

1 Focal Article

2 Most Frequently Cited Sources, Articles, and
3 Authors in Industrial-Organizational Psychology
4 Textbooks: Implications for the Science–Practice
5 Divide, Scholarly Impact, and the Future of the
6 Field

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10 *Most future industrial and organizational (I-O) psychology practitioners and re-*
11 *searchers initially enroll in an introductory I-O psychology course during their junior*
12 *or senior year of undergraduate studies, making introductory textbooks their first in-*
13 *depth exposure to the field and an important knowledge base. We reviewed and ana-*
14 *lyzed the 6,654 unique items (e.g., journal articles, book chapters) published in 1,682*
15 *unique sources (e.g., scholarly journals, edited books, popular press publications) and*
16 *authored by 8,603 unique individuals cited in six popular I-O psychology textbooks.*
17 *Results showed that 39% of the top-cited sources are not traditional academic peer-*
18 *reviewed journals, 77% of the top-cited articles were published in cross-disciplinary*
19 *journals, and 58% of the top-cited authors are affiliated with business schools and*
20 *not psychology departments. These results suggest that the science–practice divide*
21 *in I-O psychology may develop later—perhaps after graduates obtain employment*
22 *as either practitioners or researchers. Also, results suggest I-O psychology is closer*
23 *to business and management than social psychology and psychology in general. We*

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1 *discuss additional implications for the science–practice divide, how to define and*
 2 *measure scholarly impact, and the future of I-O psychology as a field, including the*
 3 *movement of I-O psychologists to business schools and the sustainability of I-O psy-*
 4 *chology programs in psychology departments.*

5 Keywords: ???

6 The scientist–practitioner model in industrial and organizational (I-O) psy-
 7 chology suggests a permeable boundary between science and practice. As
 8 Rupp and Beal (2007) noted, “Practitioners should look to the scientific lit-
 9 erature for guidance on setting up effective workplace systems, and scien-
 10 tists should take their cues from practitioners in identifying issues relevant
 11 to employee well-being and organizational effectiveness” (p. 36). Although
 12 this model was created several decades ago (Benjamin & Baker, 2000), there
 13 remains a documented and persistent divide between science and practice
 14 (McHenry, 2007). For example, a review of 5,780 articles published in *Jour-*
 15 *nal of Applied Psychology (JAP)* and *Personnel Psychology (PPsych)* from 1963
 16 to 2007 ascertained that much I-O psychology research does not address
 17 current societal issues (Cascio & Aguinis, 2008). The divide does not seem
 18 to be narrowing (Colella, Hebl, & King, 2017), prompting Woodwark and
 19 MacMillan (2014) to call the issue of the “growing gulf between researchers
 20 and practitioners ... exigent” (p. 324).

21 Directly related to the relationship between science and practice, the is-
 22 sue of scholarly impact has received substantial attention, but the majority
 23 of this work focuses on measuring impact only on the work of other re-
 24 searchers rather than on practitioners (Certo, Sirmon, & Brymer, 2010; Ko-
 25 zlowski, 2017; McNally, 2010). Although the Society for Industrial and Orga-
 26 nizational Psychology (SIOP) lists the advancement of “the science, practice,
 27 and teaching of industrial-organizational psychology” as its mission (SIOP,
 28 2015), only science seems to be explicitly and consistently measured and re-
 29 warded for academics (Gomez-Mejia & Balkin, 1992). For many academics,
 30 scholarly publications and citations drive important rewards such as ap-
 31 pointment, tenure, and promotion decisions. For I-O psychology programs,
 32 research impact—the number of publications in “A” journals and citations
 33 received by those articles in other academic journals—affects program rank-
 34 ings, reputation, monetary resources, and the future student applicant pool
 35 (Beiler, Zimmerman, Doerr, & Clark, 2014; Salter, Allen, Gabriel, Sowinski,
 36 & Naidoo, 2016). Overall, it seems that pluralistic definitions of scholarly
 37 impact and the assessment of contributions to practice and teaching remain
 38 an afterthought (Aguinis, Shapiro, Antonacopoulou, & Cummings, 2014).

39 Another aspect of the ongoing debate regarding the science–practice
 40 divide involves the education and training of future I-O psychology

1 professionals—both practitioners and researchers. As an applied science,
2 I-O psychology education seeks to influence both science and practice
3 (Weathington, Bergman, & Bergman, 2014). Byrne et al. (2014) recently
4 pointed to I-O psychology students' grounding in a "psychological base" as a
5 source of competitive advantage (p. 8), and Aguinis, Bradley, and Brodersen
6 (2014) noted that although many I-O psychology researchers are moving
7 to business schools, many have been trained using knowledge drawn from
8 I-O psychology sources, a claim also echoed by Tett, Brummel, Simonet,
9 and Rothstein (2014). So, it seems that the current *zeitgeist* is that future I-O
10 psychology professionals are mostly trained in psychology. However, is it
11 correct to make this assumption? What sources and authors constitute the
12 initial knowledge base for I-O psychology professionals (both practitioners
13 and researchers) of the future—those students enrolled in an introductory
14 I-O psychology course?

15 **Present Study and Research Questions**

16 The goal of our study is to investigate what sources (e.g., scholarly jour-
17 nals, edited books, popular press publications), individual items (i.e., articles,
18 book chapters, books), and authors are cited in some of the most widely used
19 I-O psychology textbooks. Most future I-O psychology practitioners and re-
20 searchers initially enroll in an introductory I-O psychology course during
21 their junior or senior year of undergraduate studies, making introductory
22 I-O psychology textbooks their first in-depth exposure to the field. Unlike
23 journal articles, which primarily influence a smaller community of current
24 and future researchers, I-O psychology textbooks influence the knowledge
25 base of exponentially larger numbers of future practitioners and researchers.

26 Our results have implications regarding several issues that are currently
27 debated vigorously: the science–practice divide (Cascio & Aguinis, 2008);
28 how to define, measure, and reward scholarly impact (Aguinis, Suarez-
29 González, Lannelongue, & Joo, 2012); the movement of I-O psychology re-
30 searchers to business schools (e.g., Aguinis, Bradley, et al., 2014); and the
31 future of I-O psychology as a field (Aycan, 2014). For example, if textbooks
32 refer to sources other than traditional peer-reviewed academic journals, this
33 would offer evidence that the science–practice divide does not develop until
34 later in the career of I-O psychologists. As a second illustration, if the au-
35 thors cited most frequently in academic journals do not overlap with authors
36 cited in textbooks, this would indicate that the knowledge base included
37 in textbooks is not consistent with the most influential scholarly develop-
38 ments. As a third potential contribution of our study, if researchers housed
39 in business schools produce more of the knowledge disseminated in intro-
40 ductory I-O psychology courses than their colleagues in I-O psychology
41 programs, this would provide further evidence regarding the movement of

1 I-O psychologists, and even I-O psychology, to business schools. In total, we
 2 addressed the following specific research questions about the relative influ-
 3 ence of sources, individual articles and book chapters, and authors:

4 **Research Questions About the Influence of Sources**

5 *Research Question 1 (RQ1):* Which are the most frequently cited sources
 6 in popular I-O psychology textbooks?

7 *Research Question 2 (RQ2):* Among the most-cited sources, what is
 8 the proportion of academic publications compared to other types of
 9 sources?

10 *Research Question 3 (RQ3):* Among the most frequently cited academic
 11 sources, what is the proportion of academic I-O psychology sources
 12 compared to academic sources originating outside of I-O psychology?

13 **Research Questions About the Influence of Individual Journal Articles and Book
 14 Chapters**

15 *Research Question 4 (RQ4):* Which are the most-cited articles and book
 16 chapters in popular I-O psychology textbooks?

17 *Research Question 5 (RQ5):* Among the most-cited articles and chapters,
 18 what is the proportion of academic journal articles compared to other
 19 sources, and in what fields have they been published?

20 *Research Question 6 (RQ6):* Among the most-cited articles and chapters,
 21 how does the coverage of topics in I-O psychology textbooks compare
 22 to the coverage of the same topics in journals?

23 *Research Question 7 (RQ7):* What are the publication dates of the most-
 24 cited articles and chapters?

25 **Research Questions About the Influence of Authors**

26 *Research Question 8 (RQ8):* Who are the most frequently cited authors
 27 in popular I-O psychology textbooks?

28 *Research Question 9 (RQ9):* Among the most-cited authors, what pro-
 29 portion work in I-O psychology versus business school programs?

30 *Research Question 10 (RQ10):* Among the most-cited authors, what is
 31 the relation between their citations in textbooks and their citations in
 32 academic journals (i.e., impact on the academic literature)?

33 **Method**

34 **Textbook Selection**

35 We used three steps to identify the most popular and widely used I-O psy-
 36 chology textbooks. First, we searched the textbook section of Amazon.com,
 37 the world's largest online retailer (Li, 2015), and one of the largest retailers
 38 of textbooks (Mosendz, 2014). We conducted individual searches using the

1 subject area as keywords (e.g., “industrial organizational psychology text-
2 book,” “organizational psychology textbook”). We excluded any results that
3 were not specifically written to be used as introductory textbooks (e.g., Cas-
4 cio & Aguinis, 2011) or that focused on narrower subfields (e.g., Lowman,
5 2006). As the number of editions published is an indicator of longevity, and
6 therefore accumulated influence and popularity of a textbook, we only in-
7 cluded books in at least their second edition. This process generated five
8 books.

9 Second, we queried seven I-O psychology faculty at a large, private, mid-
10 Atlantic university for the name of the textbook they used in their classes.
11 We cross-referenced responses with the list we had compiled through Ama-
12 zon.com and found all five textbooks mentioned by the faculty were already
13 on our list.

14 Third, we examined the recommended I-O psychology textbook lists at
15 a different large mid-Atlantic university (public), a large Midwestern univer-
16 sity (private), and a large southwestern university (public). After examining
17 the textbooks for the first two universities, we found that most of the recom-
18 mended textbooks for these schools were already included on our list. How-
19 ever, our examination uncovered one additional textbook, which we added,
20 taking our total to six textbooks. Upon examining the listings for the third
21 university (southwestern), we reached saturation (Glaser & Strauss, 1967)
22 and found no additional recommended textbook not already included in our
23 list. [Table 1](#) lists the textbooks we reviewed and analyzed in our study.

24 ***Data Collection and Accuracy Checks***

25 We used two different methods to collect our data. For three textbooks (Levy,
26 2017; Muchinsky & Culbertson, 2016; and Riggio, 2013), we scanned the
27 endnotes and references into PDF files using a high-resolution scanner. To
28 make the data searchable, we conducted an optical character recognition
29 (OCR) operation using Adobe Acrobat Pro software. For the other three
30 textbooks (Aamodt, 2016; Landy & Conte, 2016; and Spector, 2017), we ob-
31 tained editable Word documents with the references directly from the au-
32 thors. Next, we created a transcription template in Excel to capture the data
33 from each references file and a detailed guide on how to transcribe different
34 entries (e.g., book chapters versus journal articles). For each entry in end-
35 notes or references, we extracted the following information: last name(s) of
36 author(s); first name(s) of author(s); year of publication of entry; title of arti-
37 cle/book chapter/publication (as applicable); journal/book/source. Multiple
38 entries of the same article/book chapter in the same textbook (e.g., in end-
39 notes and in references) were only counted once.

40 Next, we used six coders to create our database. The coders were the
41 second, third, fourth, fifth, and sixth authors, and a freelancer whom we

Table 1. List of Textbooks Reviewed and Analyzed in This Study

Textbook title	Publication year	Authors	Authors' affiliation	Authors' PhD field
<i>Industrial/Organizational Psychology: An Applied Approach</i> , 8th Edition	2016	Michael G. Aamodt	Emeritus. Department of Psychology, Radford University	Psychology
<i>Work in the 21st Century: An Introduction to Industrial and Organizational Psychology</i> , 5th Edition	2016	Frank J. Landy ^a & Jeffrey M. Conte ^b	^a Deceased. Department of Psychology, Pennsylvania State University ^b Department of Psychology, San Diego State University	I-O psychology
<i>Industrial/Organizational Psychology: Understanding the Workplace</i> , 5th Edition	2017	Paul E. Levy	Department of Psychology, University of Akron	I-O psychology
<i>Psychology Applied to Work</i> , 11th Edition	2016	Paul M. Muchinsky ^a & Satoris S. Culbertson ^b	^a Deceased. Department of Psychology, University of North Carolina at Greensboro ^b Department of Management, Kansas State University	I-O psychology
<i>Introduction to Industrial and Organizational Psychology</i> , 6th Edition	2013	Ronald E. Riggio	Department of Psychology, Claremont McKenna College	Social/personality psychology
<i>Industrial and Organizational Psychology: Research and Practice</i> , 7th Edition	2017	Paul E. Spector	Department of Psychology, University of South Florida	I-O psychology

Note: I-O = Industrial-organizational.

