

# Milt HakeI

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Praxis Matters! IO Praxis is what our history is all about. The SIOP presidency is what made me eligible for inclusion in this website so that is where I start. Then I follow a chronological path, sketching what preceded the presidency and then describing what followed it. It's a lengthy memoir – tap any of the [contents links](#) in this table to go directly to topics of interest, or [tap this link to jump directly to IO Praxis](#).

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## *SIOP Presidency*

I joined APA's Division 14, Industrial Psychology in 1967. Active participation started in 1970 as a member of the Workshop Committee, and continued in 1972 with appointment by Bob Guion as the first Chair of the Committee on Committees. Elected to the APA Council in 1976, I took part in its endless debates about licensing of psychologists. While on the APA Council, I led the Research Academic Coalition and the Scientist/Practitioner Coalition, focusing on the need for reorganization of APA governance.

During my service on Council, I learned that a year is too short a time to have an impact in association governance. Bill Bevan, a distinguished experimental psychologist, was APA's president. On his watch APA bought *Psychology Today*, then a commercial

magazine with a monthly circulation over 1,000,000. Because undergrad psych was the most popular college course in the nation, buying *PT* looked like a slam-dunk winner to the partisans who engineered its purchase. But due to its dependence on advertising, the purchase became a financial disaster, bringing APA to the verge of bankruptcy with a cumulative loss of \$40 million, necessitating the sale of APA's Central Office building. Bill noted at the end of his term that, what you don't realize at the start of your term is that you've gotten on to a merry-go-round and that by the time you realize it, it is time to get off. I wrote an article in *TIP* urging incorporation, which turned out to be a prudent step that offered many benefits beyond legal autonomy (Hakel, 1979).

If you're interested in having impact, it's the long game that counts. I was elected as SIOP's president-elect in the spring of 1982, the second time I had appeared on the ballot, having lost to Mary Tenopyr in 1978. She was a shoo-in because of her many research and policy contributions to the furiously raging debates about equal employment opportunity.

Becoming SIOP's president was a special pleasure because my term immediately followed the term of my best friend in psychology, Richard Campbell. I first met Dick in January of 1968 when he and Doug Bray visited Minneapolis to arrange for summer re-assessments of participants in AT&T's Management Progress Study. Later that winter I wrote to him about creating an informal discussion group of industrial psychologists that became the Summit Group. Dick and I served together as APA Council reps, and he was a member of the Clark-Eichorn Blue Ribbon Commission, a group that sought to re-organize APA. Dick was thoughtful, articulate, fearless and unfailingly constructive.

I served as President in 1983-84. SIOP, Inc., was a small professional society having 2500 PhD members. Irv Goldstein and Ben Schneider established an administrative office for it at the University of Maryland and SIOP had begun to maintain its own membership records. In those days the Executive Committee (EC) met usually for a day and a half, Friday and Saturday morning. Planning was generally handled by the Long Range Planning Committee (LRP), comprising three elected Members-at-Large. The meeting agendas usually included a report from LRP as its final item, and because it came last on the agenda, discussion seldom actually occurred because the meeting was winding down due to running late, early departures, and general exhaustion. Thus, in planning the first meeting that I was to chair, I arranged for the LRP report to occur in the middle of the agenda. At 3 pm on Friday afternoon we interrupted the set agenda to hold what I described as a "blue sky" session, brainstorming ideas about what SIOP should do to leverage its new autonomy and flexibility. Ray Katzell brought forward an idea that he and others had already begun discussing – it became SIOP's *Frontiers* book series. Irv Goldstein said that he thought that we should hold an annual conference – after all, the Human Factors Society did so, and their meeting could be a good model for ours. Getting program hours during the APA Convention was hugely frustrating.

My SIOP presidential address was delivered during the APA Convention in Toronto in August, 1984. Back in the summer of '78 on a long mountain hike in the Tyrolean Alps after the International Congress of Applied Psychology in Munich, I started thinking

about what I wanted to say if I ever got to deliver a presidential address. I realized that I wanted the audience to feel proud and happy about being IO psychologists, and from then on, I collected ideas that would turn such an event into a “happening.” After seeing David Campbell give an invited address illustrated by lots of colorful slides, I resolved to do likewise. A decade earlier, I learned that one needs to create expectations for an audience, or else whatever you have to say is easily forgotten. I wanted to make the talk so engaging that by the end of it, listeners would stand up and cheer.

I was delighted to attract a standing room only crowd, with more than 600 attending. The 50-minute address included 270 slides, about 60 of which had been taken during the preceding days of the convention. My son Lane managed dual slide projectors with a dissolve controller, state-of-the-art gear at the time. The last third of the address was accompanied by music. I spent hundreds of hours in preparation – library time locating pictures of historical figures such as Munsterberg and Cattell, taking photos and creating text slides (decades before PowerPoint), devising the continuity for the core of the talk (“six suites for scientist-practitioners”), and wordsmithing seemingly without end. By June the overall plan was in place for the August address, and the summer filled up with writing and editing. I intended “*What in the World Are We Doing?*” to celebrate our science, engineering, and technology, illustrating the worth of our individual and organizational applied science, IO praxis.

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### [What in the World Are We Doing?](#)

The address received a sustained standing ovation, opening surprising opportunities for me – these are sketched below, but before that, here is the beginning of my story to fill in key steps that brought me to that address in Toronto.

#### ***Early Years***

I was born in Hutchinson, Minnesota in 1941, the first child of Milton D. and Emily A. (Kovar) Hakel. Actually, I am Milton Jr., but I *always* shed that suffix (see Hakel, 1968, for a very short note about how often is ‘often’). We lived in Brownton, Minnesota, where my parents owned and operated a weekly newspaper, the *Brownton Bulletin*. My brother Roy arrived in 1942, sister Karen in 1944, sister Carol in 1946, brother Kenneth in 1951, and brother Lee in 1953. Three of us survive to this writing. As the oldest, I got to be the “linking pin” (to use Rensis Likert’s metaphor) between the older generation and my siblings.

Brownton was a small town in central Minnesota, with a population of 800. My parents worked hard and long (each about 80 hours/week) to gather the news, write the stories, receive advertisements, set the type, print the issue, and deliver it. I spent my days there at first in the lower case typesetting drawer that had been converted into a tiny crib, and later in a playpen – I still remember the smells of printer’s ink and the hot lead from the Linotype machine. A few years later, the economic viability of many small businesses was imperiled by the post-war inflation, and the *Bulletin* was no exception. The business was sold, my Dad took a job in suburban Minneapolis, and a few months later we all

moved, which turned out to be a great break for me. In Brownton as a second grader, I knew that I could grow up to amount to something, perhaps even to become its mayor; as a third grader in the Harley Hopkins Elementary School that fall, I knew that I had not changed, but the world around me, Roy, and Karen sure had. At the time it seemed like anything but a great break – no one had a clue about how to pronounce the family name, and my Czech/Moravian heritage made me different enough to feel like an outsider. By high school, however, it was clear that the educational opportunity afforded by first class public schools and great teachers vastly outweighed my early distress of being a stranger in a strange place.

