1 and 2, respectively. Mean importance ratings, standard deviations, and information about the career stage in which the competencies were learned can be found in the project's technical report, which will be posted on the SIOP website when it becomes available.

Participants rated many of the competencies as important across all levels of the Industry sector, with most competencies rated 3.00 or higher and critical thinking rated as the most important competency for all levels except for manager of managers. As shown in Table 1, many of the competencies shared across all or

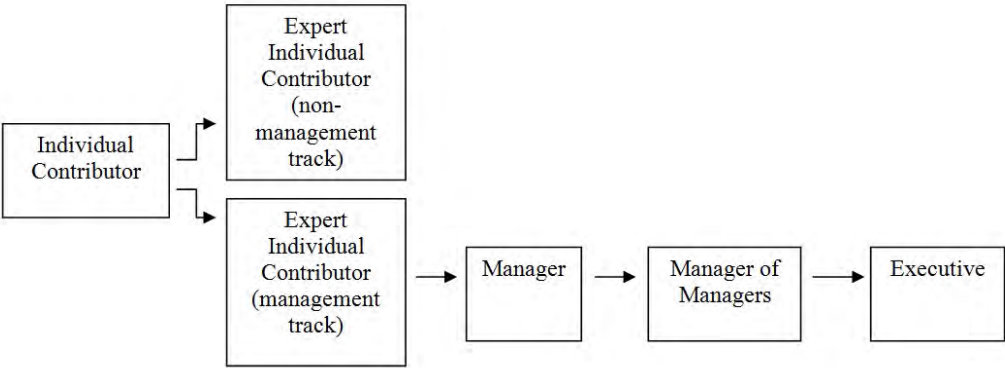


Figure 1. Industry career path.

Table 1
Top Ten Competencies for Each Level Within Industry

Top Competencies		
Individual Contributor	Expert Individual Contributor	Manager
1. Critical Thinking ^a	1. Critical Thinking ^a	1. Critical Thinking ^a
2. Accountability ^{ab}	2. Communication: Verbal ^a	2. Communication: Verbal ^a
3. Professionalism ^a	3. Professionalism ^a	3. Problem Solving ^a
4. Communication: Verbal ^a	4T. Ethical Behavior ^a	4. Accountability ^{ab}
5T. Ethical Behavior ^a	4T. Interpersonal Skills ^a	5. Interpersonal Skills ^a
5T. Interpersonal Skills ^a	6. Adaptability ^a	6. Ethical Behavior ^a
5T. Planning	7. Collaboration ^a	7. Adaptability ^a
8. Communication: Written ^a	8. Problem Solving ^a	8. Collaboration ^a
9. Data Analysis	9. Accountability ^a	9. Flexibility
10. Problem Solving ^a	10T. Communication: Written ^a	10. Professionalism ^a
	10T. Presentation Skills	

Note : T indicates same means within level. Superscripts reflect mean differences for the same competencies across levels. Th not differ from one another (e.g., Critical Thinking compared across Individual Contributor, Expert Individual Contributor, Mar with a different superscript reflected a significant mean difference (e.g., Accountability between Expert Individual Contributor Expert Individual Contributor or Executive as it shares the same superscript with both).

Table 2
Top Five Industry Competencies Across Levels

Overall Top Five Competencies		
Competency	M	SD
1. Critical Thinking	4.49	.62
2. Communication: Verbal	4.40	.66
3. Ethical Behavior	4.38	.82
4. Interpersonal Skills	4.36	.67
5. Accountability	4.35	.69

multiple job levels (e.g., critical thinking; communication: verbal; ethical behavior; interpersonal skills) showed no significant differences in mean importance ratings between job levels. However, there were a few differences in the rankings of top-10 competencies between job levels, for

example, data analysis, presentation skills, and communication (written) were ranked within the top 10 for individual contributor and expert individual contributor levels yet not for higher level manager, manager of managers, and executive levels. On the other hand, executing strategy and leadership were among the top 10 for manager of managers and executive levels. Also, the rank-order of importance ratings for some shared competencies varied between levels. For instance, professionalism was ranked third for individual-level positions compared to tenth for the manager level.

A further examination into the entire set of 62 rated competencies (available in the technical report) noted some interesting trends. Specifically, for individual-level po-

sitions, no ratings of importance exceeded 4.50, compared to five for manager of managers and six for executives. In addition, the range of importance ratings was a bit lower for individual contributor and expert individual contributor levels (2.17 to 4.48 and 2.28 to 4.41, respectively) relative to executives (2.97 to 4.71). Also, of the 62 total competencies, several more were rated less than 3.00 for individual contributor ($n = 15$) and expert individual contributor ($n = 13$) than for manager of managers ($n = 0$) and executives ($N = 1$). Finally, greater mean importance ratings differences between job levels were observed for competencies not ranked within the top 10. Overall, these findings suggest that movement into management positions may require a broader range of competencies for job success.

Participants showed an interesting trend when noting where the proficiency for the competency developed. Individual contributors noted that they learned certain competencies to a large degree in graduate school. However, participants in management positions were more likely to learn the *same* competencies on the job rather than in graduate school. Accountability, achievement orientation, and collaboration represent a few of the competencies where this trend was found. Across most or all levels, some competencies (e.g., decision making, executing strategy, financial acumen) were learned primarily on the job or in structured training and some competencies (e.g., data analysis, knowledge of affirmative action/adverse impact/diversity/inclusion, I-O content knowledge) were learned primarily in graduate school.

However, in general, the data indicate that the higher one progresses through levels, the greater the degree of learning from on-the-job experience compared to structured training or formal education.

Critical Experiences

The top-10 critical experiences for success in Industry at each level and the top-five critical experiences for success across all levels are presented in Tables 3 and 4, respectively. All means and standard deviations of each of the experiences by level can be found in the project's technical report which will be posted on the SIOP website when it becomes available.

A review of Table 3 indicates that some experiences ranked highly for all job levels; specifically, create relationships with various organizational stakeholders, work through ambiguity and uncertainty, and manage relationships and networks with others in the organization. Although relative rank and/or importance ratings differed across job levels, results indicate that no matter the job level, these are important critical experiences for industry I-O psychologists.

On the other hand, some critical experiences varied by job level. For example, being able to work independently with minimal supervision was within the top 10 for individual contributor and expert individual contributor levels but not managerial levels. Likewise, maintain high visibility with executives was ranked highly by executives yet not in the top 10 for the other job levels. Serving as a subject matter expert was a

Table 3
Top Ten Critical Experiences for Each Level Within Industry

Top Critical Experiences				
Individual Contributor	Expert Individual Contributor	Manager	Manager of Managers	Executive
1. Execute and deliver on results ^a	1. Serve as a subject matter expert in a given area ^a	1T. Serve as a subject matter expert in a given area ^a	1. Earn and maintain trust of leadership team ^b	1. Complete high visibility assignments ^a
2. Work independently with minimal supervision ^a	2. Execute and deliver on results ^a	1T. Earn and maintain trust of leadership team ^{ab}	2. Manage relationships and networks with others in the organization ^a	2. Earn and maintain trust of leadership team ^{ab}
3. Create relationships with various organizational stakeholders ^a	3. Work independently with minimal supervision ^a	3. Work through ambiguity and uncertainty ^{bc}	3. Execute and deliver on results ^a	3. Work through ambiguity and uncertainty ^b
4. Manage relationships and networks with others in the organization ^{ab}	4. Earn and maintain trust of leadership team ^a	4. Maintain composure under pressure ^a	4. Create relationships with various organizational stakeholders ^a	4. Manage relationships and networks with others in the organization ^b
5. Facilitate meetings with stakeholders in the organization	5. Collaborate with people from different teams on various projects ^{ab}	5. Manage large portions of projects	5. Deliver presentations to stakeholders in the organization ^a	5. Maintain composure under pressure ^a
6T. Adapt and embrace organizational culture	6. Maintain composure under pressure ^a	6. Lead long-term projects	6T. Collaborate with people from different teams on various projects ^b	6. Create relationships with various organizational stakeholders ^a
6T. Deliver presentations to stakeholders in the organization ^a	7. Work through ambiguity and uncertainty ^{ac}	7T. Collaborate with people from different teams on various projects ^{ab}	6T. Demonstrate ability to effectively handle ambiguous situations ^a	7. Deliver presentations to stakeholders in the organization ^a
6T. Work through ambiguity and uncertainty ^a	8. Create relationships with various organizational stakeholders ^a	7T. Complete high visibility assignments ^{ab}	8. Work through ambiguity and uncertainty ^{ac}	8. Maintain high visibility with executives
9T. Complete high visibility assignments ^a	9T. Manage relationships and networks with others in the organization ^a	9T. Create and administer own projects from start to finish	9. Maintain composure under pressure ^a	9. Execute and deliver on results ^a
9T. Collaborate with people from different teams on various projects ^a	9T. Demonstrate ability to effectively handle ambiguous situations ^a	9T. Manage relationships and networks with others in the organization ^{ab}	10. Lead people through change	10. Demonstrate ability to effectively handle ambiguous situations ^a
		9T. Create relationships with various organizational stakeholders ^a		

Note: T indicates same means within level. Superscripts indicate mean differences, if any, for the same experiences that appeared across the levels (e.g., Mean ratings for "Execute and deliver on results" compared across Individual Contributor, Expert Individual Contributor, and Executive did not differ from one another as they share the same superscript). The same experiences across levels with a different superscript reflected a significant mean difference (e.g., Means ratings for "Earn and maintain trust of leadership team" differed between Expert Individual Contributor and Manager of Managers as they had different superscripts).

