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Editor's Column: Virtually Yours

./Steven Toaddy

It's always interesting to think about and to commit to the page an observation or statement of opinion within the context of an organization that is assembled of those in a position to scientifically test the legitimacy of that observation or statement. I wonder whether you feel the same hesitancy that I do, for better or for worse.

My experience as a member of SIOP has, I think, changed a good deal over the past 23 months or so. Much has changed over the past 14 months—sure—but an in-person annual conference experience has traditionally been the booster shot (too soon?) that tops up my vigor for and engagement in this community; to be unexpectedly kept from that treatment last year means that I didn't have the usual opportunity to wind the clock, fill the tank, remind myself of the people I know and love in this field. I am, in light of that, especially grateful for the opportunity to interact with those who contribute to *TIP* in both email and in the form of their submissions!

I do have a different plan for the conference for this year, though. My failure to make best use of the virtual annual conference last year was largely my own fault, I think; sure, I can blame the uncertainty and the scramble that we were all experiencing, but in the end it was my failure to dedicate time to the event that led to my not fully capitalizing on the available resources. This year, I've asked my employer for time off to concertedly attend the main sequence of the conference; the development and professional engagement that I'll experience at the conference this year is as relevant to my job as SIOP ever was, and I'm grateful for the support that my organization is providing (I just had to ask!) to see me take advantage of that fact. I encourage you to do likewise and to join me in treating the virtual conference just as seriously as previous meetings.

Speaking of staying connected—it's my opinion that the material available in the pages of this edition of *TIP* will help you see that other members are not only staying engaged but thriving in this odd time, and that material will help you keep up on essential recent developments, tips for your [own survival](#) and [thriving](#), and ways to think about the past, present, and future of our [Society](#), our [society](#), and our [discipline](#). Take a look!

President's Column: Still Moving Forward

Georgia Chao

*If you can't fly, run
If you can't run, walk
If you can't walk, crawl
But by all means, keep moving.*

Martin Luther King, Jr. 1967 speech to students
at Barrot Junior High School in Philadelphia, PA

I opened my first President's Column with the above quote, and I repeat it here for my last column. Given many of the events in the past year, MLK, Jr.'s words have inspired me to focus on SIOP's progress with many challenges, including the following: (a) the cancellations of all in-person SIOP events, (b) the uncertainties related to the COVID-19 pandemic, (c) a SIOP statement and SIOP Foundation work to help combat racism, (d) the adoption of a new anti-harassment policy for SIOP, (e) development of a 3-year strategic plan, and (f) advocacy efforts to help our federal government understand how I-O psychology can help improve defense and security, education and training, health and well-being, and diversity and inclusion. These works, and many others, were described in my last column.

The Administrative Office (AO) and Executive Board (EB) continue to work for you. In 2021, we have identified action steps to help implement SIOP's new strategic plan. In order to help protect our members from the pandemic, the annual conference that was originally designed to be a hybrid in-person/virtual conference transitioned to an all-virtual format. Many thanks to **Whitney Botsford Morgan**, **Emily Solberg**, and **Rob Michel** for their hard work to add new technologies and interactive options for presenters and attendees at this new and improved virtual conference!

SIOP's financial health remains a primary concern for the EB and AO. Our losses are difficult to pin down, but they are on track to be substantially less than the million-dollar-plus deficit that was budgeted. We mitigated contractual obligations by partnering with the Hilton New Orleans Riverside (original site of this year's annual conference) to hold our 2026 conference at that property. Final registration numbers from this year's conference and a robust dues renewal effort in May and June will help determine our future financial health.

In early March, a new challenge emerged for SIOP. HBO Max began streaming a documentary titled *Persona: The Dark Truth Behind Personality Tests*. Although the documentary presents some historical truths, it also makes a number of inaccurate and misleading assertions, potentially undermining good science and practice involving legitimate uses of personality assessments in the workplace. SIOP posted a response to this documentary on our website, and we are working with APA to raise awareness on how scientifically based, professionally developed personality assessments can be used by organizations. A new task force, chaired by **Christopher Nye**, will be developing additional resources to inform general audiences, as well as our members, on the science behind personality assessment.

There was a tremendous amount of work from about 1,000 SIOP member volunteers to keep SIOP and I-O psychology moving forward. I am extremely grateful to all who have helped! Special recognition goes to the EB, AO, and all of SIOP's committee chairs for their contributions to SIOP during a most difficult year. It was an honor and privilege to serve as your president, and I'm confident that SIOP will continue to *Move Forward*!

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

2020 Year in Review

Alex Alonso and Bill Ruch

Although 2020 was a challenging year, SIOPI advocacy was able to adapt, forge meaningful connections with federal audiences, and use new virtual capabilities to engage members like never before, including expanded advocacy training and outreach. To commemorate these and other highlights, we've put together a "year in review" that provides a summary of key achievements for [2020](#) and another infographic for how to get involved in [2021](#).