The greatest highlight of grade school in Hopkins MN was going on occasional field trips to listen to rehearsals of the Minneapolis Symphony Orchestra. Conductor Antal Dorati did not like us noisy, bratty kids in the balcony, but he tolerated us. The glorious music the orchestra made introduced me to a lifetime of music enjoyment – playing trombone in high school and college (two Rose Bowl appearances), taking cello lessons after graduate school, playing trombone after a 40 year layoff in a community band, a jazz band, and in a Toledo Symphony Orchestra pro-am event. In 2003 son Lane talked me into joining BGSU's University Choral Society, an adventure that included singing in Salzburg, Munich, and at the Rudolfinum in Prague, the Carnegie Hall of central Europe. Nowadays attending performances in major concert halls is a highlight of frequent travelling.

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### Hopkins High School

Junior high school was great – I didn't have to sit in the same room all day. In regular classrooms I enjoyed social studies, learning about the League of Women Voters from Alice Binger. I was among the good students (that is, I did not cause many problems), but showed few signs of academic prowess, or interest for that matter. My favorite class was shop, which in the 8<sup>th</sup> grade comprised woodworking, drafting, metalworking, and electricity. I liked the tangible results. Band, football, and track also occupied my attention.

TV advertising during the mid-1950s made the point that "College Is America's Best Friend." As the oldest child, it was clear to me that I needed to get the best grades I could if I expected to get ahead in life, so my attention to studying improved a bit. My father had managed to attend college for a half-year during the Great Depression before his resources ran out. My mother had attended summer sessions in teacher training, taught in a one-room schoolhouse in rural Minnesota, and had to leave teaching when she married.

I graduated in the top 11% of my class, thanks to some great teachers, as well as to judicious (and in hindsight flawed) picking of courses. On the judicious side was debate, an experience that I found to be difficult at the time but immensely worthwhile later on. Dad thought that debate would be good for me, and he was right. As a solid "B" team debater, I never quite lived up to his (or my) level of aspiration, but the B team did win one tournament in my senior year (and the "A" team won the state championship). My debating partner, Axel Kornfuhrer, was a post-war immigrant from Germany, and he

graduated as one of four valedictorians. The graduating class also included two American Field Service (AFS) students. Debate gave me my most direct experience in critical thinking (analyzing assertions, arguments, and conclusions) and oral communication (overcoming nervousness and apprehensions, speaking extemporaneously, thinking on my feet), and Charles Caruson was a superb coach and mentor.

On the flawed side was mathematics. Because elementary algebra was the only math course required for graduation, and because my math grades were never the best, that was the only math course I took in high school. Realizing years later that I would be taking graduate statistics courses, as a college senior I took several non-credit remedial math courses (higher algebra, trig and solid geometry, college algebra) to shore up what, given my evolving and unsettled aspirations, was clearly evident then as a glaring weakness.

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### University of Minnesota

As a junior in high school, I wanted to go to college anywhere but the University of Minnesota. A guidance counselor heard me say that I'd like to go to Columbia (I was not interested in the liberal arts colleges in Minnesota because they were too exclusive and too expensive), so she arranged an invitation for me to attend a recruitment event held by the Columbia Alumni Association – I was enthralled. Then I heard the tuition. Sticker-shock set in, and dissonance reduction took over – by early fall of my senior year I was convinced that “the U” was the only place worth going. It turned out to be a wonderful choice for me.

Choice is a key word here. I loved taking courses on the quarter system, because if there was a boring course or a dull teacher, it ended quickly, whereas if I liked something, I could get more of it. Choosing a major, then choosing to pursue graduate study, and then deciding to study for the Ph.D. was a chaotic, sometimes frantic, and always exciting process.

As an undergraduate beginning in 1959, I ran through a succession of 12 declared and undeclared majors, hoping to find something that might suit me for the long run. Some majors lasted as little as three weeks, until I got the results of a mid-term or final that I took as a signal to apply my efforts elsewhere. Other majors lasted much longer, and I graduated with a double major in Philosophy and Psychology. I took courses taught by Herbert Feigl, May Brodbeck, and Grover Maxwell in philosophy of science – still a strong but somewhat latent interest. In psychology Kenneth MacCorquodale, Milton Trapold, Bernard Weiner, Lloyd Lofquist, Marvin Dunnnette, and James Jenkins were my psychology teachers – Jim was my advisor. By my senior year I knew I wanted to pursue graduate study in psychology. Many noteworthy events led to that career direction.

As a third-quarter freshman, I talked my way into a 10-credit limited-enrollment honors section of introductory laboratory – my grades put me just below the GPA required for entry (only honors students were allowed to take psychology courses as freshmen). The course featured hands-on experience in research. In trios we collected data to replicate a one trial learning experiment originally published by William K. Estes, and individually

we analyzed and reported the findings. I concluded that I could learn how to design and conduct research. All three of us in my group eventually earned PhDs. And it was a special pleasure many years later to meet Bill Estes when he became the editor of *Psychological Science* (I was part of the original APS Publication Committee that invited him to be the founding editor).

As a college junior I quit commuting from the suburbs, meeting on campus that first day Lee Pervier, a thoughtful, principled, activist woman. We both lived in the first and only co-ed residence on campus, Pioneer Hall. Eating together 2 or 3 times a day really accelerates getting to know someone. We married within a year. Our son Lane was born a year later, and daughter Jennifer three years after that, just 9 days after I submitted the record copy of my dissertation and met the deadline for summer commencement in 1966. Lee and I travelled together from the beginning. Lane and Jen joined in without missing a beat. During high school, Lane spent a year in New Zealand as an AFS student, Jen spent her AFS year in Brazil, and like so many others they became citizens of the world. Nowadays, Lane is an actor, and Jen teaches toddlers. Lee, Lane, and Jen are my closest collaborators.

As a junior, I took two courses in individual differences – they are the most important two courses I ever had – thank you Jim Jenkins and Marv Dunnnette. The issues I first studied there continue to animate scientific discourse and public policy: testing and learning, heritability, group differences. I also took a course in vocational guidance, and heard about “varch” as an attribute of careers, variety and change – I knew that was what I wanted, and guessed that a career in research would offer it. I commend to you the [Theory of Work Adjustment and Satisfaction](#) by Lloyd Lofquist and Rene Dawis, a framework that is useful for understanding how individual differences manifest themselves in the world of work.

I hung out in the Psych building, getting to know graduate students and some faculty. When an opening occurred for an undergraduate teaching assistant (they needed someone to sharpen mark-sense pencils and do other tasks too menial for graduate students), I applied and got the job. My exposure to psychology and psychologists multiplied.