Table 4
Top Five Industry Critical Experiences Across Levels

Overall Top Critical Experiences		
Competency	M	SD
1. Execute and deliver on results	4.66	.62
2. Earn and maintain trust of leadership team	4.55	.68
3. Serve as a subject matter expert	4.49	.74
4. Work through ambiguity and uncertainty	4.48	.68
5. Collaborate with people from different teams on various projects	4.47	.70

top-10 critical experience for only expert individual contributor and manager levels, reflecting the degree to which these groups are likely to leverage their expertise.

Similar to the competency results, only one critical experience (i.e., execute and deliver on results) for individual contributors was rated at or above a 4.50 level. However, all 10 of the manager of man-

agers and executive-level critical experiences for success were rated above a 4.50 level. This trend could be due to what we learned during the interviews; specifically, as industry I-O psychologists could work in different tracks/roles, different critical experiences may be important depending on the job into which one is hired. For instance, if one was hired in as a selection specialist, the critical experiences necessary for success would be different than if one was hired into an HR position working with compensation. However, once people get to manager of managers and executive-level roles, their experiences for success would be similar because they operate at a broader scope (e.g., oversee internal consultants in selection, training, and performance appraisal). However, as we did not ask about individuals' specific role, these potential reasons should be further investigated.

Final Career Path Models and Future Directions

The SME interviews and Career Study Survey results indicated that industry careers are best captured in five overarching levels: individual contributor, expert individual contributor, manager, manager of managers, and executive. As mentioned often within the SME interviews, the track in which one is placed within their organization is often dependent upon how many people with I-O degrees are employed and the responsibilities across management positions. Some SMEs reported switching organizations often as their organizations did not have the desired career path openings. Others stayed with their organization for longer periods because they enjoyed being the only, or one of a few, I-O psychologists.

Many of the top-10 rated competencies were the same across all or most job levels, with relatively few mean differences. The few top-rated competencies that differed across job levels tended to logically reflect the nature of the work (e.g., executives requiring strategic thinking and executing strategy, individual contributors requiring data analysis skills). However, it was noted that a broader number of competencies became important the higher the job level, suggesting that when an individual contributor is career planning for higher level positions, gaining breadth of experience across a greater number of competencies may be more important than acquiring depth of experience in the competencies shared across levels.

In terms of how and where these competencies are developed, results indicated that learning for most competencies took place on the job for all job levels. Competencies where graduate school tended to provide most learning tended to be more technical in nature. The job-level differences that occurred tended to follow the pattern of individual contributors learning more from graduate school than on the job experience. Structured training, comparatively, had little impact on the learning of competencies. There might be more opportunities for graduate schools and/or structured training to have a greater role in developing a range of skills that are currently learned primarily on the job, for example, adaptability, business acumen, and decision making. Given the importance of experience for development, employers and graduate programs could continue to find meaningful assignments for its practitioners/applied-oriented students.

Results also point to specific types of career experiences that employers, professional organizations, and/or graduate schools could provide to help develop Industry practitioners. Some experiences, such as creating relationships with stakeholders, could start early and be used throughout one's career span, whereas other experiences that were less important for individual contributor and expert individual contributor roles (e.g., mentor and coach subordinates, manage projects through delegation of work, maintain high visibility with executives) could be leveraged to prepare I-O psychologists for higher-level positions.

Finally, these results can help I-O psychologists determine whether an industry sector role is an appropriate fit for their competencies and work interests. The results may also help employees within industry to chart their potential career moves by allowing them to examine the type of work performed, critical experiences at different levels, and the competencies required for success.

We recognize that the current study highlights the basic career path of I-O psychologists working within an industry; future research may want to expand on the present study by evaluating career path moves specifically within organizations that do (and do not) have managerial positions that incorporate I-O responsibilities. Furthermore, investigating more fully the differences in competencies and critical experiences necessary for success for generalist versus specialist Industry roles would be beneficial for employee development.

Note

The authors would like to recognize and thank the efforts of previous committee members who contributed to this effort, including but not limited to **Michael Trusty** and **Tracy Kantrowitz**.

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Contents	Features	Editorials	Reports	my.SIOP
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Philadelphia 2015: A Declaration of SIOP's 30th Anniversary



Eden King
Conference Chair
George Mason University

Kristen Shockley
Program Chair
Baruch College

Evan Sinar
Past Program Chair and
Conferences and Programs Officer
Development Dimensions International

We hold this truth to be self-evident: SIOP 2015 was awesome!! Attendance was the third highest ever at 4,325! We want to take this opportunity to share some of the highlights from the scholarly program as well as the special events that made this conference particularly enjoyable, informative, and inspirational.

Scholarly Program!

Much of what makes the SIOP conference so spectacular is the quality of submissions. This year's program included 270 peer-reviewed sessions in addition to over 500 posters and several invited sessions and communities of interest. Many of this year's sessions were standing room only, a true testament to their high caliber and relevance to the SIOP community. From a content perspective, the topic areas most highly represented on the program included leadership, occupational health/safety/stress/aging, and testing/assessment. We continued to have several innovative format types presented as alternative sessions, including IGNITE sessions and TED-style talks.

Thanks to all attendees who participated in the inaugural Daily Session Feedback Study via mobile phones. It was a great success, with over 1,200 responses throughout the 3 conference days! The committee (Kristen Shockley, **Rebecca Bryant**, **Richard Landers**, and **Joel Nadler**) is busy analyzing results and will present the data in the next *TIP* publication.

The program committee, Kristen Shockley (2015 Program chair), **Scott Tonidandel** (Incoming Program chair/2015 Theme Track chair), and Evan Sinar (Past Program chair), thank all submitters, presenters, reviewers, and attendees for their part in keeping the scholarly program top notch!

Theme Track

Implementing Past President **Jose Cortina's** theme of "Rethinking Our Approach to Organizational Science," Scott Tonidandel and his team pulled off an impressive feat in keeping discussions about research methodology and statistics exciting! The Thursday Theme Track featured discussions of the review and publication process, an

IGNITE session (it is possible to learn about sandwich estimators in 5 minutes!), TED-style talks, and Big Data presentations. What an energizing way to kick off the I-O psychology methodological revolution!

Top Posters

We were also pleased to highlight the top-rated posters during the Thursday evening all-conference reception. These posters received outstanding ratings from all of their reviewers and are remarkable examples of the science and practice of I-O psychology.

Special Events!

PreConference Activities

Erica Desrosier's Workshop Committee developed and delivered a set of 11 cutting-edge workshops on topics ranging from Big Data to succession and performance management. After the workshops, registrants and presenters were treated to the can't-be-missed workshop reception (mojitos included).

The integrated consortia experience, led capably by Consortia Chair **Mark Frame**, was similarly outstanding. **Mike Sliter** chaired a fantastic set of sessions for new faculty members at the 10th Annual Junior Faculty Consortium. **Wendy Bedwell** hosted an outstanding set of sessions for advanced doctoral students nominated from around the world at the Lee Hake! Industrial-Organizational Psychology Doctoral Consortium. Similarly, **Melanie Coleman** facilitated the stimulating and informative Master's Student Consortium.

Kristen Shockley and **Tori Culbertson** (Membership chair) hosted a welcome reception for attendees who were new to the SIOP conference. After a lively introduction to the wonderful events planned for the conference and a few pointers on the nuts and bolts, networking opportunities facilitated meaningful new contacts among new and seasoned members.

Opening Plenary

After an enthusiastic welcome to Philadelphia, Awards Committee Chair **David Baker** recognized the award, grant, and scholarships winners, and Fellowship Chair **Ron Landis** introduced 26 new SIOP Fellows. Next, our SIOP Foundation president, **Milt Hakel**, provided a report on the SIOP Foundation. President-Elect **Steve Kozlowski** delighted the group with an appropriately embarrassing introduction of our president, Jose Cortina, who then took the stage to honor his family (and wish his mother happy birthday) before sharing progress and plans that pertain to his goals of revolutionizing our science. New SIOP Fellow **Jeff Cucina** also unveiled the official SIOP time capsule!

Placement

Anne Hansen coordinated another successful job placement service that supported recruitment and selection for employers and job-seekers alike. A total of 59 employers and 357 job seekers participated in this opportunity.

Fun Run

This year, our **Frank Landy** fun run took place on Friday morning. A beautiful and well-organized course more than made up

for colder-than-preferred morning temperatures. Big thanks to **Paul Sackett** for continuing to coordinate this event!

Closing Plenary and Reception

The closing plenary was visually stunning. Amanda Cox from the New York Times graphics team blended incredible interactive and static images to demonstrate key features of compelling data visualization. We hope that her ideas and images further inspire SIOP members to revolutionize the art of communicating our findings in journals and client meetings.

The closing American Bandstand-themed reception was equally engaging! (Thanks to **Robin Cohen**, Local Arrangements Chair, for the Philadelphia insights!) Philly cheesesteaks and desserts on fire were definite highlights. The dance floor was overflowing with I-O psychologists, so you can be sure it was a good time.

We write this article a mere week after returning from the conference, not nearly recovered from the incredible and exhausting week we spent in Philadelphia. We are thrilled with how it all came together and so thankful to all of you who worked so hard with us on this event (including the dozens of student volunteers kindly coordinated by **Adam Hilliard**) and those of you who shared your excitement about it with us. We are grateful for the opportunity we had to serve the SIOP community. Believe it or not, by the time you read this, the 2016 planning team will already have California on our minds. We welcome Scott Tonidandel and wish him the best of luck on this exciting endeavor. And let this

be your first reminder. It is not too early to start thinking about submitting for the 2016 conference in sunny Anaheim!

