



Volume 59
Number 3
Winter 2022
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Editor's Column: You Say That to All of the Contributors

./Steven Toaddy

Of the contributions that I receive for each of the four annual issues of *TIP*, I'm most grateful for those that I receive for this one. You may think that this has something to do with the culturally sanctioned uptick in gratitude surrounding the Thanksgiving holiday in the United States, and you may be correct, but I attribute it to my belief that this is a hard time of year to give any extra effort to anything—it's Q4, it's the part of the year where many academics (as well as those who just vacation in the summer) are just getting back from summer break, and, oh yes, it's right around that lovely annual conference-submission deadline—especially so this year. So when I say thank you to the authors who have gone out of their way to provide us with their reports and perspectives in this issue, I mean it as much as I always do—and then just a little bit more.

This issue may be especially helpful for those of us who lack direction in life, as readers will be able to find guidance (read: marching orders) on [asking for \(and fostering\) resilience instead of adaptability](#), [avoiding identifying too much with management](#), [exploring robo-writing technologies](#), [requesting and responding to requests for data in support of open science](#), [fostering DEI in the workplace](#), [creating effective professional \(and personal\) networks](#), [incorporating DEI into graduate program curricula and research endeavors](#), and [participating in the SIOP Ambassador Program](#). If you don't come away from this issue with homework, then you weren't paying attention!

Of special note as well are the highlights of some of the excellent work that SIOP and its members are doing; [the President's Column](#), [The Bridge](#), both [this](#) and [this](#) writeup of SIOP Award Winners, the [SIOP in Washington update](#), and the [SIOP-UN update](#) are good examples of these.

Enjoy!

Team Crafting for the Long Haul: Stop Asking for Adaptability if it's Resilience You Want

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Adaptability Helped Organizations Survive

Adaptability is a familiar concept with extensive research on the organizational value of assessing and selecting for adaptability as a trait (e.g., Ployhart & Bliese, 2006), training adaptability as an employee behavior (e.g., Kozlowski et al., 2001), and measuring adaptability as a predictor of other job relevant outcomes (e.g., Pulakos et al., 2000). Before the 2020 challenges of working remotely emerged, adaptability was already viewed as a rising concept for organizational success (e.g., Reeves & Deimler, 2011). As global and intrapersonal challenges persisted, such as unknown customer issues and inconsistent regulations, the strategic pivots that organizations had to make morphed into a *new normal* of frequent shifts and changes. During the transition to remote work, adaptability was critical for many organizations to maintain their businesses, services, and production (e.g., Rosenbush, 2020). However, the use of adaptability has almost become a panacea, as organizations try to build on their existing culture and values while creating new opportunities to motivate, support, and influence employee performance.

When thrust into the sudden needs of the pandemic, organizations entered into a *bend or break* era. Ultimately, the organizations that survived were generally able to continue some variation of services that shifted their work in a way that complied with growing awareness and enforcement of safety regulations. Some services became contactless, others established virtual meetings as a norm, and some instituted and monitored strict safety procedures and policies for in-person interactions (Centers for Disease Control and Prevention [CDC], 2021). Adaptability was critical at this stage for organizations to survive and change the way that they strategized and delivered their work. However, as the impact of the pandemic has persisted and organizational changes have continued to move forward and evolve, adaptability no longer encompasses the core components of the conversations organizations are wanting and needing to have.

The Cost of Prolonged Adaptability

Employees demonstrate adaptability when they are able to change their behaviors and actions to meet new needs of the context or environment (Pulakos et al., 2000). We reference findings from neuroscience to clarify the relationships here between flexibility and performance. Cognitive psychologists have shown that the reduced performance from repeating a task over time can be mitigated by *task switching* or shifting focus from one task to a new and novel task (Van Dongen et al., 2011). Within the workplace context this holds to our understanding that employees adapting to a new context can experience more positive outcomes (DeShon & Gillespie, 2005). However, cognitive research further shows that prolonged *task switching* leads to declined performance when continuing to switch to novel tasks rather than repeating familiar, called *switch cost*. These researchers argue that individuals are experiencing a decrease in cognitive flexibility due to mental fatigue (Plukaard et al., 2015). We believe that this same paradigm can be seen in workers today. After prolonged stress and requests to be adaptive, employees are facing unprecedented levels of fatigue.

Applying this evidence to the concepts of the workforce today, we see that employees are no longer being asked to adapt to a new context but are experiencing a series of shifts and changes that have continued to create cognitive demands and ultimately fatigue. We further argue that the numerous stressors that indi-

viduals are experiencing in their lives (i.e., the spillover between work, family, and other life demands; Hammer et al., 2005) have further exacerbated employee fatigue. We propose there needs to be a shift toward recognizing the experience employees are having and that most organizations are truly asking for employees to demonstrate some form of resilience during these tumultuous times. Organizations can address the unprecedented psychological strain experienced by employees by acknowledging the breadth, severity, and sustained exposure to change and uncertainty that employees have gone through.

Resilience Is Helping Organizations Persist

Researchers have predicted the inevitability that resilience would be a “strategically important organizational behavior for success, growth, and even survival” (King et al., 2015, p. 1). Resilience is distinct from adaptability in that individuals will demonstrate a positive adaptation to a situation that is stressful, adverse, traumatic, or otherwise negative (Block & Kremen, 1996; Jackson et al., 2007; Tugade & Fredrickson, 2004). There is expansive multidisciplinary research on resilience, particularly with related concepts of grit and hardiness prevalent in education, military, and neuropsychology research (e.g., Eskreis-Winkler et al., 2014; Lam & Zhou, 2019; Wang et al., 2018). However, workplace resilience has not received comparable attention and is largely upstaged by similar job-related concepts such as personality, self-efficacy, and motivation orientation (e.g., Colquitt et al., 2000; DeShon & Gillespie, 2005). Researchers have recognized certain challenges that have limited the progression of research in workplace resilience.

One challenge with workplace resilience research is that little theoretical work has been done to distinguish and develop predictors, antecedents, and outcomes of workplace resilience. Some researchers have attributed the lack of this progress to the difficulties of measuring resilience, which has been defined and measured in various ways including as a trait- and state-like experience. Hartmann and colleagues found 30 unique measurement scales, where the majority were identified as too broad (i.e., unidimensional) or as failing to operationalize resilience in the context of positive work and employee outcomes (Hartmann et al., 2020). This lack of scientific consensus has led to a general dearth of research despite years of speculation and prompting from researchers that workplace resilience is an increasingly important variable to consider (Hartmann et al., 2020; King et al., 2015). Ultimately the theoretical drivers of resilience in the workplace are still lacking and evidence to justify practical applications has not been presented.

Even without extensive research, it is clear through generalizing the research from other industries (e.g., Eskreis-Winkler et al., 2014) that employers are asking for employees to move beyond adaptability and to be resilient. As organizations increasingly call employees back into physical workspaces, we need to develop a new approach to navigating change in order to mitigate the risk of increased stress and psychological strain on employees. Although conventional knowledge suggests that reducing demands and improving autonomy can resolve employee stress and strain, many organizations are depleted with low resources, which limits their ability to provide more resources to employees to help alleviate experiences of stress and strain. We propose iterating the concept of job crafting as a turnkey solution to aid in building workplace resilience and ultimately help mitigate employee strain.

Workplace resilience research has broadly been categorized into five areas: (a) personality and values, (b) personal resources, (c) attitudes and mindset, (d) emotions, and (e) work demands and resources (see figure 1 in Hartmann et al., 2020). This provides a foundation upon which to explore potential interventions specific to an organizational context. The first two categories (i.e., personality and values, personal resources) use a trait approach to defining resilience and can inform future organizational considerations in terms of recruitment and selection. The next two categories (i.e., attitudes and mindset, emotions) use a

state-like approach to understand resilience and can lead to conversations on how organizations may integrate new learning and development solutions that utilize practice methods for developing more resilience in employees. However, we will focus on the final area of research identified by Hartmann (i.e., work demands and resources) as a potential springboard that organizations can utilize immediately for current employees without additional resources or program development. Utilizing concepts of job crafting, organizations may be able to work with employees on various solutions to address workplace stressors.

Considering Techniques of Job Crafting

We have long known that adjusting job characteristics can positively benefit employees (i.e., job characteristics theory; Hackman & Oldham, 1976). Workplace theory shows us that when employees find meaning in their work, they may develop more resilience (Berg et al., 2007; Hartmann et al., 2020). Also, increased autonomy can reduce the stressful experience of high-performance work systems (Jensen et al., 2011). The dynamic nature of job characteristics can be leveraged to influence outcomes such as increased motivation, job satisfaction, and overall performance while decreasing absenteeism. Based on these potential benefits, job crafting may be an intervention for organizations to consider. However, we recommend using the central concepts of job crafting but applying this to a broader context. First, employees do not always craft their jobs in ways that are beneficial to organizations. For example, a salesperson with low task significance as it relates to sales goals may opt to expand their role to engage in more customer service activities. Although this can be beneficial to customer retention and revenue targets, without guidance this employee could end up spending more time handling issues that are better addressed by the customer support team, which takes them away from more high-value sales activities. Additionally, job crafting requires resources from individuals and can even increase job demands, which can result in more strain (job demands resource theory; Bakker & Demerouti, 2007). To help mitigate some of these potential drawbacks, we recommend that organizations utilize the core aspects of job crafting but apply these concepts to the larger context, at the team level within the organization.

Expanding the Concept of Team Crafting

Research on job crafting at the team level is still evolving, with initial literature focusing on small teams within specific work contexts (e.g., Leana et al., 2009; McClelland et al., 2014). One recent operationalization uses the assertion that team crafting is not simply the sum of a group of individuals that job craft separately but it is the process of individuals collaborating about when, how, and what to craft (Tims et al., 2013). The ways team crafting has been discussed before are too limited as the onslaught of changes in the nature of work have outpaced recent research. We are calling for an expansion of our understanding of team-level job crafting to include altering the actual team-level demands, resources, and structures. We can start directing our clients and customers toward meaningful team-level interventions by thinking about team crafting in this expanded perspective. Taken together, this emergent conceptualization provides an improved fit for the paradigm that companies are currently facing.

How to Team Craft

Using the dimensions of individual job crafting (Tims et al., 2012), we provide tactical thought starters for organizations on how to translate individual job-crafting techniques into methods of team crafting (see Table 1). A critical difference in team crafting is the active involvement of an advocate or the collaborative discussion of the team in decisions that are made. Many of the team-crafting techniques will necessitate some amount of support. This support may be provided by a supervisor or an overseeing body in the team-crafting process that can provide guardrails and guidance to the team, so that the de-

veloped solutions are actionable and feasible within various organizational constraints. In this capacity, the supporting body is responsible for creating a rich environment for team crafting to occur by removing obstacles, advocating for organizational support as needed and preventing unintended negative consequences that may arise. Those within this support role should also have an adequate understanding of how team-crafting techniques link to the factors of resilience discussed earlier.

Table 1
Translating the Dimensions of Job Crafting Into Dimensions of Team Crafting

Job crafting	Team crafting
<i>Increasing structural resources</i>	
Prioritizing tasks that leverage existing strengths →	Redistributing tasks to team members based on individual strengths and needs
Improving individual workflows and processes →	Adopting systemic efficiencies as standard operating procedures
Documenting solutions to common challenges →	Sharing and receiving knowledge across interdependent teams
<i>Increasing social resources</i>	
Seeking meaningful connection with team members →	Incorporating nonwork social activities into routines and practices
Requesting feedback outside of formal performance management →	Establishing peer feedback norms within team practices
Building beneficial relationships with cross-functional partners →	Including cross-functional partners in team meetings
<i>Increasing challenge demands</i>	
Volunteering for projects that align with personal interests →	Rotating projects to individuals that align with developmental and growth needs/goals
Broadening or deepening subject matter expertise →	Developing team member training plans that align with an overall team need and plan for growth and expertise
Integrating beneficiary of tasks into work →	Increasing connections with stakeholders of the team's work
<i>Decreasing hindrance demands</i>	
Delegating labor-intensive tasks to others →	Formalizing a schedule that accommodates group needs and preferences in a way that feels fair to team members
Organizing work to avoid cognitive overload →	Forecasting workload and aligning tasks with individual and team capacities with contingency plans
Minimizing interactions with emotionally challenging individuals →	Shuffling work assignments to accommodate emotional strain and identifying affective resources for team members in need

There are many different approaches to take in team crafting. We've provided a starting point here for strategies to use before, during, and after team crafting.

Before Team Crafting

The supportive body has an opportunity to set the tone for team crafting by bringing the team together, sharing the reasons why they want to implement team crafting, and setting goals and parameters. Clearly communicating the decision latitude that is available to the team is critical at this stage as every organization and team is different. It's equally important to establish buy-in from individuals and identify any resistance that may create friction in the process. As with any change initiative, it is important for organizations to be aware of and recognize resistance that may have carried over from any previous failures when implementing systematic changes to processes or routines. Some organizations may opt to use a change-readiness scale if they sense resistance. Supporting roles can also consider balancing the use of charisma and authenticity when communicating. Providing inspiration and a meaningful vision are important aspects in this, but glossing over the resource loss and strain employees are experiencing can have negative results on employee attitudes. Reiterating that one of the goals is to increase resources is an important takeaway for the team.

In this stage it is also important to establish that the team will be able to self-manage through the team crafting process by mitigating any internal obstacles. Many teams have preexisting stressors, conflicts, and relationship dynamics, and these points of tension could be a hindrance to collaboration if they are not addressed. For example, if there has been a breach of trust or lack of confidence in the past, individuals may not be comfortable sharing resources with their team. Starting with transparency around concerns will set up teams for success not just for engaging in change but also for working together. This is an excellent time to make it clear that everyone must have an equal say for team crafting to be effective. Nobody should feel like they are negatively impacted due to a group majority vote. Some organizations may consider supplementary training on team communication or conflict management at this stage.

During Team Crafting

We recommend introducing the concept of team crafting by sharing Table 1 and focusing on the right-hand column where we have provided examples of team crafting for each of the four techniques. Once this overview has been completed, it is time to let teams collaborate by using the four-step process below.

1. Discuss current problems and needs within the team.
2. Identify the best team-crafting technique(s) to address this problem (there may be more than one).
3. List as many potential solutions and strategies for each team-crafting technique identified in Step 2.
4. Agree on a solution or strategy to implement that meets the goals and parameters laid out before the team crafting (this may be an agreement to a trial period).

For first-time team crafters, we encourage the supportive body to identify a low-stake problem for the team to craft against within a given time period. This gives the team a chance to experience the processes, see success, and develop efficacy for more complex challenges. Engaging in a team-crafting pilot also gives the team the chance to assess if team crafting could be a beneficial technique for them to continue using.

Applying these steps in an example, let's consider a 24-hour manufacturing cycle that relies heavily on shift work to meet production demands. The team has already been briefed on the goals and parameters and is

showing excitement for the possibility of coming up with their own solutions to common challenges. In Step 1, the team identifies that the irregularity of their shifts and the night shift are consistent sources of strain that impact their performance. In Step 2, the team identifies that increasing structural resources, increasing social resources, and decreasing hindrance demands could provide potential solutions. Although there are opportunities to improve challenge demands in their tasks, the team agrees that is not the most impactful place to focus for their particular problem. In Step 3, the team brainstorms a list of actionable potential solutions for each of the three team-crafting techniques. During this brainstorm, they realize that there are a variety of personal preferences in the solutions but that having a choice is a common theme. In Step 4, the team agrees that a blanket approach isn't the best solution but that instead they can work together to create a seasonal schedule that allows individuals to schedule in a way that best meets their needs. For example, some people prefer working the night shift for 2–3 weeks at a time so they can adjust their sleep schedules, whereas others prefer to have their night shifts spread out over longer periods of time. They agree to test out having one person take the night shift for an extended period, knowing that by a certain date the responsibility will transition to another team member or be covered by different individuals until the next long shift begins. This change in process recognizes the demands of a challenging schedule against the backdrop of widespread uncertainty and utilizes the full breadth of team resources to better accommodate employees while maintaining production output.

After Team Crafting

Following team crafting, feedback and potential revision of the solution are extremely valuable activities for both individuals and the organization. Whether it is a guided discussion or an anonymous survey, the goal at this stage is for the supporting body to understand what value the team received through team crafting and how the team wants to move forward with their solution. Echoing previous sentiments, each person needs to be able to express themselves honestly for this practice to be useful as organizations do not want to impose team crafting if it is not a good fit for a particular team.

It is important to note that every individual, team, and organization will have unique needs and that the recommendations presented here are by no means comprehensive. Although team crafting is just one example of a resilience intervention targeted at the job-demands-and-resources component of resilience, we believe that team-crafting techniques can affect all five areas of resilience. In Table 2 we summarize these potential relationships.