1 recruited from the Internet freelancing website Upwork.com (see Aguinis
2 & Lawal, 2013, for a review of Internet freelancing). To select the Upwork
3 coder, potential freelancers were provided with an abbreviated list of refer-
4 ences from one of the textbooks and asked to submit a sample transcription.
5 We reviewed this sample and clarified questions and errors with the free-
6 lancers. The freelancer who successfully completed the sample transcription
7 was hired on an hourly basis. All coders received a copy of the transcription
8 guide that provided examples of how to code different entries, the references
9 for one of the textbooks, and an Excel file in which to enter the transcribed
10 data. During transcription, we corrected obvious errors in the textbooks' ref-
11 erences sections (e.g., Kozlowski, S. W. J. listed as Kozlowski, S. J. W.).

12 Once the coders completed transcription of the textbook assigned to
13 them, they created an Excel file with the transcribed data. The second au-
14 thor then conducted a preliminary check of the work by randomly inspect-
15 ing the transcription of 10% of all entries. If a discrepancy was found in the
16 submitted data file compared to the textbook's references list, the coder was
17 asked to recheck the Excel file and correct discrepancies. The coders invested
18 approximately 400 hours of work to transcribe the data from the PDF and
19 Word files into Excel.

20 Following transcription, we conducted a second round of quality checks.
21 For each textbook, each coder independently inspected all the transcribed
22 entries for 20 randomly chosen authors against the textbook's references. In
23 all, we inspected 903 entries during this process and found 18 errors, for an
24 error rate of 2%. Most of these errors were due to the inability of the optical
25 character recognition software to distinguish between letters (e.g., Yukl, G.
26 A. scanned as Yuki, G. A.).

27 Next, with the data for each of the six textbooks quality checked, we
28 concatenated the six Excel files into a single, master database. To ensure the
29 integrity of the database, each coder independently concatenated the data
30 from the individual files from each of the six textbooks into his or her sep-
31 arate master database. We then compared the results of our analysis of the
32 most frequently cited authors, journals, and articles from the six separate
33 master databases concatenated by each coder and found that they matched
34 perfectly. As a final quality control step, we individually checked the entries
35 for all articles and journals in the database, as well as the top-500 most-cited
36 authors.

37 Although, as described above, we conducted extensive checks, given the
38 size of our database, it is possible that some spelling errors may exist in some
39 author names (i.e., last names and first and middle initials). However, given
40 our accuracy-check procedures, these errors are random in nature, likely
41 to be minimal, and therefore unlikely to change our substantive conclu-
42 sions. Our final database of the endnotes and references for all six textbooks

1 contains 8,372 rows of information, including individual items with multi-
 2 ple citations each. The database contains 6,654 unique published items (e.g.,
 3 articles, book chapters), drawn from 1,682 unique sources (e.g., journals,
 4 books), and authored by 8,603 unique individuals with at least one cita-
 5 tion each. Obviously, many of the items have multiple coauthors. So, cumu-
 6 latively, these 8,603 unique authors are cited a total of 19,473 times when
 7 counting all the coauthors for each item in the database.

8 **Results**

9 ***Most-Cited Sources***

10 To answer RQ1, we identified the top-100 most-cited sources, including
 11 those with equal numbers of citations. This selection procedure led to the
 12 110 sources listed in [Table 2](#). Each of these sources received at least seven
 13 citations; that is, on average they were cited more than once per textbook.
 14 As has been found repeatedly in the past, the distribution of citations is right
 15 heavy tailed, meaning that a relatively small number of sources accounts for
 16 a disproportionately large number of citations (e.g., Podsakoff, MacKenzie,
 17 Bacharach, & Podsakoff, 2005). Not surprisingly then, the top-110 sources
 18 listed in [Table 2](#), which include less than 7% of the total number of sources
 19 (i.e., 1,682), accounted for 72% (i.e., 5,989) of the total number of citations
 20 (i.e., 8,372). So, the sources included in [Table 2](#) are substantially more influ-
 21 ential than the rest.

22 The two oldest and most established applied psychology journals (i.e.,
 23 *JAP* and *PPsych*) are ranked #1 and #2, respectively. [Table 2](#) also reveals the
 24 presence of practitioner publications such as *HR Magazine* (#20) and *Har-*
 25 *vard Business Review* (#50), and popular press sources such as the *New York*
 26 *Times* (#34). In addition, [Table 2](#) includes “bridge” journals, which typically
 27 feature articles authored by academics but target both academic and prac-
 28 titioner audiences (e.g., *Human Resource Management* is #35 and *Organiza-*
 29 *tional Dynamics* is #47). In addition, this list of top-cited sources includes 25
 30 edited volumes and one textbook.

31 Regarding RQ2, [Table 2](#) distinguishes sources that are “academic jour-
 32 nals.” We made this distinction based on whether a source is indexed by the
 33 Web of Science (WoS) database, which includes traditional peer-reviewed
 34 academic journals. We recognize that some publications may not be listed on
 35 the WoS database but nevertheless be peer-reviewed (to some extent) or aca-
 36 demic in nature (e.g., publication targeting practitioners but also academics).
 37 But, in the interests of transparency and replicability of our procedures, we
 38 decided to use the WoS clear-cut inclusion criterion. Based on results in
 39 [Table 2](#), 39% of the 110 most-cited sources are not academic journals. These
 40 sources account for 14% of the total number of citations accumulated by the
 41 110 most-cited sources (i.e., 859 out of a total of 5,989). To answer RQ3, we

Table 2. Top-110 (i.e., 6.5%) Most-Cited Sources in Popular Industrial-Organizational (I-O) Psychology Textbooks (Out of a Total of 1,682 Unique Sources)

Rank	Academic journal	Academic journal rank	Source	Number of citations	JCR category
1	Yes	1	<i>Journal of Applied Psychology</i>	1,526	B/APL
2	Yes	2	<i>Personnel Psychology</i>	581	B/APL
3	Yes	3	<i>Journal of Organizational Behavior</i>	266	B/APL
4	Yes	4	<i>Academy of Management Journal</i>	202	B
5	Yes	5	<i>Journal of Management</i>	171	B/APL
6	Yes	6	<i>Journal of Occupational and Organizational Psychology (formerly Journal of Occupational Psychology)^a</i>	168	B/APL
7	Yes	7	<i>International Journal of Selection and Assessment</i>	147	B/APL
8	Yes	8	<i>Organizational Behavior and Human Decision Processes (formerly Organizational Behavior and Human Performance)^a</i>	146	B/APL/PO
9	Yes	9	<i>Journal of Vocational Behavior</i>	128	APL
10	Yes	10	<i>Academy of Management Review</i>	127	B
10	Yes	10	<i>Psychological Bulletin</i>	127	PO
12	Yes	12	<i>Human Performance</i>	98	APL
13	Yes	13	<i>American Psychologist</i>	88	PO
14	Yes	14	<i>Journal of Business and Psychology</i>	82	B/APL
15	No		<i>The Industrial-Organizational Psychologist</i>	81	
16	Yes	15	<i>Leadership Quarterly</i>	78	B/APL
17	Yes	16	<i>Journal of Applied Social Psychology</i>	75	PO
17	Yes	16	<i>Journal of Occupational Health Psychology</i>	75	APL
19	Yes	18	<i>Applied Psychology: An International Review</i>	73	APL
20	No		<i>HR Magazine (formerly Personnel Administrator)^a</i>	64	
21	No		<i>Society for Industrial and Organizational Psychology Annual Meeting</i>	59	

Table 2. Continued

Rank	Academic journal	Academic journal rank	Source	Number of citations	JCR category
22	Yes	19	<i>Human Relations</i>	57	B
23	Yes	20	<i>Human Resource Management Review</i>	56	B
24	Yes	21	<i>Annual Review of Psychology</i>	53	PO
25	No		<i>APA Handbook of Industrial and Organizational Psychology</i>	51	
25	No		<i>International Review of Industrial and Organizational Psychology</i>	51	
27	Yes	22	<i>Industrial and Organizational Psychology: Perspectives on Science and Practice</i>	49	APL
27	Yes	22	<i>Journal of Personality and Social Psychology</i>	49	PO
29	Yes	24	<i>Group & Organization Management (formerly Group & Organization Studies)^a</i>	48	APL
30	Yes	25	<i>Public Personnel Management</i>	41	Other
31	Yes	26	<i>Administrative Science Quarterly</i>	40	B
32	No		<i>Handbook of Industrial and Organizational Psychology</i>	38	
33	Yes	27	<i>Small Group Research</i>	37	B/APL/PO
34	No		<i>New York Times</i>	36	
35	Yes	28	<i>Human Resource Management</i>	32	B/APL
36	Yes	29	<i>European Journal of Work and Organizational Psychology</i>	31	B/APL
36	Yes	29	<i>Work and Stress</i>	31	APL
38	Yes	31	<i>Academy of Management Perspectives (formerly Academy of Management Executive)^a</i>	29	B
38	No		<i>Handbook of Industrial, Work, and Organizational Psychology</i>	29	
40	No		<i>Graduate Conference in Industrial/Organizational Psychology and Organizational Behavior Annual Meeting</i>	25	

Table 2. Continued

Rank	Academic journal	Academic journal rank	Source	Number of citations	JCR category
41	Yes	32	<i>Research in Organizational Behavior</i>	24	B/APL
41	No		<i>Research in Personnel and Human Resources Management</i>	24	
41	No		<i>Unpublished Manuscript</i>	24	
44	No		<i>Handbook of Employee Selection</i>	22	
44	No		<i>Historical Perspectives in Industrial and Organizational Psychology</i>	22	
44	No		<i>Performance Appraisal: State of the Art in Practice</i>	22	
47	No		<i>Applied HRM Research</i>	21	
47	Yes	33	<i>Organizational Dynamics</i>	21	B/APL
49	Yes	34	<i>Personality and Individual Differences</i>	20	PO
50	No		<i>Harvard Business Review</i>	18	
50	Yes	35	<i>Journal of Managerial Psychology</i>	18	B/APL
50	Yes	35	<i>Journal of Organizational Behavior Management</i>	18	B/APL
53	Yes	37	<i>Educational and Psychological Measurement</i>	17	Other
53	Yes	37	<i>International Journal of Stress Management</i>	17	APL
53	Yes	37	<i>Journal of Business Ethics</i>	17	B
56	Yes	40	<i>Current Directions in Psychological Science</i>	16	PO
56	No		<i>Handbook of Work Analysis</i>	16	
56	Yes	40	<i>Human Resource Development Quarterly</i>	16	B/APL
56	No		<i>Oxford Handbook of Personnel Assessment and Selection</i>	16	
56	Yes	40	<i>Psychological Science</i>	16	PO
61	Yes	43	<i>Journal of Social Psychology</i>	15	PO
61	No		<i>Oxford Handbook of Organizational Psychology</i>	15	
63	No		<i>Training Magazine</i>	14	
64	Yes	44	<i>Ergonomics</i>	13	PO
64	No		<i>Journal of Managerial Issues</i>	13	
66	No		<i>Advances in Experimental Social Psychology</i>	12	

Table 2. Continued

Rank	Academic journal	Academic journal rank	Source	Number of citations	JCR category
66	No		<i>Handbook of Psychology: Industrial and Organizational Psychology</i>	12	
66	Yes	45	<i>Organization Science</i>	12	B
66	No		<i>Unpublished Dissertation</i>	12	
70	No		<i>Counterproductive Work Behavior: Investigations of Actors and Targets</i>	11	
70	No		<i>International Journal of Training and Development</i>	11	
70	Yes	46	<i>Psychological Reports</i>	11	PO
70	No		<i>Workforce (formerly Personnel Journal)^a</i>	11	
74	No		<i>Consulting Psychology Journal: Practice and Research</i>	10	
74	No		<i>Creating, Implementing, and Managing Effective Training and Development</i>	10	
74	No		<i>Handbook of Research Methods in Industrial and Organizational Psychology</i>	10	
74	Yes	47	<i>Human Factors</i>	10	PO
74	Yes	47	<i>Journal of Applied Behavioral Science</i>	10	B/APL
74	Yes	47	<i>Journal of Social Behavior and Personality</i>	10	PO
74	No		<i>Leadership in Organizations</i>	10	
74	Yes	47	<i>Psychological Methods</i>	10	PO
82	Yes	51	<i>Group Dynamics: Theory, Research, and Practice</i>	9	PO
82	Yes	51	<i>Personnel Review</i>	9	B/APL
84	Yes	53	<i>Environment & Behavior</i>	8	PO
84	No		<i>Going Global</i>	8	
84	No		<i>Individual Differences and Behavior in Organizations</i>	8	
84	Yes	53	<i>International Journal of Human Resource Management</i>	8	B
84	Yes	53	<i>Journal of Psychology: Interdisciplinary and Applied</i>	8	PO
84	Yes	53	<i>Journal of Social Issues</i>	8	PO
84	Yes	53	<i>Leadership & Organization Development Journal</i>	8	B