President Biden Elevates Social Science; Signs a Flurry of Executive Orders

After an election and certification process, Democrat Joe Biden was sworn in January 20, becoming the 46th president of the United States. Also, after winning two runoff elections in Georgia earlier this January, the Democrats now control the Senate with a razor-thin 50–50 margin, with Vice President Harris being the tie-breaking vote. The new administration will present numerous opportunities for SIOPI engagement as President Biden has pledged to elevate science in policymaking and made restoring the federal workforce a top priority. Starting on his first day in office, President Biden has signed a flurry of executive orders (EOs) related to workforce and workplace issues, as well as other topics relevant to SIOPI members, including

- **Equity:** Actions include revoking the previous administration's EO on race and sex stereotyping, which would restrict federal agencies and contractors from supporting certain types of diversity and inclusion training (SIOPI leadership released a [statement](#) last year in support of programs to improve diversity and inclusion in the workplace in response to the EO); strengthening workforce discrimination protections at federal agencies to include sexual orientation and gender identity; and mandating that federal agencies conduct equity assessments and effectively measure equity practices.
- **Federal workforce:** Actions include rescinding a number of the previous administration's EOs related to federal employee unions and civil service protections, including ending the new Schedule F classification that allowed agencies to strip certain employees of protections and fire them without cause, as well as instilling measures to increase collective bargaining and minimum wages, among other provisions.
- **Immigration:** Actions include preserving the Deferred Action for Childhood Arrivals (DACA) program, which provides legal status for undocumented individuals who came to the United States as children, and revoking the previous administration's travel ban that was criticized for targeting Muslim-majority countries.
- **Student loans:** Extended the pause on federal student loan payments through September 30, 2021 and calling on Congress to address student loan debt forgiveness in future legislation.

These are just some of the dozens of the executive actions taken by the new administration with more expected in the weeks to come. An updated list of EOs can be found on the new White House's website [here](#).

President Biden has also made a number of moves to elevate science within the administration including promoting the Office of Science and Technology Policy (OSTP) to the cabinet level. Along with nominating geneticist Dr. Eric Lander to head up OSTP, President Biden has named Dr. Alondra Nelson, a social scientist and expert on social and racial inequity in STEM, to serve in a newly created deputy director position. Dr. Nelson, a distinguished scholar, has been called an “[inspired choice](#)” by *Nature*, garnering praise from scientists and politicians alike. Her nomination signals a step toward the president's pledge to tackle racism in America and is a huge win for the social science community. Lewis-Burke and the SIOP Government Relations Advocacy Team (GREAT) will look to engage Dr. Nelson as her role is further defined.

116th Congress Ends With FY 2022 Spending Bill, COVID Relief, and Defense Authorization With Wins for I-O Priorities

After months of gridlock, Congress closed the year by passing major legislative packages, including a \$1.4 trillion omnibus spending package with funding for all fiscal year (FY) 2021 appropriations bills, a \$908 billion COVID-aid package, and the yearly National Defense Authorization Act, which required a congressional override of former President Trump's veto. Areas of note for SIOP members include

- *Sustained funding for the National Science Foundation (NSF)*: NSF is funded at \$8.487 billion in the final appropriations deal. Earlier last year, SIOP submitted testimony to the House and Senate Commerce, Justice, and Science Appropriations Subcommittees that described the importance of federal investment in I-O research and requested that the committee direct NSF to invest in research into and implementation of the Science of Team Science at NSF. The testimony further urged Congress to support \$9 billion in funding for NSF in FY 2021. SIOP also joined fellow members of the Coalition for National Science Funding (CNSF) on a letter of support for funding NSF at \$9 billion in FY 2021. Although the final amount is below this request, significant progress was made as the final amount was an increase of \$208 million or 2.5% over the FY 2020 enacted level.
- *National Artificial Intelligence Initiative Act passed*: The NDAA, which often serves as a vehicle for a broad variety of bills to advance, included a version of the National Artificial Intelligence Initiative Act, a bill SIOP advocated for in the past. This bill directed NSF and the National Academies of Sciences, Engineering, and Medicine (NAEM) to partner on a study aimed at exploring workforce impacts, needs, opportunities, and data gaps arising out of increased adoption of AI. Lewis-Burke sees this as a clear avenue for SIOP to contribute to the conversation and is working with the Technology Enabled Workforce Advocacy Area to connect I-O experts with program leads behind the initiative. Ideally, this engagement will result in SIOP members being selected for the study panel, called to present before the panel, or otherwise consulted when creating the set of recommendations.
- *Inclusion of 501(c)6 organizations in a critical loan program*: The COVID-19 relief package included a win for SIOP advocacy by expanding eligibility for forgivable loans under the Paycheck Protection Program (PPP) to include certain 501(c)6 nonprofits with 300 or fewer employees. This would make SIOP eligible for PPP loans if ever needed. The Society joined like-minded groups to advocate for the inclusion of 501(c)6 organizations in federal relief packages throughout last spring and summer, including reaching out to SIOP's home members of Congress in the Ohio delegation.