Attendance Trends

Alongside SIOP's excellent attendance this year, we wanted to take a closer look at the "Who" and "Where" of the attendees in Philadelphia—that is, based on affiliation and geography. First, we used a slopegraph to compare the 2015 conference to the Houston 2013 conference to see the 2-year trend in attendee affiliations. See Figure 1.

Proportionally, student attendance dropped from 38% of 2013 attendees to 33% in 2015. Conversely, external practitioner (26% to 28%), internal practitioner (12% to 14%), and government practitioner (3% to 5%) attendee groups all increased. Academic professional and other (for example, associations) groups stayed approximately the same. Overall, attendees were almost perfectly balanced between academic (51%) and practitioner (47%) affiliations.

Next, we looked at the geographic distribution of 2015 attendees using a worldwide heatmap view (Figure 2). This showed notable clusters in Australia, Singapore, China, and Northern Europe in addition to the large number of U.S. and Canadian attendees.

Here we see a U.S./Canada view showing where the largest concentrations of attendees originated within these two countries.

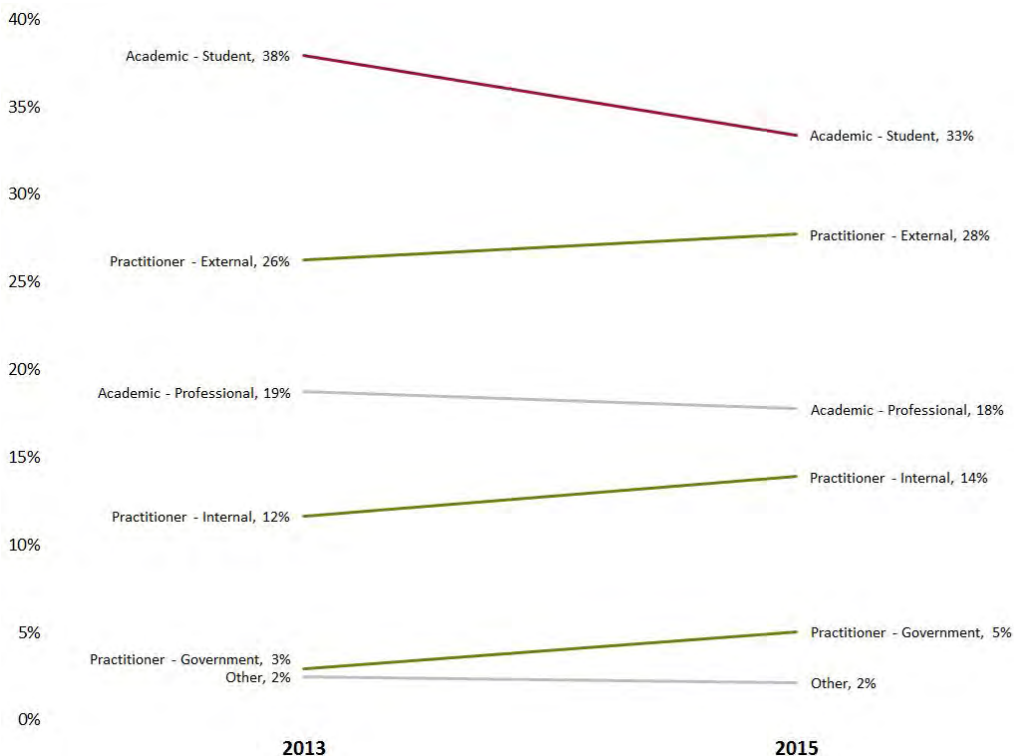


Figure 1: Two-Year Trend in Attendee Affiliations

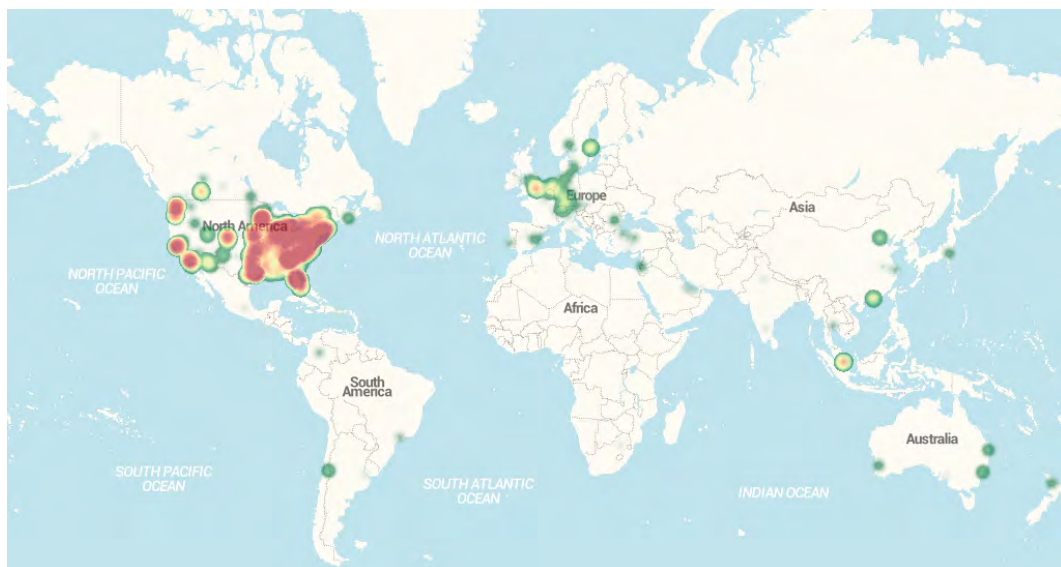


Figure 2: Geographic Distribution of 2015 SIOP Conference Attendees



Figure 3: Concentrations of 2015 SIOP Conference Attendees

Finally, we again compared 2013 to 2015 attendees, this time for countries aside from the U.S. or Canada with at least 10 attendees in one of the 2 years. The largest proportionate attendee increases were from Germany, Sweden, China, and Hong Kong, whereas attendance from Singapore, Australia, Switzerland, and Denmark decreased slightly. Attendance levels from the UK, Netherlands, and Belgium remained similar between 2013 and 2015. In total, SIOP 2015 drew attendees from 43 different countries!

Special Thanks

We cannot conclude this piece, or pretty much do anything that we do, without the extraordinary efforts of the SIOP Administrative team. Let this note represent our very public, very genuine heartfelt thanks to SIOP Executive Director Dave Nershi and his fantastic team for all of their hard work in making the conference a huge success!

[Contents](#)
[Features](#)
[Editorials](#)
[Reports](#)
[my.SIOP](#)




Tiffany Poeppleman of the Electronic Communications Committee approves of **Paul Thoresen** signing the Digital Declaration!



Ben Franklin took time out from his busy schedule to meet with SIOP attendees.



SIOP Time Capsule!



Student volunteer **Ryan Rosiello** models the conference bag



Student volunteer **Catalina Flores** greeted attendees with a smile.



Incoming President **Steve Kozlowski** at the Opening Plenary Session.



Steven Katzman and **Pete Hudson** catch up at the welcome reception



Lee Hakel and **Paul W. Thayer** at the Foundation Dessert Reception

University of New Haven students



Outgoing President
Jose Cortina
addresses SIOP.



Anna Marie Valerio, Lorraine Stomski, and Mikki Hebl address the latest Top Minds and Bottom Lines Series event, "Developing Women Leaders: Evidence-Based Approaches From Academia, Consulting, and Corporate Experts"



Sara Guediri, Laura Fruhen, and Sue Orchard at the International Reception.

New SIOP Fellows. For a complete list of award winners and new Fellows, click [HERE](#).



Conference exhibitor Cambridge spotlighted SIOP's journal at their booth.



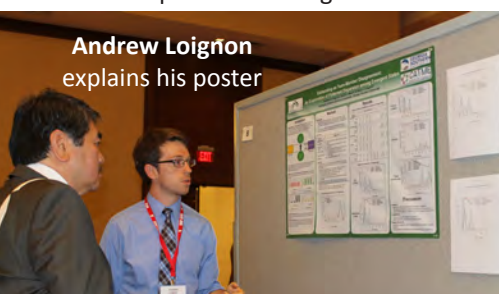
Standing (sitting?) room only at the performance reviews debate



Another successful practitioner speed mentoring event!



Dancing the night away at the American Bandstand closing reception



Andrew Loignon explains his poster



2014 Katzell Winner **Ben Dattner** presents a session



2015 Frank Landy SIOP 5k Fun Run Results

Philadelphia, PA, April 24, 2015

Paul Sackett
Development Dimensions International

A cold and windy morning led a number of entrants to change their minds and remain curled up snug in their beds. But an intrepid group of 114 runners toughed it out and discovered a spectacularly beautiful course along the Schuylkill River. Runners cursed the race director as they headed out into the wind, but all was forgiven as the sun came out and the wind was at our backs for the return portion of the journey. Top finishers are listed below. Join us next year in Anaheim.