Table 2. Continued

Rank	Academic journal	Academic journal rank	Source	Number of citations	JCR category
84	No		<i>Managing Selection in Changing Organizations: Human Resource Strategies</i>	8	
84	No		<i>Personnel Selection and Assessment: Individual and Organizational Perspectives</i>	8	
84	No		<i>USA Today</i>	8	
94	Yes	58	<i>Academy of Management Learning & Education</i>	7	B
94	Yes	58	<i>Anxiety, Stress & Coping: An International Journal</i>	7	PO
94	Yes	58	<i>Applied Ergonomics</i>	7	Other
94	No		<i>Biodata Handbook</i>	7	
94	No		<i>California Management Review</i>	7	
94	No		<i>Comprehensive Handbook of Psychological Assessment</i>	7	
94	Yes	58	<i>Computers in Human Behavior</i>	7	PO
94	Yes	58	<i>Group Dynamics</i>	7	PO
94	Yes	58	<i>Human Resource Development Review</i>	7	B
94	Yes	58	<i>Journal of Experimental Social Psychology</i>	7	PO
94	Yes	58	<i>Management Science</i>	7	Other
94	Yes	58	<i>Personality and Social Psychology Bulletin</i>	7	PO
94	Yes	58	<i>Psychological Review</i>	7	PO
94	No	58	<i>TD (formerly Training and Development)^a</i>	7	
94	No		<i>Team Effectiveness and Decision Making in Organizations</i>	7	
94	No		<i>Training and Development in Organizations</i>	7	
94	No		<i>Work Motivation: Past, Present, and Future</i>	7	

Note: Sources are ranked by number of citations in I-O textbooks. Sources with equal numbers of citations are listed alphabetically and assigned the same rank. Sources are classified as “Academic” if they are currently included in the Web of Science Journal Citations Report (JCR) database. JCR classifications are as of March 12, 2017. B = business and/or management only; APL = psychology-applied only; B/APL = business/management/applied psychology; B/APL/PO = business/management/applied psychology/other psychology; PO = psychology-other (psychology, social psychology, and multidisciplinary psychology); Other = Nonpsychology or business related academic sources.

^aCitation counts include both past and current names for these sources

1 used the WoS Journal Citations Reports (JCR) categories assigned to a jour-
 2 nal. Journals were considered purely I-O psychology related (APL) if they
 3 were categorized only in the psychology-applied category by JCR (e.g., *Ap-*
 4 *plied Psychology: An International Review*; *Journal of Vocational Behavior*),
 5 purely business-related (B) if they were categorized only in either or both
 6 of the business and management categories by JCR (e.g., *Academy of Man-*
 7 *agement Journal*; *Administrative Science Quarterly*), and cross-disciplinary
 8 (B/APL and B/APL/PO) if they were categorized in both of the psychology-
 9 applied and business or management categories by JCR (e.g., *JAP*; *Journal*
 10 *of Management*; *Journal of Organizational Behavior*). Using these categories,
 11 other psychology journals account for the largest percentage (36%) of the
 12 most-cited academic sources listed in [Table 2](#), followed by cross-disciplinary
 13 journals (29%), purely business journals (18%), purely I-O psychology jour-
 14 nals (12%), and other nonpsychology or business related journals (6%). The
 15 top seven sources account for more than half of the total citations drawn
 16 from the most-cited sources in [Table 2](#) (i.e., 3,061 out of a total of 5,989),
 17 providing further evidence of the right heavy tail of the distribution. These
 18 top seven comprise six cross-disciplinary journals and one purely business
 19 journal.

20 **Most-Cited Articles and Book Chapters**

21 Regarding RQ4, [Table 3](#)¹ shows the most frequently cited articles and book
 22 chapters. The first six entries in [Table 3](#) show items that have been cited in
 23 all six textbooks analyzed (i.e., total of six citations each). These items were
 24 published in a mix of cross-disciplinary journals (n = 3), edited volumes
 25 (n = 2), and an other psychology journal (n = 1). Of these six, three were
 26 published more than 40 years ago (i.e., Adams, 1965; Dansereau, Graen,
 27 & Haga, 1975; French & Raven, 1959). The other three include two meta-
 28 analyses (i.e., Judge, Thoresen, Bono, & Patton, 2001; Van Iddekinge, Roth,
 29 Raymark, & Odle-Dusseau, 2012) and a qualitative review (i.e., Baldwin &
 30 Ford, 1988).

31 To answer RQ5, we identified all items with at least three citations each
 32 (i.e., cited by at least half the textbooks analyzed in our study). Journal arti-
 33 cles account for 93% (i.e., 203 out of a total of 219) of total citations among
 34 the most-cited items. Using the same categories defined in the previous sec-
 35 tion, 77% (169) of the top-219 most-cited items were published in cross-
 36 disciplinary journals, 10% (21) in other psychology journals, 5% (12) in

¹ Due to space considerations, [Table 3](#) only lists the top-59 most-cited items, each with four or more citations. Results reported in text are based on items with three or more citations (n = 219). The full list is available from the authors upon request.

Table 3. Top-59 Most-Cited Articles and Book Chapters in Popular Industrial-Organizational (I-O) Psychology Textbooks (Out of a Total of 6,654 Unique Articles and Book Chapters)

Rank	Journal article	Source	Authors	Year	Article/chapter title	Textbooks citing article
1	Yes	<i>Organizational Behavior and Human Performance</i>	Dansereau, F., Graen, G., & Haga, W. J.	1975	A vertical dyad linkage approach to leadership within formal organizations: A longitudinal investigation of the role making process	6
1	No	<i>Advances in Experimental Social Psychology</i>	Adams, J. S.	1965	Inequity in social exchange	6
1	No	<i>Studies of Social Power</i>	French, J. R. P., & Raven, B. H.	1959	The bases of social power	6
1	Yes	JAP	Van Iddekinge, C. H., Roth, P. L., Raymark, P. H., & Odle-Dusseau, H. N.	2012	The criterion-related validity of integrity tests: An updated meta-analysis	6
1	Yes	<i>Psychological Bulletin</i>	Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K.	2001	The job satisfaction-job performance relationship: A qualitative and quantitative review	6
1	Yes	<i>Personnel Psychology</i>	Baldwin, T. T., & Ford, J. K.	1988	Transfer of training: A review and directions for future research	6
7	Yes	JAP	Taylor, P. J., Russ-Eft, D. F., & Chan, D. W.	2005	A meta-analytic review of behavior modeling training	5
7	No	<i>Performance Appraisal: State of the Art in Practice</i>	Malos, S. B.	1998	Current legal issues in performance appraisal	5

Table 3. Continued

Rank	Journal article	Source	Authors	Year	Article/chapter title	Textbooks citing article
7	Yes	<i>JAP</i>	Arthur Jr., W., Bennett Jr., W., Edens, P. S., & Bell, S. T.	2003	Effectiveness of training in organizations: A meta-analysis of design and evaluation features	5
7	Yes	<i>Personnel Psychology</i>	Werner, J. M., & Bolino, M. C.	1997	Explaining U.S. courts of appeals decisions involving performance appraisal: Accuracy, fairness, and validation	5
7	Yes	<i>JAP</i>	Baltes, B. B., Briggs, T. E., Huff, J. W., Wright, J. A., & Neuman, G. A.	1999	Flexible and compressed workweek schedules: A meta-analysis of their effects on work-related criteria	5
7	Yes	<i>JAP</i>	Katzell, R. A., & Austin, J. T.	1992	From then to now: The development of industrial-organizational psychology in the United States	5
7	Yes	<i>JAP</i>	Huffcutt, A. I., Conway, J. M., Roth, P. L., & Stone, N. J.	2001	Identification and meta-analytic assessment of psychological constructs measured in employment interviews	5
7	Yes	<i>Organizational Behavior and Human Performance</i>	Hackman, J. R., & Oldham, G. R.	1976	Motivation through the design of work: Test of a theory	5
7	Yes	<i>Personnel Psychology</i>	Fleishman, E. A., & Harris, E. F.	1962	Patterns of leadership behavior related to employee grievances and turnover	5

Table 3. Continued

Rank	Journal article	Source	Authors	Year	Article/chapter title	Textbooks citing article
7	Yes	<i>JAP</i>	Judge, T. A., Bono, J. E., Ilies, R., & Gerhardt, M. W.	2002	Personality and leadership: A qualitative and quantitative review	5
7	Yes	<i>Personnel Psychology</i>	Barrick, M. R., & Mount, M. K.	1991	The big five personality dimensions and job performance: A meta-analysis	5
7	Yes	<i>JAP</i>	Judge, T. A., Piccolo, R. F., & Ilies, R.	2004	The forgotten ones? The validity of consideration and initiating structure in leadership research	5
7	Yes	<i>JAP</i>	Van Eerde, W., & Thierry, H.	1996	Vroom's expectancy models and work-related criteria: A meta-analysis	5
21	No	<i>TIP</i>	Khanna, C., Medseker, G. J., & Ginter, R.	2013	2012 income and employment survey results for the Society for Industrial and Organizational Psychology	4
21	Yes	<i>Journal of Management</i>	Griffeth, R. W., Hom, P. W., & Gaertner, S.	2000	A meta-analysis of antecedents and correlates of employee turnover: Update, moderator tests, and research implications for the new millennium	4
21	Yes	<i>JAP</i>	Williams, M. L., McDaniel, M. A., & Nguyen, N. T.	2006	A meta-analysis of the antecedents and consequences of pay level satisfaction	4
21	Yes	<i>Personnel Psychology</i>	Alliger, G. M., Tannenbaum, S. I., Bennett, W., Traver, H., & Shotland, A.	1997	A meta-analysis of the relations among training criteria	4

Table 3. Conitnued

Rank	Journal article	Source	Authors	Year	Article/chapter title	Textbooks citing article
21	Yes	<i>JAP</i>	Dalal, R. S.	2005	A meta-analysis of the relationship between organizational citizenship behavior and counterproductive work behavior	4
21	Yes	<i>Personnel Psychology</i>	Roth, P. L., Bobko, P., & McFarland, L.	2005	A meta-analysis of work sample test validity: Updating and integrating some classic literature	4
21	Yes	<i>Administrative Science Quarterly</i>	House, R. J.	1971	A path-goal theory of leader effectiveness	4
21	Yes	<i>JAP</i>	McCormick, E. J., Jeanneret, P. R., & Mecham, R. C.	1972	A study of job characteristics and job dimensions as based on the Position Analysis Questionnaire (PAQ)	4
21	Yes	<i>Journal of Vocational Behavior</i>	Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L.	2002	Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences	4
21	Yes	<i>JAP</i>	Koppes, L. L.	1997	American female pioneers of industrial and organizational psychology during the early years	4
21	Yes	<i>JAP</i>	Cavanaugh, M. A., Boswell, W. R., Roehling, M. V., & Boudreau, J. W.	2000	An empirical examination of self-reported work stress among U.S. managers	4