Table 2

Linking Team Crafting Techniques to Factors and Resources of Resilience

Team crafting technique	Related resilience factors and resource examples
Increasing structural resources	<ul style="list-style-type: none"> ● Personal resources (e.g., job expertise, work–life balance) ● Work demands and resources (e.g., professional development, positive work climate, learning culture)
Increasing social resources	<ul style="list-style-type: none"> ● Attitudes and mindset (e.g., perceived organizational support, goal orientation) ● Emotions (e.g., warmth, gratitude, fulfillment) ● Work demands and resources (e.g., collaboration, communication, emotional intelligence)

Increasing challenge demands	<ul style="list-style-type: none"> ● Personal resources (e.g., self-efficacy, feeling successful) ● Attitudes and mindset (e.g., sense of purpose, meaningful work, intrinsic motivation)
Reducing hindrance demands	<ul style="list-style-type: none"> ● Personality (e.g., emotional stability, organization) ● Personal resources (e.g., internal locus of control, work–life balance)

Conclusion

Organizations may need team crafting to retain talent as employees are quitting at record rates (Kane, 2021). Individuals may need team crafting to sustain their psychological and physical health. As a society, we are asking a lot from employees, and they need to be able to not only work together but also to rely on the groups they work in. Using a well-communicated strategy and guided support, organizations can use team crafting to expand resources without investing substantial financial or internal resources to support large-scale program development or other alternatives. In addition to providing more immediate results than alternative interventions (i.e., selection strategy, training), the process of team crafting also overlaps with many of the skills recommended by creativity and innovation research (e.g. Amabile & Pratt 2016). Thus, team crafting may prove to be an organizational advantage as subsequent teams see positive results and adopt similar behaviors and attitudes (e.g., Isaac et al., 2001; Schleicher et al., 2011).

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On Not Identifying (Too Much) With Management

George M. Alliger
Consulting Work Psychologist

“SIOP” is a rather awkward acronym for our professional organization, and although now and then we discuss how it might be updated, we’ve stuck with it so far. And one of the good things about the name is that none of the letters stand for “Management.” It thus correctly conveys, or at least allows for, the idea that as psychologists we act with some independence, whether from within or without the organizations that we help.

The tension between being hired and tasked by management, on the one hand, and trying to pursue science and secure good outcomes for all employees, on the other, is perennial. It has existed in its complete form since the beginnings of our field. There are clear evidences that the earliest influencers in I-O were fully aware of it.

On the industrial side, there is Frederick Winslow Taylor (1856–1915). He began his career as a machine shop laborer and ever after averred that he could identify with the workers whose jobs he made more efficient. Nonetheless he could be defensive when questioned about the degree of his support for labor. A. J. Portenar, printer and typesetter unionist, after meeting Taylor and reading his *Principles of Scientific Management*, corresponded with him in 1914. He maintained to Taylor that “You desire the greatest possible production at the lowest possible cost with the greatest possible dividend, and the benefits that may flow to the working people are merely incidental” (Copley, 1923, p. 237). Taylor wrote back:

I realize (as you do not seem to realize) that it is utterly impossible to get the maximum prosperity for workmen unless their employers and the owners of the establishments in which they work, cooperate in the most hearty way to bring about this end... Therefore in all of my writings and in everything I say I must emphasize the gain which comes to the manufacturers quite as much as the gain which comes to the workmen, otherwise it would be impossible to get the manufacturers to cooperate. (Copley, 1923, p. 238)

Or consider Hugo Münsterberg (1863–1916), who was trained in the German school of scientific psychology and recruited to Harvard by William James. In his laboratory, he tackled such tasks as designing and running a simulation to select the best trolley car operators (as described in his book *Psychology and Industrial Efficiency*). But he too felt it necessary to make clear his independence from those contracting with him for his work. The psychologist studying work-related questions is “partisan neither of the salesman nor of the customer, neither of the capitalist nor of the laborer, he is neither Socialist nor anti-Socialist, neither high-tariff man nor free-trader” (Münsterberg, 1913, p. 30).

Without doubt most of us endorse and work toward gaining and maintaining this balance. It is easy when we are asked, say, to develop a system that appears clearly beneficial to all workers (say job rotation or safety training). It is harder when there is some pressure to arrive at certain results or to participate in an initiative that is not obviously for the good of all.

One example of the latter would be if we are asked to develop a job metrics and rewards system that seems actually inimical to the job (cf., Petre, 2021). Or, as a kind of archetypal example of when this latent tension for a psychologist may become acutely manifest, consider being employed by a company actively attempting to avoid unionization. We study the nature and value of teams, identity, resilience,

and autonomy. It is possible that union membership may provide an employee some of the benefits of each of these, allowing a kind of healthy, lean emotional relationship with her employer, in addition of course to concrete working-condition protections. So then the question may arise of the degree to which we would permit ourselves to be aligned with our company's anti-union position, especially in the light of SIOP's endorsement of such ethical principles as "Beneficence and Nonmaleficence" (APA General Principle A).

SIOP's Committee for the Advancement of Professional Ethics (CAPE) provides useful training in the kinds of potential conflicts illustrated in the paragraph above. My point here is only to remind us of one of the roots of these conflicts—an *ur*-tension, there from the birth of the field.

Few if any I-O psychologists will be truly "anti-work"—that is, seeing work as bad in and of itself and all management as essentially exploitative (Alliger, 2022). But, although management will usually be the ones hiring us, and although some of us will even become managers ourselves, we still need to retain what might be called "professional distance" from management. Our levers are few and mostly based in expert power. But expertise carefully and confidently employed can sometimes make a difference in how and to what degree organizations can maximize the well-being of their employees. We don't want, I think, to have as our lodestar the bottom line of the organizations we support, with whatever benefits come to its employees from our work being "merely incidental," as A. J. Portenar charged.

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Foundation Spotlight: What's in a Word?

Milt Hake
SIOP Foundation President

Back in the 1940s, my mother told me, “Sticks and stones can break your bones, but words can never hurt you.” I was pretty sure at the time that words are powerful and that some can be harmful. A lifetime of observing their impacts continues to affirm that early judgment.

I've just read *The Lincoln Highway* by Amor Towles. I liked it very much, especially the series of events that took place, and in particular how differently each one looked when reported from the perspective of each participant telling his or her version of what happened. The time spent with Emmett, Billy, Duchess, Woolly, Sally, Ulysses, Sarah, “Dennis,” and others was well worthwhile. Even Schrodinger's cat got coverage. I was delighted when Woolly burnt his thesaurus; likewise was Billy's appointment as the compliance monitor for run-duck-and-cover drills. I experienced those absurd drills in the 1950s.

Today we live in an era of contentious uncertainty. There is no need here to reiterate the litany of social, political, organizational, cultural, institutional, medical, technological, and economic issues that grab the headlines, but I do want to point out the human penchant for weaponizing words and call out one in particular: postmodernism.

I trace much of the current tendency to regard all personal opinions as being equally valuable, that is, reliable, valid, and trustworthy, to the influence of postmodernism in higher education:

One currently influential philosophical movement goes under various names such as postmodernism, deconstructionism, and structuralism, depending on historical details that are unimportant here. It claims that because all ideas, including scientific theories, are conjectural and impossible to justify, they are essentially arbitrary: they are no more than stories, known in this context as “narratives.” Mixing extreme cultural relativism with other forms of anti-realism, it regards objective truth and falsity, as well as reality and knowledge of reality, as mere conventional forms of words that stand for an idea's being endorsed by a designated group of people such as an elite or consensus, or by a fashion or other arbitrary authority. And it regards science and the Enlightenment as no more than one such fashion, and the objective knowledge claimed by science as an arrogant cultural conceit.

Perhaps inevitably, these charges are true of postmodernism itself: it is a narrative that resists rational criticism or improvement, precisely because it rejects all criticism as mere narrative. Creating a successful postmodernist theory is indeed purely a matter of meeting the criteria of the postmodernist community—which have evolved to be complex, exclusive, and authority-based. Nothing like that is true of rational ways of thinking: creating a good explanation is hard not because of what anyone has decided, but because there is an objective reality that does not meet *anyone's* prior expectations, including those of authorities. The creators of bad explanations such as myths are indeed just making things up. But the method of seeking good explanations creates an engagement with reality, not only in science, but in good philosophy too—which is why it works, and why it is the antithesis of concocting stories to meet made-up criteria. (David Deutsch, *The Beginning of Infinity: Explanations That Transform the World*, 2011, p. 314)

David Deutsch's two paragraphs draw attention to some factors that contribute to variation in the quality of opinions. Are all opinions equally reliable, valid, and worthy of trust? Of course not. Clearly, some

opinions are better than others. So whom do you trust? Whom and what do you believe? How do you know what to believe and what to do?

Deutsch offers “rational ways of thinking” and “explanation,” pointing out how difficult it is to achieve good explanations. He does not claim rationality as the bedrock of human behavior, however, and concedes that scientific theories are conjectural and impossible to justify.

So where does that leave us?

I-O professionals embrace the scientist–practitioner model. Also known as the Boulder model, it is an ideal about graduate training in applied psychology or, as reported in its [Wikipedia article](#), an ideology. Regardless of its historical roots and current status, as noted in the most recent Foundation Spotlight column, it is what makes I-O unique: We value application and science equally without giving greater status to either.

Unfortunately, “scientist–practitioner” has too many syllables for inclusion in an “elevator speech.” It doesn’t fit on a bumper sticker or T-shirt. Uttering it in conversation risks losing one’s audience, unless the audience comprises self-identified scientist–practitioners.

Even less fortunately, “scientist–practitioner” appears as though it is a pairing of opposites, such as true versus false, good versus bad, or heredity versus environment. This in turn invites zero-sum framing of comparative judgments, such as “which is better?” and “which is more important?” Thus, one occasionally sees “practitioner–scientist” as a self-description.

Ever since encountering the 1949 Boulder model while in graduate school during the 60s, I’ve been drawn to its uniting of scientific practice and practical science. Also since that time, I’ve lamented its seven syllables and wondered whether there was a better and more suitable descriptor for the way we do I-O. Well, such a word exists, and it’s been around for ages.

Praxis

In ancient Greek the word praxis (πρᾶξις) referred to activity engaged in by those who are free. Aristotle identified three types of knowledge: theoretical (theoria), for which the end goal is truth; poetical (poiesis), for which the end goal is production; and practical (praxis), for which the end goal is action.

The strategic and organizational usage of the word “praxis” emphasizes the need for a continuing cycle of conceptualizing the meanings of what can be learned from experience in order to reframe strategic and operational models. That cycle forms the core of what we embrace as the “scientist–practitioner model.”

As a reader of this column, you may recall seeing “praxis” used to introduce the [Jeanneret Symposium](#) on Assessing the Leaders of Leaders. I had come across “praxis” as a name on a series of teacher tests published by ETS. Upon discovering its Greek root, I saw it as a fitting descriptor for the culture of I-O. Next, because **Paul Green** made a comment that, among the awards and recognitions in his office, the one that always drew attention from visitors was a statue, a quest began for a way to depict the place of I-O in the world of work. Given a nudge by **Eden King**, that quest culminated at the 2019 SIOP Conference in Washington DC, with the presentation of praxis statues to the winners of the individual

achievement awards. Modeled after the structure of DNA and embedded in transparent crystal, the double helix symbolizes the equivalence and interdependence of truth and action.



Moving I-O Ahead

Praxis will be a continuing theme for the SIOP Foundation. We've renamed the Fund for the Future as the Praxis Fund, adding it as a destination for contributions.

The Jeanneret Symposium was the first in what was intended to be a series of praxis conferences, and thanks to a provision in Dick Jeanneret's estate, there will be a second, with its topic yet to be decided.

Last April, "[paying it forward](#)" was addressed in this column, and I am delighted to announce the creation of the Robert and Anne Morrison Creativity Fund. Projects to be supported in whole or in part with proceeds from this praxis (term gift) fund may be grants, scholarships, awards, or other creative scientific, educational, or cultural projects proposed to the trustees in response to their call for proposals, such as but not limited to these:

- support for *pro bono* and volunteer projects,
- grants for doctoral dissertation research replications,
- grants for constructive and registered thesis-replication studies,
- support for master's and doctoral I-O psychology graduate programs,
- off-campus internships,
- dollar-for-dollar matching incentives to encourage donations,
- field research on individual differences,
- longitudinal studies,
- development of quantitative analysis techniques,
- small group meetings,
- preparation and distribution of best practice compendia for public consumption.

Much more will be forthcoming from the SIOP Foundation. In the coming months, watch for a pair of *pro bono* webinars about financial planning.

The SIOP Foundation's mission is to connect donors with I-O professionals to create smarter workplaces. Let any of us know your ideas, suggestions, or interests via email. Or text or call me at the number below. We invite your trust. The world of work needs I-O-informed evidence-based praxis as never before.

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Max. Classroom Capacity: Robowriting—Can AI Write My Paper?

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“Imagine how much easier your graduate school term papers would have been if, instead of having to spend 10 hours in the library poring over articles like a bespectacled mole person, you could have simply asked your laptop or phone to write it for you.”—Jarvis (2021a)



One year ago I wrote a Max. Classroom Capacity column on [Robograding](#) in which I described my foray into using artificial intelligence (AI)-powered software to grade short-answer exam answers. I encourage you to read the [full column](#), but in case you don't want to, I concluded that (a) robograding can be helpful in some circumstances, (b) it cannot at this point fully replace a human grader, and (c) using robograding to assign student grades raises ethical issues including whether students have a right to know when AI has been used to grade them.

I'd like to discuss the other side of the equation: Can AI be used to *write* papers? A colleague of mine showed me an AI application named "[Jarvis](#)" that writes natural language, and it blew my mind! Although Jarvis is generally considered to be the industry leader, many similar apps have proliferated in the past year. Most of these apps have features designed specifically for digital marketers and bloggers, the primary target audience. None of them, as far as I could tell, had features designed specifically to help students with academic writing. Yet. There seems to be no technological barrier to such a feature being developed, and clearly there is a market for this service. Do a web search for "I-O psychology paper assignment," and you will probably see ads for (presumably human-driven) paper-writing services. So, it seems likely that student papers written by AI will soon appear on your desk, if they haven't already. The prospect of robots (I'm using that term loosely) writing or helping to write students' papers raises a number of practical and philosophical issues for higher education and I-O psychology. But before we get into all of that, let's discuss how these apps work and what they do.¹ Caveat: I'm not an expert on AI nor have I been able to familiarize myself with every function of the apps.

Maybe you've seen ads for [Grammarly](#)? Grammarly (and others, e.g., Writelab, ProWritingAid, Ginger) uses AI to analyze text and provide grammatical, spelling, and general writing feedback. I haven't used Grammarly, but I imagine it as a souped-up version of MS Word's grammar check: The user generates content, and Grammarly provides feedback. I don't imagine most of us would consider grammar checkers problematic from an academic integrity standpoint. Arguably, such software helps students better express *their own ideas*, though it may also make their writing less idiosyncratic and creative. Grammar checkers seem like a good way for students to improve their (noncreative) writing, particularly when other resources like on-campus writing centers and in-depth instructor feedback are unavailable. Grammarly (et al.) does not appear to generate any content by itself, which seems like an important differentiator compared to the apps I discuss next.

Recently a new class of robowriting applications has appeared that uses [GPT-3](#) AI to generate text that is ostensibly "realistic," that is, indistinguishable from natural human language. GPT-3 was developed by [open.ai](#), a nonprofit research company based in San Francisco. The developers trained GPT-3's 175 billion parameter model on a dataset of nearly one trillion words of Internet content, up to October of 2019, to predict the probability of the next word given a provided text (Brown et al., 2020). Then they made it available for free! I found at least a dozen apps for natural-language processing based on this

technology. I reviewed two for this column. The first, [Rytr](#), can generate text in multiple languages. The user selects a use case (e.g., *emails, business idea pitches, blog sections*), provides a title and description, chooses a tone (e.g., *convincing, thoughtful, critical, humorous*), and can provide some starting text too.^{2,3} It has a built-in plagiarism checker that reports on exact matches with external sources. Similar to Grammarly, Rytr can rewrite user-generated content to make it shorter or clearer.

Rytr has several use cases that may be valuable to I-O psychology students. First, it can generate a job description. Here's what Rytr generated for the job of *organizational psychologist*:

The organizational psychologist is responsible for conducting psychological evaluations and providing consultation to individuals, groups, and organizations. They also design and implement social programs for organizational change or improvement.

Responsibilities:

- Conducts psychological assessments of individual, group, or organizational needs
- Design and implement social programs for organizational change or improvement
- Develops interventions to improve employee morale and productivity
- Provides consultation on a wide range of topics, including employee relations, harassment prevention, diversity training, conflict management, performance management, leadership development, team building— (Rytr, 2021a)⁴

This output looks like it could be a student's answer to an assignment or exam question on this topic. Why wouldn't a student just use the O*NET as a resource for this? The O*NET website won't write a job description for you. Copying and pasting material from the O*NET without citation would be considered plagiarism, whereas this text generated by Rytr is *not* plagiarized, at least, not in the sense of being taken from a single other source. This raises the question: Where exactly did it come from? The best answer would seem to be that it was extrapolated from the large parts of the Internet pre-10/19 upon which the AI was trained. Rytr can also write custom interview questions based on an inputted interviewee bio and a description of the interview context—never mind that everything we know about employment interviews suggests that this is a terrible idea!

It's more difficult to shoehorn an academic paper assignment into Rytr, but I tried, with a topic of selection. I used the *blog section writing* use case, chose a *thoughtful* tone, and inputted the topic of *the impact of implicit bias on hiring decisions* with the following keywords: *racism, sexism, heterosexism, ageism, ADA, legal, adverse impact*. Here's what Rytr wrote:

Implicit bias is one of the most difficult biases to address. It is also one of the most insidious types of bias, because it's often unconscious. It can be hard to spot implicit bias in hiring decisions, but it can have a significant impact on who gets hired and who doesn't. If employers are not aware or actively looking for implicit biases, they may unintentionally discriminate against qualified job seekers by overlooking them or offering them less desirable jobs.