Early SIOP Congressional Advocacy Focuses on Federal Workforce Reform and Policing

Lewis-Burke recently met with staff for a member of Congress in a leadership position on the House Committee on Oversight and Reform on behalf of SIOP. In the meeting, Lewis-Burke learned that the committee is expected to host a series of hearings on the **federal workforce**. Anticipated topics include improving morale and ways to support the federal workforce after the upheaval many agencies experienced during the previous administration. The committee plans to get more proactive throughout the year, including consideration of the skills future federal employees will need to succeed in their roles, as well as long-term impacts of COVID-19 on the federal workforce like lasting telework policies. This spring, SIOP plans to host a virtual congressional briefing on I-O topics related to federal workforce reform, including telework policy, diversity and inclusion, and education and training to complement these committee actions. SIOP also intends to serve as a direct resource as the committee considers changes relevant to I-O and federal workforce policy.

Also, as previously reported, following renewed calls for federal policies to address **policing reform** in the summer of 2020, SIOP leadership worked with Lewis-Burke to relaunch the SIOP Policing Initiative. The initiative aims to communicate relevant I-O psychology findings from SIOP experts in this space to policymakers. The new working group supports the application of scientific theory and data-driven methods and findings to enhance police recruitment and selection processes, supervision and leadership, training and development, diversity and inclusion, and other areas. Policing reform legislation hit a partisan impasse in Congress last year, and lawmakers are looking to reconsider it. With Democratic majorities in both chambers and the White House, SIOP is building on this momentum by participating in a series of introductory meetings with House and Senate Judiciary Committee staff in late February to advocate for the inclusion of evidence-based I-O findings. We will report on the progress of this initiative in future editions of *TIP*.

SIOP Meets SEAN

In 2020, Lewis-Burke received advance intelligence about plans for a new National Academies partnership with the NSF Social, Behavioral, and Economic Sciences (SBE) Directorate called the [Societal Experts Action Network \(SEAN\)](#). SEAN is a consortium of social scientists that provide evidence-based responses to inquiries from groups of decision makers at the federal, state, and local levels. SEAN identifies experts to support the network in an ad-hoc manner and respond to questions they have received. Lewis-Burke noted SIOP's interest in supporting this effort and provided background on relevant I-O findings related to recent workforce disruptions. In February, Lewis-Burke facilitated a virtual meeting between SEAN leadership and **Tammy Allen** and **Steve Kozlowski**. As a result of the productive meeting, SEAN expressed interest in partnering with SIOP on inquiries related to I-O topic areas. Drs. Allen and Kozlowski will work with GREAT to be SIOP's points of contact between SEAN and I-O experts for future consultation on workforce issues. This connection could go a long way toward ensuring I-O findings are adopted by policymakers at all levels.

Federal Funding Opportunity: Army Research Institute Releases Basic Research BAA With Several I-O Topics

The Army Research Institute for the Behavioral and Social Sciences (ARI) released its Broad Agency Announcement (BAA) for basic scientific research in behavioral science for fiscal years (FY) 2021–2022. The BAA is seeking novel and multidisciplinary approaches in areas of behavioral and social sciences to im-

prove army-personnel readiness. Proposals should address one or more of the following basic research topics of interest: personnel testing and performance, learning in formal and informal environments, organizational effectiveness, and leader processes and measurement.

ARI will accept two types of BAA proposals: basic research proposals, with average awards of \$840,785 for a 2- to 3-year period, and early career proposals, for individuals who have never received ARI funding as a principal investigator, with an expected 1 year of funding with the option for additional funding for 1 to 2 years. Basic research proposals are strongly encouraged to include multidisciplinary approaches, and ARI will not support proposals that are primarily applied research projects. All institutions of higher education, nonprofit organizations, and commercial entities are eligible to apply.

White papers, which are strongly encouraged, must be submitted via email to Dr. Alexander Wind, alexander.p.wind.civ@mail.mil, no later than **May 15, 2022 at 5:00 PM (ET)**. Full proposals must be submitted no later than **August 4, 2022 at 5:00 PM (ET)**. The full BAA can be found on <https://grants.gov> under solicitation number "W911NF-21-S-0007" or [here](#).

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 Bill Ruch at bill@lewisburke.com.

Experts Insights on I-O's Best-Kept Career Secret: A Two-Part Reflection on Postdoctoral Work

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The U.S. scientific enterprise has become increasingly dependent upon postdocs to conduct research and maintain its position in the global research enterprise.

— Cathee Johnson Phillips, Executive Director of the National Postdoctoral Association

In Part 1 of this two-part series, we introduced the importance and potential of postdoctoral (postdoc) work for industrial-organizational (I-O) psychology. We introduced the role of postdoctoral work broadly and its importance in I-O in particular. Then, we offered insights and direct advice from our panel of postdoc experts with whom we presented on postdoctoral work during virtual SIOP 2020. In Part 2, we offer insights for researchers in academia and industry who are interested in or actively mentoring postdoctoral fellows (postdocs). We conclude with resources that would benefit multiple postdoc stakeholders. As a whole, we hope this series provides you with new insights into the world of postdoctoral work and its potential to advance our field.