As a senior in 1962-63 Marv Dunnnette became my mentor, providing guidance for a voluntary research project. The work I did in that “job sample” was sufficient as a demonstration of performance capability to get me into graduate school. I applied to only one, but my grades and scores were borderline, so I was admitted on probation (the U.S. Air Force was my other “employment” option, and one could already see that the Vietnam War was getting ugly). That senior project eventually became my first publication, in *JAP* (Hakel, 1966).

In graduate school with a personal goal of earning a master’s degree, it was a considerable surprise when Marv invited me at the end of the first year to skip the MA and work directly toward the doctorate. Having survived by the skin of my teeth the first year “weed out” History and Systems required course, Marv’s year-long seminar became my first industrial psychology course. At its start, Marv told us that each of us would be

responsible for preparing and leading one of the seminar sessions, and would need to present a research proposal on the meeting's topic. Any especially noteworthy proposals could be polished and written up for submission to Division 14's newly started Cattell Award research proposal competition – Ernie McCormick had just won the first competition for proposing the research that yielded the *Position Analysis Questionnaire*.

I requested employment interviewing as my seminar topic, framing it as exploration of how people form impressions of others and use those impressions to make consequential decisions about who to select. The request was partly a consequence Marv's call for a moratorium on the use of interviewing for selecting employees (Dunnette & Bass, 1963). It was also a consequence of having been interviewed by about 50 potential employers (and being rejected by 40 of them) while looking for summer jobs between my junior and senior years.

Edward Webster at McGill had led research investigations to improve interviewing processes and decision making, and that work became the core of my seminar session (Webster, 1964). With Marv's encouragement I wrote a first draft of a proposal to enter the 1965 Cattell competition, he edited it thoroughly and signed on as second author to make it eligible for entry, and we sent it off. Several months later, Marv called me one night with news that our proposal had tied for first place, and that duplicate \$250 prizes would be awarded – Bob Guion submitted the other winning proposal for research on the meaning of work.

1966 was a banner year. I proposed, conducted, and defended my dissertation project in its first six months, writing its text in 8 frantic days (Hakel, 1971). The research that Dunnette and I proposed to win the Cattell Award a year earlier was funded by the National Science Foundation beginning in July. I stayed at Minnesota for two years as a "soft-money" Assistant Professor, and then moved to Ohio State.

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## Ohio State University

In 1968 my initial NSF funding was running out and while a renewal proposal had been submitted and Marv wanted me to stay at Minnesota, in January I followed up on a conversation I had had months earlier with Eugene Ketchum about a possible job opening at Ohio State. Indeed, OSU was recruiting for one or perhaps two positions, so I sent my vita. A few days later I received a call from Bob Perloff at Purdue who said he had recently learned that I had entered the job market and he hoped that I would submit my vita there also. I did so immediately because in those days Ohio State and Purdue were the top two programs anywhere. I discovered that one of the two OSU positions was Jim Naylor's and that he was moving to become Department Head at Purdue, hence Perloff's awareness of my availability. I was delighted to receive two offers, and I chose OSU because there I would become the program director. I knew about Doug Bray's findings in the Management Progress Study about the importance of early job challenge, and I felt ready to be challenged.



Arriving at The Ohio State University I discovered that Naylor's students had hastened their completions, so I would be directing a doctoral program comprising 3 untenured assistant professors and 4 graduate students. I also discovered that the juggernaut that had produced the OSU Leadership Studies had actually been a wonderful collaborative venture across departmental and collegiate lines. Bob Wherry was department chair, and Ralph Stogdill was still active in the Department of Management. Cal Shartle was retired, but he had been the impresario who got the Leadership Studies to take place despite the institutional decentralization.

Another retiree was Harold Burr. He had been Hugo Munsterberg's graduate assistant at Harvard. He gave me a letter, a newspaper article, and a collection of about 100 stereopticon photos that Frank Gilbreath had sent to Munsterberg; the gift meant to me that I might have a future in this field. The collection now resides in Akron in the [Archives of American Psychology](#). Harold was chair of the Psychology Department for 24 years, a member of Anvil & Bellows at the faculty club, and chaired many doctoral dissertation committees – Frank Stanton's PhD project involved a gizmo attached to a radio, recording whether it was turned on or off – Frank went to work for the Columbia Broadcasting System, rising to its presidency. I met Frank when he returned to Columbus where we all celebrated Harold's 90<sup>th</sup> birthday.

For the Industrial Psychology program, a big rebuilding job was on offer. Ketchum, Steve Morris and I took it on. I did not fully appreciate Ohio State's eminence but experienced it directly when for the fall of 1969 we admitted over 20 applicants for graduate study *and most of them came to OSU!* At one point in the next year I had 28 graduate advisees. I was tenured in 1970, and promoted to full professor in 1974.

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### Summit Group

In graduate school Marv had told us about informal discussion groups, membership-by-invitation groups of industrial psychologists. The groups would meet to talk shop, trade war stories, and commiserate. The Dearborn Group limited its membership to psychologists in industry, and Marv had to resign from it when he moved from 3M to the University of Minnesota – he was no longer a sufficiently pure practitioner. Dearborn got its name because its first meeting was hosted in Dearborn, MI, and it is still meeting. CinCon, another group, got its start at the Cincinnati APA Convention. The founding site of NoName, however, is unknown; Marv belonged to all three.

Because I was pretty sure in 1968 that I was unlikely to be invited to any of the existing groups, I suggested to Dick Campbell that we seek to form a new group. Together we invited four others to join us for cocktails at the Crown Room of the Fairmont Hotel during the 1968 San Francisco APA Convention, there resolving to meet in NYC in November. Dick hosted the first meeting at the Summit Hotel, and thus our gathering of 15 Young Turks got its name and came into being as the Summit Group. We had a few rules (no consultants, no marketing, no more than one member per employer organization, no members from competing companies in an industry) and no formal officers – all members were expected to take turns and share the load. For the first decade



or so, we met twice a year, often alternating warm coastal locations and ski resorts; at this writing 55 years later we still have a formal program with presentations and discussions, occasional guests, and we've pretty much outlasted the group interest in skiing. Initially an all-male collection of US residents, now the membership is international and about half of its 35 members are women; 17 members have served as DIOP or SIOP presidents.

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### *Personnel Psychology*

On campus at OSU in 1970 I recruited two replacement faculty, Michael Wood from Illinois, and Richard Klimoski from Purdue – both have had distinguished careers. The Department attracted Rains Wallace to succeed Bob Wherry as department chair. Rains had taught at OSU briefly in the '30s, had been president of the Life Insurance Agency Management Association, and at the time was serving as President of the American Institutes for Research. His Division 14 presidential address, *Criteria for What?*, is a classic (Wallace, 1965). He became a second mentor for me, nominating me in 1972 as a Division 14 and APA Fellow.