Implicit bias can be defined as the attitudes or stereotypes that affect our understanding, actions and decisions in an unconscious manner. Implicit bias leads to discrimination which is an adverse impact on those who are not considered or included as a subject.— (Rytr, 2021b)

We probably all agree that this isn't very impressive, but ask yourself, if a student submitted this as part of a paper assignment, would you immediately think that AI wrote it? Regardless, there are some other prob-

lems. First, the definition in the second paragraph is plagiarized. I only know this because I did a Google search and found multiple sources for it. Rytr does not seem to proactively flag content that is plagiarized, but when I ran Rytr's plagiarism checker on this sentence, it came up as a 100% match with multiple sources (e.g., Saluja & Bryant, 2021). If I hadn't checked, I wouldn't have known. Second, there are some logical problems with the text: Implicit bias is *often* unconscious rather than unconscious by definition, implicit bias always leads to discrimination, and so on. No evidence is cited in support of any of the assertions.

At this point I was curious about how well Rytr would do in writing the rest of this column. I used a *blog section writing* use case with a *critical* tone in response to the topic I inputted, *How AI writer may impact academic integrity and student paper grading* with section keywords *AI writer, plagiarism, grading, academic integrity, university, quality*:

AI writing tools may threaten academic integrity by facilitating plagiarism and grade inflation. Some academics are uncomfortable with using AI for grading because it may result in grade inflation. The same can be said for plagiarism because it will enable students to copy-paste content from the internet without being detected as a plagiarist. AI writers are becoming more and more popular in the academic world. Though not perfect, they can provide students with a preliminary assessment of their paper. That way students can adjust their work before submitting it to the professor. AI writing tools are also being used for plagiarism detection to help professors find any duplicated content in student papers.

AI writers may contribute to plagiarized papers. The AI writing tool will assign a grade to the paper based on the information provided by the student. This grade may be similar to what a human grader would give, but it could also be different. This is because the AI writer does not need to care about academic integrity because it is only grading the paper based on its content. In a recent study, it was found that AI writers could detect plagiarism with a very high accuracy rate. This means that they have the potential to improve academic integrity and student paper grading.— (Rytr, 2021c)

To my eye, in isolation each sentence looks like it could have been written by an undergraduate student (perhaps not a very well-prepared one), but many of the statements fall apart under minimal scrutiny (e.g., *why* should AI lead to grade inflation?). At the paragraph level, the text lacks coherence. The AI has written about multiple topics at once, conflating AI graders with AI writers, and, as before, there is no evidence provided to support statements, even those that would seem obviously based on evidence (e.g., "*In a recent study*"). It's unclear which study this refers to, nor is there any way to identify Rytr's sources. Is the statement "AI writers are becoming more and more popular in the academic world" a reflection of an argument that someone made somewhere on the Internet, or has the AI identified that phrase as typical for this position in a blog post regardless of the veracity of the content? There's no obvious way to know other than finding a source for that sentence, but I strongly suspect it's the latter. It's important to remember that the AI doesn't actually know or understand *anything*—it's just recognizing patterns and extrapolating text. Of course, I have done nothing to edit the content above. This is not how the app is meant to be used. A real user would likely take this text as a starting point, modify it, structure it, add new content, and then have the AI re-edit and/or generate more text, and so on in an iterative, collaborative process.

Maybe the issues I encountered with Rytr are specific to that app. Let's compare Rytr's output with output from [Jarvis](#), a competing GPT-3-based AI writer. I used the same inputs as those for Rytr, but I also included the first paragraph of my column to see whether it could mimic my style (OK, it's not an apples-to-apples comparison with Rytr now, but the output is more interesting):

Possible AI writer implications include a faster grading process for instructors, a way to generate more academic papers within a shorter period of time or a potentially increased use case for plagiarism. It would also be interesting to see how AI writers compare with other online article writing services such as echeat, ghostwriter, and essay mill among others.

Other possible AI writer applications could include automatically generating lab reports, test answers, or even entire exams based on the course material that is available electronically.

Jarvis generally does a pretty good job at generating text that sounds like it was written by a human being (although the last sentence in the passage above is one of its few errors). However, Jarvis's responses are not a good example of a serious academic paper that a student would submit for a grade.

In saying all this, AI writer programs are a significant development in advanced programming and a possible solution to the following problems: a need for human writers who can generate higher quality content more quickly or a need to automate repetitive tasks such as grading.

Finally, it is important to remember that AI writer has limitations and cannot solve every problem facing academics today. For instance, AI writer cannot always know what makes something funny or how to effectively portray emotions in writing—skills which are not easily broken down into rules or logic algorithms. Even so, I am excited by the growing field of advanced programming techniques being used to solve a wide range of problems and challenges. In a future column, I will discuss AI writer limitations and other use cases that AI writers might be able to tackle.— (Jarvis, 2021b)

Wow. There's a lot to digest here. I enjoyed hearing Jarvis throwing shade on its own writing skills. I think the points it made about humor and emotions were interesting, but how odd to say it was *excited* (an emotion) in the same sentence. It's unclear why it identified the sentence about AI writer applications as unrealistic; it was THAT sentence which I thought was, ironically, unrealistic! Jarvis seems to have a self-esteem problem—why sell yourself so short by saying that you can't write a serious academic paper, Jarvis? I find it hard to disagree with you. Or wait, do I have a self-esteem problem? How much of this output came from Jarvis mimicking the text I provided? Strangely, there's something about Jarvis that makes me react to it as, well, a *being*, I guess—not a person, but something that is more than nothing, if that makes sense. I imagine my irrational reaction is a bit like when players of the game Go described the moves made by a self-taught masterful AI program named AlphaGo as *alien or from another dimension* (Chan, 2017).

Anyway, despite some shortcomings, Jarvis came up with some interesting ideas that probably would provide value to a student who had a paper topic but wasn't sure what to write. Jarvis generated more text in which it identified AI writing programs and essay writing services I didn't know about, which prompted me to look them up and gave me some useful material. However, several paper-writing services that purport to use human "expert writers" were mischaracterized as AI writers.

As with Rytr, no sources were cited, but with subsequent experimenting, I found that when provided with text that models APA-style writing (e.g., if you feed it the first few paragraphs of a research paper), Jarvis will output statements followed by citations. For example, I pasted into Jarvis part of a manuscript I'm writing on burnout in executive leaders, and here's a sample of what Jarvis wrote:

For example, a study of executive leadership teams from global 500 companies found that executive leaders reported significant signs of emotional exhaustion and cynicism (Grumanzz, 2013).⁵ The negative impact on executive leaders' burnout has been clearly documented. A study by Emmonszz

et al. (2004)⁶ suggests that executive leaders experiencing high levels of stress and depressive symptoms experience poorer team-level performance outcomes such as profitability and customer satisfaction.—(Jarvis, 2021c)

This looks great! I didn't recognize these references (I added the zs—see footnote #5), and I got very excited. Even if I have to rewrite everything else, if Jarvis can identify research articles relevant to the claims it makes, this by itself would provide huge value. The only problem is that I can't find *any* article by an author named Grumanzz in 2013 that could support the claim. Same for Emmonszz et al. (2004). Same for every other citation I checked until I got tired of checking them! Troublingly, the author names Jarvis cited are often associated with research in the area, so they look plausible. This limitation made more sense to me when, somewhat hilariously, after generating enough intro section material, Jarvis started writing methods and results sections for me, all completely fabricated, of course! I couldn't get Jarvis to write a reference section, but I'm certain it would be full of nonsense too. Jarvis can write a research paper that will *look* reasonable but will fall apart under even a modest amount of scrutiny (students and graders beware!). These are very important limitations. However, in fairness, I can't claim that I was exhaustive in my experimenting—try it yourself, with these and other GPT-3-based apps. Finally, the technology will continue to improve and maybe this issue will be solved with the next generation.

What does all of this mean for I-O teachers and practitioners?

At this point, I imagine that GPT-3-based AI writers like Jarvis could help students who need to write a paper on a topic about which they know very little and aren't particularly motivated to learn. Collaborating with AI to write a paper, hopefully learning something along the way, is probably a better outcome than not writing the paper at all. Or maybe having AI generate a paper as a starting point, to get past the intimidating blank-page inertia, is useful even if the student has to completely rewrite it later. Moreover, these apps may work better for personal, opinion-based, blog-like writing assignments such as those often used in discussion boards, diaries, or other similar assignments. As an instructor, if you grade papers only based on superficial features, counterfeit AI-authored papers will score highly. As a result, it seems even more important for us to assign and assess written assignments with the goal of building in our students the skills in which I-O psychologists excel: using an understanding of theory and evidence to formulate arguments while appropriately citing the research literature—all things that my experiences suggest are difficult for AI writers to do, at least at this point.

One important question is, How should we think of AI writers from an academic integrity standpoint? If a student uses an AI writer to generate text, which they copy and paste into an assignment, then, arguably, the student should cite the AI writer as the source of that content. It's an odd kind of citation because the source *cannot* be checked. You may have noticed that I cited all of the AI-generated text I used. However, if you re-entered the details that I provided into the same AI writer, you will get *different* output—that is by design. Compounding matters, unless the author cites it as such, there is no apparent way for the reader/grader to identify with certainty whether text has been generated by AI, or by which AI. That is also by design. Regardless, AI used as such would seem to be an outside source, and therefore, it should be cited rather than passed off as the author's own work. Things get much fuzzier if the product is a collaboration between the AI and the student. Perhaps in this circumstance it makes sense for students to list any AI used as a collaborator on the project, although it's not clear whether this admission would bias graders against the student or whether the student has received an unfair advantage relative to students who cannot afford or otherwise don't have access to AI. My institution's academic integrity policy precludes allowing "*others* to conduct research or prepare any work for them without advance authorization from the instructor," including using commercial term-paper companies.

Should AI be considered such an “other”? Should instructors proscribe using AI writers? In doing so, would we deprive our students of a tool that might make paper assignments easier to start, generate intrinsic interest in the paper topic, and produce a better final product? Is this a tool which we should start preparing our students to use given that it may be how most writing will be done in the future?

My view is that instructors *and students* should start experimenting with AI writers and thinking about how they should be used. We should then consider changing our academic integrity policies to clarify whether students may use AI and what kinds of AI can and cannot be used in which contexts. Given that AI-generated content generally is indistinguishable from human-generated content, and therefore difficult to identify, proscribing the use of AI on assignments is unlikely to completely prevent its use. Human paper-writing services still exist despite running afoul of academic integrity policies. Moreover, like all tools, AI writers are not inherently good or bad, and powerful tools rarely disappear simply because people have concerns about how they may be used. These are weighty issues that cannot fully be fleshed out in this (not-so-short-anymore) short column.

What does the future hold?

GPT-3 relied on a massive body of work written by humans for its training. As AI writers become more popular and AI-written content secretly proliferates online, proportionately less novel material will be available to train on. It seems to me that there is a potential garbage-in, garbage-out, dumbing-down, or at least regression-to-the-mean effect, where AI writers, efficiently and at scale, iterate myriad variations of the same content from their training databases, much of it inaccurate in the ways the examples presented above were inaccurate, and subsequent generations of AI are trained on this ever-expanding corpus of regurgitated material that nobody knows is regurgitated. Of course, I’m not an expert on AI, so maybe this is needless handwringing. The technology is still new, and perhaps the next generation of AI will be so much better that this concern looks ridiculous in a few years.⁷

It’s possible to imagine a not-too-distant future in which a much more proficient AI is running or helping to run every aspect of the academic research process: reading the literature, designing studies, collecting data (or maybe asking humans to, where necessary), and writing up and publishing the results for other AIs to read. In this future, there may be little need to teach students to write a research paper. You can also imagine a less-distant future in which much of the mundane writing in I-O psychology practice, including job descriptions, survey items, quarterly reports, and presentations, become partly or fully automated. I think we need to learn to use AI, understand what it can and cannot do, and identify where our students can add value as a way to, in the words of [Joseph Aoun](#), “robot-proof” them.

Let’s end with two halves of a joke to bridge the human–AI divide. I wrote the first half: “*What do you get when you cross a chicken with AI?*”

Jarvis (2021d): “*The most amazing papers in the world!*”⁸

As always, dear readers, please email me your thoughts, reactions, and feedback. I’d love to hear from you. Loren.Naidoo@csun.edu.

Notes

¹ Please note that I am not in any way endorsing any of the products in this column, nor do I have a relationship (financial or otherwise) with any of these companies other than using their free trials to research this column.

² <https://rytr.me/blog/resources>

³ <https://rytr.me/resources>

⁴ The APA style guide does not seem to include a convention for citing AI sources. Interestingly, MLA does, as of 2019. Anyway, I did my best with this citation. More on citing later.

⁵ I added two zs to the author's name so as to prevent anyone from misattributing this citation to the real scholar with this last name.

⁶ Again, two extra zs.

⁷ Apparently whole [novels](#) have already been written entirely by AI, to some critical acclaim.

⁸ This was Jarvis's first punch line, but once I started, I couldn't stop. Other notable zingers included "A four-year degree," "A college student that will write your essay for you," "artificial insemination," and "A paper so well-written it will make you cluck with delight." Jarvis completely failed to generate the most obvious dad-joke punchline: "artificial chickintelligence."

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**Opening Up: Sharing Is Caring (About the Science):
Tips for Requesting and Providing Data in Support of Open Science**

**Lillian T. Eby
University of Georgia**

**Frederick L. Oswald
Rice University**

**Tammy D. Allen
University of South Florida**

“My name is [redacted] and I am a team member of the project ‘How Biased Is the Literature on Psychological Science?’ led by...”

“I am contacting you because your 2016 article, ‘XXXXXX,’ was randomly selected for inclusion in the program. A research claim from your paper will be provided to subject experts and teams working on prediction algorithms to assess the claim’s likelihood of being reproducible or replicable. Can you review below the claim and associated inferential test selected from your paper and let us know whether revisions are required?”

You may have received email data and reanalysis requests that look like this, sent by open science researchers who are seeking to understand the transparency, reliability, and replicability of our research. Similarly, I-O psychology researchers may make similar data requests for the purpose of reanalysis and understanding. How can requesters better ensure their data requests are appropriate and nonaggressive? Likewise, how might authors and journals better ensure they honor data requests in a manner that is appropriate and nondefensive? Overall, how can we better navigate data requests where the requested data can only be partially shared or cannot be shared? We will address these questions in what follows.

To provide some broader context: Best practices for supporting open science are emerging, and numerous professional associations, granting agencies, and journals are encouraging open science practices. For example, the American Psychological Association (APA) created an Open Science and Methodology Committee to identify ways that the association can promote open science in APA journals and identify practices for specific subfields in psychology. As part of this initiative, APA is now an organizational signatory of the TOP (Transparency and Openness Promotion) Guidelines (<https://www.cos.io/initiatives/top-guidelines>) and requires a minimum of TOP Level 1 (disclosure) for each of the eight TOP domains across its core titles. Taking these requirements closer to home, starting November 1, 2021, the *Journal of Applied Psychology* is requiring authors to follow TOP guidelines when submitting to the journal (<https://www.apa.org/pubs/journals/apl>).

As with any major new initiative, “the devil is in the details,” and as noted above, one aspect of open science practices that can be especially thorny is *data sharing*. Although it is only one of the many ways to increase transparency, reproducibility, and replicability in our science, data sharing is fraught with many challenges and conundrums. In this column, we discuss issues related to data sharing to help requesters and authors navigate this open science practice successfully. As we all know, data are the currency of academic productivity and success, and collecting data often requires investigators to make a considerable investment (e.g., time, labor, money). These factors, coupled with several high-profile cases involving replication failure (e.g., Schimmack, 2020), suggest that the open science practice of data

sharing in particular may give authors pause. Moreover, as the opening quotes indicate, data-sharing requests can often seem to assume wrongdoing or an impending investigation, reflecting an unnecessary tone that can be off putting and threatening to the receivers. Below we offer “food for thought” related to data sharing, from the perspective of both requesters and authors. At the heart of our discussion is the need for collegiality, respect, and good faith.

Everyone Be Collegial

In our collective opinion, one of the many strengths of the profession of I-O psychology is that we are generally a collegial group. Whether requesting data or providing data, being respectful (if not downright nice) is of utmost importance. Unfortunately, as both our experience and the opening quotes illustrate, this is not always the case. In our editorial roles, we have seen requests for data that contain any or all of the following components: (a) *demanding* data sharing, without discussing the purpose of such sharing, or appropriate or necessary limitations (e.g., timeline for provision and analysis); (b) *threatening* to take various professional or legal forms of action if data are not shared, without consulting relevant parties, policies, or processes involved; and (c) *shaming* authors on social media if they do not share data, not providing recipients with context nor any opportunity for dialogue (e.g., subtweeting, where the target is known and shamed, but not named).

To be clear, data requests are an essential part of the scientific conversation and are entirely appropriate to make. Unfortunately, legitimate data requests can be exceedingly slow or may not be honored when they should be. Sometimes these issues reside within authors who are resistant or who claim to have lost their data. Other times these problems might reside within the journal and editorial systems. One of the authors of the current article (Oswald) himself had been slowed by a request for data and reanalysis (it was blogged about here: <https://statmodeling.stat.columbia.edu/2011/12/13/data-sharing-update/>). But just as clear as it is that the data-requesting process needs to be improved, equally clear is that the behaviors we outline above—demands, threats, and shaming—are entirely unacceptable. These behaviors are especially concerning when junior authors end up feeling powerless in receiving a data request (e.g., when working with a senior faculty member who has more influence over the situation). We say this while understanding fully that data requesters may feel frustrated when they are, in fact, legitimately frustrated in their efforts. Open science hopes to assist authors and journals alike to further the appropriateness of the process, content, and outcomes of data requests. We are not there yet.

