What Does Not Kill You (Sometimes) Makes You Stronger: Productivity Fluctuations of Journal Editors

HERMAN AGUINIS
Indiana University

GIDEON P. DE BRUIN
DANIELLE CUNNINGHAM
NICOLE L. HALL
University of Johannesburg

STEVEN A. CULPEPPER
University of Colorado, Denver

RYAN K. GOTTFREDSON
Indiana University

We tested competing hypotheses, based on learning and job burnout theories as well as autobiographical case studies, regarding the careerwide research productivity of 58 past editors of six journals over a 50-year period (i.e., approximately mid-1950s to mid-2000s). Our study included editors of Academy of Management Journal, Academy of Management Review, Administrative Science Quarterly, Journal of Applied Psychology, Journal of Management, and Personnel Psychology. Results indicate important fluctuations in the research productivity of editors such that, on average, their research output peaks during their editorship period, and it decreases sharply immediately after the editorship term. Although there is a productivity recovery period, it subsequently takes at least a full decade for the editors' research productivity to reach their pre-editorship level. We discuss implications for aspiring editors as well as the field.

Journal editors are the most influential gatekeepers of scholarly knowledge in management and all other scientific fields. Journal editors occupy a central position in the knowledge-generation process because they "influence the shape of future knowledge" (Vince, 2009: 137). In spite of the central and influential role they play, little is known about how journal editors work, make decisions, and feel about their role. Also, little is known about how the editorship experience affects editors, particularly regarding their post-editorship research productivity.

A recently published volume (Baruch, Konrad, Aguinis, & Starbuck, 2008), including contributions by 29 past editors, addresses several issues regarding the editorship role. As noted by Schmidt-Wilk (2009: 135), the chapters in this volume "provide useful principles, insights, and advice generic enough to apply to a variety of manuscripts and journals." The 24 chapters in this volume serve as a starting point in our journey toward opening the

black box of editorship in terms of how editors make decisions about what new knowledge should be disseminated (i.e., published) and what knowledge should not (i.e., not published). An indicator of the perceived relevance and timeliness of opening the black box of editorship is that reviews of this book have been published in *Academy of Management Learning & Education* (Elkjaer, 2009; Schmidt-Wilk, 2009; Vince, 2009); *Management Learning* (Prichard, 2009); and *Personnel Psychology* (Hakel, 2009). In spite of the increased interest in editorship, however, there is an important issue that this volume does not address systematically: the impact of editorship on the editors' research productivity. Does the research productivity of editors increase, decrease, or remain constant when examining pre-editorship, editorship, and post-editorship periods? Do editors "improve their game" as a result of serving in that role? Or, do they experience a decrease in their post-editorship research productivity, likely due to the high demands and burnout associated with the role?

Do editors "improve their game" as a result of serving in that role?

Knowing whether the research productivity of editors improves or declines after their term is over has important implications for aspiring editors as well as for the entire scholarly community. For aspiring editors, providing an answer to this question would be an important piece of information to use in deciding whether to pursue the editorial role. Specifically, in the field of management, as well as other scholarly disciplines, publications—particularly in high-quality refereed journals—lead to valuable and tangible professional rewards (Gomez-Mejía & Balkin, 1992). If productivity does improve over time, editors can expect tangible rewards from serving in this role. Also, this information would reinforce the belief that editorship "can lead to other rewards in the long-term" (Ryan, 2008: 31). Also consider implications for the entire scholarly community. Assume that instead of improving their research productivity, past editors actually become less productive. As noted by Vince (2009: 138), "the role of editor generates considerable and valuable learning." If editors are actually less productive after their terms, then the valuable learning that takes place would be lost. In other words, the learning and experience accumulated by past editors would not translate into new knowledge published in our journals. Much like the literature on voluntary turnover documents

the high cost incurred when knowledgeable employees leave an organization (Griffeth, Hom, & Gaertner, 2000; Shaw, Delery, Jenkins, & Gupta, 1998), editors who are inactive in publishing after their term is over create a high opportunity cost in terms of their not producing knowledge from which the entire scholarly community would benefit.

In the next sections, we provide a description of our theoretical framework to study fluctuations of editors' research productivity over time. We follow a strong inference approach in which we test two competing hypotheses (Aguinis & Adams, 1998; Rodgers, 2010). The first hypothesis, predicting that research productivity will increase after the editorship term is over, is based on incidental and informal learning and development theory. The second hypothesis, predicting that research productivity will decrease after the editorship term is over, is based on job burnout theory.

INFORMAL AND INCIDENTAL LEARNING AND DEVELOPMENT

Learning refers to the processes through which individuals or groups acquire, interpret, reorganize, change, or assimilate information, skills, and feelings (Marsick & Watkins, 1990, 2001). *Training* refers to a systematic approach to learning and development to improve individual, team, and organizational effectiveness (Goldstein & Ford, 2002). *Development* refers to activities leading to the acquisition of new knowledge or skills for purposes of personal growth (Aguinis & Kraiger, 2009). Although training is planned and systematic, learning and development take place beyond formally structured, institutionally sponsored activities. Moreover, *informal and incidental* learning and development is not planned or intentional; rather, it is a by-product of some other activity, such as task accomplishment, interpersonal interaction, or trial-and-error experimentation (Marsick & Watkins, 1990, 2001). Incidental learning and development is mostly an unconscious consequence of an action and results from work-related experience (Cunningham, Dawes, & Bennett, 2004).