Mentors and organizations who hire postdocs (e.g., academics, government agencies) may consider doing so for many reasons (Ehm & Phillips, 2019). Although the focus on postdoctoral work is often its contribution to one's career path, postdoc positions also convey considerable benefits to postdoc mentors, organizations in which postdocs work, and the science and practice of I-O and related fields. For instance, postdoc mentors may wish to gain support for their research from scholars who have fewer obligations competing for their time and attention. Organizations wanting to enhance research efforts may not have the capacity or resources to bring on a permanent employee (such as a research scientist) but are looking for a specific set of scholarly skills. A postdoc often works with more independence, employs more advanced technical knowledge and skills, and exhibits stronger teamwork abilities than a graduate student. Some employers may require the knowledge, skills, and abilities of a PhD but be interested in providing training and mentorship. As funding agencies such as NSF emphasize trainee development and do not often provide substantive personnel support, principal investigators on large grants may look toward writing in a postdoc position to strengthen their research team. In some cases, organizations may use the postdoc position as a realistic job preview to assess competence and fit before extending a more permanent offer.

Advantages of Mentoring a Postdoc

Each motivation above highlights the many advantages of postdoctoral work from the perspective of those hiring and mentoring postdocs. Broadly speaking, postdocs are hired to enhance research productivity; therefore, the main advantage of mentoring a postdoc is the effects on the mentor's research program (Åkerlind, 2005). A postdoc can contribute an additional perspective, new methods or skills, and complementary expertise—all of which may strengthen the quality of the mentor's research. According to **Ruth Kanfer**, postdocs have “cutting-edge knowledge, resource access, time, and motivation

to shape and pursue organizationally relevant problems.” They require limited supervision, allowing a mentor to make substantial progress on completing work while meeting other goals such as starting new data collections and submitting grant proposals. **Robert Sinclair** highlighted this, mentioning the benefit of being able to rely on the postdoc to manage data collection with a high level of expertise and rigor. Postdocs can oversee projects being conducted by students, helping to train them with the most up-to-date research methods, as well as pick up projects that have not received as much attention as the mentor may have wanted to give due to time constraints.

Finally, there are strong reciprocal benefits of postdoctoral work for postdocs and their mentors. For mentors, it can be rewarding to help a more junior scholar develop and pursue their career goals. **Greg Ruark** described it as watching postdocs have the “aha” moment of gaining a deeper understanding of “the complexity surrounding the balance of life and career” beyond the development of technical knowledge and skills. According to **Marissa Shuffler**

Postdocs gain new knowledge and skillsets while also bringing their prior experiences to their new mentor’s research program. The integration can result in some really novel ideas that can be disseminated through publication as well as through the continued development of the postdoc’s own future program of research.

In many cases, a lasting partnership is formed that can boost the mentor’s research productivity in both the short and long term. For example, Dr. Sinclair recalled the importance of their postdoctoral fellows leaving with “multiple publications and projects in progress” to “help them establish their academic career” and, subsequently, allow mentors to “expand the impact of [their] research through ongoing publication.” To summarize, he said, “The successful postdoc would be a successful member of our research teams while here and continue to collaborate beyond the period of the postdoc.”

Panelist Insights Into Key Strengths to Seek in Postdoc Candidates

- Initiative/independence: Willingness to identify high-impact topics and generate plans to successfully complete the project with little oversight
- Intellectual curiosity/proactivity: Willingness to explore unfamiliar topics and engage in new research with no prior experience
- Fit with the larger organizational culture/social system
- A match between research interests with the project teams(s) at the organization
- A repertoire of strong analytic skills and competent writing
- Professional qualities of maturity, resourcefulness, interpersonal skills, and career passion

Challenges When Mentoring a Postdoc

Despite the many advantages for a mentor, hosting a postdoc is not without its challenges. Crafting the developmental opportunities necessary for a postdoc to develop as a research trainee (Nowell et al., 2018) may require additional effort, particularly if a mentor already faces a heavy workload. Indeed, Drs. Sinclair, Shuffler, and Ruark each noted that a significant amount of time and energy was required to successfully mentor their postdocs. Further, some mentors may have less experience with the differing roles of pre- and postdoc scholars, making it challenging to provide the appropriate opportunities. Dr. Ruark equated these challenges to those that arise when hiring a new employee:

Postdocs take a considerable amount of resources—time and energy—to provide the one-on-one coaching and mentoring to develop all aspects of the postdoc, not just technical knowledge and skills but also what it means to be a professional on and off the job.

Similarly, common challenges involved in mentoring a postdoc equate to the experience of challenges involved in mentoring someone under one's supervision. A postdoc may have difficulty transitioning to the new social environment or organizational culture. They may want to continue research on the topics they pursued in graduate school, demonstrating a difficulty in stretching beyond their comfort zone. It may be difficult for a mentor to connect with a postdoc, leading to more friction than synergy. In cases where these challenges are especially salient, the postdoc may fail to develop essential work–life skills. However, mentors like Dr. Sinclair noted that “the benefits [of mentoring a postdoc] far outweigh the costs.”