It is also important to remember that not all data are shareable. To provide just a few examples: Organizational data can be proprietary, institutional review board (IRB) data restrictions may be in place to protect subjects, employee health data might be protected under HIPAA, or a combination of data (demographics, education, employment) might lead to deanonymizing employees. Many professional associations have developed ethical and publication guidelines regarding data sharing. They need to be considered more carefully on all sides: those of authors, editors, and requesters. The recently revised *APA Publication Manual* (2020), in Section 1.14 (Data Retention and Sharing), states the following regarding data sharing after publication (emphasis added):

Authors must make their data available after publication, *subject to conditions and exceptions, within the period of retention specified by their institution, journal, funder, or other supporting organization*. This permits other competent professionals to confirm the reported analyses using the data on which the authors’ conclusions are based or to test alternative analyses that address the article’s hypotheses.

Moreover, Section 8.14 of the APA Ethics Code (2017) states the following (emphases added):

(a) After research results are published, psychologists do not withhold the data on which their conclusions are based from other competent professionals who seek to *verify the substantive claims through reanalysis and who intend to use such data only for that purpose, provided that the confidentiality of the participants can be protected and unless legal rights concerning proprietary data preclude their release*. This does not preclude psychologists from requiring that such individuals or groups be responsible for costs associated with the provision of such information.

(b) Psychologists who request data from other psychologists to verify the substantive claims through reanalysis may use shared data *only for the declared purpose*. Requesting psychologists obtain prior written agreement for all other uses of the data.

Importantly, these guidelines are general and should therefore be used to inform and improve both policies and particular data request cases in an appropriate professional manner. As stated, the Ethics Code of APA “prohibits authors from withholding data...in *most circumstances*” (emphasis added; p. 14, APA, 2017), yet we cannot forget that a variety of circumstances in organizational research may legitimately make full or even partial data sharing impossible. That said, organizations and authors can both work more carefully to provide aggregated forms of data that allow for replication and reanalysis (e.g., authors could provide variance–covariance matrices and observed means that are then provided to requesters for use in CFA/SEM analyses).

Authors are also responsible for demonstrating collegiality regarding data-sharing requests. This includes the courtesy of *acknowledging receipt* of requests for data in a timely manner (e.g., within 7–10 business days), also informing the requester of additional information that may be needed to determine whether data can be shared. Often such decisions do not solely rest with the corresponding author. For example, data may be jointly owned by multiple authors (necessitating each author’s approval to share). One of us (Allen) was involved in a multiple-PI study in which there was a fundamental disagreement—with some approving sharing the data requested whereas others disapproved—ultimately necessitating the denial of the request. In other cases, some or all of the data may be owned by organizations, which may have applied in-house restrictions and legal restrictions to allow the research to be conducted in the first place. Alternatively, a lead author’s institution may not allow data sharing per IRB requirements (or without review and approval of additional documentation from the requester regarding how the data will be used and over what time period).

Everyone Be Clear

Requesters should be clear and specific regarding data requests. Even if the initial request may have originated with an in-person conversation or through informal emails, the actual request by the author should be in writing, unambiguously stating the rationale and nature of the request, with a way to verify that the message was received (e.g., over email with acknowledgement). The purpose may involve attempts to replicate the study findings, or although it is less common, perhaps the raw data might usefully contribute to a new study. As an example of the latter, in a data-sharing request received by one of us (Eby), the requester explained how the data would be added to other primary datasets to create a larger dataset to explore a phenomenon of interest. In other words, the requester had done their homework, where the request presented clear rationale as to how the data would be used and how credit would be provided if the data were shared.

When honoring a data-sharing request, the author should also be clear regarding any terms and conditions of data use. In the aforementioned example, the author asked for clarification regarding the use of shared data and informed the requester that if the data were provided, it would require crediting the granting agency in any subsequent publications (in this case, per NIH policy). The author also asked for written documentation from the requester that the data would be only used for the stated purpose. Through this process, trust was established, and there was greater clarity regarding the scope of data use for both parties.

Requesters Be Patient

It is important for requesters to understand that fulfilling data-sharing requests can require considerable author time and effort. Sharing data may require reducing data sets, converting files, anonymizing data, creating codebooks, and perhaps obtaining organizational and/or local IRB approval to share data. Authors have many competing responsibilities, and sharing data adds to this workload. That said, data-sharing requests can be less burdensome or unneeded when researchers use the open science framework (OSF) to share documented data and their summaries, as appropriate (e.g., variable codebooks, materials, data, and summary statistics). At the same time, it is incumbent upon the requester to make compliance with the request as easy as possible for the researcher. Moreover, there may be multiple authors involved in the original dataset who need to be contacted for assistance and/or approvals for sharing. We encourage requesters to consider these factors when making data-sharing requests and plan ahead to ensure sufficient time for requesters to prepare and provide data. Requests for immediate data sharing are not realistic or acceptable.

Authors Be Generous

From the perspective of the author, data-sharing requests can feel overwhelming to deal with or somehow threatening to the work that was conducted. Instead, we encourage authors to think about requests for data sharing as part of a conversation with the requester and as an opportunity to contribute to strengthen the work and otherwise further scientific advancement rather than merely a burden to be overcome. Also, authors might usefully and creatively consider the request as an opportunity for graduate students. For example, one of us (Eby) recently received a data-sharing request. The request involved culling down a large, complex longitudinal dataset to include only the variables of interest and create new codebooks for the requester. It also required working with the local IRB to secure approval to share the data per university guidelines. The author negotiated with the requester to cover the costs for a graduate student to fulfill the data-sharing request (and offered to oversee the process at no cost to the requester). Everyone benefitted. The author and research team promoted open science; the graduate student obtained first-hand experience with a data-sharing request and was introduced to the “nuts and bolts” of data sharing (and was paid); and the requester obtained the data.

Concluding Thoughts

In many ways, open science is a new frontier for industrial-organizational psychology. Although there are signs that both momentum and enthusiasm are growing for open science practices, in order to realize its benefits, it is important to continue the dialogue about how to do open science well in terms of both process and outcomes. We hope that this column begins to set in motion some conversations related to data sharing in clarifying the benefits of this practice for the advancement of our science.

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President's Message: Happy New Year and Welcome 2022!

Steven Rogelberg

Hello SIOP,

Happy New Year and Welcome 2022!

This column will have three parts:

- Part 1 – will cover some quick news and updates.
- Part 2 – outlines some neat initiatives/actions our committees are doing that you might not know about.
- Part 3 – presents the Better Together videos award notification (we may win an AAPAHVAAVA award).

Part 1. Quick News and Updates

As you may recall, the [Diversifying I-O Psychology Program \(The DIP\)](#) started with a fall virtual event where underrepresented minorities learn about I-O, graduate school, and so forth. Amazingly, we had more than 400 students register!!!! Just wonderful.

The LEC was a great success. The content was incredible. We also had an attendee count that was on par with past years, despite being virtual. Just so exciting that the tremendous success of the LEC over the years has persisted, despite the changed landscape of conferences and events given the pandemic.

We are actively on Capitol Hill getting the word out about I-O and how I-O can help the federal government. Here is a link to one event where we briefed congressional staffers, with Senator Gary Peters (D-MI) saying all kinds of nice things about our field: <https://www.youtube.com/watch?v=swc-4LkcAD4>.

Then, [here](#) is an interview with Representative Derek Kilmer (D-WA 6th District) talking about his committee's efforts to change how Congress works together and how he is leveraging I-O.

Part 2. Initiatives That May Surprise You

Our SIOP Electronic Communication Committee has a social media subcommittee that is hard at work creating videos and tools to help our members build their online brand as an I-O psychologist and bring more awareness to I-O through digital marketing and branding. Here is a nice example:

<https://www.youtube.com/watch?v=Sb8vw6Vllzo>

Be sure to subscribe to SIOP's YouTube channel to catch all the amazing content coming out and to join the conversation as to how IOPs and SIOP members can use digital media to advance our profession:

<https://www.youtube.com/user/SIOPofficial>

On the educational front, check out these amazing education resources the Getting I-O into Intro Textbooks (GIT SIOP) Task Force and E&T have put together: <https://www.siop.org/Events-Education/Educators>

The Learning Resources for Practitioners Committee is establishing a *Future of Work Practitioner's Toolkit* centered on topics related to competition for talent, resilience and agility, lifelong learning and development, application of advanced technologies, and other future-of-work themes. The objective is to curate and develop, in collaboration with other SIOP committees, tools and resources such as white papers and other evidence-based articles, webinars, presentation materials, a syntax library, and benchmarking and summaries from roundtable discussion groups. Links will go out when this is done.

SIOP's Disability Inclusion and Accessibility Ad Hoc Committee (DIAC) is planning a series of virtual panels/discussions during 2022 aimed at providing advice and guidance for students with disabilities interested in I-O, and promoting discussion and research focused on disability. The first is a Q&A session in February, intended for students and early career professionals with disabilities, that will include a panel of successful I-O psychologists who identify as having a disability. The second, which will likely occur in late summer or fall, is a discussion about appropriate language to use when talking and writing about disability.

The Committee for the Advancement of Professional Ethics (CAPE) serves as a response team on behalf of SIOP, particularly in relation to revisions of its recognized code of ethics, the American Psychological Association's (APA, 2010) *Ethical Principles of Psychologists and Code of Conduct* (Ethics Code). The APA's Ethics Code Task Force (ECTF) is currently revising the Ethics Code, and CAPE has a task force group that monitors and responds to their revision efforts. For example, CAPE recently worked with SIOP leaders to develop a formal response to the ECTF's proposed draft principles (read the formal response on [CAPE's webpage](#)). In the next 6 months, the ECTF plans to release draft ethical standards and further revised principles. In response, CAPE will be reaching out to SIOP members to solicit their feedback on ECTF draft materials. Additionally, CAPE is available to serve as a response team for SIOP members and leadership. Although it does not provide direct ethics-related consultations to members experiencing ethical dilemmas, CAPE provides members with resources and suggestions for how to access further support. It also stands ready to support SIOP leaders when needs arise, such as in response to ethics-related incidents or requests to create or review ethics-related policies.

We are finalizing a repository of resources related to research and teaching on LGBTQIA+ issues. For research, we are creating folders that include information about (a) available grants and awards for LGBTQIA+ research, (b) collecting data on LGBTQIA+ populations, (c) survey instruments typically utilized within I-O LGBTQIA+ research, (d) definitions and theories pertaining to I-O LGBTQIA+ research, and (e) key publications within this research domain with accompanying summaries of main findings. For education, we are creating folders that will include (a) resources on creating diversity training programs, (b) resources for educators hoping to improve LGBTQIA+ inclusive pedagogical practices, and (c) examples of exercises, case studies, assignments, and assigned readings that can be used within both. We are working to finalize and integrate these resources into the SIOP website so that all SIOP members can have access to and benefit from these materials.

Ever wonder who is in your academic family tree? SIOP put together some of this information for our past presidents, and it is always fun to look back (and forward) at your connections! The History Committee team has been working hard to expand this information into a comprehensive SIOP family tree through the Academic Tree project. Stay tuned for announcements on the release so you see who you are linked to and enter your own information!

The Foundation successfully launched two new awards: the Joel Lefkowitz Early Career Award for Humanistic Industrial-Organizational Psychology and the one-time P. Richard Jeanneret Grant for Research about Assessing and Developing Senior Leaders.

The Committee on Ethnic Minority Affairs (CEMA), in collaboration with SIOP's Education & Training (E&T) and Career & Professional Development Committees, is pleased to announce the ***Connect, Engage, and Mentor Program for Ethnic Minority Students and Early Career Professionals***. A priority of the program is to provide an opportunity to connect with experienced I-O scholars and practitioners, promote engagement in SIOP's effort to build a diverse and inclusive organization, and support the career development of SIOP members from underrepresented ethnic groups. For more information, contact CEMA Chair **Lawrence Houston III** at lh685@smlr.rutgers.edu or the Education & Training (E&T) Mentoring Subcommittee Chair **Bharati Belwalkar** at bbelwalkar@air.org.

Part 3. Better Together Videos

Check it out: <https://www.siop.org/About-SIOP/Better-Together-Tuesdays>

We have videos on practice initiatives E&T, D&I, advocacy, and governance initiatives, and much more. As we wrapped up 2021, I have learned that some of the performances in the videos are receiving critical acclaim from the Academy Awards of Professional Association Highlight Videos Association of America Video Awards (AAPAHVAAVA). If we win an AAPAHVAAVA, I will let you know.

Fostering Greater DEI in the Workplace: The Friday Group's Recommendations¹

Seymour Adler

The Friday Group, a group of New York City I-O psychologists and practitioners, has been in continuous existence for almost 50 years. What started as an informal network of colleagues that met periodically from various business and academic organizations has emerged as a social network that meets every 3 weeks for 1 hour (on a Friday) via ZOOM. This has allowed us to engage some of our members who have moved from the NY area while continuing our ongoing practice of discussing contemporary workplace issues. A fulsome review of our history and evolution can be found in Moses and Kraut (2014).

Several months ago, our discussion turned to issues of diversity, equity, and inclusion (DEI). One of our members raised this seemingly simple question: **“If we, as I-O psychologists, could suggest one current employment practice that if stopped could enhance DEI efforts, what would this be?”** We asked all our members to provide one idea but also expanded the challenge to include not only stopping a practice but also to identify activities that could facilitate DEI in the workplace.

The following table is the results of several months of intense discussion and input. Some things should be kept in mind as you review this table.

1. It is not a finished product but rather the basis for some alternative thinking on a very complex topic. We are publishing this in *TIP* to start a dialog among our colleagues. We decided against developing an all-inclusive technical paper in favor of presenting ideas that are designed to stimulate thinking and practice.
2. We focused on four elements of talent identification and management: preemployment decisions, hiring decisions, career development decisions, and organizational practices.
3. We decided to label the changes as “Stop Relying On” and “Establish and Maintain” rather than to present this as a series of best practices in order to stimulate further discussion. There is no intent of trying to align the Stop Relying On items with the Establish and Maintain ones.
4. It is a “cry from the heart.” We are both practitioners and academics with long careers in I-O and have watched SIOPEP evolve into a thriving and respected organization. We have many Friday Group members with rich experiences in talent identification and development and wanted to use this vehicle to inspire changes in some of our traditional practices while encouraging new ideas as well.
5. There may be some obvious recommendations, such as discontinuing, unless empirically supported, traditional “requirements” that necessitate a college degree or x years of work experience. There are other far more subtle changes suggested, such as rethinking the reward practices for recruiters from simply filling positions quickly to focusing on effective placements in the organization. As one of our members noted, although some things may be easy to measure, they may not be that important, whereas the more important things are often complex and, therefore, are often not effectively measured.
6. We believe the solutions to achieving DEI are multifaceted, and most organizations will need to consider both hiring and development practices related to DEI as well as the key organizational practices that impact DEI.
7. The following table is not the final answer for talent identification and management. But hopefully, it is a start.

Actions That Foster Greater DEI in the Workforce: Stops and Starts		
Recommendations From the Friday Group: October 2021		
Practices	Stop relying on	Establish and maintain
Preemployment decisions	<ul style="list-style-type: none"> • Using technology with built-in bias. • Using social media scraping tools when making personnel decisions. • Including educational requirements from job posts unless mandated by law or shown to be job relevant. • Practice of rewarding recruiters in terms of “time to fill” position. • Using generalized experience requirements that are not validated. 	<ul style="list-style-type: none"> • Ensure that AI algorithms and vendors can back up all claims of fairness. • Use clearly defined and clearly job-related KSAOs in all job posts. • Reward recruiters and hiring managers who identify and recommend a slate of diverse hires. • Establish recruiter, organizational, business unit, and functional scorecards that ask questions focused on assessing performance in hiring a more diverse workforce.
Hiring decisions	<ul style="list-style-type: none"> • Using any selection procedure that negatively impacts the entry of women, people of color, and other underrepresented groups into organizations or as a gateway to professional organizations unless the selection procedure can be shown to be job related and essential for performance. • Unless mandated by law or justified by a validity study, requiring <ul style="list-style-type: none"> ○ a college degree ○ arbitrary number of years of experience • Allowing teams to hire entry-level employees without obtaining professional input. • Relying only on senior managers for referrals for intern positions instead of casting a wider net for more diverse candidates. 	<ul style="list-style-type: none"> • Replace these practices by identifying the skills required in a target job and assess only for them.
Career development and reward and recognition decisions	<ul style="list-style-type: none"> • Relying on training (such as anti-bias training) as the only solution to mitigate or reduce all forms of employment bias at work. • Using forced ranking performance ratings based on forced distributions or numerical groupings during succession planning discussions. 	<ul style="list-style-type: none"> • Develop clear behavioral expectations regarding what is required in a future assignment and provide examples of how a candidate demonstrates these.