Serving in the role of editor provides many opportunities for informal and incidental learning and development. Consider the following three phases of the manuscript review process identified by Barley (2008):

1. *Phase 1*: The period between the manuscript's arrival and the point when all reviewers have agreed to review the manuscript.
2. *Phase 2*: The period when the manuscript is being evaluated by the reviewers.

3. *Phase 3*: The period between the arrival of the last review and the author's receipt of the decision letter.

During Phase 1, the editor is responsible for reading all manuscripts submitted to the journal, from which eventually a minority of manuscripts will be selected for publication. During this initial phase, an editor could potentially be required to do additional reading on an unfamiliar topic before making the reviewer assignment. Also, the editor may need to search for specific reviewers with certain substantive content as well as methodological skills. To do so, there are opportunities to learn about certain topical areas, as well as methodological approaches, with which the editor may not be familiar. In short, the process of reading new submissions and matching manuscripts with reviewers potentially allows for the improvement and broadening of the editor's own substantive and methodological knowledge.

During Phase 2, input from the editor is minimal because the manuscript is now in the hands of the reviewers. It may be the case that a reviewer may not accept the assignment, which would lead the editor to conduct another search in terms of matching a manuscript's content and methodological approach with a reviewer whose expertise matches with the manuscript's conceptual and methodological approaches. Phase 2 does not include as many opportunities for informal and incidental learning as Phase 1.

During Phase 3, the editor considers comments and feedback from the reviewers and writes the action letter regarding the manuscript's disposition (i.e., accept, invite a revision, or reject). During this phase the editor has the opportunity to learn from the unsatisfactory characteristics of the manuscripts as highlighted in the reports produced by the reviewers. The weaknesses identified by the reviewers may be related to content (e.g., importance of the topic being investigated), presentation (i.e., writing style and clarity), and execution (e.g., research design, measurement, and data analysis). Moreover, this phase allows the editor to gain a metaperspective on the field regarding which types of manuscripts are better-received by reviewers. Exposure to a wide variety of manuscripts and the experience of critiquing and reviewing papers is likely to enable the editor to ask better and more interesting questions as well as to be exposed to novel methodological approaches.

The potential for informal and incidental learning and development is echoed by qualitative data offered in the form of autobiographical case studies (Piekkari, Welch, & Paavilainen, 2009) written by past journal editors. For example, Kacmar (2008: 55) "read many papers that I would not otherwise have read, and along the way I learned how to be a better reviewer and author." Similarly, Kulik (2008: 225) asserted that "as a result of my editorial experience, I have a broader appreciation of the field than I have had since my graduate school prelim exams . . . my methodological toolkit is more fully stocked. . . . That's because I had to get up to speed quickly on the rules-of-thumb for data collection strategies and statistical techniques. . . . I am a better writer. That's because I had to explicitly learn the grammar rules that lay beneath my gut instinct that written material didn't 'sound right' in order to justify the changes to authors. . . . Knowing the rules, I can now apply them to my own writing without having to think consciously about them." Agreeing with these statements, De-Nisi (1997: 1460) commented that he "was exposed to areas, ideas and methods that I never learned in graduate school and had had only limited exposure to in the ensuing years. As a result of having to read these submissions, occasional background papers and the variety of excellent reviewer comments, I learned more about the field of management than I could ever have imagined . . . serving as editor was probably the greatest learning experience of my career and I hope to become a broader, better-informed researcher in the future."

In short, the aforementioned discussion leads to the following hypothesis:

Hypothesis 1: The research productivity of journal editors will improve after their editorship term is over compared to their research productivity before and during their editorship term.

JOB BURNOUT

In addition to the potential for learning and development, the role of journal editor is extremely time-consuming and potentially exhausting. For example, Zedeck (2008) noted that he invested 20–30 hours a week in editorship-related work while serving the *Journal of Applied Psychology*. Baruch (2008) surveyed 53 editors and found that, on average, the role of journal editor involves about 15 hours per week. However, the *SD* was about 11 hours per week. Assuming a normal distribution of number of hours, 15% of editors spend at least 26 hours per week on editorship-related work. Consistent with the information provided by Zedeck (2008), most of the editors of journals such as the ones we included in our study (see Method section) fall within the top 15% of the distribution given their prestige and high number of submissions.

The amount of time, as well as pressure and stress, associated with editorship may lead to post-editorship decreased productivity due to job burnout.

Job burnout is a long-term psychological state of exhaustion and diminished interest caused by stressors on the job (Maslach, Schaufeli, & Leiter, 2001). It is associated with feelings of being over-extended and depleted of one's emotional and physical resources and prompts actions to distance oneself emotionally and cognitively from one's work (Maslach et al., 2001). Job burnout can be caused by either situational factors, individual factors, or both. Because we are considering the putative effect of editorship on post-term research productivity, we focus on an important situational factor associated with job burnout: job characteristics (cf. Maslach et al., 2001).

The job characteristics usually associated with job burnout are quantitative job demands (e.g., too much work for the available time), role conflict, and role ambiguity. *Quantitative job demands* are a function of workload and time pressure and have been shown to be strongly and consistently related to job burnout. *Role conflict* occurs when conflicting demands on the job have to be met. *Role ambiguity* occurs when there is a lack of adequate information to do the job well.