Top 10 Men

Name	Place	Time
Filip Lievens	1	18:17
Eric Day	2	18:20
W. Robert Lewis	3	18:59
Kevin Reindl	4	19:37
Robbie Brusso	5	19:39
Andrew Bond	6	20:18
Fred Macoukji	7	20:58
Aaron Kraus	8	21:28
Jason Randall	9	21:30
Nathan Kuncel	10	21:31

Top 10 Women

Name	Place	Time
Alexandra Henderson	1	20:04
Deborah Powell	2	20:27
Renee Payne	3	21:10
Christine Nittrouer	4	21:19
Chelsea Jenson	5	22:27
Jamie Donsbach	6	22:47
Natalie Wright	7	23:36
Liberty Munson	8	23:58
Erica Barto	9	25:06
Julianne Brown	10	25:11

Age Group Winners

Men 20-29

Aaron Kraus	21:28
Jason Randall	21:30
Kevin Walters	22:21

Women 20-29

Alexandra Henderson	20:04
Renee Payne	21:10
Christine Nittrouer	21:19

Men 30-39

W. Robert Lewis	18:59
Robbie Brusso	19:39
Andrew Bond	20:18

Women 30-39

Deborah Powell	20:27
Jamie Donsbach	22:47
Julianne Brown	25:11

Men 40-49

Filip Lievens	18:17
Eric Day	18:20
Kevin Reindl	19:37

Women 40-49

Liberty Munson	23:58
Shane Connelly	25:45
Lynn Kalnbach	25:52

Men 50-59	
Michael Russiello	22:13
Joey Collins	23:01
Richard Himmer	24:04

Men 60-69	
Paul Sackett	26:24
M. Peter Scontrino	32:36

Four-Person Teams

University of Minnesota	91:16
HumRRO	108:54
AON	108:54
Pepsi 1	110:39
UIPUI	118:45
Pepsi 2	135:30

Advisor/Advisee

Filip Lievens/Jan Corstjens	41:48
Nathan Kuncel/Jack Kostal	46:38
Paul Sackett/Chelsea Jensen	48:51

Women 50-59	
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Women 60-69	
Pat Sackett	37:22

Scientist/Practitioner

Filip Lievens/Herlinde Pieters	45:30
Jason Randall/Katherine O'Brien	54:08

Mixed Doubles

Filip Lievens/Herlinde Pieters	45:30
Erica Barto/Miguel Gonzalez	48:24
Paul Sackett/Pat Sackett	63:46

Contents	Features	Editorials	Reports	my.SIOP
--------------------------	--------------------------	----------------------------	-------------------------	-------------------------

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SIOP Program 2016: Anaheim

Scott Tonidandel
Davidson College

Eden King
George Mason University

Although I am sure many of you are still feeling the love from the 2015 SIOP Annual Conference in the city of brotherly love, planning is already well underway for the 2016 conference in Anaheim. With plenty of sun, citrus, and of course Disneyland, Anaheim promises to be an outstanding conference destination.

The conference will take place April 14–16. As always, the program committee's goal is to incorporate a diversity of topics, presenters, and session types that aim to advance the science and practice of I-O psychology. We will continue to offer Friday seminars, communities of interest, invited sessions, keynote speakers, an all-day theme track, along with the peer-reviewed submissions, including the recently introduced alternative sessions. This year's theme track, following the vision of President Steve Kozlowski and led by chair Zack Horn, is focused on how each and every SIOP member can expand their impact in meaningful ways. Sessions will offer inspiration and practical takeaways for using I-O psychology to make a difference locally, in organizations, within SIOP, nationally, and globally.

Below is a high-level timeline to help you plan for the 2016 conference. September will be here before you know it, so start planning your submissions now!

- **Early July 2015:** Members will receive an e-mail message with a web link to the Call for Proposals.
- **Mid July 2015:** Please look for an email message requesting that you participate on the Conference Program Committee as a reviewer. All SIOP professional members (Fellows, Members, Associates, International Affiliates, and Retired statuses) are eligible. SIOP Student Affiliates who have successfully defended their dissertation proposal and presented at a SIOP conference as a first author are eligible. The review process is critical to the quality and success of the program. PLEASE SIGN UP! The program is only as good as its peer-review process!
- **September 9, 2015:** Submission deadline. The submission process is entirely electronic. See the Call for Proposals for submission details.
- **Early October 2015:** Submissions sent out for review.
- **Late October 2015:** Reviews due back.
- **Early December 2015:** Decision emails will be sent. Submitters will receive information on how to access the decision portal.
- **March 2016:** Program published. The conference program will continue to be published both in a hardcopy booklet and on the web. REMEMBER: Only those who register by the early registration deadline will receive their programs in the mail.

Membership Committee Update

Satoris S. Culbertson
Kansas State University

SIOP has had some exciting changes recently, and we wanted to make sure that everybody was aware of these and how they are impacting membership.

One recent change was a SIOP bylaws amendment approved by the SIOP Executive Board in May 2014 and by vote of the SIOP membership in March 2015 that established the opportunity for qualified Associates to apply for an upgrade to Member status. (The entire revised bylaws can be found at <http://www.siop.org/reportsandminutes/bylaws.pdf>.) This amendment gives long-term, engaged Associates access to Member status and its benefits, including the ability to vote in SIOP elections and to hold positions on the Executive Board and as Committee Chair.

Society Associates who meet the following eligibility requirements may apply to become a Society Member:

- Society Associate status for a period of at least the past 5 consecutive years.
- Be engaged in professional activities as described in Article II, 2a2 of the Society Bylaws.
- Submit a letter of nomination from a Society Member or Society Fellow who can attest to your professional activities as described in Article II, 2a2 of the Society Bylaws.
- Have obtained a master's degree that meets criteria as established in policy by the Executive Board.

- Have attended three official meetings (includes the SIOP Annual Conference and SIOP Leading Edge Consortium) of the Society in the last 5 years.

If you are an Associate who meets these criteria, we encourage you to apply for the upgrade to Member status. Please visit <http://www.siop.org/associatetomember.aspx> for more details on how to apply.

Another change that has taken effect was also a result of a recent SIOP bylaws amendment. As of May 13, 2015, applicants for Member or Associate status in SIOP are no longer required to hold a prerequisite professional membership in the American Psychological Association (APA), Association for Psychological Science (APS), Canadian Psychological Association (CPA), or European Association of Work and Organizational Psychology (EAWOP). The intent of this amendment was to open the doors of SIOP professional membership more widely, removing barriers to entry for individuals who may be a good fit for SIOP membership but not for APA, APS, CPA, or EAWOP membership. Because of the unique nature of the field of I-O psychology, there are professionals working in this field for whom APA, APS, CPA, or EAWOP membership is not essential.

We are excited to see these changes implemented and would appreciate your help in spreading the word regarding these changes.

Any questions about any of this can be addressed to:

Jayne Tegge,
Membership Services Specialist
jtegge@siop.org

Tracy Vanneman,
Membership Services and Continuing Education Manager
tvanneman@siop.org.

Contents	Features	Editorials	Reports	my.SIOP
----------	----------	------------	---------	---------

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.



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Under New System, Bridges Build You

Steven Toaddy
Louisiana Tech University

Joseph A. Allen
University of Nebraska at Omaha

Let's take a page from the lessons that public-speaking classes convey, viz. "tell them what you're going to tell them, tell them, and then tell them what you've told them." Thus:

- In response to calls from SIOP's past leadership, the [Bridge Builders group](#)—one designed to spread awareness and understanding of I-O psychology to many different audiences—was developed and counts among its members many of us from SIOP. President **Steve Kozlowski's** vision for the organization in the coming years dovetails well with the objectives of Bridge Builders.
- Bridge Builders have been doing some really cool things recently; these were showcased in a session at SIOP this year.
- Want to get involved in this exciting initiative? You should. We'll show you how to get started.

Bridge Builders: What Is It?

Look, real talk: Spreading the word of I-O psychology has been a priority of our Society over at least the past few years.

Tammy Allen galvanized **Scott Tonidandel** (then SIOP president and Education & Training Committee chair, respectively) to assemble a subcommittee to explicitly support the efforts of SIOP's membership

to—and get comfortable with this phrase in its many instantiations—build bridges. This phrase has been interpreted widely by those who joined the initiative, and I hasten to add that wide interpretation is and was supported. I'll convey some of the efforts that those individuals have put forth in just a moment. For now, back to the objectives of Bridge Builders.

What we are attempting to accomplish is to use the many voices of SIOP's membership to help proclaim our science for a smarter workplace. The subject matter? Our existence, our utility, our dashing good looks. The targets? In short, anyone and everyone—from school children to military organizations to governments to university colleagues and, if those polarities are adequately broad, everyone in between. We have noticed that we have more to offer than we are being asked by the world to offer and we are endeavoring to set things right on this front by increasing awareness, attractiveness, and utilization of our field.

President Kozlowski has articulated a vision focusing on broadening our view, forwarding digestible science, and engaging in bottom-up initiatives. Bridge Builders is positioned and is maneuvering superbly to hit on all of these foci at once. We build awareness on the part of and collaborations with non-I-O bodies. We turn

what we do into something comprehensible to congress and to school children. We, the members of bridge builders, do this individually and authentically with our own voices and in our own words—with the support of the success and wisdom of those who have gone before us. Don't take my word for it, though, take a look at what they, bridge builders, have done!

Bridge Builders: What Have They Done?

Well this is necessarily going to be a very small subset of the actual efforts that bridge builders have put forth of late but as a dual service of recapitulating a SIOP session that you may not have been able to attend we'll focus on those efforts described therein—viz. in the noon-on-Saturday IGNITE + Panel session about sharing I-O with the community. The session, at the delightfully frenetic pace with which IGNITE sessions are associated, captured the diverse efforts of:

- **Dan Putka** (HumRRO) described his cunning approach to explaining I-O psychology to 4th-grade students. Superheroes featured prominently. Dr. Putka was motivated to perform well and innovatively by the entreaty of his child (a 4th grader in the audience) to resist giving a presentation that would embarrass the child.
- **David Costanza** (GWU) carried the ball forward into the 7th-grade classroom (the theme here, by the way, is planting the seed of I-O psychology as a field and as a career option in the notoriously pliable minds of minors), congress, and the United States Army. One of Dr. Costanza's takeaway points

was that the approach for presenting to each of these (quite different) audiences is similar, though the resultant presentations are not.