Mentor Roles and Responsibilities

Because the nature of postdoctoral work can vary across settings, the ideal configuration of mentor traits, attitudes, and behavior is likely to similarly vary. However, a mentor is generally responsible for supervision and oversight of the postdoc's work and professional development (National Academy of Sciences, 2000). In many cases, the mentor will designate the scope of work, especially when the postdoc is hired via research funding. Ideally, a mentor will help the postdoc learn how to navigate nontechnical aspects of their career as well. A skilled mentor will help the postdoc to outline and pursue research and career goals by identifying areas of improvement and providing opportunities to learn and practice relevant skills. For instance, a mentor of a postdoc interested in an academic career may provide opportunities to practice critical academic skills not always acquired in graduate school, such as reviewing for a journal. One important task for the mentor is to help the postdoc expand their professional network, which not only broadens their own research collaborations but also enhances their networking skills.

Dr. Sinclair explained that postdocs serve a unique role in academic departments that falls somewhere between a graduate student and tenure-track faculty. He stated:

You are really looking for someone who can add value to your project/research agenda on Day 1 or shortly thereafter, whereas with students for example, you might expect them to take a year before they are really strong contributors, and with faculty you are looking for them to be able to carve their own path.

As a result, it may be helpful to consider one's role as an academic postdoc mentor in terms of the ability to facilitate the training necessary to help a scholar make the transition from new PhD graduate to tenure-track faculty. Similarly, mentors of government or industry postdocs may focus on ways to increase the postdoc's confidence with conducting applied research, translating findings for nonacademic audiences, and mastering new and emerging software that will make them stronger practitioners.

Best Practices for Mentor Success

Mentoring a postdoc can be a fulfilling experience for individuals in academia and industry. One of the first steps in ensuring success of a postdoctoral appointment is to ensure that logistical considerations have been solidified. Specifically, Dr. Ruark emphasized the importance of careful attention to detail about funding:

Position funding should cover the entire fellowship (e.g., 3 years of funding programmed for a 3-year fellowship). All opportunities to include postdoctoral fellowships require funding; without programmed funds, the fellowship will be continuously at risk, which strains the employer, mentor, and postdoc. I would not encourage anyone to pursue a fellowship without funding in place.

Second, mentors should focus on selecting the best candidate. As recruitment and selection of a postdoctoral fellow can contribute to the level of success for both the postdoc and the mentor, it's important to identify the qualities and characteristics necessary for the postdoc to be successful in the role you've designed for them. Dr. Shuffler encouraged mentors to draw from their own expertise in this regard:

Use best practices from I-O selection! Incorporate a structured-interview approach, recruit widely for a diverse applicant pool, provide a realistic job preview, set clear expectations of the job responsibilities and performance. Identify the KSAOs that are needed immediately but also the KSAOs that will be developed over time to benefit the postdoc and the organization.

When funding is secured, Dr. Ruark echoed Dr. Shuffler's thoughts on recruitment. He emphasized the overall strategic approach of aligning the position with organizational goals and leveraging one's network:

Recruitment starts with the position description to disseminate across professional societies. [The] position should be developed around the organization's mission to ensure accurate description of topics, activities, and expectations for the postdoc position. It also involves engaging the broad academic network to identify those exhibiting high potential who are also seeking a postdoc opportunity who can then be engaged either at a professional conference or potentially a site visit to their university.

Once a postdoc has been hired, the mentors on the panel agreed that effectively onboarding and involving the postdoc in research activities early on would help them succeed throughout their appointment. Similar to Dr. Shuffler's call to rely on I-O best practices for selection, the same should be done when it comes to effective supervision as well as training and developing the postdoc. Working with the postdoc to identify a successful career trajectory and pursue goals toward that end will encourage success in not only the postdoc's performance but also the mentor's.

Best Practices to Help Postdoc Mentors Succeed

- Create a mentoring agreement that establishes both the postdoc's and the mentor's overarching roles and responsibilities as well as expectations for communication
- Encourage postdocs to publish dissertation work and provide time to do so
- Focus on helping the postdoc transition from graduate student to independent researcher
- Help to fill in gaps with experiences they may not have received in grad school (e.g., grant writing, reviewing, presenting to a range of audiences)
- Provide postdocs with resources, training in new tools, and opportunities to develop an effective social network of colleagues in the field
- Promote research teams and collaborative work led by the postdoc, and provide feedback on their project management skills in addition to their technical research skills
- For each project that a postdoc leads, set expectations ahead of time and debrief once the work is completed
- Regularly meet with the postdoc to discuss career development goals and progress

Conclusion

Although the success of a postdoctoral fellowship lies in the eyes of the beholder, our panelists noted several factors that helped contribute to a mutually beneficial experience for mentees, mentors, and the broader field of I-O psychology. However, as Dr. Sinclair noted, there needs to be “greater awareness among I-O faculty and students about the potential benefits of postdocs, and better communication about what postdoctoral positions are available” within our field. This paper aims to address this gap and promote postdoctoral work in I-O by providing a set of resources and best practices for those seeking to become or hire a postdoctoral fellow.

We hope this resource facilitates not only postdoctoral opportunities in I-O but also encourages current graduate students to consider this fruitful career opportunity. With fellowship opportunities available across academia and government agencies, such as the National Cancer Institute and the Army Research Institute, there is an opportunity to not only expand one’s I-O network but also promote interdisciplinary research across otherwise unaffiliated disciplines.