Table 3. Conitnued

Rank	Journal article	Source	Authors	Year	Article/chapter title	Textbooks citing article
21	Yes	<i>JAP</i>	Normand, J., Salyards, S. D., & Mahoney, J. J.	1990	An evaluation of pre-employment drug testing	4
21	Yes	<i>JAP</i>	Tracey, J. B., Tannenbaum, S. I., & Kavanagh, M. J.	1995	Applying trained skills on the job: The importance of the work environment	4
21	Yes	<i>JAP</i>	Kinicki, A. J., McKee-Ryan, F. M., Schriesheim, C. A., & Carson, K. P.	2002	Assessing the construct validity of the Job Descriptive Index: A review and meta-analysis	4
21	Yes	<i>JAP</i>	Feldman, J. M.	1981	Beyond attribution theory: Cognitive processes in performance appraisal	4
21	Yes	<i>American Psychologist</i>	Locke, E. A., & Latham, G. P.	2002	Building a practically useful theory of goal setting and task motivation: A 35-year odyssey	4
21	Yes	<i>JAP</i>	Beal, D. J., Cohen, R. R., Burke, M. J., & McLendon, C. L.	2003	Cohesion and performance in groups: A meta-analytic clarification of construct relations	4
21	Yes	<i>JAP</i>	Driskell, J. E., Willis, R. P., & Copper, C.	1992	Effect of overlearning on retention	4
21	Yes	<i>Personnel Psychology</i>	Goff, S. J., Mount, M. K., & Jamison, R. L.	1990	Employer supported child care, work/family conflict, and absenteeism: A field study	4
21	Yes	<i>Psychological Bulletin</i>	Eagly, A. H., & Johnson, B. T.	1990	Gender and leadership style: A meta-analysis	4

Table 3. Conitnued

Rank	Journal article	Source	Authors	Year	Article/chapter title	Textbooks citing article
21	Yes	<i>JAP</i>	Arvey, R. D., Bouchard, T. J., Segal, N. L., & Abraham, L. M.	1989	Job satisfaction: Environmental and genetic components	4
21	Yes	<i>JAP</i>	Rockstuhl, T., Dulebohn, J. H., Ang, S., & Shore, L. M.	2012	Leader-member exchange (LMX) and culture: A meta-analysis of correlates of LMX across 23 countries	4
21	Yes	<i>JAP</i>	Gerstner, C. R., & Day, D. V.	1997	Meta-analytic review of leader-member exchange theory: Correlates and construct issues	4
21	Yes	<i>JAP</i>	Ilies, R., & Judge, T. A.	2003	On the heritability of job satisfaction: The mediating role of personality	4
21	No	<i>Journal of Contemporary Business Personnel Psychology</i>	House, R. J., & Mitchell, T. R.	1974	Path-goal theory of leadership	4
21	Yes	<i>Personnel Psychology</i>	Barrett, G. V., & Kernan, M. C.	1987	Performance appraisal and termination: A review of court decisions since Brito v. Zia with implications for personnel practices	4
21	Yes	<i>JAP</i>	Hurtz, G. M., & Donovan, J. J.	2000	Personality and job performance: The Big Five revisited	4
21	Yes	<i>JAP</i>	Hershcovis, M. S., Turner, N., Barling, J., Arnold, K. A., Dupré, K. E., Inness, M., LeBlanc, M. M., & Sivanathan, N.	2007	Predicting workplace aggression: A meta-analysis	4

Table 3. Conitnued

Rank	Journal article	Source	Authors	Year	Article/chapter title	Textbooks citing article
21	Yes	<i>Journal of Occupational and Organizational Psychology</i>	Roch, S. G., Woehr, D. J., Mishra, V., & Kieszczynska, U.	2012	Rater training revisited: A updated meta-analytic review of frame-of-reference training	4
21	Yes	<i>Personnel Psychology</i>	Morgeson, F. P., Campion, M. A., Dipboye, R. L., Hollenbeck, J. R., Murphy, K., & Schmitt, N.	2007	Reconsidering the use of personality tests in personnel selection contexts	4
21	Yes	<i>JAP</i>	Smith, P. C., & Kendall, L. M.	1963	Retranslation of expectations: An approach to the construction of unambiguous anchors for rating scales	4
21	Yes	<i>Journal of Management</i>	Stevens, M. J., & Campion, M. A.	1999	Staffing work teams: Development and validation of a selection test for teamwork settings	4
21	Yes	<i>Psychological Bulletin</i>	Flanagan, J. C.	1954	The critical incident technique	4
21	Yes	<i>JAP</i>	Chiaburu, D. S., Oh, I. S., Berry, C. M., Li, N., & Gardner, R. G.	2011	The five-factor model of personality traits and organizational citizenship behaviors: A meta-analysis	4
21	Yes	<i>Psychological Bulletin</i>	Schmidt, F. L., & Hunter, J. E.	1998	The validity and utility of selection methods in personnel psychology: Practical and theoretical implications of 85 years of research findings	4

Table 3. Conitued

Rank	Journal article	Source	Authors	Year	Article/chapter title	Textbooks citing article
21	Yes	<i>JAP</i>	McDaniel, M. A., Whetzel, D. L., Schmidt, F. L., & Maurer, S. D.	1994	The validity of employment interviews: A comprehensive review and meta-analysis	4
21	No	<i>Performance Appraisal: State of the Art in Practice</i>	Hauenstein, N. M. A.	1998	Training raters to increase the accuracy of appraisals and the usefulness of feedback	4
21	Yes	<i>JAP</i>	McDaniel, M. A., Morgeson, F. P., Finnegan, E. B., Campion, M. A., & Braverman, E. P.	2001	Use of situational judgment tests to predict job performance: A clarification of the literature	4
21	Yes	<i>JAP</i>	Heilman, M. E., & Alcott, V. B.	2001	What I think you think of me: Women's reactions to being viewed as beneficiaries of preferential selection	4
21	Yes	<i>International Journal of Selection and Assessment</i>	Callinan, M., & Robertson, I. T.	2000	Work sample testing	4

Note: Sources are ranked by number of citations in I-O psychology textbooks. Articles with equal numbers of citations are ranked alphabetically and assigned the same rank. Sources are classified as “academic journals” if they are currently included in the Web of Science Journal Citations Report (JCR) database. JCR data is as of March 12, 2017. *JAP* = *Journal of Applied Psychology*. *TIP* = *The Industrial-Organizational Psychologist*. Due to space considerations, only the top-59 articles (each with four or more citations) are listed. However, results reported in text are based on the top-219 articles (each with three or more citations). A full list of these articles is available from the authors upon request.

1 edited volumes, 3% (7) in purely business journals, and 2% (5) in purely I-O
2 psychology journals.

3 To answer RQ6, we drew upon the work of Cascio and Aguinis (2008),
4 who conducted a content analysis of 5,780 articles published in *JAP* and
5 *PPsych* from January 1963 through May 2007 and classified each article as
6 addressing primarily one of 15 broad topical areas (e.g., job analysis, predic-
7 tors of performance, motivation and work attitudes, leader influences). The
8 second, third, and sixth author independently categorized all 219 top-cited
9 items according to the 15 topical areas. We compared the categorizations
10 using a simple matching function in Excel to determine the overlap between
11 independent selections. In terms of inter-coder agreement, results indicated
12 that 85% of the items in each coder's independently categorized list was the
13 same as those selected by the other coders. The correlation between the pop-
14 ularity of topics as addressed in textbooks and the journals examined by Cas-
15 cio and Aguinis (2008) is $r(15) = .78, p = .001$. The top three most popular
16 topical areas in I-O psychology textbooks are (1) work motivation and atti-
17 tudes (16%), (2) predictors of performance (14%), and (3) leader influences
18 (11%). For I-O psychology journals, Cascio and Aguinis (2008) reported that
19 the top three domains are (1) methodology–psychometric issues (21%), (2)
20 work motivation and attitudes (15%), and (3) performance measurement–
21 work outcomes (14%). Thus, there is overlap between the broad content ar-
22 eas covered by textbooks and journal articles, although there is a slight differ-
23 ence in terms of the frequency of particular topics. For example, the issue of
24 leader influences is almost twice as likely to be addressed in textbooks (11%)
25 than in journal articles (6%).

26 Finally, for RQ7, we examined the publication dates for the 219 most-
27 cited articles and book chapters. About 66% of these articles and book chap-
28 ters have been published since 1997.

29 ***Most-Cited Authors***

30 Regarding RQ8, Table 4 lists the most-cited authors. As mentioned earlier,
31 the distribution of citations is right heavy tailed such that a relatively small
32 number of authors accounts for a disproportionately large number of cita-
33 tions. Accordingly, Table 4 lists 178 authors with 14 or more citations, who
34 constitute 2% of the total number of unique authors cited at least once (i.e.,
35 8,603) but account for 22% of the total number of citations for all authors
36 across entries in the I-O psychology textbooks analyzed (i.e., 4,268 citations
37 out of a total of 19,473 cumulative author citations).

38 Our initial list of the top-178 most-cited individuals included some
39 of the authors of the textbooks we analyzed. Accordingly, to take into ac-
40 count self-citations (i.e., textbook authors citing their own work), we used
41 the same procedure as Diener, Oishi, and Park (2014). Specifically, we used

Table 4. Top-178 (i.e., 2.0%) Most-Cited Authors in Popular Industrial-Organizational (I-O) Psychology Textbooks (Out of a Total of 8,603 Unique Authors With at Least One Citation Each)

Rank	Author name	Textbook citations	WoS citations	Current/most recent affiliation	Year PhD Received	PhD field
1	Timothy A. Judge	97	20,255	Fisher College of Business, Ohio State University	1990	ILR
2	Michael A. Campion	66	5,533	Krannert School of Management, Purdue University	1982	I-O Psychology
3	Frank L. Schmidt	62	13,308	Emeritus. Tippie College of Business, University of Iowa	1970	I-O Psychology
4	Edwin A. Locke	61	12,661	Emeritus. Robert H. Smith School of Business, University of Maryland	1964	I-O Psychology
4	Eduardo Salas	61	10,676	Department of Psychology, Rice University	1984	I-O Psychology
4	Gary P. Latham	61	9,673	Rotman School of Management, University of Toronto, Canada	1974	I-O Psychology
7	Kevin R. Murphy	56	2,817	Kemmy School of Business, University of Limerick, Ireland	1979	I-O Psychology
8	Paul R. Sackett	55	5,701	Department of Psychology, University of Minnesota	1979	I-O Psychology
9	Frederick P. Morgeson	54	5,199	Eli Broad College of Business, Michigan State University	1998	I-O Psychology
10	Deniz S. Ones	49	5,583	Department of Psychology, University of Minnesota	1993	HRM
11	Paul E. Spector ^a	48	11,545	Department of Psychology, University of South Florida	1975	I-O Psychology
12	Philip L. Roth	47	3,367	College of Business, Clemson University	1988	I-O Psychology

Table 4. Continued

Rank	Author name	Textbook citations	WoS citations	Current/most recent affiliation	Year PhD Received	PhD field
13	Chockalingam Viswesvaran	44	8,176	Department of Psychology, Florida International University	1993	HRM
13	Neal Schmitt	44	6,772	Emeritus. Department of Psychology, Michigan State University	1972	I-O Psychology
15	Michael K. Mount	43	7,725	Tippie College of Business, University of Iowa	1977	I-O Psychology
16	Filip Lievens	41	3,367	Department of Personnel Management and Work and Organizational Psychology, Ghent University, Belgium	1999	I-O Psychology
17	Robert J. House	40	8,837	Deceased. Wharton School of Management, University of Pennsylvania	1960	Management
18	Remus Ilies	39	4,992	School of Business, National University of Singapore	2003	OB
19	Murray R. Barrick	38	8,018	Mays Business School, Texas A&M	1988	I-O Psychology
20	John E. Mathieu	37	8,302	School of Business, University of Connecticut	1985	I-O Psychology
20	Gerald R. Ferris	37	7,792	College of Business, Florida State University	1982	HRM/OB
22	Bruce J. Avolio	34	10,669	Foster School of Business, University of Washington	1981	I-O Psychology
22	Walter C. Borman	34	3,047	Department of Psychology, University of South Florida	1968	I-O Psychology
24	John E. Hunter	33	9,357	Deceased. Department of Psychology, Michigan State University	1964	Psychology
24	Cary L. Cooper	33	6,208	Manchester Business School, University of Manchester, England	1968	Organizational/Social Psychology
24	J. Kevin Ford	33	3,557	Department of Psychology, Michigan State University	1983	I-O Psychology