Based upon autobiographical case studies completed by past editors (e.g., Baruch et al., 2008), there is evidence suggesting that these three job characteristics are quite common for editors. Regarding quantitative job demands, Kulik (2008: 223) provided a good mental picture of the workload and time pressure that is associated with editorship: "[I]t was a lot of work on a relentless schedule, and there were times when I felt a bit like a hamster on one of those exercise wheels, struggling to keep the flow of manuscripts moving forward at a steady pace." Other editors mention that editorship absorbed every spare minute, including time for their own personal research (Baruch, 2008). Ryan (2008: 31) described the high-demand nature of the role as follows: "I would be remiss if I did not acknowledge that there are stresses associated with editing: time conflicts, as authors are waiting for decision letters but one needs to attend to research, teaching, and life outside of work; strain, as one can worry over making the right decision on a paper; and feelings of overload, as one always has more papers to read."

Role conflict also seems to be a typical characteristic of the editorship role, particularly regarding an editor's own research activities and personal life. Specifically, "time spent editing may mean less time on conducting and publishing one's own research" (Ryan, 2008: 28). Similarly, one of the editors who participated in the survey conducted by Baruch (2008) stated that "it's a lot of work; forget your research for the duration of your editorship." In addition, the role of journal editor also produces work–family role conflict. Because most journals use on-line manuscript management systems, and submissions originate from all over the world, including locations with different time zones and national holidays, there are no pauses in the incoming flow of manuscripts, causing the editorship role to interfere with obligations outside of work, including family and personal life. For example, Zedeck (2008: 155) wrote: "[A]sk my wife about the times I went to Internet cafes in the Galapagos or in a Tuscany village to check on the journal while she did her tourist thing."

In addition to job demands and role conflict, serving as editor usually involves role ambiguity. *Role ambiguity* is due to lack of training, lack of previous experience, or a lack of someone to turn to for advice. Although all editors have served as reviewers and many as associate editors prior to serving as editors, there is no formal preparation for the job. This lack of formal training leads to surprises, as noted by Williams (2008: 194): "[A]lso obvious is the workload, which, for every editor I have talked with and from the information included in other chapters in this volume, has been greater than what was expected." Barley (2008: 39) addressed the issue of role ambiguity eloquently: "Congratulations and welcome to the other side! If you thought it was tough being an author, there's often more confusion here and potentially less relief, if for no other reason than that you will have fewer people with whom you can commiserate."

Given the aforementioned arguments and qualitative information regarding the nature of the editorship role, we expect that serving as editor should lead to decreased post-editorship research productivity due to job burnout. In short we offer the following hypothesis, which competes with Hypothesis 1:

Hypothesis 2: *The research productivity of journal editors will decrease after their editorship term is over compared to their research productivity before and during their editorship term.*

METHOD

We gathered data regarding the number of publications produced by former editors of prestigious and well-established journals in management during the span of their careers. In terms of selecting journals, we focused on six journals that consis-

tently rank as highly influential based on reputation surveys as well as number of citations (Podsakoff, MacKenzie, Bachrach, & Podsakoff, 2005): *Academy of Management Journal* (*AMJ*), *Academy of Management Review* (*AMR*), *Administrative Science Quarterly* (*ASQ*), *Journal of Applied Psychology* (*JAP*), *Journal of Management* (*JOM*), and *Personnel Psychology* (*PPsych*). There are other journals also considered highly influential (e.g., *Academy of Management Learning & Education* [*AMLE*], *Organization Science* [*OS*], *Organizational Research Methods* [*ORM*]), but we excluded them because they were founded more recently and, hence, insufficient time has elapsed since editors have stepped down to assess their post-editorship productivity. We excluded two other similarly influential journals because there was a single editor who served for a very long period of time for each—practically his entire career (e.g., *Organizational Behavior and Human Decision Processes* [*OBHDP*], *Strategic Management Journal* [*SMJ*]). For example, J. C. Naylor served as editor of *OBHDP* from 1966 to 1998. In short, there are not sufficient data available for *AMLE, OS, ORM, OBHDP,* and *SMJ* to examine trends regarding pre-, during, and post-editorship research productivity.

Our study included characteristics of a literature review as well as a content analysis because we first identified past editors and then gathered productivity information that involved data gathering and coding. Thus, we followed best-practice recommendations as offered by Duriau, Reger, and Pfarrer (2007) and implemented by others (e.g., Aguinis, Pierce, Bosco, & Muslin, 2009).

Regarding the identification of past editors, we manually examined the masthead of each issue of *AMJ, AMR, ASQ, JAP, JOM,* and *PPsych* starting with the first issue of the first volume of each journal. We also examined the masthead of each issue and recorded the number of associate editors serving with each editor. Our initial review covered the 100-year period from 1917 to 2007 and excluded individuals who were still serving as editors during the 2006–2007 academic year. *JAP* is unique in that its first issue was published in 1917, whereas the other five journals were founded around 1950 or later. Thus, to not turn *JAP* into an influential case in our data analysis, we decided to only include its editors since 1955.

Table 1 includes the names of each of the 60 editors, the journals they served, and the duration of their editorship term(s). Note that although G. F. Kuder and T. M Lodahl are included in Table 1, we excluded them from our analysis because Kuder served as editor from 1948–1950, 1959–1963, and 1970–1974, and Lodahl served as editor from 1964–

TABLE 1
List of Editors and Editorship Periods for *AMJ, AMR, ASQ, JAP, JOM,* and *PPsych* (mid-1950s to mid-2000s)