Thanks to Paul Thayer's intervention, Rains became the editor of *Personnel Psychology* in 1972. Paul was a member of the editorial board, and had concerns about the sagging quality of articles printed in that journal of applied research. He wrote to the founder, editor, and publisher Frederic Kuder, suggesting that Rains be recruited as editor. Due to cost issues, in 1971 the journal had adopted a page charge (\$30 per printed page) to be collected from authors, so the easy explanation for the quality drop was that imposition of the page charge had branded the journal as a vanity publisher – no one could imagine a self-respecting author submitting work there. Another factor later turned out to be that Kuder had delegated decisions about all manuscripts to the Managing Editor, a layperson, after the end of Jack Hornaday's editorship, so quality really had slid. As leverage to restore quality, Rains negotiated the right to invite and publish one article per issue by waving the page charge. He took over the editorship, invited me and several others to join the editorial board, and we set out to improve quality.

One invited article in particular stands out. Rains's invitation went to Charles de Wolff, then a senior manager at Hoogovens in the Netherlands, to write a review of industrial psychology in Europe. Charles turned down the invitation on the basis that no single person could survey all of Europe given its cultural, linguistic, and political diversity, not to mention its historical animosities. Rains responded by identifying a funding source and challenging Charles to assemble a group of European professionals who could meet and write the article.

I became the Editor of *Personnel Psychology* in 1973, shortly after Rains died following a brief illness. I inherited the de Wolff project, and in 1974 met Charles, Maurice de Montmollin (France), Sylvia Shimmin (UK), Goren Ekvall (Sweden), Heinz-Ludwig Horney (West Germany), Marian Dobrzynski (Poland), Victor Arzenek (Yugoslavia), and Enzo Spaltro (Italy). De Wolff's group held subsequent meetings in Columbus (jointly with the Summit Group) and then in Milano to finish the final draft. The article

was reviewed and accepted, page charges waived, and published in 1976. The group also presented a symposium to Division 14 at the 1976 APA Convention in Washington DC. Subsequently, stimulated by their working together and the interaction with Summit Group members, Charles and colleagues went on to found the European Network of Organizational Psychologists and a decade later the European Association of Work and Organizational Psychology.

I served in the *PPsych* editorship for 11 years. *PPsych* was independent, meaning that I was not bound unduly by precedent or bureaucracy. I enjoyed the editorial leeway and the ability to publish pieces that could never appear in JAP, AMJ or AMR. Among my favorites are Beehr and Newman on work stress and health, Mayer and Jorgenson on consulting (inspired by Maurice Kendall's version of Longfellow's *Song of Hiawatha*), Sorcher's Interface Project in South Africa, and what at Paul Sackett's suggestion became the 40 questions debate about validity generalization (Schmidt et al vs. Sackett et al). All are cited in the [References](#).

By the start of my 10<sup>th</sup> year of editing, the foot-high stack of manuscripts needing attention had lost its charm, so I sent a resignation letter to Kuder, saying I would stay on until he identified a successor. A search was begun, but the resignation also triggered Kuder's decision to sell the journal. When telling me after several months that no new editor had yet been identified, Jack Hornaday first said that it made sense for the new publisher to appoint the new editor, and then he asked if I might be interested in becoming the new owner and publisher. I was stunned.

Having never imagined taking on such a role, it took a few days to contemplate the idea. Then it took months of investigation and due diligence, business planning, and negotiation. Eventually the deal was done, and *PPsych* moved to Columbus, Ohio. We eliminated the page charge due to cutting production costs by rebidding the printing contract, and always published on schedule. I stayed on as editor until appointing Paul Sackett after a year. He and then Mike Campion, John Hollenbeck, and Ann Marie Ryan presided over *PPsych*'s ascendance to the A-level of journals. Lee was Managing Editor and I served as its publisher until 2004 when the journal was sold to Blackwell ahead of Lee's retirement from Organizational Research and Development, our consulting firm.

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### Consulting Projects

One of the major career attractions favoring academia was having 9-month contracts (paid over 12 months, with 3 months off), and encouragement to spend one day a week on outside projects – if the projects yielded income, that was none of the university's business. Also, such policies and practices helped to reduce the salience of noticeable departmental and collegiate pay differences, e.g., psychology department vs. business schools.

My research on decision making in interviews got me started as a consultant. Paul Banas was a graduate student at Minnesota when I became the undergrad TA in a lab course that he taught. In 1968 he led Personnel Research at Ford and invited me to present a

workshop for its college recruiters. In 1969 I spent a summer as an Industry Fellow on the staff of the VP for Refining of Marathon Oil, investigating accidents and absences in refineries. In the early '70s at Ford, I created an assessment center for use in selecting first line foremen, and later a training program for supervisors featuring video feedback from simulated interviews, performance coaching, and performance reviews.

In the good old days, that is, when AT&T had a monopoly on telecommunications in the United States, the Bell System had secure budgets and a stellar staff. Thus it was able to conduct longitudinal studies and basic research, giving rise to assessment centers and much else. I led projects to investigate 1) whether strict test security practices were needed to protect the validity of in-basket exercises as a component of assessment centers, 2) psychometric properties of managerial potential appraisals, and 3) male and female and also black and white adverse impact of performance appraisals. This last project compared archival analysis of annual summary ratings with a half-day field experiment in which male and female black and white line managers rated the videotaped and written performance of 4 "subordinates", counterbalancing rater and ratee sex and race effects plus presentation order in a Greco-Latin Square design. The sampling plan for archival analysis showed that about 13% of the variance was attributable to sex and race effects, while the field experiment showed that under carefully controlled conditions raters could make impartial ratings; sex and race effects were negligible.

In 1977, Lee and I incorporated Organizational Research and Development (ORD) to regularize the conduct and fulfillment of the growing list of projects and clients. Lee had started as a volunteer in community pursuits, serving as the Action Chair for the Columbus League of Women Voters. Later she volunteered and then worked on prison reform issues, eventually serving on an advisory panel for John Gilligan, Ohio's governor. She worked as the second Executive Director of the Columbus Metropolitan Club, managing its weekly luncheon programming and organizing monthly Forums with speakers such as Phyllis Schlafly and John Glenn. Anyone who has walked this kind of path from stay-at-home-mom to gainful employment knows about the joys of half time pay for full time employment. In 1983 she joined ORD full time. We don't recommend working together for every couple, but hey, it works for us. Over its 28 years, 44 people served on ORD's staff.

In the late '70s, Nationwide Insurance undertook a major upgrading of its HR policies and practices to assure their job relatedness. I had made it a practice to learn all I could about client companies, and the autobiography of founder Murray Lincoln, *Vice President in Charge of Revolution* (Lincoln, 1960) had a gem of career advice from a "Yankee farmer" to the young Murray: "Go where there's trouble." Trouble breaks out when people attempt to resolve some critical incident, and the Yankee farmer pointed out that one's influence can help set the future course of events. In the aftermath of the *Griggs v. Duke Power* decision by the Supreme Court, there was plenty of trouble for HR and employers. The projects for Nationwide included selection and hiring, performance appraisal and employee development reviews, and managerial and executive compensation. We used survey methods for job and task analysis of more than 12,000

positions in all divisions of the company. The Nationwide projects floated OSU's IO graduate students through a couple of extremely stringent years of state budgets.