It is clear postdoctoral work benefits postdocs, mentors, and the field by creating more in-depth training opportunities in the I-O workforce and providing a greater volume of in-depth research productivity. Given the continually changing context of today’s work, we need both a highly trained workforce and more dedicated research now more than ever. Therefore, as we look to the future of I-O psychology, we call SIOP to help promote this fruitful career and research avenue to advance the science and practice of our field.

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Appendix

Biographical Sketches

Dr. Chelsea A. LeNoble is an assistant professor of I-O psychology in the Department of Applied Sciences at Embry-Riddle Aeronautical University–Worldwide. Her research program focuses on the individual, team-level, and organizational factors related to employee engagement, resilience, and recovery from work stress. Part of a new faculty cluster in the area of human resilience and emergency services, Dr. LeNoble works with communications and emergency management scholars to support high-stress occupations such as healthcare workers and first responders.

Dr. LeNoble earned her PhD in I-O Psychology from Florida Institute of Technology. After graduating, she completed a 2.5-year postdoctoral fellowship at Clemson University and Prisma Health in Greenville, SC. As an embedded scholar within the health system, she led interdisciplinary research projects on burnout and resilience, employee well-being and engagement, and leadership and team development.

Danielle Wald, MS, is a senior consultant at APTMetrics, where she provides consulting services in the field of I-O psychology across a range of industries. This includes conducting job analyses, developing competency models, and creating selection and development assessments. Danielle is also a doctoral candidate studying I-O psychology at The Graduate Center and Baruch College, City University of New York (CUNY). Her primary research interests lie within the occupational health psychology domain, with a specific focus on stress and well-being in the workplace. Her current research focuses on the daily experience of work stressors and the impact that they have on employee self-esteem, emotions, health, and behaviors.

Dr. Dana Verhoeven is a postdoctoral Cancer Research Training Award fellow in the Health Systems and Interventions Research Branch of the Healthcare Delivery Research Program at the National Cancer Institute (NCI). Dana's research focuses on bridging the scientist–practitioner gap in healthcare by evaluating organizational factors that impact healthcare team functioning and developing interventions to enhance care delivery and patient outcomes. At NCI, she supports the NCI Multilevel Intervention Training Institute (MLTI) to develop a training-evaluation program and will also assist in defining the scope of organizational measures being assessed across NCORP projects.

Dana earned her MS and PhD in I-O Psychology from Clemson University, where she conducted research supported by numerous funding agencies, such as NASA, NSF, the U.S. Army Research Institute, and Prisma Health. Her work applies both quantitative and qualitative methods to assess barriers that inhibit care coordination both within and between care teams. Leveraging a multiteam-systems perspective, she strives to implement evidence-based practices to enhance team processes and effectiveness across high-stress contexts, such as healthcare. Given her experience conducting research across a range of contexts and her newly awarded fellowship, Verhoeven offers unique insight into the postdoctoral application, interview, and selection process.

Dr. Christopher W. Wiese is an assistant professor of I-O psychology at Georgia Institute of Technology. Following earning his PhD from the University of Central Florida, he was a postdoctoral fellow simultaneously at Purdue University and the University of Pennsylvania. He has served as the student lead on several federally funded projects (Office of Naval Research, Army Research Laboratory, NASA). He has also recently served as a consultant whereby he provided his expertise in the areas of team performance, well-being,

and quantitative methods on an army-funded grant on team and leader resilience. His current research interest focuses on worker well-being, team dynamics in extreme contexts, and commuting.

Dr. Marissa Shuffler is an associate professor at Clemson University and the current chair for SIOP's Education & Training Committee. Her expertise includes team and leader training and development with an emphasis on high-risk, complex environments. She has conducted research for government and industry, with over \$6 million in grant funding, including a prestigious 5-year National Science Foundation CAREER grant for her research exploring the use of team profiles for designing better team development interventions.

Dr. Shuffler has unique experience in the postdoctoral advising domain, serving as the academic lead for an embedded postdoctoral fellow co-advising team at Prisma Health. In 2017, she helped to establish the first I-O postdoctoral embedded scholar position within the applied organizational research program at the healthcare system. Co-advising a postdoctoral fellow with executive leadership, Dr. Shuffler has experienced the opportunities and benefits of the embedded-scholar structure, a less traditional postdoctoral fellow model. Furthermore, as chair of SIOP's Education & Training Committee, she is dedicated to ensuring that all SIOP members, and especially I-O graduate students, are aware of the opportunities afforded by postdoctoral fellowships.

Dr. Gregory Ruark is the chief of the Foundational Science Research Unit at the U.S. Army Research Institute for the Behavioral and Social Sciences. As chief, he shapes, develops, and executes two programs of research: (a) applied program of research focused on team composition, processes, and measurement; and (b) ARI's basic research program covering the domains of personnel assessment and measurement; team and organizational dynamics; leadership development, processes, and measurement; and learning in formal and informal contexts. Dr. Ruark's research interests include leadership of teams, emotions in the workplace, creativity, and entrepreneurship. He holds a PhD in I-O Psychology from the University of Oklahoma.