Editor's Name	Journal	Editorship Period
Dauten Jr., P. M.	*AMJ*	1958–1960
McFarland, D. E.	*AMJ*	1961–1963
Gordon, P. J.	*AMJ*	1964–1966
Vance, S. C.	*AMJ*	1967–1969
Scott, W. G.	*AMJ*	1970–1972
Miner, J. B.	*AMJ*	1973–1975
Cummings, L. L.	*AMJ*	1976–1978
Slocum Jr., J. W.	*AMJ*	1979–1981
Mahoney, T.	*AMJ*	1982–1984
Beyer, J. M.	*AMJ*	1985–1987
Mowday, R. T.	*AMJ*	1988–1990
Hitt, M. A.	*AMJ*	1991–1993
DeNisi, A. S.	*AMJ*	1994–1996
Tsui, A. S.	*AMJ*	1997–1999
Northcraft, G. B.	*AMJ*	2000–2001
Lee, T. W.	*AMJ*	2002–2004
Wortman Jr., M.	*AMR*	1976–1978
Rosenzweig, J.	*AMR*	1979–1981
Hellriegel, D.	*AMR*	1982–1984
Behling, O. C.	*AMR*	1985–1987
Whetten, D. A.	*AMR*	1988–1990
Klimoski, R.	*AMR*	1991–1993
Jackson, S. E.	*AMR*	1994–1996
Smith, K. G.	*AMR*	1997–1999
Conlon, E. J.	*AMR*	2000–2002
Brief, A. P.	*AMR*	2003–2005
Thompson, J. D.	*ASQ*	1956–1957
Presthus, R. V.	*ASQ*	1957–1963
Lodahl, T. M.[b]	*ASQ*	1963–1968
Starbuck, W. H.	*ASQ*	1969–1971
Lodahl, T. M.[b]	*ASQ*	1972–1977
Weick, K. E.	*ASQ*	1977–1985
Freeman, J. H.	*ASQ*	1985–1993
Barley, S. R.	*ASQ*	1993–1997
Oliver, C.	*ASQ*	1997–2002
Darley, J.G.	*JAP*	1955–1960
Clark. K. E.	*JAP*	1961–1970
Fleishman, E. A.	*JAP*	1971–1976
Campbell, J. P.	*JAP*	1977–1982
Guion, R. M.	*JAP*	1983–1988
Schmitt, N.	*JAP*	1989–1994
Bobko, P.	*JAP*	1995–1996
Murphy, K. R.	*JAP*	1997–2002
Ray, D. F.	*JOM*	1975–1977
Bedeian, A. G.	*JOM*	1978–1979
Downey, H. K.	*JOM*	1980–1982
Hunt, J. G.	*JOM*	1983–1986
Van Fleet, D.	*JOM*	1987–1989
Griffin, R. W.	*JOM*	1990–1992
Dalton, D. R.	*JOM*	1992–1995
Vecchio, R. P.	*JOM*	1996–1999
Kacmar, K. M.	*JOM*	2000–2002
Feldman, D. C.	*JOM*	2003–2005
Kuder, G. F.[a]	*PPsych*	1948–1950
		1959–1963
		1970–1974
Mosier, C. I.	*PPsych*	1949–1950

TABLE 1
Continued

Editor's Name	Journal	Editorship Period
Taylor, E. K.	*PPsych*	1949–1958
Hornaday, J. A.	*PPsych*	1964–1971
Hakel, M. D.	*PPsych*	1974–1984
Sackett, P. R.	*PPsych*	1985–1990
Campion, M. A.	*PPsych*	1991–1996
Hollenbeck, J. R.	*PPsych*	1997–2002

Note. AMJ: Academy of Management Journal; AMR: Academy of Management Review; ASQ: Administrative Science Quarterly; JAP: Journal of Applied Psychology; JOM: Journal of Management; PPsych: Personnel Psychology.

[a] Our analysis excluded G. F. Kuder because of the high degree of overlap between his editorship term and his career span.

[b] Our analysis excluded T. M. Lodahl because he served two nonconsecutive editorship terms.

1968 and then again from 1972–1976. Kuder's editorship term was so long that it virtually overlapped with his entire career. Thus, it would not be meaningful to examine pre-, during-, and post-editorship term publication trends. Lodahl's editorship included two nonconsecutive interventions (i.e., editorship periods), which creates a possible confound in an examination of differences in productivity across pre-, during-, and post-editorship stages.

Regarding data collection on productivity, we used Academic Source Premier, Business Source Premier, and PsycINFO to search for the publications produced by each of the editors. For each publication, we coded year of publication, type of publication (e.g., whether it was a refereed journal article, book chapter, book, or other), and also number of authors as well as the relative rank-ordering of the editor in the authorship team. We also recorded the number of associate editors, if any, who served with each editor.

The data collection process was conducted independently by two members of our authorship team. Once data collection was completed, we compared the two independently generated databases and found some inconsistencies. Most were due to the fact that there was more than one author with the same last name, first name, and middle initial included in the databases and, hence, some editors were credited with publications that were not theirs (i.e., false positive errors). We addressed each inconsistency and reached 100% agreement by comparing the two independently generated databases against each other, consultation with other members of our research team, and a comparison with curriculum vitae of editors (when available on-line).

In addition to total number of publications, we used information regarding authorship position to compute the weighted total number of publications per year using the following equation offered by Howard, Cole and Maxwell (1987):

$$\text{Weighted Authorship Score} = \frac{1.5^{n-i}}{\sum_{i=1}^{n} 1.5^{i-1}}, \quad (1)$$

where n is the number of authors on each publication and i is the ordinal position of the editor in the authorship team (i.e., first, second, and so forth). Using Equation 1, an editor receives a weighted authorship score of 1 if she is the sole author of a particular publication. However, this score is .6 if she is second author on a publication including two authors. Given that in management and related fields, authorship order reflects relative contribution, we computed total number of publications based on weighted (i.e., using Equation 1) scores. The trends based on weighted and unweighted scores were virtually identical and, as expected, the difference between weighted and unweighted trends is that the unweighted number of publications is greater than the weighted scores, given that unweighted scores give full credit for an article regardless of the total number of coauthors. Given the similarity in trends, we based our analyses described in the next section on the weighted number of refereed journal articles because these scores have long been considered a more valid indicator of intellectual contribution compared to unweighted scores in management as well as in other fields (Gibby, Reeve, Grauer, Mohr, & Zickar, 2002; Howard et al., 1987; Smith, 2010).