<p>Organizational practices</p>	<ul style="list-style-type: none"> • Treating diversity as a simple subject with a simple solution. • Underfunding and under-resourcing the chief diversity officer position. 	<ul style="list-style-type: none"> • Go beyond race when dealing with diversity: Include women, LGBTQ, and other underrepresented groups. • Increase diversity at the highest levels in ranks of HR management. • Clarify and reward behaviors that are supportive, inclusive, and create equity. • Recruit and create a board position with DEI responsibility and insure inclusion on compensation committee. • Restructure CDO position as a direct report of CEO with sufficient resources to effect changes. • Publicly report enterprise-level diversity data on an annual basis. • Tie annual bonuses of leaders to their performance on hitting diversity-specific goals. • Track diversity performance at the team level to address not only glass ceilings but glass walls. • Develop mechanisms for sharing internal best practices both internally and externally.
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Note

¹ The following Friday Group members participated in developing this document: **Seymour Adler, Jurgen Bank, Michael Bazigos, David Binder, Erica Desrosiers, Victoria Berger-Gross, Lynn Collins, Robin Cohen, Ron Festa, Andrea Goldberg, Harold Goldstein, Sandra Hartog, Seth Kamen, Matthew Kleinman, Judy Komaki, Allen Kraut, Joel Moses, Mathian Osicki, Lorraine Stomski, Brian Ruggeberg, Jeffrey Saltzman, Charles Scherbaum, Nancy Tippins, Christina Norris-Watts, Anna Marie Valerio.**

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The Bridge: Connecting Science and Practice

Co-Editors: Apryl Brodersen, Metro State University

Sarah Layman, DCI

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“The Bridge: Connecting Science and Practice” is a *TIP* column that seeks to help facilitate additional learning and knowledge transfer to encourage sound, evidence-based practice. It can provide academics with an opportunity to discuss the potential and/or realized practical implications of their research as well as learn about cutting-edge practice issues or questions that could inform new research

programs or studies. For practitioners, it provides opportunities to learn about the latest research findings that could prompt new techniques, solutions, or services that would benefit the external client community. It also provides practitioners with an opportunity to highlight key practice issues, challenges, trends, and so forth that may benefit from additional research. In this issue, Andrea Valentine and colleagues provide an overview of the development, validation, and impact of Merck’s General Management Acceleration Program that won the team the 2020–2021 Human Resources Management (HRM) Impact award.

Merck’s General Management Acceleration Program: Developing Future Leaders in Pharmaceuticals

Andrea Valentine
Merck

Elliott Larson and Kenneth Yusko
Siena Consulting



About Merck

At Merck, we improve life and access to health by relying on key values such as a commitment to ethics and integrity, innovation, and diversity and inclusion, and we can’t do any of this without our employees. Curiosity, inventiveness, and a passion for excellence—these are qualities that drive Merck’s employees to discover what’s possible as they work to help improve health around the world. Throughout our company’s history, our people have played an integral role in our mission of saving and improving lives. Whether it’s in research and development, manufacturing, marketing, or managing global

operations, we rely on our people and strong leadership to create a healthier society for generations to come, which is why we invest so heavily in developing our people and our leaders.

To achieve success, we focus on bringing together and developing the collective talents and perspectives of people from different backgrounds with different life experiences. In fact, our diverse leadership/people talent is one of our greatest assets for understanding the needs of patients and helping to solve the problems of diseases that threaten economies and lives around the world. Strong leaders connect what we do to how we do it, helping us attract and retain diverse, talented, and committed people—people who challenge one another’s thinking, collectively approach problems from multiple points of view, and treat others with dignity and respect.

The Need for a Global, Assessment-Based Leadership Development Program

The General Management Acceleration Program (GMAP) was created after Merck recognized that its approach to leadership needed to change to keep pace with transformations in technology, current business models, patient needs, and emerging markets. With regard to the need for change, Carl Segerstrom, vice president, Human Resources Chief Talent and Strategy officer, has said:

We were skilled at building U.S. and Western European talent in their function—manufacturing, human health or research. What we needed instead were general managers who could see, understand, and manage the whole business. We wanted to build a globally diverse leadership cohort and break the mold of expert leaders in their function.

GMAP, introduced to Merck employees in 2013, is designed to provide a series of robust experiences to develop high-potential talent into future senior enterprise leaders. The goal is to equip them with the tools needed to connect across divisions and move the organization forward. While in the program, GMAP participants are challenged to solve high-level strategic priorities for the company that can positively impact the business. GMAP accomplishes this by using a combination of rotational assignments, cross-functional learning, project work, coaching, and mentoring. By developing GMAP participants in this global, cross-divisional manner, they can break down silos between divisions and serve as general managers who can understand and manage the end-to-end business.

Today, GMAP participants are working to support strategic corporate priorities such as serving as change agents for the company’s transformation. They participate in strategic discussions with senior leadership to help challenge the status quo, propose innovative ideas, and help lead grassroots change initiatives.

In the sections below, we describe how the GMAP was developed, how applicants to the program are selected, what participation in the program entails, criterion validation evidence, and a summary of the impact the program has had at Merck.

Using I-O Principles to Create a Selection Strategy Linked to Business Strategy

In developing GMAP, it was critical to tailor and fully integrate the process to meet Merck’s long-term business strategy while simultaneously implementing evidence-based approaches for identifying and developing talent. This balance of customizing to the needs of the business while rooting the talent management process in robust theory and research required a stringent use of competency modeling and the design of cutting-edge assessment tools and scoring methods (Rotolo et al., 2018).

First, the development team focused on identifying the key competencies relevant for employees to become agile enterprise leaders. In line with Silzer and Church’s (2009) structure of potential, we identified business competencies that (a) are foundational (i.e., those that are more stable), such as learning agility and resilience; (b) facilitate growth, such as ambition and openness to feedback; and (c) indicate future career success, such as the ability to inspire others and functional expertise. Although some of these competencies fit with generic models of talent, such as the ability to lead (e.g., Bartram, 2005; Silzer & Church, 2009), others were included based on the specific demands of GMAP and the business, such as agility, comfort with ambiguity, and strategic thinking. Altogether, our competency model touches on a broad blend of personality, cognitive ability, motivation, learning, leadership, and technical knowledge variables that reflect the skills needed by GMAP participants to develop and adapt to unforeseen challenges and complex leadership roles. At the same time, these business competencies highlight the future values that Merck seeks to cultivate, aligning the program closely with the organization’s transformation.

Next, we applied a multitrait–multimethod approach to assessing the diverse set of identified competencies in our talent pool. The use of multiple assessment methods (e.g., interviews, standardized personality assessments) offers converging evidence about a candidate’s skills and abilities, enhancing the accuracy and construct validity of the assessment process (e.g., Campbell & Fiske, 1959; Church & Rotolo, 2013; Silzer et al., 2016). Furthermore, using a multifaceted assessment approach provides rich and impactful feedback that is customized to each candidate’s performance. This facilitates the creation of targeted and empirically driven developmental feedback for GMAP applicants. For most candidates this feedback is paired with a one-on-one debriefing session with a manager or trained coach, affording candidates the opportunity to learn how to leverage their strengths and improve in their development areas (Roche & Hefferon, 2013).

GMAP includes a rich assortment of processes/instruments administered using a modified hurdle system wherein each stage eliminates only a small number of candidates to narrow down the candidate pool sufficiently by the end of the process. The relatively high pass rates yield many participants who take multiple assessments, resulting in excellent content domain coverage as well as more participants receiving developmental feedback.

Although the GMAP selection process and number of applicants varies each year, an example of how the process unfolds is presented in the table below.

Assessment	Approximate # of candidates	Approximate pass rate	Description
Internal Performance Assessment	400	75%	This review ensures that candidates meet the minimum qualifications—role level, number of years of professional work experience, time at Merck, and a successful performance history. Individuals that meet the minimum qualifications and are interested in the program are encouraged to apply. The goal is to be as inclusive as possible to provide the majority of applicants access to an array of objective performance assessments.
Cognitive Ability Test	300	67%	The Siena Reasoning Test (SRT) helps leaders understand unique aspects of their reasoning,

			intellectual strengths, and development opportunities, including learning agility, creative insight, direct thinking, complex thinking, and pattern recognition. The Aon smartPredict is a suite of three assessments that measure planning capability, working memory, and logical reasoning.
Hogan Leadership Styles Inventory	200	75%	This personality-based instrument focuses on critical aspects of leadership style and provides unique, supplemental insights that enhance understanding of the candidates' particular strengths and potential derailers. Based on a review of past candidate results, a joint Siena–Merck team customized the Hogan scoring profile to reflect Merck's particular needs.
Video-Based Structured Interview	150	33%	The video interview is designed to measure candidates' fit to critical Merck performance competencies and aspects of culture fit with GMAP such as learning orientation. The video interview screen is a joint Merck–Siena process, being administered internally and scored by the consultants.
Online Business Case Simulation	50	60%	This customized Merck-specific business simulation targets a small set of key competencies such as <i>business acumen</i> , <i>financial acumen</i> , and <i>strategic thinking</i> .
Final Structured Interview	30	33%	The interview is administered and scored by a joint internal Merck team comprised of HR business partners, I-O psychologists, and business leaders. Questions are geared toward leadership abilities and critical aspects of Merck's mission and business needs.

Development Program Design

Applicants who successfully pass the selection process and are accepted into GMAP participate in the Oxford University-driven program, undertake two job rotations (including moving outside of their country), and engage in the following activities.

Stage	Months	Description
Laying the foundation	1–7	The cohort gets broad exposure to Merck and business fundamentals. They learn how talent management happens and how to navigate other systems, take a close look at their selection-process data, begin working with their learning coach, and begin forming their cohort community and growing their network.

Becoming change agents	8–15	The cohort focuses on the mindset and skills needed to make change happen. They build business cases, polish their communication skills, share best practices on entrepreneurship, step through an innovation development process, explore their own cultural preferences, and work with a culture coach. Through formal and informal knowledge shares, they contribute to their GMAP community’s growth and take responsibility for one another.
Developing as leaders	16–24	GMAP participants build their skills as leaders, practice strategies to increase agility and resilience, hone questioning and feedback skills, and continue to learn from one another as well as do “self-studies.” This segment culminates at graduation where they present this integrated work.

Measuring Success

Since its inception, GMAP has averaged a 2% acceptance rate. With 6 years of cohort performance data, we were able to explore the impact GMAP has had on the behavior of high-potential talent and examine the relationship between the selection criteria and important organizational outcomes. Also, after 6 years, the initial cohorts have now been in post-program roles long enough to find meaningful relationships with longitudinal outcomes. This is particularly exciting because most high-potential programs lack this kind of specific performance-outcome data.

Data were collected from many of the GMAP participants from the first six cohorts as well as applicants to those cohorts that were not accepted, allowing us to examine a much larger sample of more than 1,000 GMAP applicants. Criteria included manager ratings of role performance, manager ratings of potential, and movement data, which included career advancement and career development. The Aon smartPredict and the video interview are two newer components to the selection process, and we do not yet have sufficient data to explore the relationship between these predictors and the outcome measures. Results for selected GMAP assessments are presented below.

Predictor	Criteria	Correlation	N	Comments/conclusions
Cognitive ability	Career development—including promotions	0.29**	504	Those who performed better on the SRT are making more career moves—both vertical (promotions) and lateral (developmental). These individuals are also being rated by their managers as having more potential than those with lower cognitive ability scores.
	Career development—separating out promotions	0.25**	504	
	Performance	0.16*	312	
	Potential	0.33**	296	
Hogan LSI	Career development—including promotions	0.19*	222	Personality was found to have a relationship with our outcome variables but not as much as some of our other assessments, demonstrating that it was a good add-on to our process to improve variance. Personality may become a better predictor with time as
	Career development—separating out promotions	0.23*	183	
	Performance	0.14*	123	
	Potential	0.27**	123	

				these future leaders rise within the organization.
Business case	Career development—including promotions	0.40**	189	Based on these results we see that the better one does on the business case, the more career-development-related events one engages in, resulting in more moves and being viewed as having increased potential.
	Career development—separating out promotions	0.30**	184	
	Performance	0.10*	123	
	Potential	0.27**	123	
GMAP status	Career development—including promotions	0.52***	420	A predictor variable of GMAP status was created with three categories: GMAP participant (accepted to GMAP), semifinalist (invited to final interview), and non-semifinalist (did not make it to the final interview). People that go deeper into the selection process make a lot of career moves—both vertical and lateral, particularly for those individuals who are accepted into the program. However, regardless of whether a person makes it into the program, people that make it farther in the program make more career-development-related moves.
	Career development—separating out promotions	0.50***	388	
	Performance	0.19**	419	
	Potential	0.29	376	

Although the data support that those in GMAP are making moves in their careers and being seen as having potential for future leadership roles, those that do not make it in (especially those that make it as semi-finalists) also have a very high potential for success in the company. For that population, we want to make sure that we are keeping them engaged and growing in their roles and in the organization even if they are not selected into GMAP. To do so, we provide developmental feedback to all participants on their assessment activities.

On a more qualitative note, recently, we implemented a few additional tools intended to retain and engage non-selected applicants. With the notification of the program decision, candidates received a link to a video containing interviews with past finalists and GMAP participants sharing their own experiences when they were rejected from the program in the past (some applied again and were accepted). The key message in this video was that regardless of the outcome, participants gained insight and self-awareness by going through the process, which would be valuable to them through their career. The goal is to retain the high-caliber talent that makes it into the program and to develop them to become Merck's future leaders but also to maintain the engagement of the key talent that has applied but may not have overcome the final hurdle to acceptance into the program.

Program Impact

According to company executives, program administrators, and participants, GMAP has had an impact far beyond identifying and promoting strong role performers and those with high potential, fostering career advancement and development, and getting better people into higher level roles. The GMAP has spurred a

“grassroots” culture change around dimensions such as inspiring and energizing others, breaking down functional silos and international borders, challenging the status quo and spurring an innovative mindset, creating a forward-looking environment, and fostering a willingness to challenge both tradition and the hierarchy. It is safe to say, the original program architects did not expect a program that started only a few years ago with fewer than 50 applicants to grow into something so distinguished and impactful.

Summary

The GMAP was created to develop the future leaders of the organization. The goal was to identify high-potential individuals early in their career and give them the tools they need to become the agile leaders of Merck’s future who can break down barriers and provide cross-functional leadership. The theoretical model for developing the GMAP assessment process was founded in rigorous methodologies to identify relevant business competencies, design targeted assessments, and provide rich developmental feedback for applicants, including those not ultimately accepted into the development program. Furthermore, the design maximizes inclusivity through the assessment of GMAP-relevant competencies and implementing multiple cutting-edge assessment methods. Last, the empirical data from 6 years of applicants highlights the connection between the assessments and valuable real-world outcomes. The results from this study highlight the power that data can provide in demonstrating the value of a rigorous research and data-based assessment process for researchers and practitioners. In the future, we hope to build on these results and explore the quantitative impact of the improvements we’ve made to the process.

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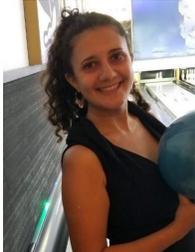
SIOP Award Winners: Meet a Small Grant Winner: Aashna Waiwood, Tammy Allen, and Mark Poteet

Liberty J. Munson



As part of our ongoing series to provide visibility into what it takes to earn a SIOP award or grant, we highlight a diverse class of award winners in each edition of *TIP*. We hope that this insight encourages you to consider applying for a SIOP award or grant because you are probably doing something amazing that can and should be recognized by your peers in I-O psychology!

This quarter, we are highlighting one of the winners of the Small Grant Awards: **Aashna Waiwood, Tammy Allen, and Mark Poteet.**



Why did you apply?

We had applied in order to help make possible this broader project examining the postpartum return to work (part of which constitutes my thesis study), which would have been a bit on the ambitious side to attempt without funding!

Share a little bit about who you are and what you do.

My name is Aashna, and I am a third-year graduate student in the I-O psych doctoral program at the University of South Florida! My research interests are primarily in understanding the dynamics of the overlap of work and family domains, particularly how work influences engagement in health behaviors, parenthood experiences, and employees' children. My advisor is Dr. Tammy Allen, also one of the coauthors on this project and a distinguished faculty member here at USF. Dr. Mark Poteet, president of Organizational Research & Solutions, is the other coauthor. It's a really great group, and my coauthors bring a tremendous amount of work–family-related expertise and applied experience between the two of them!

Describe the research/work that you did that resulted in this award. What led to your idea?

To summarize briefly, this study longitudinally examines the retransition to work after having a child and collects data from women starting in their later stages of pregnancy through to 6 months after the return to work. The aims are to examine a variety of family-friendly work resources and how they might contribute to levels of work–family conflict, engagement in health behaviors such as sleep and physical activity, and various work outcomes like successful retransition, job performance, and turnover. I can't say there was any particular "aha" moment, but it was striking how little research there is on the postpartum return to work, given the uniquely high turnover rate in this population and what a stereotypically difficult period this is!

What do you see as the lasting/unique contribution of this work to our discipline? How can it be used to drive changes in organizations, the employee experience, and so on?

Because this study examines many no- or low-cost and easy-to-implement work resources, hopefully this work can provide actionable evidence for the types of interventions that are most critical to undertake to improve the experiences of women returning to work postpartum. In addition, my aim is to draw more of a spotlight on the experience of retransitioning to work after having a child so that, hopefully, this becomes a more studied area and population.

What's a fun fact about yourself (something that people may not know)?

Aashna is the mom to over 30 plants in her home.

Mark is an avid cyclist, triathlete, and two-time Iron Man finisher.

Tammy is an amateur photographer trying to rely less on autofocus.

What piece of advice would you give to someone new to I-O psychology? (If you knew then what you know now...)

I-O psych is a small world; it feels like you're only a few degrees of separation from any given SIOP member. So don't be afraid to reach out to any I-O psychologists that you know, and use their expertise and connections to better understand what you want to do, what programs to apply to, and what research area you want to focus on!

About the author:

Liberty Munson is currently the director of Psychometrics for the Microsoft Technical Certification program in the Worldwide Learning organization. She is responsible for ensuring the validity and reliability of Microsoft's certification and professional programs. Her passion is for finding innovative solutions to business challenges that balance the science of assessment design and development with the realities of budget, time, and schedule constraints. Most recently, she has been presenting on the future of testing and how technology can change the way we assess skills.