Dr. Ruark has brought on and mentored four postdoctoral fellows since 2015 through the Consortium Research Fellows Program. Under his mentoring, postdocs develop a research program based on career selection that lends itself to producing manuscripts to be submitted to peer-reviewed journals, contributions to edited books, and presenting at conferences. Dr. Ruark's postdocs develop an increased understanding of the external funding cycle, specifically how to competitively respond to a call for proposals.

Dr. Bob Sinclair is a professor of industrial-organizational psychology at Clemson University where he also serves as the graduate program coordinator for the department's MS and PhD programs. Bob received his PhD from Wayne State University in 1995 and has previously been on the faculty at the University of Tulsa and Portland State University. He is a founding member and past president of the Society for Occupational Health Psychology and currently is the founding editor-in-chief of *Occupational Health Science* and an associate editor of the *Journal of Business and Psychology*. He has published four edited volumes and over 80 articles and book chapters in outlets such as the *Journal of Applied Psychology*, *Journal of Organizational Behavior*, and the *Journal of Occupational Health Psychology*. His research interests generally focus on employee occupational safety, health, and well-being with specific research topics currently including safety and health climate, economic stress, and healthcare applications. He has mentored a postdoctoral student in the past and is a strong advocate of postdoctoral experiences for his own students.

Dr. Ruth Kanfer is professor of psychology and director of the Work Science Center at Georgia Institute of Technology. She credits her success in transitioning to I-O psychology from clinical psychology to her

2-year postdoctoral NIH Fellowship in Quantitative Psychology at the University of Illinois. At Illinois, while taking advanced quantitative courses, she also worked with I-O faculty to reposition her motivation research into the areas of work motivation/goal setting, skill learning, and organizational justice. Throughout her career she has supported and mentored pre- and postdoctoral students, including many women who have progressed to careers in both academia and industry.

Dr. Kanfer's research interests continue to focus on motivation in the context of job search, work, and employment. She has published over 120 articles and chapters, coauthored four SIOP volumes, served on 11 journal editorial boards, and served as the AoM OB Division Chair and on the AoM Board of Governors. Her research has been supported by the National Science Foundation, the U.S. Office of Naval Research, the U.S. Air Force Office of Scientific Research, the Society for Human Resource Management, the Spencer Foundation, the Cooperative for Assistance and Relief Everywhere (CARE USA), and private organizations. As director of the Work Science Center, she participates in and facilitates multidisciplinary research on the effects of technology on work identity, engagement, future time perspective, learning and career outcomes.

“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, the co-editors come together to discuss the many challenges faced in the past year and how I-O psychologists can help the workforce thrive amidst these changes.

Surviving and Thriving in Uncertain Times: Transforming to Meet Future Needs

Kimberly Adams, Tara Myers, and Stephanie Zajac



Without a doubt, 2020 was a year like no other. The year started off with fear and isolation resulting from the novel coronavirus that significantly affected the lives of people across the world. Health and financial insecurity, sustained work–life integration, devastating weather events, and other personal challenges were a constant throughout the year, leading to a host of stress-induced outcomes for many people. Uncertainty and tension resulting from an uprising in social justice movements and civil unrest within a highly charged political environment created additional fears and stress, which have been amplified by the unfathomable riot on the U.S. Capitol at the start of 2021. Together, these events have significantly impacted our lives and shaken us to the core. However, people are finding internal strength and perseverance to not only survive but thrive. There have been many positive consequences—*silver linings*—resulting from recent adversities, ranging from heroics of frontline workers; a long overdue spotlight on diversity, equity, and inclusion; communities banding together to support less fortunate members; parents seizing the opportunity to spend more time with their children; and companies quickly acting to offer solutions to the unique challenges this past year. One of those silver linings is how the I-O community has also come together to leverage our research to offer resources for successfully navigating these difficulties.

Leveraging Current Resources

Industrial-organizational (I-O) psychology has long been building a body of research and evidence-based practices on topics relevant to the recent challenges. For example, *uncertainty* has been a part of the I-O psychology landscape for over 3 decades through research on strategic leadership within volatile, uncertain, complex, and ambiguous (VUCA) environments. Likewise, research in positive psychology, empathy,

inclusion, shared decision making, and burnout offer valuable insights. Early in this crisis period, SIOP's Learning Resources for Practitioners (LRP) Committee recognized an opportunity for our profession's work to support others during these unprecedented times. We began curating the [Working Through COVID-19 Resource Center](#), an open-access library of articles highlighting research and practices relevant to the challenges being faced by employees, leaders, and organizations. Evidence-based guidance written for the business community is provided and ranges from topics on remote work transitions, work-life integration, employee health and wellness, virtual leadership, virtual training and development, crisis-management, agility, and motivation sustainment. The LRP Committee is still adding articles to the resource center—expanding knowledge and guidance based on findings from pandemic-specific research and emerging topics (e.g., performance management, safety climate, workplace incivility).