In short, our review resulted in a database including the yearly number of publications produced by 58 past editors of *AMJ, AMR, ASQ, JAP, JOM*, and *PPsych* during their entire careers and covered the 50-year period from the mid-1950s to the mid-2000s.

Data-Analytic Approach

We used discontinuous growth modeling (DGM), a type of multilevel mixed-effects technique, to test the two competing hypotheses described in the Introduction (Bliese, Chan, & Ployhart, 2007; Lang & Bliese, 2009). We chose to use DGM because it is specifically suited for capturing discontinuities (i.e., transitions) in longitudinal data with repeated measures (Ployhart & Vandenberg, 2010; Singer & Willett, 2003).

In addition to substantive reasons, we specifi-

cally chose to use DGM instead of other more traditional data-analytic approaches, such as ANOVA and ordinary least squares (OLS) regression for three methodological reasons. First, repeated measures ANOVA assumes compound symmetry, which requires that the variances across measurements be constant and the covariances between measurement periods be equal. Compound symmetry is likely violated in longitudinal studies such as ours in which observations are serially correlated and variance in measurements is not constant over time. In contrast, DGM is not adversely affected by nonconstant variance across measurements or serial autocorrelation because it models the variance–covariance matrix among scores over time. Second, missing data in longitudinal data structures leads to unequal numbers of observations across individuals and creates an unbalanced design resulting in a lack of independence between main and interaction effects in repeated measures ANOVA. In contrast, DGM accommodates data missing at random because individuals' missing data on one observation can be omitted without having to remove the individual from the analysis. Moreover, individuals with data missing in a given time period receive less weight relative to individuals for whom more data are available. Finally, the third methodological reason for using DGM is that normality is an important assumption in ANOVA as well as OLS regression. In contrast, DGM can be used with multilevel models for nonnormal outcomes (e.g., Culpepper, 2009).

We conducted DGM as implemented by the lmer function with restricted maximum likelihood in R, which is a free, open source statistical package (Culpepper & Aguinis, in press). We examined editors' performance at three stages: before editorship, during editorship, and post-editorship. Specifically, we modeled the criterion y_{it}, which is the number of weighted (by authorship) refereed publications for editor i at time t, using the following multilevel equations (cf. Singer & Willett, 2003):

$$y_{it} = \pi_{0i} + \pi_{1i}(t - c_i) + \pi_{2i}Edit_{it} + \pi_{3i}Post_{it}$$
$$+ \pi_{4i}(t - c_i)Edit_{it} + \pi_{5i}(t - c_i)Post_{it} + e_{it} \quad (2)$$

$$\pi_{0i} = \gamma_{00} + \mu_{0i} \quad (3)$$

$$\pi_{1i} = \gamma_{10} + \mu_{1i} \quad (4)$$

$$\pi_{2i} = \gamma_{20} + \mu_{2i} \quad (5)$$

$$\pi_{3i} = \gamma_{30} + \mu_{3i} \quad (6)$$

$$\pi_{4i} = \gamma_{40} + \mu_{4i} \quad (7)$$

$$\pi_{5i} = \gamma_{50} + \mu_{5i} \quad (8)$$

In Equation 2, $Edit_{it}$ equals one if editor i was serving as editor during time period t and zero otherwise, and $Post_{it}$ equals one for years following editor i's editorship and zero otherwise. Additionally, t measured time linearly and equaled zero for the first year when the editor published his first article and, thus, we conceptualized $t = 0$ as the beginning of an editor's career. We centered the linear trend variable t by c_i, which equals the value of the time period preceding the editorship stage for editor i (e.g., $c_i = 6$ if an individual started the editorship at $t = 7$). For example, consider an editor who started the editorship term 8 years after publishing his first article and was editor for 4 years. In this example, $t - c_i = -7$ is the first year the editor published an article, $t - c_i = 0$ is the year prior to becoming editor, $t - c_i = 4$ for the last year of editorship, and $t - c_i > 5$ indicates the post-editorship stage. Note that by centering t by c_i we can interpret π_{0i} as the ith editor's number of publications in the year prior to assuming editorship. We purposely examined the fit of linear trends at the pre-, during, and post-editorship stages because an initial test indicated that using a nonlinear (i.e., quadratic) function did not improve fit (i.e., $\chi^2 = 3.1$, $df = 1$, $p > .05$).

Equation 2 is the Level 1 model, and the regression coefficients are random effects (i.e., the πs are random variables across the 58 editors). Similarly, π_{1i} measures the linear trend for editor i in the pre-editor stage. Productivity during the editorship stage is modeled using $Edit_{it}$ and the interaction between $Edit_{it}$ and the centered linear trend. Specifically, π_{2i} assesses the average difference in performance levels between the pre-editorship and during editorship stages and π_{4i} assesses the difference in productivity trend. Furthermore, $\pi_{2i} < 0$ ($\pi_{2i} > 0$) indicates that the productivity of editor i declined (improved) during editorship compared to the pre-editorship stage and $\pi_{4i} < 0$ ($\pi_{4i} > 0$) suggests that productivity decreased (improved) linearly during the editorship stage. We modeled the post-editorship stage using $Post_{it}$ and the interaction between $Post_{it}$ and $(t - c_i)$. The coefficients for the post-editorship stage provide estimates of the difference in average productivity for editor i between the pre- and post-editorship stages (π_{3i}) and the difference in trend between pre- and post-editorship stages (π_{5i}). Accordingly, $\pi_{3i} < 0$ indicates an initial decrease in productivity and $\pi_{5i} > 0$ provides evidence that productivity linearly increases at a greater rate than the pre-editor stage.