Liberty loves to bake, hike, backpack, and camp with her husband, Scott, and miniature schnauzer, Apex. If she's not at work, you'll find her enjoying the great outdoors or in her kitchen tweaking some recipe just to see what happens.

Her advice to someone new to I-O psychology?

Statistics, statistics, statistics—knowing data analytic techniques will open A LOT of doors in this field and beyond!

Academics' Forum: On Creating Effective Professional and Personal Networks

Cindy Maupin
Binghamton University

As a networks researcher, I find myself constantly thinking about how patterns of social relationships impact our everyday lives, including our lives as junior academics! Just like other industries and career paths, our *networks*—both professional and personal—can matter a lot for our success and well-being. But what makes an effective network? How can academics build effective networks for both their professional and personal lives?

The great news is there is a ton of research we can use to help answer this question. In particular, a fantastic networks scholar (and a great mentor of mine!) **Kristin Cullen-Lester** and her colleagues (2016) tackled this issue and found that effective networks are those that are *open*, *diverse*, and *deep*. An open network is one where an individual's contacts are not well-connected to one another, allowing unique information to spread across the network and reducing echo chambers. Meanwhile, a diverse network is one in which your contacts are from different backgrounds, life experiences, industries, demographics, and more, which helps you to challenge your own assumptions and better understand the perspectives of others. Last, deep networks are ones where you have strong connections with your contacts so that you can ask for help and support, professionally and/or personally. In considering these important network characteristics, I have put together a road map for junior academics to follow in order to build effective networks that facilitate success in both their professional and personal lives.

1. How can I create an *open* network?

One of the key ways to create an open network is by expanding your contacts to include people from different social and professional groups that are outside of your comfort zone. Although it can sometimes be tempting to stick to our familiar, closed networks that we developed during graduate school (i.e., those that are very cohesive where “everyone knows everyone else”), we risk missing out on unique perspectives and ideas when we only talk to people who are receiving the same information and advice that we are. Instead, making friends and/or initiating collaborations with people who were trained in different graduate programs, who have different areas of research, and/or who are academics at different institutions can be incredibly helpful. One of the best ways to initiate the process of opening up your network is to connect with—and *maintain* contact with—other junior academics at professional conferences. I was fortunate to have met a group of amazing junior scholars through a Junior Faculty Workshop at the most recent Academy of Management conference, and we continue to meet up virtually every few months so we can discuss our successes and challenges and offer advice for overcoming those challenges. I've learned so much from this group already, and I know they will continue to be a great sounding board as we all progress through the tenure process and beyond!

2. How can I create a *diverse* network?

Creating a diverse network starts with critically evaluating your current network of contacts to identify areas of substantial homogeneity. For instance, are the majority of your contacts from one discipline or area of expertise? Do they identify with the same demographic groups that you do? Have they had the same life experiences as you have had? By considering these questions (and also adding your own!) you can identify where your network is overly saturated and what perspectives might be missing. For instance, to improve your ability to come up with innovative research ideas, it helps to have contacts not only in other areas of research expertise *within* your discipline but also to build connections with those from *other* disciplines. To do so, you can begin building friendships and collaborations with other junior

faculty in your department who are similarly motivated to publish innovative work. Perhaps these cross-disciplinary collaborations could even turn into successful grant proposals at major funding agencies too! Diverse networks can lead to enhanced intellectual curiosity and more innovative teaching practices, both of which can have major positive impacts on your academic career.

3. How can I create a *deep* network?

The key to developing a deep network is building strong relationships with your network contacts. When you have a strong relationship with someone in your network, you can begin to mutually benefit from helping and supporting one another. Professionally, that might look like collaborating or giving friendly reviews on each other's manuscripts. Personally, that might mean having someone who you can go to for family advice or who you can hang out with socially to decompress from work. Deeper connections can be built through sharing experiences, helping your contacts, and investing time and energy to show care and concern about their professional and personal well-being. Take the extra few minutes in the hallway to ask someone about how their weekend was. Share that new brilliant piece of advice that made a difference for you with your fellow junior faculty friends. Being an academic can come with lots of ups and downs, but continually building deep connections with those around you can make all of the difference in your success and happiness.

In sum, junior academics need to focus on ensuring that both their professional and personal networks are open, diverse, and deep. Through mindfully evaluating and managing your network over time, you can continue to harness the benefits of your social connections!

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Delivering on DEI: An Analysis of Coursework and Research in Graduate Programs

Vivian Woo, Sana Lall-Trail, & Sayeed Islam

Diversity, equity, and inclusion (DEI) has repeatedly made the Society for Industrial and Organizational Psychology's (SIOP, 2021) annual list of Top 10 Work Trends since 2015. The increased prominence of DEI research and practice within industrial-organizational (I-O) psychology is a positive step forward in creating better workplaces for people from all backgrounds and identities. However, there is an unfortunate truth that persists within many employing organizations, whether they are private companies or academic institutions: DEI is still viewed as a nice-to-have versus a critical feature of organizational functioning and effectiveness (O'Donovan, 2018). To reconcile these two patterns, we focused on the state of DEI in graduate programs. What kinds of messages about DEI are being communicated during the education of future I-O psychologists, and how do they relate to the patterns we are seeing in the DEI space? Graduate school is where we form our first expectations of our field, which we carry with us as we progress through our careers. Early exposure to DEI as a core part of I-O psychology can begin to dismantle the barrier where it is seen as nonessential.

To properly evaluate the presence of DEI in I-O graduate programs, it was necessary to compare I-O psychology to two other related fields of study in which DEI is of great importance: clinical psychology and business. It isn't simply enough to know the numbers but to understand where we stand as a field compared to others. One added benefit of comparing I-O to these fields is the opportunity to establish cross-disciplinary best practices.

We focused on two main areas of graduate programs where students would gain exposure to DEI: coursework and faculty research. First, we explored DEI coursework in graduate programs to understand which programs have a DEI course and whether it is required.

Research Question 1: Across fields, how many graduate programs have a dedicated DEI course?

Research Question 2: Across fields, how many of these DEI courses are required coursework?

Beyond simply examining characteristics of the courses themselves, we wanted to examine the demographics of their instructors. There is the reality that DEI work tends to be done by people from historically marginalized groups (Campbell & Rodriguez, 2019), such as women or people of color (PoC), which continues to reinforce a mentality of us versus them, moving us farther away from the reality that people from majority populations play a critical role in making DEI a success; it cannot be achieved unless we all work together. In this current study, we chose to examine gender and race, as these tend to be the most salient individual characteristics associated with DEI. Furthermore, gender and race are usually some of the first personal characteristics discerned about an individual, whether visually or by name.

Research Question 3a: Across fields, what is the racial/ethnic makeup of the DEI course instructors?

Research Question 3b: Across fields, what is the gender makeup of the DEI course instructors?

Although coursework is the most formal way for graduate students to be exposed to DEI during their education, working with faculty on their research interests is another way in which they can learn about DEI.

Research Question 4: Across fields, how many DEI researchers do graduate programs have among faculty? In investigating the number of DEI researchers in each field's graduate programs, an issue arose regarding the difference in the size of programs between fields. Although the average number of faculty per

field was unavailable, we were able to infer relative size based on graduation rates from data from the National Center for Education Statistics (awards/degrees conferred by program). The average number of master’s-level graduates per program was 17 for both clinical and I-O psychology, but it was 97 for business administration. For doctoral-level graduates, clinical programs had the highest average of 17 graduates, followed by business administration programs with an average of 11 graduates, and I-O psychology programs the lowest at an average of 6 graduates. Given these inconsistencies, it is reasonable to assume that fewer graduates are indicative of smaller graduate student cohorts, which would then indicate fewer faculty. To account for this variance in program faculty size, the percentage of DEI researchers was leveraged in analysis, versus sheer counts.

Research Question 5: Which field has the greatest percentage of DEI researchers?

Research Question 6a: Across fields, what is the racial/ethnic makeup of the DEI researchers?

Research Question 6b: Across fields what is the gender makeup of the DEI researchers?

Method

Sample

Data were collected from a sample of MA and PhD programs, which included all top 10 PhD and master’s programs in I-O psychology, clinical psychology, and business administration from *U.S. News and World Report 2020* rankings. An additional 20 programs were randomly selected per field from the following sources: SIOP for I-O psychology, the American Psychological Association (APA) for clinical psychology, and MBA.com for business administration, resulting in 30 programs total per field. Each sample was fairly evenly split between MA and PhD. Table 1 contains a breakdown of programs by field and degree.

Table 1
Frequencies of Graduate Programs by Field and Degree Level

Field	Degree level		Total
	MA	PhD	
Business Administration	16	14	30
Clinical Psychology	15	15	30
I-O Psychology	15	15	30

Programs were categorized by field and degree-type by a graduate student coder. The coder also collected data on DEI course(s) in the program curricula, the instructors for these courses, and DEI researchers in program faculty. DEI researchers were identified using faculty pages, CVs, and posted research topics of interest. Instructors and DEI researchers were coded for perceived gender (male or female) and perceived race (White or PoC).

Results

Research Question 1 explored the prevalence of DEI in graduate programs. Among the three fields, clinical psychology had the most programs with a dedicated DEI course ($n = 18$). Business administration had fewest programs ($n = 2$), and I-O psychology fell in the middle, with nine programs offering a DEI course (Table 2).

Table 2
Frequencies of DEI Courses by Field

Field	<i>N</i>
Business Administration	2
Clinical Psychology	18
I-O Psychology	9

We investigated whether these DEI courses were requirements for the graduate program as posed by Research Question 2. Only two business administration programs required a DEI course, whereas there were six I-O programs with required coursework and 12 clinical psychology programs (Table 3).

Table 3
Frequencies for Required DEI Courses by Field

Field	Is the DEI course required?			Total
	Yes	No	Unknown	
Business Administration	2	0	0	2
Clinical Psychology	12	4	2	18
I-O Psychology	6	0	3	9

We also examined the demographics of the faculty members who taught the DEI course to answer Research Questions 3a and 3b. Unfortunately, we were unable to explore demographic makeup, because most graduate program websites did not provide the names of the instructors. For the few instructors we could identify, some interesting patterns emerged.

Clinical psychology tended to have more PoC and female instructors, whereas I-O psychology had more White and female instructors. No inferences could be made regarding business administration programs because it was difficult to determine who taught these courses.

Because original research, in the form of a dissertation, is an essential part of PhD graduate work, whereas theses tend to be optional in MA programs, we chose to explore Research Question 4 solely among the PhD graduate programs. As a result, the influence of faculty research interests is most applicable to PhD graduate students. I-O psychology had the greatest number of programs with full-time faculty members conducting research into DEI—19 programs. This was followed by clinical with 10 programs, and nine business administration programs (Table 4).

Table 4
Frequencies of Program Faculty Members Conducting DEI Research by Field, Race, and Gender

Field	DEI researcher demographics				Total
	Race		Gender		
	PoC	White	Female	Male	
Business Administration	0	2	1	1	2
Clinical Psychology	6	11	13	4	17

I-O Psychology	7	7	11	3	14
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To examine Research Question 5, we began by identifying the number of researchers among all programs within a field. Clinical psychology had the most DEI researchers ($n = 17$), whereas I-O psychology had 14 DEI researchers. Business administration only had two identifiable DEI researchers. Despite the apparent differences in counts, a fairer comparison would require controlling for the size of the faculty, so percentages were calculated of DEI researchers to total faculty. A one-way ANOVA was then conducted to explore differences by field, $F(2,40) = 3.57, p < .05, \eta^2 = .151$. Post hoc comparisons with Tukey HSD indicated that I-O psychology programs ($M = 0.13, SD = 0.16$) were significantly different from business administration ($M = 0.01, SD = 0.04$). Clinical psychology ($M = 0.10, SD = 0.11$) did not significantly differ from the other fields. Although there is no difference between the two psychology fields, I-O psychology programs do have a greater percentage of DEI researchers among its faculty compared to business administration.

Table 5
One-Way ANOVA of Percentage DEI Researchers by Field

Predictor	Sum of squares	df	Mean square	F	p	Partial η^2
Field	0.138	2	0.069	3.732	.033	.151
Error	0.742	40	0.019			

Research Questions 6a and 6b investigated the racial and gender makeup (Table 4) of the DEI researchers. Of the 33 DEI researchers we identified, the majority were White (61%) and female (76%). Delving deeper into the differences by field, we focused first on race. Business administration (100%) and clinical psychology (65%) had more DEI researchers who were White than PoC. However, I-O psychology had an even split in representation. In terms of gender, both clinical psychology (76%) and I-O psychology (79%) had majority female instructors, whereas gender was balanced for business administration. Given that there were only two DEI researchers identified in business administration programs, these findings may be skewed by such a small sample size.

Discussion

The results of this exploratory study present an interesting conundrum about the messaging from I-O graduate programs about the importance of DEI to the field. By comparing I-O to other fields, it provided additional context as to how well we are preparing students for applied and scholarly work. Although clinical psychology programs had more courses dedicated to DEI, I-O psychology programs had more faculty, on average, conducting DEI research. This sends a conflicting message that furthers the misconception that DEI is “nice to have” and reveals an unfortunate truth: It is uncommon for I-O graduate students to learn about DEI through their coursework. This places the burden of exposure to DEI topics upon faculty who do DEI research. Anecdotally, we saw that more adjunct faculty conducted DEI research than core faculty—this widens the distance between students and their potential introduction to DEI. If one of the goals of the SIOP’s (2016) competencies is “appreciation of diversity and well-being can be applied to each area” (science and practice), then the lack of full-time faculty studying DEI in programs can make this more difficult. In examining these DEI researchers, more troubling issues arose beyond their faculty status. The demographics of I-O DEI researchers are overwhelmingly female (79%), though there was even split by race,

indicating that DEI research is still being conducted by those with at least one or more identity tied to a marginalized group. This is another expression of the minority tax, which is defined as the uncompensated duty to address diversity and inclusion on marginalized groups (Trejo, 2020).

This approach to DEI in graduate school is problematic in that it perpetuates the idea that DEI is not a foundational concept in I-O psychology that needs to be taught to burgeoning I-O psychologists. How does DEI establish itself in I-O psychology curricula if there is no consistent pedagogy related to it? Based on the present findings there were very few I-O MA programs that offered a DEI course, and given the ratio of MA- to PhD-level I-O psychologists, it creates far too many new practitioners who have a limited understanding of DEI. That would mean it is left to exposure and interest (usually based on a marginalized identity) of the individual to pursue DEI knowledge. This situation does not address the issues at the heart of DEI: Everyone needs to be involved to make the world of work a more diverse, inclusive, and equitable place.

In the gathering of data for this study, we observed that many of the graduate program websites had content devoted specifically to diversity (e.g., goals, competencies, committees, mission statements). Although the institutions and programs themselves espoused a purported dedication to DEI, this focus was not necessarily reflected in the program curricula nor faculty research. The difficulty in finding DEI information specific to graduate programs highlights a dissonance in academia when it comes to DEI: that the faculty who are educating future generations of I-O psychologists just aren't buying into DEI, leading to a lack of transparency about their actual dedication to it. This presents a potential origin of the DEI problem within I-O psychology: a situation of espoused values differing from enacted values. Research indicates that companies often espouse different values from those they enact (Sobande, 2019), but for a field like I-O psychology to be effective in the DEI space, espoused values must be acted upon.

Taken together, it is clear the path of DEI faces significant challenges within I-O psychology. To lead organizations effectively through their own DEI journeys, we need to reexamine how our field integrates DEI into our formal education. Students with a strong foundation in DEI become scientists and practitioners who integrate DEI into their work, resulting in I-O psychologists who are leading efforts toward more diverse, equitable, and inclusive workplaces for everyone.

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**SIOB Award Winners:
Meet Kristin Cullen-Lester 2021 Early Career Award—Practice Award Winner**

Liberty J. Munson



As part of our ongoing series to provide visibility into what it takes to earn a SIOB award or grant, we highlight a diverse class of award winners in each edition of *TIP*. We hope that this insight encourages you to consider applying for a SIOB award or grant because you are probably doing something amazing that can and should be recognized by your peers in I-O psychology!

This quarter, we are highlighting SIOB's 2021 Early Career Award—Practice: **Kristin Cullen-Lester**.



Why did you apply?

I was hesitant, at first, to apply for this award because my primary employment position is now in academia. However, colleagues who supported my application encouraged me to apply, pointing to my efforts throughout my career to embody the scientist–practitioner model and positively impact employees and organizations by *advancing the science of leadership development practice*.

Share about who you are and what you do.

As a doctoral student at Auburn University, I developed a passion for SIOB's mission of advancing the science and practice of the psychology of work. After graduating, I joined the Center for Creative Leadership (CCL), an organization with a similar mission of advancing the science and practice of leadership for the benefit of society worldwide. My focus has been on advancing conceptualizations of leadership as a collective activity and developing scientifically grounded, practitioner-friendly tools/interventions to help individuals, teams, and organizations improve their networks. After 6 years working as a research scientist at CCL, I transitioned back into academia, first at the Bauer College of Business at the University of Houston and now at the University of Mississippi School of Business Administration, where I am an assistant professor of Management. I also cofounded Network Leader, a startup aiming to inspire professionals to build meaningful relationships for good.

I chose this career path because it has enabled me to advance scientific thinking regarding leadership development practice through my research and, importantly, provided opportunities to impact practice directly by working with leaders to improve themselves and their organizations. I've worked across different sectors and industries (e.g., energy, healthcare, telecommunications, pharmaceuticals, consumer goods, higher education, foundations):

- Reframing key leadership concepts (e.g., collective leadership, boundary spanning) for employees at all levels in terms of networks.
- Delivering custom and open-enrollment network-development sessions for first-time supervisors, middle managers, and senior executives.
- Using network analysis insights to guide how several large organizations approach change efforts, including tapping informal leaders to accelerate rapid strategic change.
- Diagnosing communication breakdowns and designing training interventions to address network fragmentation.