- **Lauren McEntire** (Frito-Lay) continued the school-children-and-some-other-audience trend by describing her efforts to sell I-O to high-school students (much more proximate to their “hey let's see what we want to be when we grow up” stages in life) and at postsecondary institutions that are not host to an I-O presence (thus substantially expanding the raw material—err, applicants—to I-O graduate programs). As far as I could tell her three guidelines for such presentations were all “give them chips.” Frito-Lay people got some corporate culture.
- **Rob McKenna** (Seattle Pacific)—and hold on to your hat here—broke the pattern by showing us how the program at SPU has become the unlikely nexus of social activism, film-screening, and outreach efforts since its advent in 2010. Dr. McKenna admits that [these efforts](#) stand at right angles to many of the other initiatives about which we heard and is (in my opinion deservedly) unperturbed about this—these are all, in one way or another, means of accomplishing this same agenda of bringing prominence to I-O psychology.

Ah, we can't capture the energy and the quality of the presentations given—nor the excellence of the initiatives themselves. We also fail to capture the richness of the conversation that ensued as facilitated by **Suzanne Bell** (DePaul) and one of us, **Joseph Allen** (University of Nebraska

at Omaha), leaders of the Bridge Builders group. The panelists answered questions and engaged in conversation about matters practical to the bridge-building efforts of audience members; tips and tricks and opinions and caveats were shared.

All in attendance—including both of us—learned a good deal from these presentations and from the ensuing conversations; we were also invigorated and inspired by the tales of success and optimism that were shared in this session. With the guidance of E&T chair **Whitney Botsford Morgan** (University of Houston-Downtown) and the two authors—Joe Allen as outgoing chair and Steven Toaddy as incoming chair—we know where the Bridge Builders team shall be spending our efforts in the coming year. In short, Bridge Builders will be ensuring that more success stories such as these are ready to be told at SIOP 2016 in Anaheim.

Bridge Builders: What Lies Ahead?

We’re grateful for all of the work that those before us have done—in building bridges and in building Bridge Builders. More lies ahead, though. Here are some of the things on the horizon:

- Build an accessible resource base—presentations, tips, etc.—for use by all SIOP members in building bridges.
- Start breaking down barriers to starting conversations by helping connect bridge builders directly to potential recipients of presentations. If Dr. McKenna taught us anything, it’s that

outreach is habit forming; we’ll work towards giving members a nudge towards an organization/group ripe for introduction to I-O psychology.

- Turn more of SIOP into bridge builders (through our initiative). Ideally, everyone in SIOP would be a member of the group (at which point we suppose the separate group would be obviated, but that’s a ways away). We all have stories to tell; we can all successfully bring I-O more into the awareness of those around us. And we’re going to.

Telling You What I Told You

Let’s close by hitting the key points briefly:

- Bridge Builders is a group dedicated to building bridges between SIOP and every other imaginable non-SIOP entity. The desirableness of such an activity has been glaringly clear for the last several years and remains on the forefront of SIOP’s leadership’s agendas.
- The success stories conveyed at SIOP’s 2015 Annual Conference were varied and inspiring.
- We’ve raised steam well over the last while; we’re going to get underway in earnest now. Resources will be aggregated and made plainly available. Additional individuals will be recruited into our ranks. We will begin to actively recommend connections between Bridge Builders and target audiences. We will be heard.

Stay, as it were, tuned.

Revision of SIOP's Guidelines for Education and Training Is Underway

Stephanie C. Payne
Texas A&M University

Whitney Botsford Morgan
University of Houston-Downtown

Laura Koppes Bryan
Transylvania University

The time has come to revise *SIOP's Guidelines for Education and Training* at the master's and doctoral levels. The *Guidelines* were last updated in 1999 so there is little doubt that it is time to update them. In fact, the American Psychological Association (2004) recommends education and training guidelines should be revised every 10 years. Correspondingly, SIOP's Education and Training committee has assembled a subcommittee comprising academicians and practitioners representing both MA and PhD paths (**Kristina Bauer, Mitzi Desselles, Rhonda DeZeeuw, Camille Drake-Brassfield, Julia Fullick, Jane Halpert, Michael Horvath, Tim Huelsman, Ludmila Praslova, Sylvia Roch, Amber Schroeder, Marissa Shuffler, Stephen Stark, Steven Toaddy, Anton Villado, and Christopher Wiese**) to review the current guidelines, gather data on suggestions for revisions, and propose changes. A [summary of work to date](#) was presented at the 2015 SIOP conference at both the Program Director's meeting and at an Executive Board special session on Saturday morning.

In addition to close scrutiny of the current guidelines, questions have been raised

about the need for separate guidelines at the master's and PhD levels, intentional versus unintentional differences between the two sets of guidelines, and the overall accessibility of the current guidelines. A number of resources have been consulted including reports from SIOP's career study (e.g., Zelin, Doverspike, Oliver, Kantrowitz, & Trusty, 2014), a number of articles in SIOP's journal *Industrial and Organizational Psychology: Perspectives on Science and Practice* (e.g., Byrne, Hayes, McPhail, Hakel, Cortina, & McHenry, 2014, and commentaries), as well as *The Industrial-Organizational Psychologist* articles (e.g., Tett, Walser, Brown, Simonet, & Tonidandel, 2013).

The current guidelines include 25 competencies for the [PhD](#) and 16 "core" competencies at the [master's level](#). The committee has proposed moving the following competencies to an optional category: Consumer Behavior, History & Systems, Human Factors, Job Evaluation & Compensation (currently appears only in the PhD *Guidelines*), and Compensation & Benefits (currently appears only in the master's *Guidelines*). The committee has also

proposed adding competencies related to technology, diversity/multicultural issues, teaching, and proposal writing. In addition, the names and descriptions of some competencies are likely to be revised. For example, “Ethical, Legal, and Professional Contexts of I-O Psychology” may be changed to “Ethical, Legal, Professional, and Global Contexts of I-O Psychology.”

A survey of the directors of Industrial-Organizational Psychology and related graduate programs will be conducted this summer to gather additional data about the retention of each competency and suggestions for further revisions. We welcome additional feedback from any SIOP member via e-mail to Stephanie Payne at scp@tamu.edu. A draft of the revised guidelines will be presented to the membership for comment and reaction in the spring of 2016 before presenting the guidelines to the Executive Board for approval.

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Contents	Features	Editorials	Reports	my.SIOP
----------	----------	------------	---------	---------

Industrial and Organizational Psychology:
Perspectives on Science and Practice

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Science Funding Speed Mentoring Event Report

Jessica L. Wildman, James A. Grand, and the Scientific Affairs Committee

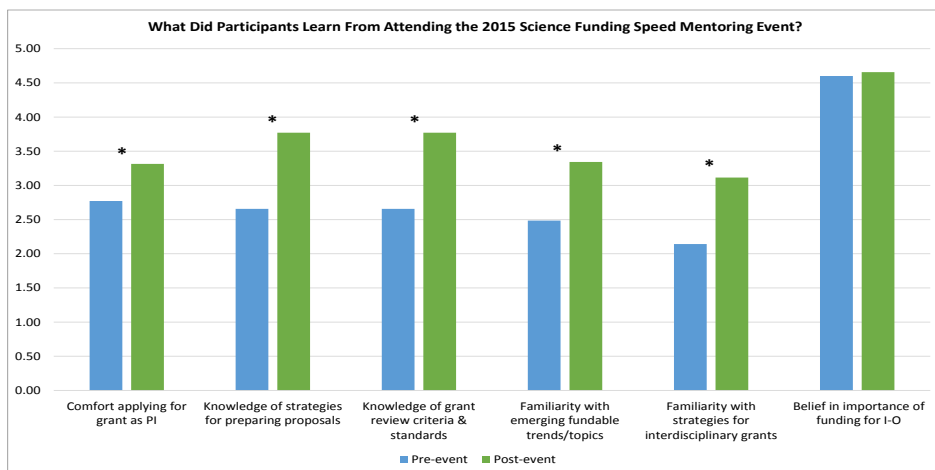
The SIOP Scientific Affairs Committee is excited to say that the 2nd annual Science Funding Speed Mentoring event held on Friday, April 24th at SIOP 2015 in Philadelphia, PA, was quite a success! With the generous help of our 10 fabulously experienced mentors (another huge thanks to **Drs. Lillian Eby, Eduardo Salas, Mark Schmit, Jay Goodwin, Michele Gelfand, Michael Rosen, John Hollenbeck, Paul Bliese, Daisy Chang, and Shawn Burke**) we were able to increase the science funding knowledge and skills of 52 of our motivated and passionate SIOP members! Program evaluation results revealed that participants' comfort, knowledge, and familiarity of practices related to securing scientific funding all benefited from attending the mentoring event. The event was also rated as "good" or "very good" by all but one of the attendees, and almost all attendees also expressed interest in participating



again in the future and recommending the event to others. Some of the remarks made by our protégés:

- Terrific event! So helpful.
- Great event! This was the best I've attended at SIOP!
- [This event provided] great insights from seasoned sources.

We also received many great suggestions for how to improve the session in the future and look forward to providing this service for our membership again in 2016!



Improving the Visibility of I-O Psychology and SIOP

Mark Rose
U.S. Air Force

Stephanie Klein
Pennsylvania State University

The SIOP Visibility Committee is dedicated to helping I-O psychologists (and SIOP) be recognized as the premier professionals committed to advancing the science and practice of the psychology of work. As SIOP moves into FY 2016, this report provides a snapshot of select Visibility Committee work that's been done this past year and being planned for next. In the future, we'll highlight additional efforts, progress toward objectives, and new goals. We also encourage members outside the Visibility Committee and members from other committees to submit ideas for improving visibility that we can utilize and share here.