Table 4. Continued

Rank	Author name	Textbook citations	WoS citations	Current/most recent affiliation	Year PhD Received	PhD field
27	Fritz Drasgow	32	6,103	Department of Psychology, University of Illinois, Urbana-Champaign	1978	Psychometrics
27	Tammy D. Allen	32	4,436	Department of Psychology, University of South Florida	1996	I-O Psychology
27	Richard D. Arvey	32	3,248	School of Business, National University of Singapore	1970	Psychology
27	Michael A. McDaniel	32	2,790	School of Business, Virginia Commonwealth University	1986	I-O Psychology
27	Wayne F. Cascio	32	2,503	School of Business, University of Colorado, Denver	1973	I-O Psychology
32	Joyce E. Bono	31	6,437	Warrington College of Business, University of Florida	2001	OB
32	Edward L. Levine	31	527	Emeritus. Department of Psychology, University of South Florida	1970	I-O Psychology
34	Michael Frese	30	5,833	School of Business, National University of Singapore	1978	Psychology
34	Neil Anderson	30	3,315	School of Business, Brunel University, England	1989	I-O Psychology
34	Philip Bobko	30	3,084	Pamplin College of Business, Virginia Tech	1976	Economic and Social Statistics
34	Jesus F. Salgado	30	2,200	Department of Psychology, University of Santiago de Compostela, Spain	1984	Social Psychology
38	Susan E. Jackson	29	8,317	School of Management and Labor Relations, Rutgers University	1982	I-O Psychology
38	Robert G. Lord	29	5,323	School of Business, Durham University, England	1975	Psychology

Table 4. Continued

Rank	Author name	Textbook citations	WoS citations	Current/most recent affiliation	Year PhD Received	PhD field
38	Robert E. Ployhart	29	3,610	Darla Moore School of Business, University of South Carolina	1999	I-O Psychology
38	David J. Woehr	29	1,740	Belk College of Business, University of North Carolina, Charlotte	1989	I-O Psychology
42	Daniel C. Feldman	28	6,859	Emeritus. Terry College of Business, University of Georgia	1976	Psychology
42	Bernard M. Bass	28	4,900	Deceased. School of Business, State University of New York, Binghamton	1949	I-O Psychology
42	Herman Aguinis	28	4,260	School of Business, George Washington University	1993	I-O Psychology
42	Winfred Arthur, Jr.	28	2,240	Department of Psychology, Texas A&M	1988	I-O Psychology
46	Stephan J. Motowidlo	27	4,064	Department of Psychology, Rice University	1976	I-O Psychology
46	Gary A. Yukl	27	4,039	School of Business, State University of New York, Albany	1967	I-O Psychology
46	Steve W. J. Kozlowski	27	3,458	Department of Psychology, Michigan State University	1982	I-O Psychology
46	Juan I. Sanchez	27	2,011	College of Business, Florida International University	1989	I-O Psychology
46	H. John Bernardin	27	1,022	College of Business, Florida Atlantic University	1976	I-O Psychology
51	Alice H. Eagly	26	13,887	Department of Psychology, Northwestern University	1965	Social Psychology
51	Russell Cropanzano	26	7,664	Leeds School of Business, University of Colorado, Boulder	1988	I-O Psychology
51	Ben Schneider	26	7,372	Ben Schneider Consulting	1967	Organizational/Social Psychology

Table 4. Continued

Rank	Author name	Textbook citations	WoS citations	Current/most recent affiliation	Year PhD Received	PhD field
51	Jerald Greenberg	26	6,785	Deceased. College of Business, University of Texas–Arlington	1975	I-O Psychology
51	Allen I. Huffcutt	26	2,407	Department of Psychology, Bradley University	1992	I-O Psychology
56	David A. Harrison	25	7,169	McCombs School of Business, University of Texas–Austin	1988	Social/Organizational/ Individual Differences Psychology
56	John P. Campbell	25	1,086	Emeritus. Department of Psychology, University of Minnesota	1964	I-O Psychology
58	Wilmar B. Schaufeli	24	19,313	Department of Psychology, Utrecht University, Netherlands	1988	Clinical Psychology
58	Terence R. Mitchell	24	9,571	Emeritus. Foster School of Business, University of Washington	1969	Social Psychology
58	J. Richard Hackman	24	7,893	Deceased. Department of Psychology, Harvard University	1966	Social Psychology
58	Raymond A. Noe	24	4,213	Fisher College of Business, Ohio State University	1985	I-O Psychology
62	Philip M. Podsakoff	23	25,976	Warrington College of Business, University of Florida	1980	OB
62	Julian Barling	23	5,278	School of Business, Queen's University, Canada	1979	Psychology
62	Chester A. Schriesheim	23	4,121	School of Business, University of Miami	1978	OB/I-O Psychology
65	John P. Meyer	22	10,114	Department of Psychology, University of Western Ontario, Canada	1978	Psychology
65	George B. Graen	22	6,527	LMX-Team Leadership, Inc.	1967	I-O Psychology
65	Terry A. Beehr	22	4,751	Department of Psychology, Central Michigan University	1974	Organizational Psychology

Table 4. Continued

Rank	Author name	Textbook citations	WoS citations	Current/most recent affiliation	Year PhD Received	PhD field
65	Daniel M. Cable	22	4,485	London Business School, England	1995	ILR
65	Paul E. Levy ^a	22	2,119	Department of Psychology, University of Akron	1989	I-O Psychology
65	Scott I. Tannenbaum	22	1,738	Group for Organizational Effectiveness	1986	I-O Psychology
65	Kurt Kraiger	22	1,521	Department of Psychology, Colorado State University	1983	I-O Psychology
72	Arnold B. Bakker	21	13,556	Department of Work and Organizational Psychology, Erasmus University Rotterdam, Netherlands	1995	Social Psychology
72	Denise M. Rousseau	21	9,733	Heinz College and Tepper School of Business, Carnegie Mellon University	1977	I-O Psychology
72	Robert A. Baron	21	7,122	Spears School of Business, Oklahoma State University	1968	Social Psychology
72	Lyman W. Porter	21	6,900	Deceased. Paul Merage School of Business, University of California, Irvine	1956	Psychology
72	Jeffery A. LePine	21	5,912	W. P. Carey School of Business, Arizona State University	1998	OB
72	Daniel R. Ilgen	21	4,751	Emeritus. Eli Broad College of Business, Michigan State University	1969	Psychology
72	Peter B. Warr	21	4,573	Emeritus. Management School, Sheffield University, England	1963	Psychology
72	Charles L. Hulin	21	3,560	Emeritus. Department of Psychology, University of Illinois, Urbana-Champaign	1963	I-O Psychology
72	Stephen J. Zaccaro	21	3,139	Department of Psychology, George Mason University	1981	N/A

Table 4. Continued

Rank	Author name	Textbook citations	WoS citations	Current/most recent affiliation	Year PhD Received	PhD field
72	Thomas W. H. Ng	21	2,424	Faculty of Business and Economics, University of Hong Kong	2006	HRM/OB
72	Kenneth N. Wexley	21	1,383	Wexley Consulting	1969	I-O Psychology
72	David A. Kravitz	21	1,000	School of Business, George Mason University	1980	Social Psychology
84	Michael D. Mumford	20	6,205	Department of Psychology, University of Oklahoma	1983	I-O Psychology
84	Ruth Kanfer	20	4,613	Department of Psychology, Georgia Tech	1981	I-O Psychology
84	John R. Hollenbeck	20	4,498	Eli Broad College of Business, Michigan State University	1984	Management
84	Lillian T. Eby	20	4,452	Department of Psychology, University of Georgia	1996	I-O Psychology
84	Robert Hogan	20	4,129	Hogan Assessment Systems	1967	Personality Psychology
84	Madeline E. Heilman	20	4,098	Department of Psychology, New York University	1972	Social Psychology
84	Angelo S. DeNisi	20	3,760	Emeritus. Freeman School of Business, Tulane University	1977	I-O Psychology
84	David V. Day	20	3,477	Department of Psychology, Claremont McKenna College	1989	I-O Psychology
84	Patricia C. Smith	20	1,024	Deceased. Department of Psychology, Bowling Green State University	1942	I-O Psychology
84	Edwin A. Fleishman	20	801	Management Research Institute	1951	N/A
94	Sandy J. Wayne	19	6,073	School of Business, University of Illinois, Chicago	1987	HRM/OB
94	Alicia A. Grandey	19	3,418	Department of Psychology, Pennsylvania State University	1999	I-O Psychology
94	Michael T. Brannick	19	2,599	Department of Psychology, University of South Florida	1986	Psychology

Table 4. Continued

Rank	Author name	Textbook citations	WoS citations	Current/most recent affiliation	Year PhD Received	PhD field
94	Janis A. Cannon-Bowers	19	2,422	Institute for Simulation and Training, University of Central Florida	1988	I-O Psychology
94	Paul J. Hanges	19	2,402	Department of Psychology, University of Maryland	1987	I-O Psychology
94	Talya N. Bauer	19	2,361	School of Business, Portland State University	1994	HRM/OB
94	Steve M. Jex	19	2,087	Department of Psychology, Bowling Green State University	1988	I-O Psychology
94	Frank J. Landy ^a	19	2,032	Deceased. Department of Psychology, Pennsylvania State University	1968	I-O Psychology
94	Robert D. Pritchard	19	1,039	Emeritus. Department of Psychology, University of Central Florida	1969	Psychology
94	P. Richard Jeanneret	19	463	Valtera Corporation	1969	I-O Psychology
104	Fred Luthans	18	7,273	Emeritus. College of Business Administration, University of Nebraska, Lincoln	1965	OB
104	David A. Waldman	18	3,603	W. P. Carey School of Business, Arizona State University	1982	I-O Psychology
104	Ann Marie Ryan	18	3,323	Department of Psychology, Michigan State University	1987	I-O Psychology
104	Angelo J. Kinicki	18	3,149	Emeritus. W.P. Carey School of Business, Arizona State University	1982	OB
104	Mark C. Bolino	18	2,599	Price College of Business, University of Oklahoma	2000	OB
104	Robert L. Dipboye	18	2,368	Emeritus. Department of Psychology, University of Central Florida	1973	I-O Psychology
104	Dieter Zapf	18	2,364	Department of Psychology, Goethe University Frankfurt, Germany	1988	Psychology

Table 4. Continued

Rank	Author name	Textbook citations	WoS citations	Current/most recent affiliation	Year PhD Received	PhD field
104	Leanne E. Atwater	18	2,332	C.T. Bauer College of Business, University of Houston	1985	Organizational/Social Psychology
104	Manuel London	18	1,894	College of Business, Stony Brook University	1974	I-O Psychology
104	Timothy T. Baldwin	18	1,723	Kelley School of Business, Indiana University	1987	Business
104	Elaine D. Pulakos	18	1,610	PDRI	1984	I-O Psychology
104	Suzy Fox	18	1,569	Quinlan School of Business, Loyola University, Chicago	N/A	N/A
104	Chad H. Van Iddekinge	18	596	College of Business, Florida State University	2001	I-O Psychology
117	Robert C. Liden	17	8,436	School of Business, University of Illinois, Chicago	1981	OB
117	Michael R. Frone	17	5,603	Department of Psychology, State University of New York, Buffalo	1991	Organizational/Social Psychology
117	Miriam Erez	17	3,840	Faculty of Industrial Engineering and Management, Technion-Israel Institute of Technology, Israel	1972	I-O Psychology
117	Howard M. Weiss	17	3,613	Department of Psychology, Georgia Tech	1976	I-O Psychology
117	Greg L. Stewart	17	2,489	Tippie College of Business, University of Iowa	1993	OB
117	Joyce Hogan	17	1,694	Deceased. Hogan Assessment Systems	1974	Physical Education/Biomechanics
117	Hubert S. Feild	17	1,483	College of Business, Auburn University	1973	I-O Psychology
117	Stephen W. Gilliland	17	1,411	Eller College of Management, University of Arizona	1992	I-O Psychology
117	Thomas W. Lee	17	1,164	Foster School of Business, University of Washington	1984	Management
117	Stephanie C. Payne	17	1,127	Department of Psychology, Texas A&M	2000	I-O Psychology