The National Association of Secondary School Principals (NASSP) had been the client of Division 14's Technical Assistance Committee in pilot testing the use of assessment centers in selecting school administrators in the early '70s. Once validation data were gathered and the findings were published, attention turned to managerial and leadership development. Joel Moses, Sr. Georgine Loacker of Alverno College, Lee, and I collaborated to create *Springfield*, a simulated school district. 21 participants start by being assigned to administrative roles in the district, each having a unique in-basket. During successive meetings, participants share information, additional information arrives, and they discuss emergent issues and problems to be resolved and reports to be made. Over 2½ days, these interactions are observed by 7 mentors who periodically lead small group coaching sessions in the spirit of after-action reviews, formative assessments.

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### Fulbright Fellowship

Even back in high school I was interested in international affairs, and political science was one of my potential undergraduate majors, at least for a few weeks (think of WWII and atomic bombs). International interests persisted, however, and my first international exposure as a psychologist occurred at the 1969 International Congress of Psychology in London. I submitted a paper about the Big 5, it was reviewed favorably, and eventually it appeared in print (Hakel, 1974).

In 1974 the de Wolff project for *PPsych* took the Hakel family on its first European journey to Holland, Germany, and Switzerland, and that whetted our international interests. In 1977, a flyer from the Fulbright Association announcing a fellowship in Kiev or Moscow crossed my desk – we discussed and decided not to pursue it. Months later a second flyer announced a 4-month Senior Research Fellowship in Italy, to be hosted in Rome or Bologna, and we decided to apply. To strengthen my application I sought reference letters from Lyle Schmidt who had previously received a Fulbright grant and another from Enzo Spaltro who happened to be a professor at Bologna, the home to Europe's oldest university. I enrolled in Italian 101 and 102, and also arranged my OSU teaching schedule to accommodate 7 months abroad, pending acceptance of my application.

Setting sail from NYC in June of 1978, we visited friends and toured 8 countries in our Ford Club Wagon during the summer, then settling in Bologna where 2/3rds of the 4 million Lira Fulbright stipend covered monthly rent on a flat. I had planned to research the impacts of political ideologies on decisions about who gets hired, but never managed to gather publishable data. That said, there is more to life than gathering publishable data – travel is broadening, but if you get a chance to live abroad for a month or more, grab it.

Living in Italy as a family, enmeshed in Enzo's social network, was a fascinating eye- and mind-opener. The Red Brigade was getting international headlines. Installing a telephone in a flat took 6 months, so we had none. I was locked out of my office on 30 of

95 work days, due to strikes by students, clerical staff, janitorial staff, or faculty. Bus drivers scheduled strikes at random times but would announce strikes in advance on posters in busses (“We will strike from 2 to 4 pm Tuesday”), frustrating their employer but sparing the riding public. Toll collectors on the Autostrada would abandon their posts, leaving the gates up. During the summer of 1978, John Paul I began his 33-day papacy; in Bologna I learned that Albino Luciani had been the parish priest of one of Enzo’s graduate students – it was fascinating to hear stories about the smiling Pope, his personal letter to Golda Meir, and then the rumors surrounding his death. Karol Wojtyla’s election as John Paul II was a considerable surprise – a young priest blurted out on live television moments after the white smoke appeared “The new Pope is Karol Wojtyla – when we heard his name we thought it was a Polish joke.” University education had been “democratized” by declaring open admission to all curricula and schools, and in an attempt to reduce bribery, all oral exams were to have at least two examiners; thus the entering class at Bologna’s Medical School had 6,000 students. Such observations and events taught me to expect surprises (Hakel, 2013).

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## Project A

Between 1982 and 1994, a \$30 million comprehensive longitudinal study of the measurement and meaning of individual differences familiarly known as Project A was conducted by the Army Research Institute (ARI), employing a consortium of three R&D contractors (HumRRO, PDRI, and AIR). I chaired its Scientific Advisory Group, presiding over periodic meetings to review plans and progress. As needed I also attended meetings of its Governance Advisory Group, five Generals who controlled its fate and approved requests for troops to be tested and appraised. The scope and reach of this epochal investigation are reported in *Exploring the Limits in Personnel Selection and Classification*, edited by John Campbell and Deirdre Knapp (2000). I served on HumRRO’s Board of Directors from 1989 to 2003.

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## The First IOOB Conference

In the early ‘80s at OSU, on one gorgeous spring afternoon I decided that my graduate seminar would meet outdoors. We ambled over to Mirror Lake, a pond near the center of campus, and then discussed the subject of the day. The conversation eventually turned to how to break into the field as a new professional. Long story short, it was decided to hold a conference for IO and OB graduate students. Within a year, Kevin Nilan, Terrence Mitchell, Dave Van De Voort, and Mark Wilson led a student committee that planned the program, scrounged for funds, invited attendees from nearby graduate programs, and recruited Mary Tenopyr and Ben Schneider as keynote speakers. Attendance was around 80, and limited to graduate students (faculty members could attend only the keynotes). The second such conference was held a year later at Akron, and then the third at Maryland. About 30 IOOB Conferences were held, and it has always been a pleasure to meet and work with professionals who broke into the field by teaming up to organize one of these meetings, for example, Scott Highhouse.

The OSU years were expansive and productive. I mentored 60 students, learning from all and naming here those from whom I learned most diversely: Bob Haccoun, Blain Roberts, Andy Imada, Karen Lyness, Phil Decker, Paul Sackett, Kevin Nilan, Anat Rafaeli, and Mike Coovert. That wraps up the steps preceding the SIOP presidency.

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### *Since the SIOP Presidency*

Once you've been president, what else is there to do? There turns out to be quite a lot. One of the first things that happened was a decision to investigate the job market. I had done that early in my career, with interviews at Temple, Colorado State, and General Electric, but Columbus and OSU were home. The Ohio economy had waxed and waned during my 17 years there, and at one point ORD had 15 graduate students on its payroll as projects began and got completed. Then in late 1984, I heard myself say something in a faculty meeting that the curmudgeon of the department could have said, and it made me wonder about what I was becoming. When Maryland, BGSU, and Houston announced openings for a full professorship, I decided to take a look. Lane and Jen were already out of the nest, so Lee and I made visits, deciding to immigrate to Texas. Recall that Texas once was an independent nation. In so many ways, it still is. Before describing life in Houston, however, this segment starts in February, 1985.

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### **Immersion in APA Politics and Creation of APS**

As noted above, my 1984 presidential address to SIOP was a multimedia celebration of applied psychological science. It had one completely unanticipated consequence: 43 Division 14 members spontaneously sent in ballots nominating me for APA president-elect. That number placed me 11th in the count of nomination ballots, but because six of the potential candidates ahead of me declined to run, I was offered and accepted the final spot on the 5-candidate ranked-choice ballot.