- Identifying misalignment across networks of teams in their strategic goals that undermine effective collaboration.
- Detecting fault lines within top teams and facilitating senior-team development.
- Working with senior leaders to identify overload experts and key knowledge holders nearing retirement to aid talent development and succession management.

Describe the research/work that you did that resulted in this award.

My qualifications for this award include:

1. Advancing the science of leadership development practice

Leadership development has predominantly focused on improving human capital development (i.e., internal knowledge, skills, and abilities), paying less attention to social capital development (i.e., the network of relationships that yields valuable information, resources, and collaboration). Doing so has limited the ability of leadership development practice to deliver the leadership capacity needed in today's complex and interdependent organizations.

In an article for SIOP's *Industrial and Organizational Psychology: Perspectives on Science and Practice*, my colleagues and I argue for expanding "the goal of development beyond only individual leaders' competencies to the expansion of a collective's (e.g., team, organization, community, and nation) ability to produce DAC" (direction, alignment, and commitment; Cullen et al., 2012, p. 429). Moreover, we argue that this shift in development requires network development. Unfortunately, while 77% of the leadership development practitioners we surveyed talk to their internal and external clients about networks, few practitioners (only 34%) utilize assessments to map network connections (Cullen-Lester et al., 2017). This gap is concerning because, although an accurate understanding of organizational networks is critical for leadership effectiveness, people often struggle to develop accurate network perceptions without assessment and development intervention.

A strong conceptual grounding from which to intervene was also missing; thus, we clarified the multilevel targets (individuals, collectives) and approaches (i.e., developing one's own, shaping others', and cocreating collectives' networks) for creating sustained changes in networks. The potential impact of this framework for the field was recognized recently, as we (Cullen-Lester et al.) were awarded the best paper for 2017 in *The Leadership Quarterly*.

2. Pioneering CCL's network-based leadership development practice

When I joined CCL in 2011, the center was reconceptualizing its practice of leadership development to align with the view of leadership as an accomplishment of collectives (i.e., the production of shared direction, alignment, and commitment) rather than as the actions of only individuals in a formal leadership role. Network-based leadership development solutions would become an important means by which CCL engages in this work. During my time at CCL, we developed a point of view and business case for incorporating scientifically grounded network assessment and development into CCL's programs and services. To gain momentum for this initiative, I led the (a) organization of conferences that brought together CCL thought leaders, leading external practitioners, and network and leadership scholars; (b) presented at multiple CCL Board of Governors meetings to gain the endorsement of board members for the competitive advantage this work would provide CCL; and (c) delivered worldwide capability development sessions for CCL faculty (i.e., trainers, consultants) and staff to prepare them to deliver network-based leadership development. I am thrilled that CCL continues to invest in this work, and I'm honored to serve in an advisory capacity.

3. *Cocreating the Leader Network Diagnostic tool and certification*

Creating the networks that knit together organizations are individuals' professional networks, which provide access to information, resources, and influence that enable performance and career progress. At Network Leader, we developed the Leader Network Diagnostic (LND) to address one of the major barriers I observed to incorporating network-based leadership development into practice: the varying comfort levels trainers have with network concepts, methods, and feedback. This digital assessment and feedback tool walks people through how to complete an assessment of their professional network. It provides them with feedback on their network structure, diversity, depth, and the resources their network provides. Throughout the assessment and the personally tailored feedback report, videos delivered by Phil Willburn and me explain key network concepts and insights. After completing the assessment, participants are ready to begin thinking about actions they can take to improve their network. We wanted to take the "heavy lift" off of practitioners (i.e., not require them to become experts in network methods and analyses) and instead enable them to focus on facilitating discussions in training or coaching sessions centered on actions participants can take to improve their networks. Hundreds of practitioners have become certified trainers of the LND, using our trainer materials (presentation deck, answers to frequently asked questions, etc.) in development initiatives within their organizations and external clients. Through the LND, we have reached over 30,000 leaders and working professionals, providing scientifically based network development.

4. *Educating managers/practitioners about the power of networks and network development*

The whole point of conducting network assessments is to take an expanded view (looking beyond intra-individual capabilities) by revealing the pattern of relationships that are critical to individual, team, and organizational success. Adopting this expanded perspective has massive potential for enhancing leadership development practice. To ensure that my impact on practice goes beyond my work with organizations, I have provided research papers, white papers, webinars, workshops, and presentations to help other practitioners expand their networks and leadership knowledge base. These activities have helped bridge science and practice and provide practitioners with network-analysis and -development techniques to add to their "toolbox."

What do you see as the lasting/unique contribution of this work to our discipline? How can it be used to drive changes in organizations, the employee experience, and so on?

As mentioned before, leadership development has predominantly focused on improving human capital development. A potential reason for this is that there can be a rather steep learning curve when implementing network assessment and feedback. I hope that my research-and-development work will continue to make network-based leadership development more scientifically grounded and also more accessible so that it can be offered at scale in many different types of organizations.

What do you think was key to you winning this award?

Having colleagues who could speak to my work in its various facets in their letters of support was an important contributor to winning this award. For example,

- Phil Willburn (CEO, Network Leader) wrote: "Kristin has the talent of translating dense scientific findings into consumable nuggets for managers and leaders. This skill enabled her to have a tremendous impact on our small start up and our key products. She has been critical in delivering a very niche concept—network leadership—to a broader audience who may never have been exposed to it."
- **Cindy McCauley** (CCL Senior Fellow, SIOP Fellow) gathered input from colleagues throughout the Center for Creative Leadership when writing her letter. "Although Kristin contributed to other

streams of our work, it was her leadership role in developing a network-based leadership development practice that had the greatest impact—on CCL and beyond... She contributed significantly to our leadership development practice as an innovator, a thought leader, and a designer of development interventions... Kristin introduced concepts from network science and worked with colleagues to articulate why these concepts were important for leadership development—particularly as notions of leadership development were broadening to include collective development... Speaking for myself and my CCL colleagues, we cannot think of anyone more deserving of the SIOP Distinguished Early Career Practice Contributions Award. We have witnessed Kristin’s impact as a scientist–practitioner on our own organization’s capabilities, on our client organizations, and on the broader leadership development field.”

- **Alison O’Malley** (Senior Solution Consultant, BetterUp) and Greg Bean (Executive Director, Gutierrez Energy Management Institute) wrote about the direct impact that they witnessed on organizations and how working together helped them improve as practitioners.
 - Greg Bean wrote, “I was a management consultant in the energy industry for over 30 years. I have observed that Kristin’s approach, grounded in sound research and cutting-edge science, can be very powerful and is more innovative and scientifically grounded than that typically applied by even the most well-known consulting firms. This approach is especially valuable in times of rapid industry change like we are in today both in the short term due to the COVID crisis, drop in demand, and, in the long term, due to the transition to low carbon energy sources... I was particularly impressed with her feedback sessions with the CEO and other senior leaders, which provided participants immediate value by clarifying how well managers in the top levels of their organization are connected to drive strategic agility and organizational performance.... Kristin earned the respect of the CEO’s we worked with as an outstanding practitioner. Despite having a limited background in the energy industry, Kristin quickly understood the specific context of the industry and each organization. She was able to tailor the project to each company to offer the best advice and insights.”
 - Alison O’Malley wrote, “Kristin facilitated my awakening to what must happen in order to perform high-quality, high-impact research in organizations. Her applied work on incorporating social networks into leadership development has profoundly shaped my professional path and positively impacted hundreds of teams in dozens of organizations... Kristin is advancing the cutting-edge science and practice of networks and leadership development, and she is terrifically deserving of this award.”

Are you still doing work/research in the same area where you won the award? If so, what are you currently working on in this space? If not, what are you working on now and how did you move into this different work/research area?

Yes! Incorporating networks into leadership development continues to be a primary focus of my work.

I am working on research that aims to better understand network development and utilization and whether women and underrepresented minorities develop different networks and/or receive different returns from their networks. The insights from this work have important implications for individual training and leader development, not only for the people who are attempting to build and utilize their networks but also for the people with whom they interact (e.g., their contacts and third parties). Each set of people has an important role in ensuring that networks do not perpetuate career inequities.

Through research supported by the National Science Foundation (NSF), I’m aiming to discover the most effective ways to share network assessment feedback with the senior leaders, who will use this infor-

mation to help guide their organization into an uncertain future (Carter & Cullen-Lester, 2019). In this project, we deliver custom feedback to participating organizations regarding

- Strategic alignment regarding future direction and priorities,
- Sufficiency of upward influence flowing from lower to higher level managers,
- Disproportionate influence or exclusion from strategic conversations with senior leaders (i.e., problems with diversity, equity, and inclusion),
- Groups working at cross-purposes (collaboration problems) rather than for the good of the organization as a whole,
- Lack of trust and perceived competence between and within groups that lead different parts of the organization,
- Difficulty adapting to changes required to succeed in the “new normal” created by the COVID-19 pandemic.

Now is a critical time for companies to participate in this kind of analysis. Organizations need to determine how their strategy development and implementation need to shift and what they must do to support crucial networks within their organization in the face of a new normal characterized by greater uncertainty, hybrid work, and frequent workplace disruption. We are providing senior leaders with the information they need to make data-based decisions. For example, the president of an academic institution recently decided to reorganize reporting structures to facilitate better vertical and lateral communication to improve agility and accelerate alignment around the strategies that will enable the institution’s future success. This is an ongoing project, and **Dorothy Carter** (University of Georgia) and I would like to encourage readers to learn more by visiting our website: <https://strategicleadershipsystems.org/>

What piece of advice would you give to someone new to I-O psychology? (If you knew then what you know now...)

I have two basic pieces of advice, which are probably not surprising given my area of focus.



First, embrace the science *and* practice sides of our field. Although not always easy, it has been incredibly beneficial for me to work directly at the intersection of science and practice. My research is richer and more impactful because of my experiences working with leaders and their organizations. The insights I can bring to leaders to help solve workplace challenges are more useful because they have a strong scientific evidence base.

Second, work with people who challenge, support, and energize you. I love my work, and a big reason why is because of the relationships I have with my coauthors and colleagues.

Left: Kristin and her husband Houston, enjoying a summer walk with their golden retrievers Rory and Carson.

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About the author:

Liberty Munson is currently the director of Psychometrics of the Microsoft Worldwide Learning programs in the Worldwide Learning organization. She is responsible for ensuring the validity and reliability of Microsoft’s certification programs. Her passion is for finding innovative solutions to business challenges that balance the science of assessment design and development with the realities of budget, time, and schedule constraints. Most recently, she has been presenting on the future of testing and how technology can change the way we assess skills.

Liberty loves to bake, hike, backpack, and camp with her husband, Scott, and miniature schnauzer, Apex. If she’s not at work, you’ll find her enjoying the great outdoors or in her kitchen tweaking some recipe just to see what happens.

Her advice to someone new to I-O psychology?

Statistics, statistics, statistics—knowing data analytic techniques will open A LOT of doors in this field and beyond!

SIOP in Washington: Advocating for I-O in Federal Public Policy

Alex Alonso and Jack T. Goodman

Since July 2013, SIOP and Lewis-Burke Associates LLC have collaborated to make I-O science and research accessible to federal and congressional policy makers. SIOP has embedded a foundational government relations infrastructure within the organization, enabling SIOP to develop an authoritative voice as a stakeholder in science policy in Washington, DC, and to promote SIOP as a vital resource for evidence-based decision making.

SIOP Engages With House Committee on Modernization of Congress

SIOP has been heavily engaged with the House Select Committee on the Modernization of Congress, a bipartisan panel established in 2019 to make recommendations on improvement of Congress as a workplace, institution, and organization. Several focus areas for Select Committee recommendations include recruiting and retaining a more diverse staff, professionalizing internships, overhauling the onboarding process for new members and staff, and encouraging civility and collaboration. Several I-O psychologists have been tapped to testify during committee hearings or speak with staff on their expertise around diversity and inclusion, hiring and retention, ideologically polarized workplaces, and other topics of importance. SIOP began engagement with the Select Committee over the summer when **Derek Avery**, SIOP Diversity and Inclusion Officer, met with Democratic and Republican staff to introduce SIOP and learn about their priorities. During the meetings, Avery and the congressional staff discussed a wide range of I-O topics related to the select committee's previous and upcoming recommendations, such as ways to increase diversity of congressional staff, incentivize collaboration over polarization, and provide ongoing professional development for members of Congress and their staff.

Following several additional engagements with the committee, including connecting committee staff to SIOP members with expertise relevant to committee priorities, **Steven Rogelberg**, president of SIOP, interviewed Rep. Derek Kilmer (D-WA), chairman of the Select Committee, about the committee's mission and goals for the year. During the interview, Chairman Kilmer discussed the committee's agenda of improving Congress as a workplace and fostering a more collaborative, inclusive, well-organized, and diverse environment for members of Congress and staff alike. Chairman Kilmer also discussed the important role that I-O psychologists have played and continue to play in informing the committee's work and providing scientific background that the committee uses to craft evidence-based policy. The interview is available [on the SIOP website](#).

SIOP Nominates Kecia Thomas, Kristin Saboe for National Panels

SIOP submitted nominations for two I-O psychologists to serve on committees at the federal level. In response to a call from the National Academies of Sciences, Engineering, and Medicine (NASEM), SIOP nominated **Kecia M. Thomas**, dean of the College of Arts and Sciences at the University of Alabama at Birmingham, to join the committee creating a consensus report on "Advancing Anti-Racism, Diversity, Equity, and Inclusion in STEM Organizations." Thomas had previously been selected as a member of a NASEM Committee that planned and conducted a similar workshop.

SIOP also nominated **Kristin Saboe**, senior manager for Employee Listening & Talent Strategy at The Boeing Company, to join the Department of Labor (DOL) Advisory Committee on Veterans' Employment, Training, and Employer Outreach (ACVETEO). ACVETEO is responsible for assessing needs, reviewing

current efforts, and making recommendations to improve the department's veteran-outreach, education, and training initiatives. SIOP continues to monitor for opportunities to nominate I-O psychologists to committees and panels at the federal level and to inform federal policymaking discussions.

Analysis: Congress Facing Obstacles to Finalizing Annual Funding Bills

Congress is working to finalize its 12 appropriations bills, which provide annual funding levels for federal agencies and programs. Near the end of fiscal year (FY) 2021 on September 30, Congress had passed a continuing resolution (CR) extending FY 2021 funding levels through December 3, aiming to provide more time for the Senate to consider its annual spending bills and negotiate between the two chambers. The Senate bills released last month would provide the National Science Foundation with \$9.487 billion, \$1 billion or 11.8% above the FY 2021 level but \$682 million less than the president's budget request and \$147 million below what the House version of the bill would provide. Congress has several major obstacles to overcome before the December 3 deadline. Republicans and Democrats have not yet agreed on overall spending limits for the bills nor on the split between defense and nondefense funding. Furthermore, Republicans are opposed to several partisan funding changes or policy provisions in the Democrat-written bills. Additionally complicating negotiations is the debt limit, which Congress must also raise or suspend to prevent the federal government from defaulting on its loans on or around the December 3 deadline. As of the time of this writing (November 1), no deal has been reached to advance either process.

New Policy Newsletter

Lewis-Burke and GREAT have partnered to launch the Washington Info, a new monthly newsletter to provide SIOP members updates on pressing federal news of interest to the I-O community, including updates on emerging workforce/workplace policies and funding opportunities. For questions regarding SIOP advocacy or to subscribe to the newsletter, please feel free to contact SIOP's GREAT Chair Alex Alonso at alexander.alonso@shrm.org or Jack Goodman at jack@lewis-burke.com.

The SIOP Ambassador Program Creates Rewarding Experiences and Professional Relationships

Annie Simpson
Ambassador Program
SIOP Membership Committee

Joining new groups can be very intimidating, especially for someone as introverted as I am. Sometimes I find it difficult to introduce myself in new settings or join community events where I never have before. The unknown can be scary. In preparation for the 2021 Conference I decided to sign up for the Ambassador Program as a way to ease myself into the conference atmosphere. Getting one on one time with my ambassador helped to ease a lot of my anxiety, because I was able to talk with someone about the conference on my own terms; I couldn't just hide in the background, otherwise, that would have been a very uneventful conversation for my ambassador. We were able to connect easily before the conference, and she shared tips for the upcoming event, and we got the chance to discuss our common interests and goals. I found the Ambassador Program to be key in my satisfaction with the conference. In fact, I enjoyed the program so much that I signed up to volunteer with the membership committee this year so I can help pass along the positive experience I had.

–Jamie Smith (2020 Ambassador Program, Newcomer)

Ambassador Program experiences like Jamie's are, fortunately, not unique. According to the Ambassador Program survey conducted after the 2021 conference, the vast majority (85%) of Newcomers were overall satisfied with their Ambassador Program experience. In addition, Newcomers were satisfied with the relationship they had with their ambassador as well as the matching process. For instance, one Newcomer survey respondent emphasized how amazing their ambassador was and what a difference their Ambassador's tips and insights made on their first SIOP experience, especially considering the virtual format of 2021.