FY 15 Visibility Initiatives

1. *Top 10 Workplace Trends List.* SIOP's Media subcommittee, chaired by **Liberty Munson**, generated the second annual top 10 list of emerging workplace trends, based on SIOP member input, with over 800 responses from SIOP members. A press release of the trends was sent to 100+ reporters by Stephany Below from the SIOP Administrative Office (AO), appearing in outlets such as *Fox Business News* and *Business News Daily*. As a brief recap, the top three trends were (1) mobile assessments, (2) continued use of HR analytics and big data, and (3) integration of work and nonwork life. You can access the full list [here](#).
2. *Branding.* Building on the work of the Branding Task Force led by **Chris Rotolo** and **Doug Reynolds** along with a team of talented SIOP members, the Branding subcommittee (chaired by **Oksana Drogan**) updated and distributed materials reflecting the new SIOP brand. The HR/Business subcommittee, in partnership with the SIOP AO, SIOP Scientific Affairs, and SHRM, also rolled out a new template for the SIOP/HR White Papers Series, and new papers on the SIOP website. Check out the outstanding work that's being done, covering a range of topics including learning agility among managers, employee engagement, and workplace bullying, [here](#).
3. *Outreach to Non I-O Professionals and Students.* The HR/Business subcommittee (chaired by **Jolene Skinner**), in partnership with Stephany Below and Clif Boutelle from the AO, hosted two events, one at the annual LEC and another at the annual SIOP conference. The first event showcased the impact of I-O psychology at Pepsi, Google, and Intel for an audience of 120 business students. The second event had three speakers that presented to a targeted non I-O business audience of directors, executives, and other organizational decision makers on the topic of Developing

Women Leaders. The events featured an outstanding lineup of speakers including **Allan Church, Michelle Donovan, Alexis Fink, Miki Hebl, Lorraine Stomski, Anna Marie Valerio, and Jennifer Weiss.**

Coming soon...

1. *Smarter Workplace Awareness Month.* After an exploratory initiative in FY 2015, SIOP's commemorative month to highlight the science and practice of I-O psychology is set to fully launch in September FY 16, coinciding with Labor Day. The month will highlight SIOP's tagline (Science for a Smarter Workplace) and brand, and focus on generating visibility for SIOP members' research through the SIOP website and press releases.

The Advocacy/Prosocial Committee (chaired by Amy DuVernet) also is planning several events to highlight the science and practice of I-O psychology, with specific focus on prosocial research and activities of SIOP members. Forums for distributing noteworthy findings are likely to include the Prosocial SIOP website (<http://www.siop.org/prosocial/>), Smarter Workplace Awareness Month and the annual SIOP conference.

2. *Advanced Tracking of SIOP and I-O in the News.* The Metrics subcommittee (chaired by Erica Spencer) and SIOP AO have been collaborating with Meltwater, a media intelligence and public relations company, and have devised a classification scheme around media mentions of SIOP and I-O that will

allow evaluation and tracking of SIOP visibility in the media. This tracking will allow for insights about the reach and impact of visibility efforts, as well as understanding of which SIOP/I-O topics are generating media attention.

3. *More Emphasis on Driving Traffic to SIOP Website and Resources.* SIOP members and committees have generated many outstanding resources that can be used as part of visibility efforts. These include, for example, research articles and papers, best practice materials such as the Whitepaper Series, and webinars for students developed by the Student/Academia subcommittee (chaired by **Ryan Johnson**; check out I-O webinars, including some from the Professional Practice Committee, [here](#)). Driving traffic to these materials will continue to be a focus of the Visibility Committee, using expanded channels such as the new SIOP YouTube channel (<https://www.youtube.com/user/SIOPofficial>), and through partnerships with internal (e.g., SIOP External Communications, Government Relations Advocacy Team) and external (e.g., SHRM) organizations.

Reach out to us if you'd like more information about the Visibility Committee and its initiatives or if you have some ideas on increasing the visibility of I-O. You can contact the authors via e-mail; Mark Rose's address is markr2321@hotmail.com, and Stephanie Klein's e-mail is srklein42@hotmail.com.

News From the SIOP-United Nations Team: Exploring Work Experiences of Informal Workers and Promoting Decent Work for All

SIOP Representatives to the United Nations:

Mahima Saxena (Guest Lead Author), Illinois Institute of Technology

English Sall, 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

For the first time, the Society for Industrial and Organizational Psychology (SIOP) has funded a humanitarian work psychology research project under the SIOP Foundation's Grants and Awards program this year. The project is led by Mahima Saxena from the Illinois Institute of Technology and John Scott from APTMetrics, and is titled, "I-O Psychology and ILO: Exploring Work Experiences of Informal Workers and Promoting Decent Work for All."

This is an exciting time for us for many reasons! First, this funding will allow us to pursue research focused squarely within industrial and organizational psychology (I-O) theory and methods while asking questions and seeking answers that are in line with the United Nations (UN) and International Labor Organization's (ILO) global development agenda, specifically as they relate to the world of work. Second, it shows SIOP's continued commitment to developing links with the UN and the ILO to leverage skills and competencies that are possessed by its members in order to drive positive social change for the global working poor. Third, by asking questions

rooted in I-O science and methods, we hope to provide empirical answers to questions that are fundamental to improving psychological experiences for the poorest workers around the world.

SIOP has made significant efforts to align itself with the UN. As part of this initiative, SIOP was awarded nongovernmental organization (NGO) special consultative status with the United Nations' Economic and Social Council (ECOSOC) to create policy recommendations for international economic and social issues and "drive positive societal change on a global basis" through advocacy, research, and policy development (United Nations, 2010; Scott, 2014). The creation of the Global Organization of Humanitarian Work Psychology is in similar spirit of enhancing human welfare and international development by using work psychology (Carr, 2007). Similarly, we are witnessing increased presence of our field in the UN Millennium Development Goals (MDGs), the forthcoming Sustainable Development Goals (SDGs), and activities within the UN Global Compact. This project is in the same spirit and hopes to contribute towards aforesaid initiatives.

Motivation for Current Project

Informal Economy

Work and employment outside government taxation, regulation, and observation is known as the informal or undeclared economy (World Bank, 2002). Hart (2008, p.145–146) noted that it is “a set of economic activities that take place outside the framework of bureaucratic public and private sector establishments and do not comply with government regulations.” According to the World Bank, over half of the world’s population lives and works within the informal employment sector (World Bank, 2002). Informal work is a pervasive and persistent feature all over the world and is known to be associated with a variety of negative features: poor and unsafe working conditions, low levels of choice for workers, low or irregular income, absence of social and medical benefits, compulsory overtime, extra shifts, inequitable pay, ill-health, and high rates of poverty (ILO, 2014; World Bank, 2002). The disorganized nature of work may lead to lack of protection for those operating in this economy, oftentimes further exacerbated by poor infrastructure, exposure to crime and violence, physical and psychological exploitation, and unfair treatment. Although the largest proportions of informal workers tend to work as laborers in agriculture, nonagricultural work that includes exceptional forms of craftsmanship such as in weaving, pottery, goldsmithery, as well as manufacturing and construction are other examples of work conducted in this sector.

Women are more likely to be self-employed in the informal economic sector. Charmes (2012) found that women outnumber men in sub-Saharan Africa in the informal sector by 51.1%; 64.2% of the workforce in MENA (Middle East and North Africa) countries and 88.6% in sub-Saharan South Africa are composed of female workers.

Not surprisingly, most research and applied work in this area has been conducted by economists and labor statisticians. Yet, empirical research exploring these issues within the context of I-O psychology is fairly limited. Despite the centrality of *work* within various international mandates, there is no research that falls squarely within the theoretical purview and empirical methods of industrial and organizational psychology. Indeed, we were surprised by how scantily this discourse is inhabited by scholarly work conducted by I-O psychologists.

Our Research Questions and Anticipated Outcomes

Various aspects of this project are salient to understanding and improving the conditions of work in the informal economy and deserve special attention. The main aspect is the unique juxtaposition of highly skilled work within the context of the disorganized sector in informal economies. This influenced the questions we are asking. Mahima and John are curious about the very nature of such work and will examine it *as such* in its natural social–ecological context.

It is important to understand the nature of work and working in the informal economy in order to promote decent work and well-being. Because the nature of work is fundamentally different in the occupations and contexts highlighted above, we will explore the subjective experience of working in the informal sector (Weiss & Rupp, 2012). Next we will evaluate the meaning of work, hindrances, and evaluations of subjective well-being as they relate to work and overall health for workers in the informal economy. The project will make use of a mixed-method approach to data collection, employing a combination of qualitative and quantitative techniques. With regard to the latter, we are excited that this study will utilize the ecological momentary assessment (EMA), also known as experience sampling method (ESM), to get at the immediate felt experience of informal workers as their reality unfolds in real time, within their natural context. This will ensure that data collection is free from retrospective biases and the nature of participants' experiences is captured as it occurs!

And Finally....

This study will mark a key entry for our field into a domain so far dominated by economists, yet ripe for us to provide important contributions to SIOP's UN initiatives and the subdisciplines of humanitarian work psychology. In the time to come, we hope that our empirically driven scholarly pursuits will lead to practical outcomes that can feed into broader policy statements governing decent work mandates.

Our hope and distal goal is that practitioners who are involved in the promotion of social justice and decent work at organizations such as the UN and ILO will benefit from this project. Findings will provide suggestions for targeted interventions grounded in scientific research for international toolkits and highlight the role of I-O psychology in global social welfare and policy issues. By contributing to the UN's mandate for improving work and the employment context and by enhancing our understanding of work experiences across heretofore unexplored domains, this study hopes to contribute to both academic as well as practitioner-oriented I-O psychology. The recent devastating earthquakes in South Asia have presented multiple challenges, but we are hopeful that the project and the situation there will soon be on the road to recovery.