I used my candidacy to bring the need for APA reorganization to the attention of APA's general membership. It was wonderful to receive an endorsement letter from B.F. Skinner, the gist of which was "I don't know this guy, but I like what he has to say." He had sent it to his Harvard colleagues. At the time SIOP constituted only 4% of APA's members, but my strong finish in the 1985 election proved the need for yet another attempt to reorganize. APA's leaders responded by creating the Group on Restructuring (GOR), and included me in its membership. I ran on the ballot again in 1986 and 1987.

GOR proposed a plan to decentralize APA in January, 1988. It was the only time any reorganization plan has gotten far enough to face a membership referendum. It was a compromise plan, and as a GOR member I campaigned for its adoption. However, two of GOR's members, Art Kovacs and Stan Graham, publicly repudiated the plan while campaigning that year for election to APA's presidency (Graham won the election).

It became evident in April of 1988 that the GOR referendum would fail, so planning began for the creation of the fully autonomous American Psychological Society (now the Association for Psychological Science, still APS). I was one of six co-authors of the APS



Bylaws, and proposed *Psychological Science* as the name of its flagship journal. APS launched in August of 1988, and held its first convention in May of 1989. In its early years I served as a Board member, Treasurer, Secretary, then I edited *Current Directions in Psychological Science* for two years, and participated in successive negotiations with its three publishers.

Starting in 1989 I co-chaired four Summit Meetings of Psychological Societies. Subsequently I chaired the Human Capital Initiative Coordinating Committee, work that led to my 2003 election as Fellow of the American Association for the Advancement of Science. It was a great pleasure to work alongside such people as Janet Spence, Logan Wright, Bonnie Strickland, Steve Hayes, Diane Halpern, Gordon Bower, and Beth Loftus, plus Alan Kraut and Sarah Brookhart. In recent years I served APS as a member and then chair of its Cattell Fellows and APS Fellows committees. Compared with the life in APA, APS turned out to be, as Jim McGaugh characterized it, “lean and nice.” It was open and expansive. I felt like I imagined my immigrant great-grandparents must have felt leaving the “old country” behind – APS presented welcome opportunities.

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## University of Houston

Now for the Houston years. Bart Osburn was the mainstay of Houston’s IO program, and Jim Campion (Mike’s older brother) had been my graduate school colleague. Alex Siegel, a developmental psychologist, was department chair, someone who both Jim and I deeply appreciated because Alex was the frequent target of statistician Ray Collier’s rhetorical questions when we all were in graduate school (e.g., “Siegel, what is the expected mean square of...?”).

I spent a quiet year without administrative responsibilities, but then became director of the IO program followed a year later by election as department chair. The Houston years were challenging and exciting, with excellent graduate students in the department and all the corollaries of Houston’s urban environment. At Houston I mentored 12 PhD students, learning from all and naming here Steven Cerrone, Alison Eyring, Karla Stuebing.

One of the advantages of the urban setting was getting to know Dick Jeanneret. I had known of him because of his key role in the project that became the *Position Analysis Questionnaire*. McCormick, Jeanneret, and Meacham (1972) had blazed the trail, thus opening new methodologies for job and task analysis that eventually transformed the *Dictionary of Occupational Titles* into O\*Net. Dick was a superb practitioner; his clear, critical thinking was balanced with generosity to his alma mater, SIOP and the SIOP Foundation, and other charitable endeavors.

Another advantage of the urban setting was the presence of many IO psychologists, enabling the formation of local professional groups such as HAIOP. Its monthly meetings drew speakers such as Frank Schmidt, who talked about meta-analysis in the midst of the paradigm shift from the doctrine of situational specificity to the embracement of validity generalization. At another meeting, Jeanneret and I debated the merits and de-merits of occupational licensing, focusing on arcane details of “title” laws and “practice” laws that

govern the use of the word “psychologist” when one offers services to the public. The debate was great fun, and settled nothing.

Still another advantage of urban settings can be the proximity of multiple graduate programs. Bill Howell chaired Rice’s department, with my student R.J. Harvey as a member of its IO program. In the years since then, the IO program at Rice has become a powerhouse, and now sits atop the doctoral training league table. There have always been questions about the meaning and usefulness of such rankings, and I call your attention to the irony present in a recent editorial published in *Science*, urging a revolt against educational rankings (Thorp, 2023).

In the sixth year of residing in Houston, I joined the Board of Governors of the Center for Creative Leadership, learning about its intensive programs and in 1995 experiencing *Leader Lab* directly. Also that year, I had decided to begin looking for a position in higher academic administration, due in part to the negative modelling displayed by a bad boss and the realization captured in this phrase: “Hell, I could do better than that!” I did not make the short list for Dean of Liberal Arts at Minnesota, but as described next BGSU kept me out of a life in administration. The Houston years then drew to a close.

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## Bowling Green State University

Despite my having turned down their attractive offer in 1985, friends at Bowling Green asked me to allow them to include my vita along with four others in a proposal to the Ohio Board of Regents to create an Ohio Eminent Scholar professorship. Having forgotten that I had sent my CV, in January of 1991 I got a phone call from Joe Cranny with the news that BGSU’s proposal was approved, a \$1 million endowment was already in place to provide research support, salary was to be managed separately from the endowment, and there were no assigned duties. Joe then said this: “Come on up and take a look. If you like it, it’s yours.”

In prospect the Bowling Green offer looked like a MacArthur Foundation “Genius” Grant. It turned out to be even better because, unlike the MacArthur Grants, it did not run out at the end of 5 years. Middle and late career challenge turned out to be just as exciting as the early career kind.

BGSU is an excellent regional university in northwest Ohio with an enrollment cap a bit above 20,000 students. At BGSU I mentored 22 students, learning from all and naming here those from whom I learned most diversely: Teresa Kruger Heckert, Doug Maynard, Charlie Reeve, Christiane Spitzmueller, Brian Crewe. Fun fact: BG is named for Bowling Green KY, where General Motors builds Corvettes. No, it’s not named for the subway stop in lower Manhattan. And unlike Houston, it suffers no urban distractions – it’s a good place to get things done. I already knew all of my IO colleagues, and entered a Psychology Department with more APS members in 1991 than any other university.

My earliest challenge was to figure out what to do with suddenly available funds and time in a context filled with high expectations. I had already benefitted immensely from a

lifetime allotment of good fortune, and now here was an open-ended dream job. Building on lessons of experience, I resolved to focus on formative assessment rather than its summative aspect: How does what has been learned feed into subsequent performances?

In the mid-‘90s, BGSU attracted Sidney Ribeau to its presidency. The previous president was so unpopular that dissidents had attempted to organize a faculty union, and Ribeau did much to respect BG’s origin as a teacher’s college while expanding its vision and mission. Its current national standing and its branding as “a public university for the public good” echo and build upon the themes he emphasized.