Equations 3 through 8 are Level 2 equations that are used to model individual differences in the

random effects (i.e., πs). Equations 3 through 8 provide estimates of the average effects (i.e., the γs), in addition to each editor's deviation from mean values (i.e., the μs). Specifically, Equations 4 and 6 include estimates of the average drop in the post-editorship stage (γ_{30}) and linear change in the post-editorship stage (γ_{50}), as well as residuals (μ_{3i} and μ_{5i}) that capture individual deviations from the average. We assessed the average change in productivity from the pre-editorship to the editorship stage by an examination of π_{2i}.
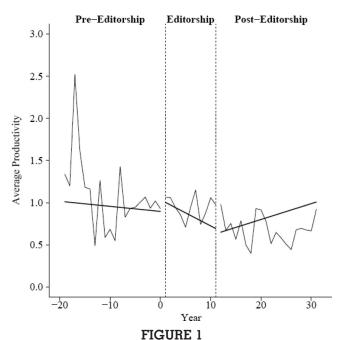
Finally, DGM not only estimates average values across all editors, but also the variance of the co-efficients in Equation 2 across editors. For example, consider that π_{5i} assesses the post-editorship rate of change for each individual editor and γ_{50} is the average post-editorship rate or change for all editors combined. We can compute σ_5^2, which is the variance of π_{5i} (i.e., individual rate of change) around γ_{50} (i.e., the average rate of change). Moreover, we can use σ_5^2 to create a range of values that describe the upward or downward rate of change that would be observed in additional random samples of editors (Raudenbush & Bryk, 2002).

RESULTS

Taken together, the 58 journal editors produced a total of 3,348 publications, with a mean of 57.72 ($SD = 44.60$) per editor. The total weighted (using Equation 1) number of publications is 2,098.41, with a mean of 36.18 ($SD = 29.07$). In terms of refereed journal articles only, the total number of publications is 2,789, with a mean of 48.24 ($SD = 39.44$) per editor. The total number of weighted (using Equation 1) journal articles is 1,572.87, with a mean of 27.12 ($SD = 21.11$). The unweighted mean number of journal articles per year for the entire 50-year period covered by our review is 1.46 ($SD = 1.19$). The mean number of weighted journal articles per year for the entire 50-year period covered by our review is .81 ($SD = .57$). However, as we will see next, research productivity fluctuates over time in noticeable ways.

Test of Hypotheses 1 and 2

Following recommendations by Tukey (1977) and Cohen (1990), we adopted a dual graphical and numerical approach to testing our hypotheses. Based on a graphical approach, Figure 1 shows the average trend for weighted (by authorship order) journal publications for the 58 editors for the pre-, during, and post-editorship stages. As shown in Figure 1, the overall trend in productivity is fairly

FIGURE 1
Weighted Average Number of Yearly Journal Articles Published Before, During, and After Editorship Term

flat during the pre-editorship stage, it declines in productivity immediately after the editorship stage and, then, trends positively upward. This positive trend is not as steep as the post-editorship decline. Moreover, it seems that it takes at least a decade for editors to "recover" from the taxing editorship role in terms of returning to their pre-editorship level of productivity.

Moreover, it seems that it takes at least a decade for editors to "recover" from the taxing editorship role in terms of returning to their pre-editorship level of productivity.

Table 2 summarizes results of our formal statistical analysis using DGM. Results of DGM provide evidence in support of Hypothesis 2 (i.e., job burnout) because the average productivity of editors declined in the post-editorship stage by 0.434: $\gamma_{30} = -0.434; p < 0.001$. In terms of practical significance (Aguinis, Werner, Abbott, Angert, Park, & Kohlhausen, 2010), the size of this effect suggests that productivity declined by half when compared to the year prior to the editorship stage, $\gamma_{00} + \gamma_{30} = 0.897 - 0.434 = 0.463$ versus $\gamma_{00} = 0.897$. In addition to this sharp overall post-editorship decline, the random effect for $Post_{it}$ (i.e., $\sigma_3^2 < 0.0001$) indicates little inter-editor variability in the downward trend

TABLE 2
Summary of Discontinuous Mixed-Effects Growth Curve Models of Editors' Weighted Journal Article Publications

Predictor		Fixed Effects	95% CI[a]		Random Effects	
			Lower Limit	Upper Limit		
Pre-Editorship (PE) Stage						
Intercept	γ_{00}	0.897	0.755	1.075	σ_0^2	0.2673
Linear trend	γ_{10}	−0.006	−0.021	0.009	σ_1^2	0.0007
Editorship Stage						
Difference with PE intercept	γ_{20}	0.138	−0.094	0.415	σ_2^2	0.5549
Difference with PE linear trend	γ_{40}	−0.025	−0.094	0.031	σ_4^2	0.0000
Post-Editorship Stage						
Difference with PE intercept	γ_{30}	−0.434	−0.617	−0.256	σ_3^2	0.0000
Difference with PE linear trend	γ_{50}	0.025	0.005	0.043	σ_5^2	0.0004

[a] Confidence intervals for the fixed effects were computed using 1,000 Markov Chain Monte Carlo samples.

of post-editorship productivity. Stated differently, productivity declined sharply by the time the editorship ended, and this decline is consistent across the 58 editors included in our study.