This is an important milestone! Watch this space in the months to come for more on this!

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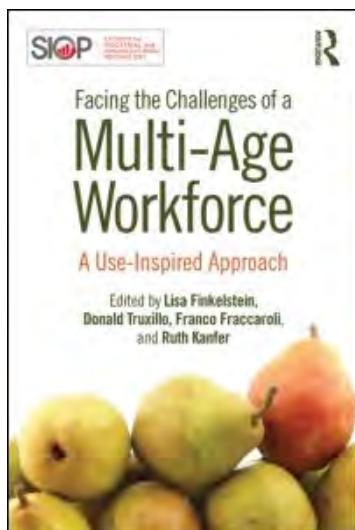
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Contents	Features	Editorials	Reports	my.SIOP
-----------------	-----------------	-------------------	----------------	----------------

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 subdisciplines of psychology, organizational behavior, human resource management, and labor and industrial relations.



The newest volume in this series is *Facing the Challenges of a Multi-Age Workforce*, which examines the shifting economic, cultural, and technological trends in the modern workplace that are taking place as a result of the aging global workforce. Taking an international perspective, contributors address workforce aging issues around the world, allowing for productive cross-cultural comparisons.

Get your copy today from the [SIOP Store!](#)

Notes From the APA Council of Representatives Meeting

Deirdre J. Knapp
Human Resources Research Organization

Rodney Lowman, Lori Foster Thompson, Deb Whetzel, and Deirdre Knapp attended the 2 ½ day session of the APA Council of Representatives (COR) meeting in Washington DC in February. This was the first meeting under a new governance structure that is being tried experimentally pending a bylaws vote by the membership to solidify the change. To allow the full COR to spend more time crafting APA's strategic direction, the Board of Directors is handling administrative matters and a new Council Leadership Team (CLT) is managing the agenda and work of the COR. These changes require a lot of rethinking of how things get done on Council and are hard for some members of Council to swallow. So there was considerable effort during our opening plenary session to directly address concerns that were being expressed in advance of the meeting. Our own Rodney Lowman is the inaugural chair of the CLT. His fellow Division 14 Council Reps agree that he performed exceptionally well in this role in this first meeting. He began in the opening session with a humorous account of how he happened upon this role and then gave a mock quiz that reminded everyone how the reorganization came to be and the large margins of votes that were cast in favor. Clearly Rodney has OD talents that are serving APA well.

The strategic topic to which we devoted a day of discussion was Translating Science into Public Policy. The plenary keynote speaker was former five-term Congressman



and psychologist Dr. Brian Baird. His talk was well-targeted and included points that would serve SIOP well in our own efforts related to this topic. For example, when talking with policymakers, he noted that many do not even understand what true research (as opposed to searching the Internet) really is and that they have tons of information that is thrown their way. So anything we try to add to the mix must be relevant and expressed in a way that will be understood.

The same can be said for the four Council representatives who spoke the next day to share their experiences working in the realm of public policy. In another exceptional showing for I-O psychology, one of the speakers was Lori Foster Thompson, who talked about her work with the United Nations. APA's chief counsel (Natalie Gilfoyle) also spoke about how the amicus briefs APA issues are highly regarded by the courts and bring high-level visibility and respect to APA. The collective advice offered by all these speakers included the following:



- Speak from the science; if you don't have anything unique to add to the debate stay out of it
- Humanize the issue by telling the story of how a certain policy initiative can help solve (or create) a problem
- Engage all stakeholders; listen to all sides
- Find allies including reaching beyond psychology
- Disseminate findings in accessible language and formats

The actual strategic discussion was a little chaotic, but it was a trial process and was a welcome change from the usual COR deliberations. Participants volunteered for one of three groups: Research, Advocacy, and Educating the Public. A facilitated process was used to quickly generate ideas and then specific suggested actions for addressing two major questions posed to each group. Results of this work were fed back to the entire Council and will be triaged for assignment to the applicable boards, committees, or other groups for follow-up action.

In other action, Council adopted an interorganizational document that outlines competencies for psychology practice in primary care that will serve as a resource for graduate-level psychology programs, students, and practitioners (www.apa.org/ed/resources/competencies-practice.pdf). Relatedly, Council also approved new *Standards of Accreditation for Health Service Psychology*.

On the research side, Council approved endorsement of the 2012 San Francisco Declaration on Research Assessment, which calls for improvements in the ways that the impact of scientific research is measured.

As a final note, APA's financial health continues to be strong despite the fact that the 2015 budget has a projected deficit. Net assets are \$67M, which reflects huge growth in recent years that can be largely tied to the stock market. Importantly, this net worth does not include the two fully leased office buildings in DC that continue to grow in value. In an effort to start putting some of the net assets to good use, APA plans to start investing 3% of its long-term investment funds each year in actions that advance strategic goals.

Lauren Kenney
Xavier University



Transitions, New Affiliations, Appointments

The Department of Management and Marketing in the School of Business Administration at Oakland University is pleased to announce that **Caitlin Demsky** (Portland State University, I-O Psychology) will be joining the department as an assistant professor in Management beginning August 15, 2015. Other members of the ORG/HRM area are **Lizabeth Barclay** (Wayne State, I-O Psychology), **Kenneth York** (Bowling Green, I-O Psychology), and **Mihaela Dimitrova** (UW-Milwaukee, Org. Behavior/International Business).

The Department of Management and Organizations at University of Arizona is thrilled to welcome SIOP member **Allison Gabriel**, who will join the department as a new faculty member in Fall 2015. Allie studies emotions, job demands and worker resources, and employee well-being. She has been working at Virginia Commonwealth University since earning her PhD at University of Akron in 2013. Allie joins SIOP Fellow **Stephen Gilliland** and SIOP members **Aleks Ellis**, **Nathan Podsakoff**, and **Jerel Slaughter** at Arizona.

Honors and Awards

Lynda Zugec received the “2015 Entrepreneur of the Year” Award from the Canadian-Croatian Chamber of Commerce. This award was given at the “13th Annual Business Excellence Awards Gala: Recognizing Excellence in the Croatian-Canadian Community” on April 17th, 2015. The Canadian-Croatian Chamber of Commerce’s Annual Business Excellence Awards recognize leadership, innovation and excellence within the Croatian-Canadian community. The Entrepreneur of the Year Award is presented to the Croatian-Canadian entrepreneur who has achieved business success through vision, innovation, creativity and risk-taking. Lynda received her MA in I-O Psychology from the University of Guelph and is currently the managing director of The Workforce Consultants in Ontario, Canada.

Good luck and congratulations!

Keep your colleagues at SIOP up to date. Send items for IOTAS to Morrie Mullins at mullins@xavier.edu.

Contents

Features

Editorials

Reports

my.SIOP

SIOP Members in the News

Clif Boutelle

Media coverage is one of the most widely used avenues to promote the field of industrial and organizational psychology. SIOP members contribute to many stories in the mainstream media as well as a wide range of Internet news sources and help spread the word about I-O and its impact upon the business community through their contact with editors and reporters.

As always, presentations at the annual conference are a rich source of story ideas for the media. At the recent Philadelphia conference, reporters from the *Wall Street Journal* and *Philadelphia Inquirer* attended some of the sessions and talked with SIOP members for future stories. The Administrative Office also develops stories based upon the presentations and sends them to reporters.

Every mention of a SIOP member and his or her work or comments in the media is helpful to our mission to gain greater visibility for I-O psychology. Following are just some of the media mentions from the past several months.

When Wal-Mart named a member of the founding Walton family as its next chairman, *Bloomberg News* ran a June 5 story about nepotism concerns as the world's largest retailer. **Robert Jones** of Missouri State University and editor of SIOP's 2011 Frontier Series book, *Nepotism in Organizations* contributed to the story. When activist investors pushed for an outside

chairman—a move that was rejected at the shareholder meeting—Jones said Wal-Mart's sluggish sales may have heightened concerns. The benefit of family stewardship is the long-term perspective, Jones said. Family members can provide “stability and the sense that there's an intergenerational relationship” running the company, he added.

Randy Cheloha of Cheloha Consulting Group authored an article in the May/June issue of *Corporate Board Magazine* titled, “Why Boards Fail at CEO Succession.” CEO succession is not a one-time reaction to a problem but a continuous process and responsibility, he wrote. Boards need to be realistic about the many hidden challenges in CEO succession planning and manage them. It is often less a question of what to do but “how” to do it. Otherwise boards will find themselves with a resistant CEO, interpersonal frictions that could affect performance, and senior executives heading for the exits, ultimately undermining the entire process despite their best intentions, he said.

The May 13 issue of *Workforce Magazine* had an article noting that increasingly, work-life balance is among the top characteristics employees look for in a job opportunity. **Lynda Zugec** of The Workforce Consultants said that employee benefit offerings can make organizations more competitive, and benefits that promote work-life balance in particular are of high

value to today's employees. She added that organizations providing benefits such as flexible hours, employer-provided child care, and the ability to telecommute are more likely to attract and retain employees.

Zugec also contributed to a February 18 *U.S. Veterans Magazine* story about traits that managers look for when hiring. She cited an example of an applicant who researched the organization, was well-versed in the business, and knew what the job required. But he went a step further and prepared a report listing the actions that might be taken to increase efficiencies and competitiveness. That showed strong leadership skills and a drive to succeed.

The annual SIOP Conference usually attracts workplace reporters, and the most recent one was no exception. Jane Von Bergen of the *Philadelphia Inquirer* attended several sessions and wrote a story on the debate about performance reviews that drew a large crowd. Her story appeared during the conference and was good publicity for I-O and the SIOP Conference. **Elaine Pulakos** of PDRI, **Amy Dawgert Grubb** of the FBI, **Kevin Murphy** of Colorado State University, **Alan Colquitt** of Eli Lilly, and **Seymour Adler** of Aon Hewitt were quoted in the story.