Student success is the fundamental purpose of education, and it was the dominant theme throughout the Ribeau years. Two decades earlier, I had learned from Joel Moses about Alverno College and its remarkable assessment-as-learning applied philosophy of education, which most simply stated is: “Learning goes beyond knowing to being able *to do* what one knows.”

In the aftermath of the Vatican II reforms, Alverno faced possible closure. Its faculty interviewed local business managers about the abilities desired in new college graduates. A conversation at Wisconsin Bell impelled President Joel Read (PhD, History) to send Austin Doherty (PhD, Psychology) and Georgene Loacker (PhD, English) to NYC to learn about AT&T assessment centers from Doug Bray, Dick Campbell, and Joel Moses. Alverno faculty see assessment exercises (in-baskets, leaderless group discussions, etc.) not as tests but rather as learning opportunities. Graduation requirements, majors, and courses are organized to document longitudinally the student’s growing proficiency in eight abilities: communication, analysis, problem solving, valuing in decision making, social interaction, effective citizenship, global perspectives, and aesthetic responsiveness. Written feedback from peers and observers (faculty and volunteer assessors from the community) is ubiquitous, self-assessment is integral to the formative learning process, and all these narrative reports are calibrated against public written criteria. Alverno’s story is a long one that I’ll summarize here by saying that in 1996 Alverno received the first MacArthur grant given to an institution rather than to a person. If Alverno piques your interest, read more about it in Hakel, 1997.

Alverno’s impact spread across American higher education in the form of assessment plans and specification of learning outcomes. While at BG, I was invited to give two keynote speeches to regional accreditors (WASC and SACS). I showed longitudinal video clips from Alverno and presented briefings at many national and regional meetings, and also on about 50 college campuses. For the Ohio Board of Regents, I led its Planning Committee for Higher Learning Accountability and Productivity, a statewide effort to document student success in Ohio.

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## Springboard

The real fun happened at BGSU with the creation of Springboard. I had been wondering about why students so resist the “gift of feedback” and what could be done to eliminate the “memorize and dump” mentality of test-weary students. The first effort to apply

insights from Alverno College and the Center for Creative Leadership started in 1992 with designing and piloting a development center for IO graduate students, with advanced students as mentors and first year ones as mentees. It ran for three cycles, but its early success faded in year two and three. Then Sidney Ribeau's plans to emphasize student success presented an opportunity. Ellie McCreery and I recruited a small team of graduate students. Over the summer we designed a 1-credit small group "personal development seminar," recruited a dozen staff and community volunteers to serve as coaches, and named this program Springboard to differentiate it from every ordinary first-year course. During opening week of the semester, we signed up 12 students who were attracted by a "grade contract" for an easy A (participate in all the assessment exercises and meetings with your coach, watch and discuss all the videos, get all the formative feedback). It worked! 12 of 12 students wanted more, so we offered a follow-up course the next semester.

Springboard met weekly and focused on six abilities: communication, analysis, problem solving, judgment, leadership, and self-assurance. The first session involved an overview followed by an electronic interview (typing answers into an online form) which became a resume to be discussed in the next (first video recording) session with one's coach. Subsequent sessions involved a leaderless group discussion (second video) formatively assessed with one's coach a week later, a personalized in-basket set in one's senior year (with data drawn from the electronic interview) reviewed with one's coach a week later, then Speaking from Your Heart, a five-minute version of the most dreaded of undergraduate assignments, giving an oral presentation (third video), viewed with one's coach a week later. Reflections & Directions was the penultimate session (what does all you've learned so far imply for your future?), and that was followed by a Commencement ceremony.



With a fully developed and tested prototype, the next year we filled 6 sections of Springboard by recruiting students during summer registration and training volunteer coaches when classes started, and repeating that offering in the spring. Springboard doubled in size again the next year, and interested participants became coaches. Campus and community volunteers were especially valued as coaches because, being older than advanced students, they could rely on their personal lessons of experience when discussing observations of student performance. Among the most memorable coaches who had multiple coaching gigs were the owner of Pisanello's pizzeria and the Bowling Green Chief of Police, plus many campus administrators and staff members ranging from the Vice Provost for Academic Affairs to the psychology department's equipment technician. Among the most memorable students are two of the original Springboard participants, Jen Glaser and Pete Lisi, both of whom after their graduations briefed the Ohio Board of Regents when it met on campus to see what was happening at BGSU. Among the most memorable colleagues who co-created and ran Springboard are Gwen Fisher, Emily Cointin Sinar, and Heath Huber.

Springboard was cost effective as shown in a 5% gain in the rate of continuation-in-college (Hakel & McCreery, 2000). I almost never present qualitative data but do so here to aid interpretation of what that number means:

“At first, knowing that they were videotaping everything I said and did was really weird. But once I realized that we [the student and the coach] were going to discuss what I did constructively and I would not just be criticized, I forgot about the cameras and just did the best I could.”

“Springboard helped me learn that I had skills that I did not know I had and will serve me in whatever I choose as my major in a year or so. To feel self-assured that I can analyze and solve a problem and then communicate why I chose that solution helps me in whatever discipline I select as my major.”

“All this one-on-one and group work helped the class develop its own culture almost immediately. It was like walking into Springboard suspended the normal classroom experience, at least for a few hours.”

“I learned that my coach was someone who wouldn’t let me fail. There is great comfort and encouragement in knowing that. In my other classes I sometimes feel like teachers are trying to set me up to fail, but Springboard taught me that if I monitor my performance and seek out feedback, there’s no way that’ll happen.”

Ben Schneider captured Springboard’s essence in his epic punchline “the people make the place,” describing the attraction, selection, and attrition cycle in his SIOP presidential address. The ASA cycle turns out to be a spot-on depiction of what happens to all systems. Springboard was *and still is* quite a bit ahead of its time. It eventually ceased operation, due to indifferent administration by the Director appointed after Ellie retired, hostility from a different Vice Provost, and budgetary stringency brought on by the episodic economic contractions of Ohio’s economy. Formative assessment is still mostly a promissory note, while culture warriors continue weaponizing summative assessments of every kind. Springboard’s spirit lives on in BGSU’s Learning Communities and current emphasis on Life Design, as well as its national recognitions as represented by its 2007 award from the Council on Higher Education Accreditation.

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## Association Gigs

My participation in association governance became international while at BGSU. I was a member and then chaired the [U.S. National Committee for the International Union of Psychological Science](#). I was elected to the Board of Directors of the [International Association of Applied Psychology](#) (IAAP) in 2000, and later served as its Secretary-General, followed by Information Technology Coordinator. In 2008 I was the founding president of the [Alliance for Organizational Psychology](#), a global federation of SIOP, EAWOP, and Division 1 of IAAP. Canadian SIOP joined the Alliance in 2017. I served a term on the National Research Council’s Board on Testing and Assessment, and was a member of one and chair of another consensus study committee, both of which focused on assessing teaching. In 2015 I organized the Inter-Association Data Task Force as a collaboration among SIOP, IAAP, and the Alliance for Organizational Psychology to provide substantive peer review to an international task force chartered by Science International. That task force drafted the [Open Data for Open Science Accord](#) that was accepted and published by the Science International partners in December of that year. I have advised lawmakers in Texas and Ohio and also the U.S. Congress on issues in assessment and education, most notably in applying the emerging science of learning.