In addition to the post-editorship decline in productivity compared to the pre-editorship stage, Table 2 also provides evidence that there is a recovery period, $\gamma_{50} = 0.025$, $p < 0.01$. Specifically, after the initial post-editorship decline, editors gained 4.4% of the lost productivity each year during the post-editorship stage (e.g., $[-0.006+0.025]/0.428$). Consequently, editors gained about 40% of pre-editorship productivity, on average, 10 years after the end of their editorship term. Results regarding inter-editor variance in the post-editorship upward trend indicate a high degree of consistency across editors, $\sigma_5^2 = 0.0004$.

As noted by an anonymous reviewer, productivity trends may vary as a function of the number of associate editors, the number of years between the beginning of an editor's career and the beginning of the editorship term, the journal served, and the time period when an individual served as editor (e.g., in the 1970s compared to the 1990s). What the direction of these potential moderating effects would be is not clear. For example, a larger number of associate editors may suggest a lighter workload and, consistent with Hypothesis 1, may lead to an increase in productivity after the editorship term. On the other hand, more associate editors may be also an indicator of a larger number of manuscript submissions, which may not result in an overall reduction in workload. In addition, a larger number of manuscript submissions may also result in more learning opportunities for the editor and, consistent with Hypothesis 1, a resulting improvement in productivity after the editorship term. To examine these potential moderating

effects, we assessed whether the number of associate editors, number of years between an editor's first publication and the first year of the editorship term, the journal served, and the year when each editor finished the editorship term were related to π_{3i} in Equation 6 and π_{5i} in Equation 8. There was no evidence that these four potential moderator variables were related to productivity fluctuations during the post-editorship stage. Specifically, none of the 95% Markov Chain Monte Carlo samples confidence interval excluded zero, suggesting that none of these potential moderating effects are likely to be different from zero in the population.

DISCUSSION

Journal editors play a central and highly influential role in the process of generating scholarly knowledge. As such, they have "the power to affect the lives and careers of our fellow academics" (Konrad, 2008: 12). However, what are the consequences of editorship for the editors themselves in terms of their own research productivity? Are editors able to take advantage of the numerous implicit and informal learning and development opportunities that take place in the course of reading manuscripts, selecting reviewers, and making publication decisions? Do they use this implicit learning and development to "improve their game" and become more productive after their editorship term is over? Or, alternatively, do they fall prey to the high demands of the role and, once their term is over, decline in productivity?

Our analysis of 58 editors who served *AMJ, AMR, ASQ, JAP, JOM*, and *PPsych* during the 50-year period from the mid-1950s to the mid-2000s show that, overall, their research productivity peaks around the beginning of the editorship term. Then, produc-

tivity has a sharp decline, and it takes at least 10 years to return to the pre-editorship level. In other words, there is a decade-long "recovery period" that is necessary for editors to return to their high level of productivity that most likely led to their selection as editors in the first place. So, in spite of the numerous implicit learning and development opportunities, most editors do not seem to be able to capitalize on them, at least as indicated by the number of refereed journal articles they published after their editorship periods. Instead, it seems that the high-stress and high-demand nature of the editorship role take a big toll.

Results regarding inter-editor variability indicate that the overall trend lines are consistent across editors. This consistency relates to both the decline in productivity toward the end of the editorship period as well as to the slow post-editorship productivity recovery period. We did not find evidence that the small degree of inter-editor variability in the post-editorship period is explained by the number of associate editors serving with each editor, the number of years between an editor's first publication and the first year of the editorship term, the journal served, or the year when each editor finished the editorship term.

Implications for Aspiring Editors

Our article suggests important implications for aspiring editors. First, one should not seek the role of editorship mainly based on anticipated extrinsic rewards, such as increasing one's productivity after the editorship term is over. Instead, the role of editor should be viewed as "sustained volunteerism" (Ryan, 2008). Being a journal editor should be considered an act of service.

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As noted by an anonymous reviewer, editors and former editors may nevertheless benefit from extrinsic rewards, such as personal prestige, enhanced job opportunities, and salary increases. Thus, we do not necessarily see editorship as a completely selfless service to the profession. Nevertheless, our study suggests that individuals expecting that serving as editors will result in increased levels of post-editorship productivity are likely to be disappointed.

Implications for the Field

Editors, like experienced employees in an organization, are extremely valuable members of the scholarly community. With the knowledge and experience they accumulate while serving as editors, they are well equipped to make important scholarly contributions from which the entire field would benefit. However, because most past editors are not as productive and publish fewer journal articles after their terms end, their experience resembles an effect that is akin to voluntary turnover of very knowledgeable employees. Voluntary turnover of knowledgeable employees is extremely costly to organizations and, similarly, nonproductive past editors represent an important opportunity cost for the scholarly community.

The voluntary turnover literature (Griffeth et al., 2000; Shaw et al., 1998), suggests five main reasons why editors may "leave" the research arena: attractiveness of current job, availability of alternatives, pay and benefits, work satisfaction, and organizational commitment. How can the scholarly community make research attractive so that editors do not to "leave" their research after their term is over? How can the scholarly community take advantage of past editors' knowledge and wisdom so that these are put to use in generating scholarly knowledge? One way to address these questions is for professional organizations such as the Academy of Management to create a forum through which editors can share their acquired knowledge and expertise with others. For example, incoming editors would meet with past editors on a regular basis prior to becoming editors. Also, sessions could be scheduled regularly at annual meetings at which editors can share their expertise with others. Moreover, there could be a standing committee of past editors that would be involved in providing feedback to others on research ideas and execution. Of course, past editors are very busy people. So, there should be a reward structure (both intrinsic and extrinsic) behind these initiatives so that editors are motivated to be part of these initiatives (cf. Aguinis, 2009).