Ambassadors also report enjoying the program *just as much* as Newcomers do. The postconference survey showed that 88% of Ambassadors were satisfied with the program, and 78% reported wanting to participate as an Ambassador again in the future! Ambassadors were particularly satisfied with communication with their Newcomer before the conference as well as their match. Furthermore, about 90% of Ambassadors indicated they were open or likely to continue communicating with their Newcomer after the conference. According to one Ambassador, "My Newcomer and I hit it off and we're both looking forward to a long-term, professional friendship." Another Ambassador stated the program was a "great opportunity to connect with people you wouldn't otherwise get to meet." The Ambassador Program is a great way to expand your network in the I-O community and create lasting professional relationships that help new conference attendees navigate the sessions. **We'd love you to participate!**

Other insightful feedback from the postconference survey has helped us understand how we can improve the program as well as the Newcomer and Ambassador experiences. Specifically, this year's Ambassador Program Committee has been focused on

- Actively working on ways to better facilitate preconference communication between Newcomers and their Ambassadors,
- Increasing networking opportunities, and
- Ensuring all parties remain engaged throughout the program.

Our Newcomer base continues to remain strong, with over 25% of SIOP conference attendees who are first-time Newcomers. With the annual conference growing every year, SIOP can be an overwhelming (and exhilarating) experience, particularly for those who are new to the event. Since 2010, the SIOP Ambassador Program has supported our newest attendees by matching them with previous conference attendees willing to share what they've learned and pass along knowledge to support Newcomer success.

Serving as an Ambassador is a **relatively small time commitment** that can have a **tremendous impact** on first-time SIOP attendees, including providing a positive introduction to the SIOP community. Anyone wanting to participate as an Ambassador or Newcomer can sign up within the 2022 SIOP Annual Conference registration process, which is open now. We encourage everyone—from graduate students who are more advanced in their programs, recent graduates in academic or applied jobs, or more veteran SIOP members—to consider showing a first-time SIOP conference attendee the ropes.

A table with the program requirements for each role can be found below.

Ambassadors	Newcomers	Program requirement
✓	✓	Registered for 2022 SIOP Annual Conference
✓		Has already attended at least one annual conference
	✓	Attending for the first time
✓	✓	Agree to follow all program expectations
✓	✓	Provide information needed for matching process
	✓	Review available Ambassadors and select preferred match
✓		Confirm Newcomer match invitation
✓	✓	Connect by email or phone at least once before the conference
✓	✓	Meet at least once in person at the conference

We're very excited about the 2022 SIOP Ambassador Program and look forward to your participation! Keep an eye out for this year's program campaign and help us #MakeAConnection with someone new to SIOP. If you have any questions about the Ambassador Program contact us at siopambassador@gmail.com or visit our web page: siop.org/Annual-Conference/Registration-and-Resources/Overall-Ambassador-Program.

If you had an experience with the Ambassador Program that you would like to share or photos of you with your Ambassador or Newcomer, please email us at siopambassador@gmail.com. For example, have you continued your professional relationship beyond the conference in which you met? Have you had a research project or SIOP or other conference presentations with your Ambassador or Newcomer? Do you now work with your Ambassador or Newcomer?

We'd love to hear your stories about being a Newcomer or Ambassador!

Nancy Tippins Talks With UN Staff About Using Assessment Tools for Hiring

Jenna McChesney, Lori Foster, and Julie Olson-Buchanan

The SIOP-UN Committee has recently been working with a subgroup consisting of UN staff across a range of different UN entities around the globe. What unites them is their common interest in assessment and selection.

The use of psychometric assessments for hiring purposes is gaining momentum in the United Nations (UN) Common System. Some UN staff are excited about this and have already started adapting different tools for their own teams and talking to various vendors. Others are a bit more apprehensive, preferring more familiar approaches, such as structured behavioral interviews. Therefore, a group of UN staff was created, aiming to propose common psychometric and other testing tools to be used among the UN system. The group meets regularly to discuss and explore a range of topics pertaining to psychometric assessments, such as the possibility of selecting one assessment vendor and framework to implement across the UN.

Imagine the complexity of selecting one assessment to implement across the UN. We're talking about a complex group of large multinational organizations with diverse mandates and organizational values that work across different time zones, languages, cultures, and legal systems. Any assessment chosen would need to be ready made and mass produced for quick adoption and scalability, hold up psychometrically across different languages and cultures, and comply with a diverse set of legal standards. In addition to this, each UN entity would likely need to be able to tailor the overall process and independently decide how (and when) they would like to use the assessment.

To bring SIOP expertise to bear on these challenges, the SIOP-UN Committee worked with two UN staff members, Draga Paskova and Julie Weintraub, to organize a couple of sessions to both share best practices and generate evidence-based ideas. The first step entailed recruiting a speaker with the knowledge and expertise needed to present and facilitate a discussion on the topic of psychometric testing. The second step entailed gathering input from UN colleagues prior to the sessions to find out what kinds of questions they had.

The SIOP-UN Committee, Draga, and Julie successfully recruited **Nancy Tippins**, principal of Nancy T. Tippins Group, LLC and former SIOP president, to facilitate two (virtual) discussions on the topic of **“Using Assessment Tools for Hiring.”**

Nancy Tippins is an expert in workforce planning, sourcing, acquisition, test evaluation, selection, competency identification, succession planning, and employee and leadership development, and has given many presentations on tests and assessments and authored a number of articles. She has also participated in the creation and revision of professional standards for tests and assessments. For example, she served on the committees that produced the [Principles for the Validation and Use of Personnel Selection Procedures](#) for the Society for Industrial and Organizational Psychology (SIOP); the [Standards for Educational and Psychological Tests](#) for the American Educational Research Association (AERA), the American

Psychological Association (APA), and the National Council on Measurement in Education (NCME); and the “International Assessment Standards.” Recently, she published a paper entitled [“Scientific, Legal, and Ethical Concerns About AI-Based Personnel Selection Tools.”](#)

During the sessions, Nancy introduced things to consider when deciding whether to use formal assessments and how to go about choosing the right one. Her presentation was organized into 10 questions that frequently come up when people are considering whether to use formal assessments in the selection process, such as “How do I choose the right test for my job?” “What is the typical process for test selection (or development) and validation?” “What is validation?” and “How do I work effectively with testing vendors?”

The sessions were interactive and led to questions about selecting tests to be used across international borders. When showing the predictive-validity coefficients for different assessment methods, Nancy was asked if trends hold up globally. For example, attendees were curious about whether cognitive ability tests tend to be better predictors of job performance than personality tests across different cultures. She explained that although trends tend to hold up internationally, one should not assume that a test developed and only validated in the United States works well in other countries. As she explained, “There are all kinds of issues that are related to transporting a test from one country to another...a whole process called adaptation, where you need to make sure that the tests that you are developing in one country will work well in another.” She then went on to describe some of her own experience working on large international projects and some of the challenges she’s faced along the way.

She also provided guidance on the types of questions to ask vendors when selecting a test, such as “May I see technical documentation for your test?” and “How do you propose to conduct a job analysis for my job?” Related to international issues, she recommended asking vendors about the work they’ve done to demonstrate that their test works across different cultures. “And if they say my data only came from Western Europe or my data only came from the United States...that’s a red flag if you plan to use the assessment elsewhere, and you need to think again,” she said.

Although sessions like these are relatively new, this is by no means the first time SIOP experts have presented at the UN. In the past few years, SIOP expertise has been shared with increasing frequency—for example, through a couple of joint SIOP-UN initiatives known as “sounding boards” and “Innovation & Learning Speaker Series.” You can read more about these initiatives below.

Sounding boards are sessions cocreated by SIOP and UN staff to bring evidence-based ideas to real-world challenges. You can read more about sounding boards in Olson-Buchanan et al.’s (2021) *TIP* article, [“SIOP-UN Short-Term Projects: Sounding Boards and Literature Reviews.”](#)

If you are interested in learning more about the Innovation & Learning Speaker Series, please read Sheikh et al.’s (2018) *TIP* article, [“The Innovation & Learning Speaker Series: A Partnership Between the Society for Industrial-Organizational Psychology \(SIOP\) and the United Nations Office of Human Resources Management \(OHRM\).”](#)

Members in the Media

Amber Stark Marketing and Communications Manager

Awareness of I-O psychology has been on the rise thanks to articles written by and/or featuring our SIOP members. These are member media mentions found from September 5, 2021, through December 12, 2021. We share them on our social media and in this column, which you can use to find potential collaborators, spark ideas for research, and keep up with your fellow I-O practitioners.

We scan the media on a regular basis but sometimes articles fall through our net. If we've missed your or a colleague's media mention, please email them to astark@siop.org.

COVID-19 and Pandemic-Related Items

Tammy Allen on the importance of establishing routines to rein in work-from-home days:
<https://www.luxuryportfolio.com/blog/establish-routines-to-rein-in-work-from-home-days/>

Alicia Grandey on why low-wage, working women bear the brunt of anti-mask backlashes:
<https://www.msn.com/en-us/news/us/imbalance-of-power-why-low-wage-working-women-bear-the-brunt-of-anti-mask-backlashes/ar-AAP74pF>

Archana Tedone on the change the pandemic has brought to the employee–employer relationship:
<https://thedailyrecord.com/2021/10/20/pandemic-has-brought-a-change-in-the-employee-employer-relationship/>

Julie McCarthy on virtual job interviews being infected by COVID-19 worries:
<https://medicalxpress.com/news/2021-10-virtual-job-infected-covid-.html>

Anthony Klotz on how the “Great Resignation” is altering the workforce dynamic:
https://www.cnbc.com/2021/11/01/great-resignation-may-be-altering-workforce-dynamic-for-good.html?utm_source=facebook&utm_medium=news_tab&utm_content=algorithm

Jack Wiley on the Great Resignation and the employee–manager disconnect:
<https://blog.nacdonline.org/posts/great-resignation-manager-disconnect>

Elora Voyles on returning to work during the pandemic: <https://www.msn.com/en-us/money/other/delta-variant-not-a-big-impediment-to-returning-to-work-survey-finds/ar-AAPQ3Nb>

Elliot Lasson on workplace, work, and the pandemic:
<https://www.youtube.com/watch?v=zq6ft2BOjY&t=15s>

Laura Pendergrass on remote fatigue: <https://www.propmodo.com/the-office-as-a-tool-to-alleviate-remote-fatigue/>

Wayne Cascio on how the COVID-19 pandemic changed employee training:
<https://www.wsj.com/articles/how-covid19-changed-employee-training-11637612390>

Burnout

Andrew Bennett on the best way to recover from a tough workday:
<https://www.menshealth.com/health/a37781179/active-recovery-for-your-mind-tough-workday/>

Laura Pendergrass with her best tips for avoiding burnout: <https://www.msn.com/en-us/money/careersandeducation/this-psychologist-advises-fortune-500-companies%E2%80%94here-are-her-best-tips-for-avoiding-burnout/ar-AA07tyG>

Anthony Klotz, **Christina Maslach**, and **Malissa Clark** on workplace burnout:
<https://time.com/6106656/workplace-burnout-pandemic/>

The Future of Work

Jack Wiley on the top five trends to watch in the future of work: <https://medium.com/authority-magazine/preparing-for-the-future-of-work-dr-55857ca58fc>

Jack Wiley on pressures managers will face to adapt to the 2022 workplace:
<https://spectrumnews1.com/ca/la-west/inside-the-issues/2021/12/10/managers-face-pressure-to-adapt-as-more-employees-return-work>

Generational Differences in the Workplace

Lisa Finkelstein, **Eden King**, and **Nancy Tippins** on generational differences, or lack thereof, in the workplace: <https://www.msn.com/en-us/news/technology/millennials-never-wanted-ping-pong-tables-at-work-%E2%80%94-but-its-all-we-got/ar-AAOXwZX>

Cort Rudolph on generational work divides: https://www.boston.com/news/business/2021/11/01/the-37-year-olds-are-afraid-of-the-23-year-olds-who-work-for-them/?p1=hp_primary

Diversity, Equity, and Inclusion

Ludmila Praslova with three things that might be missing from your inclusion efforts:
<https://tribunecontentagency.com/article/3-things-that-might-be-missing-from-your-inclusion-efforts/>

Gena Cox on learning and development's DEI blind spot:
<https://www.chieflearningofficer.com/2021/11/02/lds-dei-blind-spot-perpetuating-inequity/>

Neil Morelli on three things hiring leaders should know when it comes to neurodiversity:
<https://insights.dice.com/2021/11/17/neurodiversity-in-tech-3-things-hiring-leaders-should-know/>

Workplace Culture

Yochi Cohen-Charash on envy at work: <https://knowablemagazine.org/article/mind/2021/what-is-professional-envy>

Kecia Thomas and **C. Allen Gorman** on how to cultivate an office culture that works for everyone: <https://www.uab.edu/reporter/resources/learning-development/item/9613-cultivating-an-office-culture-that-works-for-everyone>

Lisa Steelman and **Christopher Rosen** on constructive criticism at work: <https://www.apa.org/monitor/2021/10/career-constructive-criticism>

Miscellaneous

Megan Leasher on Career Bytes: <https://careerbytes.podbean.com/>

Jack Wiley on HR's top challenges in retail: union vulnerability. <https://lattice.com/library/hr-top-challenges-in-retail-and-how-to-solve-them>

Neil Morelli with 3 strategies to make adopting new HR tech easier for hiring managers: <https://techcrunch.com/2021/09/16/3-strategies-to-make-adopting-new-hr-tech-easier-for-hiring-managers/>

David Shar on what people scientists do: <https://lattice.com/library/careers-spotlight-what-do-people-scientists-do>

Malissa Clark on how much work we're really supposed to do at work: <https://www.glamour.com/story/how-much-work-are-we-supposed-to-do-at-work>

Steven Rogelberg with four ways to make meetings more productive: <https://qclife.wbtv.com/four-ways-to-make-meetings-more-productive/>

Joseph Allen with three strategies for better meetings: <https://campustechnology.com/articles/2021/11/02/3-strategies-for-better-meetings.aspx>

Malissa Clark on the effects of working on holidays: <https://www.yahoo.com/lifestyle/breaching-psychological-contract-working-holidays-110111340.html>

Edie Goldberg on the gig economy: <https://hr-gazette.com/hrchat-interview-with-dr-edie-goldberg-the-inside-gig/>

Membership Milestones

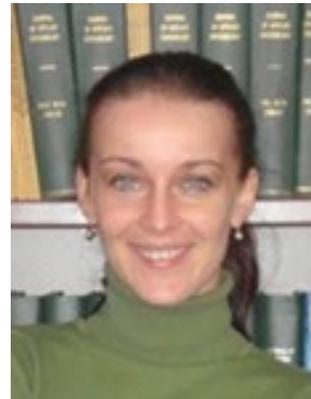
Jayne Tegge
Member Engagement Manager

Please welcome the newest members of the Sterling Circle (25+ years of SIOP membership).

Helena Cooper Thomas
Eddie Jerden
Alexandra Luong
Jeffrey Quinn
Jana Raver
Jennifer Veitch

I love SIOP because it helps me grow and develop as a professional in this exciting field! My membership allows me access to latest research and application, that I can bring back to my classroom. It also brings me the feeling of pride and joy for all the amazing contributions that our community is making to employees, organizations, and societies.

Lucy Jdanova, PhD
Assistant Professor, MAIOP/MIOP
I-O Psychology Practicum Coordinator



Please also welcome our new professional members.

Bryan Acton
Roberly Aladin
Valeria Alterman
Chrisann Anderson
Zvi Aronson
Stephanie Barrow
Maryanne Battles
Amanda Bell
Kristin Broussard
Paige Brown
Gwen Camacho
Armando Casarez
Jay Conger
Grace Cormier
Alise Dabdoub
Marco De Angelis
Gordon Demery
Paul Dizona
Kristin Durrance
Tonya Echols

Catherine Hambley
Lisa Handke
Mark Hannon
Madison Hanscom
Shanon Harmon
Megan Hendricks
Doo-Seung Hong
Sylvia Hughley
Derek Hutchinson
Daniel Ingels
Andrea Irish
Neil Jacobsen
David Kennedy
Kyoungyong Kim
Meghan Kubie
Diane Laroche
Kiara Lawson
Sin Chien Lee
Deborah Lee
Meng Li

Vincent Ng
Adriene Owens
Lauren Park
Ajay Ponnappalli
Ingrid Prioleau Byrd
Alice Pyclik
Olivia Reinecke
Denise Reyes
Ethan Rothstein
Esther Scott
Natasha Scott
Dana Sendziol
Kaitlyn Sitniewski
Mario Suárez
Natasha Tenreiro
Leon Toeppen
Justin Travis
Steve VanKrevelen
Jose Vicuna
Carlos Viera

Meike Eilert
Eric Evans
Laura Ferguson
Dyan Ferraris
Catalina Flores
Faith Fox
Qi Fu
Mary Galloway
Olivia Garrett
Vishal Ghule
Colleen Gillmore
Kathryn Godfrey
Kaytlynn Griswold

Milissa Lilley
Jorge Lumbreras
Julio Manso
Barbara Maselli
Michelle Miller
Jared Millican
Rajanique Modeste
Marino Mugayar-Baldocchi
Jenna Munoz
Amanda Munsterteiger
Shirita Nash
Catherine Neale
Hadar Neshor Shoshan

Stella Voules
Chen Wang
Justin Wiegand
Jon Willford
Alexis Williams
Betsy Wills
Amanda Woods
Greggory Wright
Lei Xie
Tetsuhiro Yamada
Qi Zhang
Bo Zhang
Helen Zhao

IOtas

Jen Baker



J. Rick Day, JRDA, Inc., has been elected president-elect of the American Board of Professional Psychology. Dr. Day was previously president of Society of Psychologist in Leadership.