Such work is fascinating because it brings you into contact with brilliant people, operates with short deadlines, and may actually influence public policy, international relations, and global prosperity and welfare.

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## SIOP Foundation

Due to publishing and managerial experience, through ORD, Lee and I won annual contracts to run SIOP's Administrative Office starting in 1996. I recused myself from SIOP's governance. At the first Executive Committee meeting she attended, Lee encountered an opportunity that culminated in the creation of the SIOP Foundation, Inc. as well as the Owens and Myers Awards (Hakel, 2010). Lee directed the Administrative Office for 10 years. Using the role of Capsule Communicator from NASA's Space Program as her model, Lee answered the phones as the primary point of contact for the public and members alike. Rather than seek another contractor upon her retirement in 2005, SIOP decided to become the employer of the superb staff she had built in Bowling Green, naming the Doctoral Consortium and a scholarship in her honor.

Resuming active engagement in SIOP, I joined the SIOP Foundation Board of Trustees, elected when Jeff McHenry resigned to begin his service in SIOP's presidency. Shortly I learned from Lowell Hellervik about his wish to honor Marv Dunnette in SIOP – Lowell had previously led creation of the Dunnette Chair at Minnesota, and I suggested a campaign to create a \$500,000 endowment to yield a \$50,000 Prize (think of it as being SIOP's equivalent to a Nobel with a payout the same size as SHRM's Losey Award). The Dunnette Prize is awarded for praxis by anyone worldwide regardless of SIOP membership that addresses the core of Marv's voluminous scientific and practical contributions focused on "the causal significance of individual differences." Bob Muschewske joined Lowell and me in leading the campaign, and so far the Dunnette Prize has been awarded to Tom Bouchard, Frank Schmidt, Paul Sackett, and Bob Hogan.

Serving as Foundation President from 2009 to 2022, the Trustees and I have worked to enlarge its endowments, legacies, and gifts to support grants, scholarships, and awards, both through endowments and current charitable ("pass through") contributions. In 2018 the Foundation created the Visionary Circle in response to the popularity of donor directed funding, and its \$100,000 Visionary Grant has been awarded twice so far. The first grant went to Susan Ashford and colleagues in 2020 who are investigating resiliency of gig workers. Second, in 2022 a European team led by Eleni Georganta and Anna-Sophie Ulfert began investigating trust when a co-worker happens to be an AI agent.

In 2020 when news of Minneapolis police officers brutally killing George Floyd went global, the Foundation opened an appeal for contributions to fund small grants to enlarge how IO praxis might be brought to bear on diversity and inclusion in workplaces. Fund raising began on June 10, and on July 1, Foundation Trustees issued a Call for Proposals in a crowd-sourced \$50,000 campaign. It featured a dollar-to-dollar match of donor contributions coupled with a request for Anti-Racism Grant proposals. The funding goal was met. 34 proposals were received by the July 27 deadline. Jeff Cucina convened a special Awards Subcommittee chaired by Sarah Walker that selected five winners, who



were notified on Aug. 22. The speed with which this campaign was executed and the grants were issued encouraged the Trustees to conduct a second campaign, which occurred between January and April, 2021. We attracted substantial contributions from the National Academy of Human Resources Foundation and the SHRM Foundation plus additional SIOP members to meet the \$50,000 funding goal, and received 22 more proposals. Four more small grants were awarded during SIOP's virtual New Orleans Conference. What is the impact of these 9 Anti-Racism grants and also the 2 large Visionary ones? Or indeed of any of the Foundations grants, scholarships, awards? Impact is being revealed in independent evaluations (formative assessments) commissioned by the Trustees, as well as in the ongoing but momentary judgments made by the donors who contemplate the value of IO science and practice.

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## IO Praxis

What is IO Praxis? Since a 1952 Boulder Colorado meeting, IO professionals have embraced the 'scientist-practitioner' model as an ideal. Imagine scientific practice AND practical science – what could be better? That phrase describes who we are.

Unfortunately, 'scientist-practitioner' does not command instant understanding, needing too much explanation for use in an elevator speech. However, the word 'praxis' solves that problem. Inspired by daughter Jen's study of history, I discovered that in ancient Greek the word praxis (πραξις) refers to activity engaged in by those who are free. Millennia ago Aristotle identified three types of knowledge: theoretical (theoria), for which the end goal is truth; poietical (poiesis), for which the end goal is production; and practical (praxis), for which the end goal is action.

**Praxis is the synthesis of theory and practice without presuming the primacy of either.** Praxis is what drew many of us into careers in IO. Being able *to do what we know* attracts attention to IO of partners and clients. Here is the IO facet of praxis: We study and advise others about what **Individuals** do to, and for, and with each other in **Organizations**. We produce evidence-based solutions to human problems.

Since 2019, winners of SIOP's individual achievement awards have received Praxis Statues. The blue and red double-helix structure symbolizes the interdependence of practice and theory; its embedding in crystal symbolizes the transparent public evidence supporting the structure. Time will tell whether this definition and image spreads in the coming years.



David Deutsch's *Beginning of Infinity* is the most important book I've ever read. Here is his salute to the creativity that drives IO praxis and underlies the mission of the SIOP Foundation: "Of all the countless biological adaptations that have evolved on our planet, creativity is the only one that can produce scientific or mathematical knowledge, art, or philosophy. Through the resulting technology and institutions, it has had spectacular physical effects – most noticeably near human habitations, but also further afield: a substantial portion of the Earth's land area is now used for human purposes. Human choice – itself a product of creativity – determines which other species to exclude and

which to tolerate or cultivate, which rivers to divert, which hills to level, and which wildernesses to preserve. In the night sky, a bright, fast-moving spot may well be a space station carrying humans higher and faster than any biological adaptation can carry anything. Or it may be a satellite through which humans communicate across distances that biological communications has never spanned, using phenomena such as radio waves and nuclear reactions, which biology has never harnessed. The unique effects of creativity dominate our experience of the world.” (Deutsch, 2011, p. 398)

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### ***Cumulative Record***

It's time for a summing up.

**What are my numbers?** 81+ years. One wife, two children, seven grandchildren, and two great grandchildren. I chaired 79 doctoral dissertations and uncounted other committees. President of SIOP. Hundreds of friends and thousands of acquaintances.

**What do the numbers mean?** As the authors of math and statistics texts have written countless times, that is “an exercise left to the reader.”

Hmmm, that line always frustrated me too, so here are two bumper stickers: 1) Go where there's trouble. 2) Keep your sense of humor.

Milton D. Hakel, Jr.  
Bowling Green, Ohio

April 1, 2023

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