SIOP's Top Ten Workplace Trends appeared on the Minnesota State Colleges and Universities' "ISeek" website in May. The top trend according to SIOP members: mobile assessments, the result of expanding and new technology being used for assessments, selection, performance management, and training and development decisions.

The May issue of *HR Magazine* included an interview with **Wayne Cascio** of the University of Colorado-Denver School of Business about the competency-based certifications that SHRM is implementing for HR professionals. Cascio is chair of SHRM's Certification Commission. He noted that certification is becoming common in many professions and HR management is no exception. SHRM is emphasizing HR competencies in its certification process and focusing on the ability "to do" and not just "to know," he said. "It's not just that people know the technical aspects of the field but also that they can use that information to solve and address important business issues."

Debra Major of Old Dominion University contributed to an April 21 story for *Connections* about special relationships, sometimes called "work spouses" that develop in the workplace between coworkers who have chemistry between them, "whether that's shared values, compatible personalities or shared interests." It's not a romantic relationship and isn't confined to male/female relationships, she added. It's trust that really cements a relationship. "There are plenty of coworkers we have that we're sharing the same experience with, but we don't develop that sort of trust bond and that's what makes the relationship special."

The April 15 *Wall Street Journal* had a front page story describing the increasing use of assessments to screen personality and performance of job applicants that included comments from SIOP members **Jay Dorio** of IBM, **Brian Stern** of Shaker Consulting Group, and **Charles Handler** of Rocket-Hire. The surge in prehire assess-

ments is due to powerful data tools and relatively inexpensive online software that enable employers to sharpen their search for applicants who stand out in ability and workplace fit. Raising the standards yields greater retention and higher productivity. Employers are figuring out how their top employees are doing their jobs and using that information to screen new hires, said Dorio. “That’s where the future is,” he added. The shift to online job applications enables employers to streamline the process. Taking stock of “candidates’ data now takes minutes or seconds instead of months,” said Stern. Handler said that predicting what humans will do is difficult, but “tests are a predictor and better than a coin toss.” Tests designed and vetted by industrial and organizational psychologists have proved to be valid and solid predictors of applicants’ potential.

In the April 13 *Talent Management Magazine*, an article on leadership characteristics that can help leaders find success cited research by **Scott DeRue** of the University of Michigan. One of the key leadership skills cited in the article is agility, a trait considered critical to business success in a volatile and complex world. DeRue said in a 2012 article that certain internal characteristics foster learning agility in leaders, including general cognitive ability, having a “goal orientation,” and being high in openness in experience.

Are employees of various races paid differently? The answer is “yes” within organizations with less supportive diversity climates. That was a key finding of a study conducted by **Yan Chen** and colleagues

Ingrid Fulmer and **Patrick McKay** of Rutgers University and **Derek Avery** of Temple University and reported in the April 10 issue of *Diversity Management Magazine*. They collected data from sales associates at more than 700 retail stores. One cause for stronger sales performance-pay relationships for white than black and Hispanic employees is that managers may have different attributions of performance for whites than minorities, they found.

The March 17 issue of the *Wall Street Journal* quoted **Matt Paese** of Development Dimensions International for a story about how managers’ heavy travel schedules often interfere with necessary face time with subordinates. Traveling frequently for work can leave employees without adequate feedback or a boss wondering if the manager is managing well. “Few executives can deliver business results quickly and engage their people at the same time,” said Paese. “But increasingly, our corporate clients try to hire or grow ones who can,” because they recognize “they can’t sustain business growth without a healthy culture.”

When a German pilot intentionally flew a Gemanwings jet into the French Alps in March, killing all aboard, aviation psychologist **Diane Damos** was contacted by the media to offer her views on pilot screening and selection. Her comments appeared in more than 25 media outlets, including *NBC News*, *CNN*, *New York Times*, *Tampa Bay Times*, and *Cleveland Plain Dealer*. She said it was “impractical” for airlines to require serious psychological testing in addition to mandated annual physicals because of the high costs associated with that kind of testing.

A confession from **Adam Grant** of the University of Pennsylvania: early in his career he was not an advocate for women. He just never thought there was a need to be concerned about women in the workplace. Having two daughters and looking at gender issues more closely changed his mind. He wrote about his enlightenment in the March 8 issue of *Government Executive*. Even though there are more similarities than differences between the sexes, that doesn't mean the world is fair to women, he wrote. His naivete shattered, he is now an active writer, teacher, and speaker on equality for women. "As an organizational psychologist, I feel a responsibility to shed light on what the data say about half of the population. And as a man, I don't feel that this is just a woman's issue: it's a social issue. I wish I hadn't waited to become an advocate for women until I became a dad to daughters and the evidence was staring me in the face. But it's better late than never."

Paul Baard of Fordham University authored an article in the March 8 *New Hampshire Union Leader* on the role of motivation in salesmanship. "Psychological research in the field of motivation and persuasion reveals there are better ways to come to a mutually satisfying conclusion in the selling process" than some commonly used hard sell techniques. These "ways can

lead not only to a sale but to a long-term relationship." Studies in self-motivation point to the "how" of a better approach, he wrote.

For a January/February story in *Human Resource Executive* about millennials, the author cited Development Dimensions International's Global Leadership Forecast study, which among other results found millennials wanting more formal leadership development opportunities than their older colleagues and wanting things clearly explained to them as well as needing to see a clear road map for moving up within the organization. DDI's **Evan Sinar** said whether they are ready for expanded responsibilities is another question, saying "millennials are a bit behind the prior generation in competencies such as work standards and planning and organizing. At the same time, he added, they are slightly ahead in areas such as adaptability and customer focus.

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.

Contents	Features	Editorials	Reports	my.SIOP
-----------------	-----------------	-------------------	----------------	----------------



Conferences and Meetings

Please submit additional entries to Marianna Horn
at Marianna.Horn@Sodexo.com.

2015

July 2–July 4

The 11th Industrial and Organisational Psychology Conference of the Australian Psychological Society. Melbourne, Australia. Contact: APS
<http://www.iopconference.com.au/>

July 19–22

Annual Conference of the International Personnel Assessment Council (IPAC). Atlanta, GA. Contact: IPAC,
<http://www.ipacweb.org/>

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 (AoM). Vancouver, BC, Canada. Contact: AOM www.aom.org.

August 8–13

Annual Convention of the American Statistical Association. Seattle, WA. Contact: ASA,
www.amstat.org (CE credit offered.)

September 16–19

International Association for HR Information Management (IHRIM). Atlanta, GA. Contact: IHRIM, <http://ihrim.org/Events/2015Annual/>

September 21–25

Annual Conference of the International Military Testing Association. Stockholm, Sweden. Contact: <http://www.imta.info/Home.aspx>

October 2–3

SIOP Leading Edge Consortium. Boston, MA. Contact: www.siop.org (CE credit offered.)

October 23–24

Annual River Cities I-O Psychology Conference. Chattanooga, TN. Contact: <http://www.utc.edu/psychology/rcio/>

October 26–30

Annual Conference of the Human Factors and Ergonomics Society. Los Angeles, CA. Contact: The Human Factors and Ergonomics Society:
<http://www.hfes.org/web/HFESMeetings/meetings.html> (CE credit offered.)

November 9–14

Annual Conference of the American Evaluation Association. Chicago, IL. Contact: AEA, www.eval.org

2016

February 24–28

Annual Conference of the Society of Psychologists in Management (SPIM). Atlanta, GA. Contact: www.spim.org. (CE credit offered.)

April 8–12

Annual Convention, American Educational Research Association. Washington, DC. Contact: AERA, www.aera.net

April 14–16

Annual Conference of the Society for Industrial and Organizational Psychology. Anaheim, CA. Contact: SIOP, www.siop.org. (CE credit offered.)

May 22–25

Annual Conference of the Association for Talent Development. Denver, CO. Contact: ATD (Formerly ASTD), <https://www.td.org/>

May 26–27

18th International Conference on Applied Psychology. Tokyo, Japan. Contact: <https://www.waset.org/conference/2016/05/tokyo/ICAP>

May 26–29

Annual Convention of the Association for Psychological Science. Chicago, IL. Contact: APS, www.psychologicalscience.org. (CE credit offered.)

June 9–11

Annual Conference of the Canadian Psychological Association. Victoria, British Columbia. Contact: APS, <http://csiop-scpio.ca/>

June 28–July 1

Annual Conference of the Society for Human Resource Management. Washington, DC. Contact: SHRM, www.shrm.org. (CE credit offered.)

August 4–7

Annual Convention of the American Psychological Association. Denver, Colorado. Contact: APA, www.apa.org (CE credit offered.)

August 5–9

Annual Meeting of the Academy of Management (AoM). Anaheim, CA. Contact: AoM, <http://aom.org/>

Contents	Features	Editorials	Reports	my.SIOP
-----------------	-----------------	-------------------	----------------	----------------

[TIP](#)
[Back Issues](#)
[Submit an Article](#)
[Advertise](#)

[My.SIOP](#)

[Annual Conference](#)

[Leading Edge](#)
[Consortium](#)

[JobNet](#)

[Foundation](#)

[External Awards](#)

[SIOP Store](#)

[Calls and](#)
[Announcements](#)
[Calls for Nominations](#)
[Calls for Papers](#)
[Announcements](#)

[Officer Roster](#)

[IOP](#)

[White Papers](#)

[Member/Salary](#)
[Surveys](#)

[Student Page](#)

[Graduate Training](#)
[Program Database](#)