Table 4. Continued

Rank	Author name	Textbook citations	WoS citations	Current/most recent affiliation	Year PhD Received	PhD field
117	Arthur Gutman	17	168	Department of Psychology, Florida Institute of Technology	1976	Experimental Psychology
117	Laura L. Koppes Bryan	17	72	Vice President for Academic Affairs and Dean, Transylvania University	1987	I-O Psychology
129	Greg R. Oldham	16	8,101	School of Business, University of Illinois, Urbana-Champaign	1974	OB
129	Barry Gerhart	16	3,554	School of Business, University of Wisconsin, Madison	1985	OB
129	John P. Wanous	16	3,152	Emeritus. Fisher College of Business, Ohio State University	N/A	N/A
129	Neal M. Ashkanasy	16	2,995	School of Business, University of Queensland, Australia	1989	Organizational/Social Psychology
129	George M. Alliger	16	1,798	Group for Organizational Effectiveness	1985	I-O Psychology
129	Scott Highhouse	16	1,711	Department of Psychology, Bowling Green State University	1992	I-O Psychology
129	James W. Smither	16	1,531	School of Management, LaSalle University	1985	I-O Psychology
129	Kenneth G. Brown	16	1,013	Tippie College of Business, University of Iowa	1999	Psychology
129	Chris M. Berry	16	910	Kelley School of Business, Indiana University	2007	I-O Psychology
129	Erich C. Dierdorff	16	578	Kellstadt Graduate School of Business, DePaul University	2002	I-O Psychology
129	Victor H. Vroom	16	525	Emeritus. School of Management, Yale University	1958	Psychology
140	Richard M. Steers	15	7,099	Emeritus. Charles H. Lundquist College of Business, University of Oregon	1973	Management and Industrial Psychology
140	Natalie J. Allen	15	6,386	Department of Psychology, University of Western Ontario, Canada	1985	Psychology

Table 4. Continued

Rank	Author name	Textbook citations	WoS citations	Current/most recent affiliation	Year PhD Received	PhD field
140	Sara L. Rynes	15	4,841	Tippie College of Business, University of Iowa	1981	ILR
140	John Schaubroeck	15	3,931	Eli Broad College of Business, Michigan State University	1988	HRM/OB
140	Dan C. Ganster	15	3,560	College of Business, Colorado State University	1978	OB
140	William H. Bommer	15	2,297	Craig School of Business, California State University, Fresno	1995	OB
140	L. Alan Witt	15	2,138	Department of Psychology, University of Houston	1985	I-O Psychology
140	Boris B. Baltes	15	1,933	Department of Psychology, Wayne State University	1998	I-O Psychology
140	James M. Diefendorff	15	1,861	Department of Psychology, University of Akron	1999	I-O Psychology
140	Marvin D. Dunnette	15	1,726	Deceased. Department of Psychology, University of Minnesota	1954	I-O Psychology
140	Brian J. Hoffman	15	1,320	Department of Psychology, University of Georgia	2006	I-O Psychology
140	Jeanette N. Cleveland	15	1,139	Department of Psychology, Colorado State University	1982	I-O Psychology
140	Robert M. Guion	15	942	Deceased. Department of Psychology, Bowling Green State University	1952	I-O Psychology
140	Jeff A. Weekley	15	776	Naveen Jindal School of Management, University of Texas, Dallas	1986	HRM
140	Sylvia G. Roch	15	491	Department of Psychology, State University of New York, Albany	1997	I-O Psychology
155	Edward L. Deci	14	34,908	Department of Psychology, University of Rochester	1970	Social Psychology
155	Scott B. MacKenzie	14	21,838	Kelley School of Business, Indiana University	1983	Marketing

Table 4. Continued

Rank	Author name	Textbook citations	WoS citations	Current/most recent affiliation	Year PhD Received	PhD field
155	Dennis W. Organ	14	9,945	Emeritus. Kelley School of Business, Indiana University	1970	OB
155	Jason A. Colquitt	14	6,963	Terry College of Business, University of Georgia	1999	I-O Psychology
155	David C. McClelland	14	4,156	Deceased. Department of Psychology, Harvard University	1941	Experimental Psychology
155	Fred O. Walumbwa	14	3,635	College of Business, Florida International University	2002	HRM/OB
155	Pamela L. Perrewé	14	2,992	College of Business, Florida State University	1985	Business
155	Alan M. Saks	14	2,516	Rotman School of Management, University of Toronto, Canada	1990	HRM/OB
155	Wayne A. Hochwarter	14	2,496	College of Business, Florida State University	1993	Business
155	Howard J. Klein	14	2,419	Fisher College of Business, Ohio State University	1987	Business
155	James L. Farr	14	1,890	Emeritus. Department of Psychology, Pennsylvania State University	1971	I-O Psychology
155	Ryan D. Zimmerman	14	1,547	Pamplin College of Business, Virginia Tech	2006	HRM/OB
155	Kenneth Pearlman	14	1,369	Independent Consultant	1982	I-O Psychology
155	Steven G. Rogelberg	14	1,238	Belk College of Business, University of North Carolina, Charlotte	1994	I-O Psychology
155	Rick R. Jacobs	14	1,227	Department of Psychology, Pennsylvania State University	1978	Psychology
155	James A. Breugh	14	1,225	College of Business Administration, University of Missouri, St. Louis	1977	I-O Psychology
155	Nathan A. Bowling	14	1,224	Department of Psychology, Wright State University	2005	I-O Psychology
155	Ivan T. Robertson	14	1,212	Robertson Cooper	1976	Psychology

Table 4. Continued

Rank	Author name	Textbook citations	WoS citations	Current/most recent affiliation	Year PhD Received	PhD field
155	Dirk D. Steiner	14	1,000	Department of Psychology, Université Nice Sophia Antipolis, Nice, France	1985	I-O Psychology
155	Suzanne T. Bell	14	969	Department of Psychology, DePaul University	2004	I-O Psychology
155	Fred E. Fiedler	14	941	Emeritus. Foster School of Business, University of Washington	1949	Clinical Psychology
155	Michael J. Zickar	14	897	Department of Psychology, Bowling Green State University	1997	I-O Psychology
155	Lynn A. McFarland	14	875	Darla Moore School of Business, University of South Carolina	2000	I-O Psychology
155	Lorne M. Sulsky	14	780	School of Business, Memorial University, Canada	1988	I-O Psychology

Note: Authors are ranked in decreasing order of number of citations in I-O psychology textbooks, and then listed in decreasing order of number of Web of Science citations. Authors with the same number of textbook citations are assigned the same rank. WoS = Web of Science. I-O = Industrial-organizational. HRM = human resource management. OB = organizational behavior. ILR = industrial and labor relations. Web of Science citations are as of March 18, 2017. N/A = Not Available and is used to indicate authors for whom we were unable to obtain the relevant information.

^aThe numbers of textbook citations for authors of the textbooks analyzed are a sum of the total and mean number of citations in the other five textbooks analyzed. Including raw citation counts instead of the sum and mean number of citations in the other five textbooks would affect rankings such that Paul E. Spector's rank would change from 11 to 3 (from 48 to 63 citations); Paul E. Levy's rank would change from 65 to 16 (from 22 to 41 citations); and Frank J. Landy's rank would change from 94 to 17 (from 19 to 40 citations). Ronald E. Riggio and Michael G. Aamodt would change from not being included in this table to being ranked 65 (with 22 citations) and 117 (with 17 citations), respectively.

1 the following formula to account for the impact of self-citations of textbook
2 authors:

$$3 \quad \text{Total Citations} = \text{Total number of citations for textbook author in other five textbooks} + \text{Mean} \\ 4 \quad \text{number of citations for textbook author in other five textbooks}$$

5 For example, the number of total citations listed in [Table 4](#) for Paul E.
6 Spector is 48. This is the sum of the number of times his work was cited in
7 the other five textbooks ($n = 40$) and the mean number of citations of his
8 work in those textbooks ($n = 8$).

9 Regarding RQ9, most of the top-178 most-cited authors in [Table 4](#) (58%)
10 are affiliated with business schools, a little more than one-third (34%) are af-
11 filiated with I-O psychology programs, a small number (7%) are in industry,
12 and a few (1%) are affiliated with an academic program other than business
13 or I-O psychology. To answer RQ10, we collected citation information using
14 WoS for each of the most-cited authors listed in [Table 4](#). Note that WoS cita-
15 tions are based on citations in journals included in the WoS database, which
16 excludes textbooks (Aguinis et al., 2012). The correlation between textbook
17 citations and WoS citations is $r(178) = .37, p < .01$.

18 **Supplemental Analyses**

19 An anonymous reviewer commented that it may be informative to also de-
20 termine the academic training of the most-cited authors, which might be an
21 additional indication of who influences the I-O psychology knowledge base
22 included in textbooks. Accordingly, we collected information on the disci-
23 pline in which the most-cited authors received their doctoral degree, and
24 this information is also included in [Table 4](#).² Results show that 54% (94) of
25 the top-178 most-cited authors received their doctoral degree in I-O psy-
26 chology, 20% (35) in business (organizational behavior, business, manage-
27 ment, marketing, and human resources), 10% (18) in general psychology,
28 and 9% (16) in social/organizational psychology. Other doctoral fields in-
29 clude industrial and labor relations ($n = 3$); clinical psychology and exper-
30 imental psychology ($n = 2$ each); and economic and social statistics, per-
31 sonality psychology, physical education/biomechanics, and psychometrics
32 ($n = 1$ each).

33 Also related to the most-cited authors, an anonymous reviewer asked
34 “whether there is any evidence that the most-cited authors (who were trained

² To obtain this information, we used curriculum vitae posted on the authors’ personal or university-affiliated webpages ($N = 132$), and information listed on the authors’ professional association webpage (Society for Industrial and Organizational Psychology, Academy of Management) or LinkedIn profile ($N = 32$). This process allowed us to obtain information for all but 14 of the most influential authors. As a follow-up, we emailed these authors directly ($N = 14$) to obtain this information. As a result, we obtained information for 170 of the 178 most-cited authors listed in [Table 4](#).

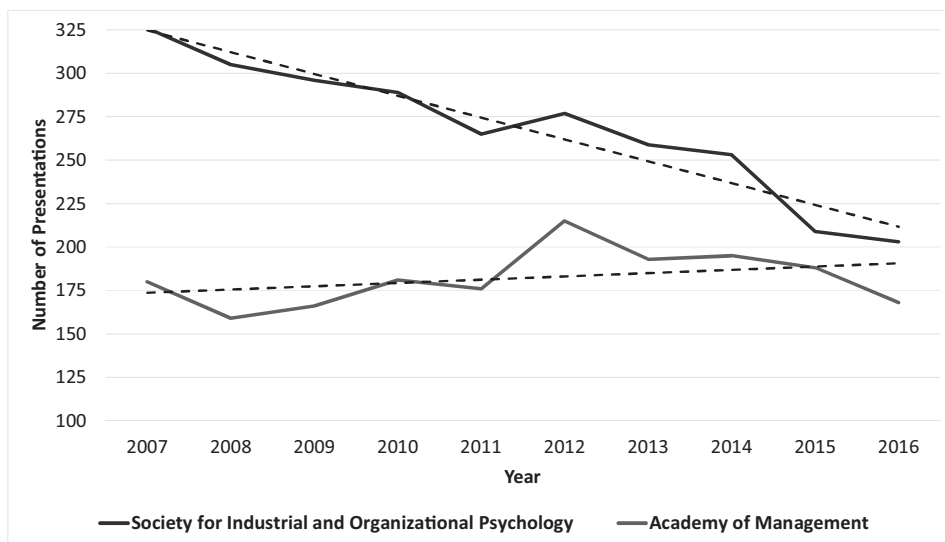


Figure 1. Total number of peer-reviewed presentations per year in which the most-cited authors in industrial-organizational psychology textbooks included in Table 4 participated at the annual meetings of the Society for Industrial and Organizational Psychology and the Academy of Management. Dashed lines represent linear trends.

1 as I-O psychologists but now reside in business schools) have sold-out ...
 2 sold out in the sense of no longer remaining affiliated or actively involved
 3 in the field (e.g., through conference participation).” To address this issue,
 4 we collected information on SIOP and Academy of Management (AOM)
 5 membership for each of the nondeceased most-cited authors using the SIOP
 6 and AOM online membership directories (as of March 14, 2017). Because
 7 membership in SIOP or AOM only requires a financial commitment in the
 8 amount of the annual fees, we also collected data on the number of peer-
 9 reviewed presentations the most-cited authors authored or coauthored in the
 10 past decade (i.e., 2007–2016) using the online conference programs available
 11 on the SIOP and AOM meetings websites. Regarding membership, 134 au-
 12 thors are members of SIOP as compared to 108 who are currently members
 13 of AOM. Additionally, 36 are exclusively members of SIOP, whereas 10 are
 14 exclusively members of AOM.³ Second, regarding presentations at the an-
 15 nual meetings, Figure 1 includes a graphical representation of the total num-
 16 ber of peer-reviewed presentations per year in which the most-cited authors
 17 participated.

³ A table including the membership status in AOM and SIOP for the each of the most-cited authors is available from the authors upon request.