Potential Limitations and Suggestions for Future Research

We acknowledge several limitations in our study that also serve as the impetus for further research on the factors that affect post-editorship research productivity of journal editors. First, we examined a limited number of journals. Our choice was guided by the prestige, visibility, and impact of each of the six journals we selected (cf. Podsakoff et al., 2005). It could be that, because of the visibility and prestige of these journals, our study suffered from a ceiling effect. In other words, it could be that the 58 editors in our sample were already

so successful when they were appointed that there was not much room for improvement after their terms were over. Accordingly, future research could study the research productivity of editors in other journals. It is possible that editors whose careers are not that prominent when they begin their terms are able to take advantage of informal and incidental learning and development opportunities in such a way that their research productivity improves after their term is over.

Second, our study did not include measures of learning or burnout. So, although we assume that these are the underlying mechanisms leading to fluctuations in research productivity, we do not know for sure whether this is the case. Future research could investigate these, as well as other, potential factors that may explain fluctuations in editors' research productivity over time. For example, extrapolating from the job burnout literature, there are several individual difference variables that affect who experiences job burnout (Maslach et al., 2001). Accordingly, editors who display low levels of hardiness (i.e., low involvement in daily activities, lack of sense of control over events, and low openness to change), have lower self-esteem, external locus of control, avoidant coping, and unduly high expectations about the editorship role may be more likely to experience higher levels of job burnout.

Third, related to the aforementioned discussion about voluntary turnover, it could be that past editors choose to influence the field in ways other than publishing journal articles. Some editors may be ready to engage in other activities as part of their career progressions and, for example, choose to participate in more executive education, serve professional organizations as their officers, or become university administrators. In fact, at the time of the writing of this article, three recent past presidents (DeNisi, Lee, and Smith), the president (Jackson), and the president elect (Tsui) of the Academy of Management are all former journal editors. So, an opportunity for future research is to conduct in-depth analyses of the motivating factors that guide past editors' choices in terms of career paths after their editorship terms are over.

Fourth, our study focused on an examination of research productivity operationalized as publications in refereed journals. However, as noted earlier, there may be other extrinsic rewards associated with the editorship role that we have not considered. For example, serving as editor for a prestigious journal may enhance the reputation and visibility of a past editor. This enhanced reputation and visibility may, in turn, lead to opportunities such as invitations to deliver keynote ad-

dresses at professional conferences involving travel to novel and exotic international destinations, and even employment in more prestigious and resource-intensive universities. Also, although we did not measure this in our study, it may be that the quality of research output improves in the post-editorship stage. Thus, future work could examine additional extrinsic and intrinsic rewards associated with the editorship role as well as possible fluctuations in the level of research quality during the post-editorship stage compared to the pre-editorship stage.

Finally, an additional issue that can be considered in future research is the productivity of associate editors. In many cases, serving as an associate editor is followed by an editorship term. So, for many individuals the associate editorship term can be seen as a pre-editorship term. The workload of an associate editor is not as high as the workload of an editor, but opportunities for learning are likely just as good. Thus, it may be that productivity fluctuations of associate editors follow a different pattern compared to those of editors.

CONCLUSIONS

Those aspiring to serve as journal editors must be prepared to serve the profession and understand that, in all likelihood, their research output is likely to suffer after the editorship term is over. Moreover, it may take at least a full decade for research productivity to go back up to the pre-editorship level. Given the valuable experience and knowledge accumulated during the editorship term, the scholarly community should attempt to "retain" past editors after their term is over. Engaging past editors in research-related activities and in activities through which they can share what they have learned is likely to have a positive impact on the generation of scholarly knowledge in the field.

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Herman Aguinis is the Dean's Research Professor, a professor of organizational behavior and human resources, and the director of the Institute for Global Organizational Effectiveness in the Kelley School of Business, Indiana University. His research and teaching interests are interdisciplinary and span several human resource management, organizational behavior, and research methods and analysis topics.

Gideon P. de Bruin is a professor of industrial psychology at the University of Johannesburg. He earned his DLitt et Phil from Rand Afrikaans University in South Africa. He teaches multivariate statistics, research methods, and psychometrics. His research focuses on cross-cultural issues in psychological testing, personality assessment, career development, and job strain.

Danielle Cunningham practices as a registered industrial psychologist in South Africa and has been involved in the consulting psychology industry since 2008. She completed her M.Com Industrial Psychology at the University of Johannesburg in 2008. Her main interests currently lie in the use of psychological assessments, mainly for selection and development purposes.

Nicole L. Hall holds a masters in industrial and organizational psychology from the University of Johannesburg, South Africa. She currently is a consultant with a focus on organizational development and design.

Steven A. Culpepper is an assistant professor of mathematical and statistical sciences at the University of Colorado, Denver. He received his PhD in educational psychology and quantitative methods from the University of Minnesota, Twin Cities. His research interests include test bias assessment, statistics, and research methodology.

Ryan K. Gottfredson is a doctoral student in organizational behavior in the Kelley School of Business, Indiana University. He received his Bachelor's degree from Brigham Young University in Business Administration with an emphasis in finance. His current research includes research methods and analysis, trust violations, and personnel selection.