1 **Discussion**

2 We discuss implications of our findings for issues currently debated in I-
3 O psychology and related fields: the science–practice divide; how to define,
4 measure, and reward scholarly impact; and the future of I-O psychology as
5 a field, including considerations about the movement of I-O psychology re-
6 searchers to business schools and the sustainability of I-O psychology pro-
7 grams in psychology departments.

8 ***Implications for the Science–Practice Divide***

9 The scientist–practitioner model espoused by the field of I-O psychology
10 implies a synergistic relationship between science and practice that benefits
11 both parties. Previous research has examined the impact of scholarly work
12 on subsequent scholarship, but we do not know what sources of knowledge,
13 which specific articles, and which authors are most often referred to in I-O
14 psychology textbooks, which is the first in-depth exposure to the field for
15 most future I-O psychology professionals.

16 Compared to previous research, our results are encouraging regarding
17 the scientist–practitioner model. For example, 39% of the 110 most fre-
18 quently cited sources mentioned in I-O psychology textbooks are nonaca-
19 demic journals. Moreover, these top 6.5% cited sources (i.e., 110 out of a
20 total of 1,682) include practitioner publications such as *HR Magazine* (#20)
21 and *Harvard Business Review* (#50), popular press sources such as the *New*
22 *York Times* (#34), and bridge journals such as *Human Resource Management*
23 (#35) and *Organizational Dynamics* (#47). These results show that future I-O
24 psychology practitioners and researchers are exposed to both scholarly re-
25 search (as published in academic journals) and the practical implications of
26 such research (as published in practitioner publications and bridge journals).
27 Thus, future I-O psychology professionals—those enrolled in introductory
28 I-O psychology courses—are exposed to the practical side of organizational
29 life, indicating that the divide may develop later, perhaps after graduates ob-
30 tain employment as either practitioners or researchers.

31 Our analysis of the relative frequency of cited sources also revealed
32 that although non-academic sources are commonly cited in I-O psychol-
33 ogy textbooks, they account for a minority (i.e., 14%) of the total citations
34 drawn from the most-cited sources. So, I-O psychology textbooks refer to
35 practitioner and bridge sources, but they draw more heavily from scientific
36 findings published in academic journals to shape the knowledge base upon
37 which future I-O psychology professionals will rely. Another interesting
38 finding is that 38% (84) of the top-219 most-cited articles are meta-analyses,
39 which is consistent with results from Aguinis, Dalton, Bosco, Pierce, and
40 Dalton (2011) that meta-analyses are cited, on average, more often than
41 primary-level studies. Therefore, future practitioners are educated using not

1 only knowledge published in rigorous academic journals, but also accumu-
 2 lated knowledge that has been synthesized quantitatively. These findings are
 3 also an encouraging result regarding the scientist–practitioner model be-
 4 cause they suggest that textbook content includes evidence-based knowledge
 5 to guide future practitioners’ decisions and actions.

6 Finally, the presence of bridge journals such as *The Industrial-*
 7 *Organizational Psychologist (TIP)*, *Human Resource Management*, and *Orga-*
 8 *nizational Dynamics* is particularly interesting. Straddling the line between
 9 academic journals (e.g., *JAP* and *PPsych*) and practitioner publications (e.g.,
 10 *HR Magazine*), these sources speak to and feature contributions from both
 11 academics and practitioners. Although these journals do not have a high
 12 JCR impact factor,⁴ they nevertheless feature prominently in introductory
 13 I-O psychology textbooks. Thus, these journals represent an outlet that aca-
 14 demics can use to bridge the science–practice divide and impact both current
 15 and future practitioners.

16 ***Implications for Defining and Measuring Scholarly Impact***

17 Our results regarding the most frequently cited authors in I-O psychology
 18 textbooks have important implications about how the field defines, mea-
 19 sures, and rewards scholarly impact (Aguinis et al., 2012). Recall that we ex-
 20 amined the extent to which authors cited by other researchers (as measured
 21 by WoS citations) are also cited in textbooks. Based on the data in Table 4,
 22 the correlation between textbook citations and WoS citations is $r = .37$. This
 23 may not seem like a large effect because “only” 14% of variance in WoS cita-
 24 tions is explained by textbook citations (i.e. $r^2 = .137$). But, this correlation
 25 is more than twice the size of the median effect size of $r = .16$ calculated by
 26 Bosco, Aguinis, Singh, Field, and Pierce (2015) based on 147,328 correlations
 27 reported in *JAP* and *PPsych* from 1980 to 2010. In other words, there is con-
 28 siderable overlap between the authors who are cited most frequently by other
 29 researchers and authors who are cited most frequently in I-O psychology
 30 textbooks. These results provide evidence that these authors influence both
 31 other researchers (i.e., those who are publishing in peer-reviewed journals)
 32 as well as future I-O psychology professionals (i.e., those who are enrolled
 33 in introductory I-O psychology courses). Also, given their influence on the
 34 scholarly community and textbooks, the authors listed in Table 4 seem to be
 35 boundary spanners—individuals able to move across and have influence on
 36 different types of knowledge communities.

⁴ A journal’s impact factor is calculated as the average number of times articles from the jour-
 nal published in the past 2 years have been cited in a particular year. So, for example, the
 2015 impact factor score for a journal is the average number of times articles published in
 that journal during 2013 and 2014 have been cited during 2015 in journals included in the
 Web of Science database.

1 Our findings also lead to implications for the design of faculty perfor-
2 mance management systems. For example, consider the case of a university
3 that is particularly interested in undergraduate learning and education, and
4 having an impact on future practitioners. Should this university reward the
5 extent to which a faculty member publishes in outlets referred to in text-
6 books, even if they are not “traditional” scholarly outlets? Should tenure and
7 promotion systems at those universities expand their journal lists to include
8 bridge journals such as *TIP*, *Human Resource Management*, and *Organiza-*
9 *tional Dynamics*, which do not enjoy particularly high JCR impact factor
10 scores (or do not have an impact factor score at all) but are nevertheless cited
11 frequently in textbooks (ranked #14, #35, and #47, respectively)? As another
12 particularly relevant example, consider the case of *Industrial and Organiza-*
13 *tional Psychology: Perspectives on Science and Practice (IOP)*. Established in
14 2008, *IOP*’s 2015 JCR impact factor of 0.38 is admittedly smaller than that
15 of other top-cited journals included in [Table 2](#), such as *Journal of Personality*
16 *and Social Psychology (JPSP)*; impact factor = 4.74), *Administrative Science*
17 *Quarterly (ASQ)*; impact factor = 5.32), and *Psychological Science (PS)*; impact
18 factor = 5.48). However, *IOP* is cited just as often as *JPSP* in I-O psychology
19 textbooks (both ranked #27) and more often than *ASQ* (ranked #31) and
20 *PS* (ranked #56). Given these results, should universities with a mission to
21 influence the undergraduate learning and education of future practitioners
22 revise their reward systems to encourage more “star performers” in terms
23 of their influence on textbooks, as suggested more generally by articles pub-
24 lished recently (Aguinis & O’Boyle, 2014; Aguinis, O’Boyle, Gonzalez-Mulé,
25 & Joo, 2016; Joo, Aguinis, & Bradley, 2017)? Our results provide a reminder
26 of the need for the field to address such thorny questions in the years to come
27 and the need for future research to produce knowledge on how to define and
28 measure scholarly impact more pluralistically (Aguinis, Shapiro, et al., 2014).

29 As an additional contribution of our study, we make our entire database
30 available upon request. As we describe in more detail later in our article,
31 making our database available will allow interested readers to conduct addi-
32 tional impact-based analyses that may be of particular interest and useful-
33 ness for various purposes. For example, university administrators will be able
34 to use our database to search for individual faculty members in a particular
35 university or department and learn about their relative impact in terms of the
36 knowledge included in textbooks. Also, this same author-based search can
37 be conducted for particular individuals across universities, such as a cohort
38 of researchers who received their doctorates in the same year. The resulting
39 information can be used for developmental as well as administrative pur-
40 poses, such as the allocation of rewards and as additional information for
41 other decisions such as tenure and promotion—particularly for those uni-
42 versities for which impact based on the information disseminated through

1 textbooks is an important strategic objective. Similarly, journal editors will
2 be able to use the database to compare the relative attention received in text-
3 books by their journal compared to others. This type of information can be
4 useful as another indicator of impact—in concert with the more traditionally
5 and typically used impact factor score, which focuses exclusively on citations
6 in other academic journals.

7 *Implications for the Future of I-O Psychology*

8 Our results provide additional evidence regarding the movement of I-O psy-
9 chologists to business schools. Specifically, Aguinis, Bradley, et al. (2014) ar-
10 gued that the growing trend of I-O psychologists taking positions in business
11 schools, as opposed to psychology departments, heralded important changes
12 for the field. Results of our study indicate that some of the predictions made
13 by Aguinis, Bradley, et al. (2014) may already be coming true.

14 Our results indicate that 58% of the 178 most-cited authors in I-O psy-
15 chology textbooks are affiliated with business schools, whereas only 34%
16 are affiliated with psychology departments. This is a noteworthy result for
17 two reasons. First, as shown in Table 1, six of the seven authors of the text-
18 books included in our study are or were (in the case of deceased authors)
19 affiliated with a psychology department. Nevertheless, these psychology-
20 department–affiliated textbook writers cited a majority of authors housed
21 in business schools. Second, this trend holds even among the most-cited
22 authors who received their PhDs in I-O psychology, with 47% working in
23 business schools and 43% in psychology departments. This means future I-
24 O psychology practitioners and researchers are exposed to more business-
25 school–affiliated scholars via their textbooks. A potential implication of
26 these results is that undergraduate students interested in pursuing doc-
27 toral studies may be drawn to the work authored by researchers in business
28 schools found in their I-O psychology textbooks and then decide to seek ad-
29 mittance into a doctoral program in a business school (e.g., organizational
30 behavior, human resource management) rather than an I-O psychology pro-
31 gram. Clearly, if a large number of potential I-O psychology graduate stu-
32 dents decide to enroll in business schools instead, this would be detrimental
33 for the future pipeline of I-O psychologists with a doctoral degree and would
34 affect the sustainability of I-O psychology programs within psychology
35 departments.

36 Another challenge posed by our results is with regard to the knowledge
37 base of I-O psychology itself. Regarding the movement of I-O psychologists
38 to business schools, Allen, Eby, Weiss, and French (2014) noted that “the
39 real issue of concern is not brain drain but the impact that the immigration
40 of the managerial sciences is having on the research published in I–O psy-
41 chology journals” (p. 307). As our results show, although other psychology

1 journals are cited somewhat more frequently than cross-disciplinary jour-
2 nals (36% vs. 29%) among the 110 most-cited sources listed in [Table 2](#), cross-
3 disciplinary journals account for two-thirds (66%; i.e., 3,381 out of a total of
4 5,130) of the citations from among these academic sources, whereas other
5 psychology and purely I-O psychology sources are cited far less frequently
6 (11%; 588 and 10%; 519, respectively). Moreover, 77% of the 219 most-cited
7 articles were published in cross-disciplinary journals, compared to 10% for
8 other psychology and 2% for purely I-O psychology journals. Thus, our re-
9 sults point to challenging questions regarding the future of I-O psychology
10 and its relationship with other psychology specialty areas such as social psy-
11 chology, as well as the field of psychology in general. Based on the knowledge
12 summarized in I-O psychology textbooks, I-O psychology is much closer to
13 business and management than social psychology and psychology in general.

14 Directly related to the aforementioned results and the movement of I-O
15 psychologists and I-O psychology to business schools, based on information
16 in [Table 4](#), the mean graduation year of the top-178 most influential authors
17 is 1982 and the median is 1983. So, overall, the most-cited authors received
18 their doctorates about 34 years ago. As noted by an anonymous reviewer, it is
19 likely that their doctoral training has influenced their thinking and research.
20 But, we believe that a work context involving ongoing and regular interac-
21 tions with colleagues and doctoral students mostly in business schools over a
22 period of about 3.5 decades is likely a more powerful influence on their schol-
23 arship than the doctoral training they received about 34 years ago. Further-
24 more, if we consider the 25 authors in [Table 4](#) who have received a doctorate
25 since 1997 as midcareer scholars—given an average academic career length
26 of about 40 years (Aguinis et al., 2012)—we find that 68% (17) have earned
27 an I-O psychology degree, 28% (7) have earned a business/management de-
28 gree, and one author a general psychology degree. We draw two implications
29 from these results. First, business-trained scholars comprise 20% (35) of the
30 178 most-cited authors in [Table 4](#), but 28% (7) of the most-cited authors
31 who are in the middle of their academic careers. This indicates that scholars
32 trained in business are becoming increasingly more influential in shaping
33 the knowledge base of I-O psychology. Second, whereas 20% (34) of the 178
34 most-cited authors in [Table 4](#) were trained in social/organizational and gen-
35 eral psychology, only 4% (1) of the midcareer scholars received such training.
36 This provides further evidence that the knowledge base of I-O psychology
37 is moving closer to business and management, and further away from social
38 psychology and psychology in general.

39 On a perhaps more encouraging note for the sustainability of the field
40 of I-O psychology in psychology departments, we found that despite mov-
41 ing to business schools, many of the most-cited authors continue to stay en-
42 gaged with the I-O psychology community. For example, a slightly greater

1 percentage of the most-cited authors are members of SIOP than of AOM. In
2 addition, results in [Figure 1](#) show that the most-cited authors participated in
3 slightly more presentations at SIOP than AOM. However, the gap has almost
4 closed in 2016, and the linear trend lines suggest that the number of AOM
5 presentations by the top-cited authors may surpass those of SIOP in the near
6 future.

7 Our results expand upon the work by Aguinis, Bradley, et al. (2014),
8 Byrne et al. (2014), and Tett et al. (2014), who pointed to a psychology-driven
9 knowledge base as an important strength for the field of I-O psychology.
10 Our results indicate that I-O psychology students' initial base of knowledge
11 is much more likely to be influenced by cross-disciplinary academic jour-
12 nals than by research published in purely I-O psychology journals or other
13 psychology journals. These results speak partially to the issue of the crisis
14 of identity that is affecting I-O psychology today (Lefkowitz, 2010; Ryan,
15 2003; Woodwark & MacMillan, 2014). Students whose introduction to I-
16 O psychology is shaped by cross-disciplinary sources and articles written
17 by business school professors may view themselves more as "organizational
18 researchers" than as "I-O psychologists." This means that they would be
19 equally, if not more, likely to draw upon knowledge from business schools for
20 their own practice and research, aim to publish in business-related outlets,
21 and consider career positions in business schools. As such, we conclude that
22 the concern noted by Allen et al. (2014) extends beyond research to ques-
23 tions about the future of I-O psychology as an independent field housed in
24 psychology departments.

25 In addition to the origins of the knowledge base for I-O psychology,
26 our comparison of the broad topical areas and authors referenced by the
27 most-cited articles and book chapters with the areas identified by Cascio
28 and Aguinis (2008) in their review of research published in two premier I-
29 O psychology journals reveals similarities between the two. This is not en-
30 tirely surprising given that, after all, textbooks should rely on state-of-the-
31 science knowledge as published in academic journals. Although there were
32 some differences—for example the issue of leader influences is almost twice
33 as likely to be addressed in textbooks (11%) than in journal articles (6%)—
34 there is a high degree of overlap (a correlation of .78) between the broad
35 content areas of textbooks and journal articles.

36 As an additional result, our study uncovered a troubling finding: the
37 severe underrepresentation of female authors. For many years, the number
38 of women earning a degree in I-O psychology in the U.S. has exceeded the
39 number of men (National Center for Education Statistics, 2017). For exam-
40 ple, in 2016, women earned 70% of all bachelor's degrees, 68% of all master's
41 degrees, and 62% of all doctorates in the field of I-O psychology (National
42 Center for Education Statistics, 2017). Despite this trend, our results show

1 that women constitute only 17% (i.e., 29 out of a total of 178) of the most-
2 cited authors listed in [Table 4](#). In part, this could be due to the fact that, as
3 mentioned earlier, the mean graduation year of the top-178 most influential
4 authors is 1981, and the number of women in the field was much smaller
5 then. Nevertheless, this is a troubling result that certainly deserves urgent
6 consideration. In addition, results showed that only 15% (i.e., 25 out of a
7 total of 178) of the most-cited authors listed in [Table 4](#) in I-O psychology
8 textbooks reside outside the U.S. This result is similar to findings by Cascio
9 and Aguinis (2008) regarding authors of *JAP* and *PPsych* articles, and, there-
10 fore, not entirely surprising. However, the growing internationalization of
11 I-O psychology (Griffith & Wang, 2010) suggests that this is another area of
12 opportunity for the field. Expanding the horizons of I-O psychology to in-
13 clude more international perspectives when training future practitioners and
14 researchers can expand I-O psychology's contribution and practical impact
15 by helping us better "inform the public about the purpose and importance
16 of our field" (Rupp & Beal, 2007, p. 38).

17 Last, we also examined the dates of publication for the most-cited arti-
18 cles or book chapters and found that 66% of the top-219 most-cited articles
19 and book chapters have been published since 1997. On one hand, the use
20 of recent sources is encouraging as it implies that I-O psychology students
21 are receiving the most updated knowledge. Thus, I-O psychology textbooks
22 are fulfilling their role of educating future I-O psychology professionals with
23 current research findings. However, personal experience as textbook writers
24 and conversations with other textbook authors suggest that this drive for
25 newness may also be motivated by the demands of textbook publishers, who
26 often encourage the addition of "new" (and the deletion of "old") references
27 for successive editions of a textbook. As introductory I-O psychology classes
28 are the gateway for future I-O psychology researchers, forsaking classics of I-
29 O psychology in favor of recent articles, mostly authored by business school
30 faculty and published in cross-disciplinary journals, textbooks may, unwit-
31 tingly, be contributing to a lack of I-O psychology identity among I-O psy-
32 chology graduates (Allen et al., 2014; Thoroughgood, Jacobs, & Caligiuri,
33 2014).

34 **Limitations and Additional Future Directions**

35 Although we analyzed popular textbooks that have broad impact, we read-
36 ily acknowledge that there are other textbooks available, many of which ad-
37 dress I-O psychology subdomains such as motivation, leadership, and ethics,
38 among others. An analysis of those more specialized textbooks might pro-
39 duce different results from those obtained in this study. Thus, future research
40 could examine the relative impact of sources and authors in more specialized
41 domains.

1 Another potential limitation of our study is the use of citations as a mea-
2 sure of impact. Clearly, measuring impact and influence based on citations
3 is an established methodological approach that has been and continues to
4 be used for bibliometric research in many fields. For example, past research
5 has used citation counts to assess the relative impact of researchers over time
6 (e.g., Podsakoff, MacKenzie, Podsakoff, & Bachrach, 2008), the influence of
7 journals (e.g., Podsakoff et al., 2005), and trends in the influence of different
8 streams of research within a field (e.g., Ramos-Rodríguez & Ruíz-Navarro,
9 2004). However, a citation count is an imperfect measure of impact because
10 it does not assess the reason why a particular source has been cited (Kac-
11 mar & Whitfield, 2000; Zupic & Cater, 2015). For example, consider our own
12 manuscript as an illustration of this point. We cited Li (2015) and Mosendz
13 (2014) to reference the primacy of Amazon.com as an online retailer of text-
14 books. Although these citations clearly influenced our work, they are not
15 as influential in our conceptualization, research design, measures, and ana-
16 lytic procedures as the work by Aguinis et al. (2012) and Cascio and Aguinis
17 (2008). If we conduct a citation count of sources included in our manuscript,
18 these four sources would receive one citation each, although they were not
19 equally influential on our work. Additionally, the number of citations gar-
20 nered by a source may also be affected by the longevity of the journal (i.e.,
21 how many years it has been published) and the number of issues it publishes
22 per year. For example, in March 2017, *JAP* celebrated its centennial as a jour-
23 nal. In contrast, *IOP* has only been published since 2008. Accordingly, there
24 is a much larger pool of *JAP* articles to be cited in textbooks compared to *IOP*
25 and many other journals. However, this difference in publication history and
26 frequency is not a methodological artifact but likely a substantive reason why
27 certain journals are more impactful than others and should therefore not be
28 corrected statistically. In short, although not always ideal, the use of citations
29 offers an important initial assessment of relative impact.

30 Regarding future research, as an additional contribution of our study, we
31 make our entire database available upon request. In addition to comparisons
32 based on the citations of individuals and groups of researchers, our database
33 can also be used to conduct additional analyses aimed at understanding why
34 certain sources, articles, and authors are cited more than others. For exam-
35 ple, researchers can use computer aided text analysis (CATA) to understand
36 if particular theories and streams of research are more likely to be cited than
37 others (McKenny, Aguinis, Short, & Anglin, in press). As another exam-
38 ple of future use of the database, researchers can conduct a content analy-
39 sis of the most-cited articles to determine if there are specific research de-
40 signs, methodologies, or data analytical techniques that are more influential
41 than others. Finally, future research could study the current and past affilia-
42 tions, training, and socialization of the most-cited authors to understand if

1 differences in these factors contributed to certain authors being more highly
2 cited than others.

3 Our database is formatted to allow users to locate and synthesize data
4 to answer these and other questions. Each row in our database refers to an
5 entry from one of the six introductory I-O psychology textbooks analyzed.
6 The first column lists the last name(s) of the author(s) of the textbooks. The
7 next 12 columns list, in order of authorship, the names of the authors of the
8 reference cited. These are followed by columns listing, in order, the year of
9 publication of the reference, the name of the article/book chapter (as applica-
10 ble), and finally the source of the reference. We offer the database formatted
11 as a comma separated values (.csv) file for use with Excel or to import into
12 a variety of statistical analysis software (e.g., R, SAS, SPSS). For example, in
13 Excel, users can use the “Find All” function (accessed via the Ctrl+F keys)
14 to quickly locate all entries for a particular author or journal. In sum, our
15 database can be used to contribute to the discussion and understanding of
16 the key features of impactful authorship and influence conducted by other
17 researchers in the past (e.g., Hadani, Coombes, Das, & Jalajas, 2012; Judge,
18 Cable, Colbert, & Rynes, 2007; Podsakoff et al., 2005).

19 **Conclusions**

20 Our study went beyond the traditional examination of impact that has fo-
21 cused exclusively on citations in journal articles. Adopting Aguinis, Shapiro,
22 et al.’s (2014) pluralist perspective allowed us to examine the extent to which
23 different types of sources and authors influence the knowledge included
24 in the most widely used I-O psychology textbooks—the initial and first
25 in-depth knowledge base used to train future generations of I-O psychol-
26 ogy practitioners and researchers. Our results expand upon and also of-
27 fer useful information regarding the science–practice divide, how to de-
28 fine and measure scholarly impact, and the future of I-O psychology as
29 a field.

30 Our results are encouraging regarding the transmission of the scientist–
31 practitioner model to students who receive their first in-depth exposure to
32 I-O psychology. Specifically, although the majority of citations in textbooks
33 refer to academic journal articles, there is a prominent presence of nonaca-
34 demic sources as well as bridge journals. These results clearly do not reflect
35 the wide science–practice gap documented by past research focused on aca-
36 demic publications.

37 Results are also encouraging regarding the continued affiliation of the
38 most-cited authors with I-O psychology because we found that such aca-
39 demics continue to remain members of SIOP and participate in SIOP confer-
40 ences. So, although the majority of authors cited in I-O psychology textbooks
41 are currently affiliated with business schools (in spite of their I-O psychology

1 doctoral training), and they choose to publish in cross-disciplinary journals,
2 they have not abandoned the field of I-O psychology.

3 The overlap between authors whose work is highly cited by other re-
4 searchers and those whose work is most cited in textbooks is also encour-
5 aging. This shows that high-quality and rigorous scholarship, ostensibly the
6 reason those articles are referred to by other researchers, also receives sub-
7 stantial attention in textbooks.

8 Our article offers an actionable system to measure scholarly impact
9 more pluralistically—reaching beyond the traditional impact measure fo-
10 cused on citations by other researchers exclusively. In addition to results
11 included in our article, we make the database available so that readers
12 can conduct additional analyses and comparisons (e.g., between individu-
13 als, between departments, between schools, between universities). Finally,
14 our results also lead to challenges regarding the future of I-O psychol-
15 ogy in terms of its relationship with the broader field of psychology ver-
16 sus business and management, and the content of the knowledge dissemi-
17 nated in I-O psychology textbooks. Taken together, we hope our results will
18 serve as a catalyst for the ongoing debates regarding the science–practice
19 gap, the definition and assessment of scholarly impact, and the future of
20 I-O psychology, including the movement of I-O researchers to business
21 schools and the sustainability of I-O psychology programs in psychology
22 departments.

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