Another positive consequence to be acknowledged by our field is the increased calls for diversity, equity, and inclusion across all contexts. The unquestionable reality of unforgivable injustices that culminated in the Black Lives Matter movement with peaceful protests across the nation is driving the increase in awareness and call for change. Although much work still lies ahead, our profession has been committed to understanding and combating implicit biases, discrimination, and social injustices in the workplace. The LRP Committee recently launched the [Diversity, Equity, and Inclusion Resource Center](#) as a means of sharing I-O research and evidence-based practices for creating a culture that values diversity, fair and equitable employment practices, and inclusivity. We are also recently committed to updating SIOP's Occupational Testing web page, beginning with practical guidelines for the critical step of conducting bias and sensitivity reviews into the item development process.

With vaccinations underway and a new federal administration in place, people are looking toward the future and wondering what it will look like. Exploring the [future of work](#) has been a focus of SIOP for several years now—aiming to understand and inform on topics related to advanced technologies and artificial intelligence, predictive analytics, and organizational culture and talent acquisition changes driven by a competitive landscape. The LRP Committee recently initiated the curation of resources and tools (i.e., a toolkit) related to predictive analytics that I-O practitioners could leverage in their work.

Responding to Challenges

Across our profession, there are countless examples of I-O scientists and practitioners working together to solve new challenges faced by employees, leaders, and organizations alike. Two examples that currently resonate with us include the transition to online learning and development and the importance of emphasizing and supporting employee well-being as a leader.

Online Learning and Development

In a survey of experts in the field, the Society for Human Resource Management (SHRM) reported that due to greater acceptance of remote work models and the need to reskill, a rise in online learning is predicted into 2021 and beyond (Gurchiek, 2021). Professionals in training and development have had to quickly pivot to the use of online software and platforms for synchronous and asynchronous learning. Beyond the challenge of finding and learning the right tools, practitioners have also faced the need to adapt the way training is delivered (e.g., interactive activities, meaningful peer-to-peer learning through discussion) to maintain the levels of engagement seen with in-person training. Despite these initial challenges, the convenience, flexibility, and potential increase for access in the expansion of online learning presents great opportunities for the learner, as well as opportunities to develop a better understanding of best practices in this arena.

The role of features meant to capture and keep a learner's engagement (e.g., fun, gamification, peer-based discussions; Tews & Noe, 2019) are now more practically important than ever but are relatively less understood and lack a strong theoretical basis compared to the rest of the training literature. The role of engagement in online learning and the effectiveness of different training features meant to promote it are areas of much needed future research. In addition, the use of coaching as a tool for learning and development has outpaced the research on coaching best practices and the mechanisms behind coaching that lead to learning. Although there is some evidence for the effectiveness of coaching (Theeboom et al., 2014), this is an intervention that is ripe for the rigor that I-O psychology can bring to the field.

Employee Well-Being

Working from home and dealing with the pandemic and civil unrest has increased stress among workers, bringing stressors such as issues with technology, micromanaging, decreased or increased workloads, job insecurity, difficulty communicating, and competing home and work demands (Knight et al., 2020). I-O psychology has been addressing some of these issues for years and has identified many management best-practices to combat stress, burnout, disengagement, and poor performance (set clear expectations, train, encourage, empower, provide feedback, treat people fairly). Of course, these management techniques continue to be essential. The current situation, though, has also required additional support and vulnerability from managers (e.g., Allen & Poteet, 2020; Doyle, 2020; Keller et al., 2020; Knight et al., 2020; Mattingly, 2020). For example, it has been more important to

- Openly discuss challenges with work, working remotely, mental health, burnout, and self-care, including the manager's struggles and strategies.
- Create a space for peers to talk, network, and engage.
- Model self-care and encourage others to practice self-care (e.g., set boundaries, take breaks from work, ask for help, spend time with family, exercise, meditate).
- Demonstrate flexibility about when people work (e.g., allow employees to alter their work schedule to accommodate additional nonwork responsibilities).
- Schedule time to talk with employees about nonwork topics.
- Ask people what they need to make their work and life easier.

Ultimately, the events over the past year have highlighted the need to see each other as human beings and lead with compassion. It would be interesting to have I-O psychologists focus research on the impact of implementing these strategies during 2020 and then the impact of these strategies in less uncertain times. For example, our field should look at determining the extent to which these strategies continue to be used and useful after the pandemic.

Summary

Existing research in the field of I-O psychology has proven invaluable to providing evidence-based guidance to organizational leaders, managers, and workers navigating the complexities of the pandemic over the past year. Many practitioners were busy transitioning their services and programs in learning and development, assessments, and human resources management to an online environment. Scientists have shifted the focus of their research to address the pressing needs of these uncertain and complex times. The strategies implemented and embraced over the past year offer future opportunities for I-O practitioners and scientists to come together to explore, investigate, and evaluate the impact of these

changes, inform the future of work, and build resiliency for responding to and thriving in future times of uncertainty and complexity.

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The Academics' Forum: How to "Assistant Professor" During a Pandemic

Cindy Maupin
Binghamton University, SUNY



I have been an avid reader of "The Academics' Forum," both as a doctoral student and now as an assistant professor on the tenure track, so writing to you all today is an honor and a privilege. I've learned so much from the insights and advice given by past rockstar columnists, **Allison Gabriel** and Dorothy Carter, and I am beyond excited to continue their legacy while giving back to others who share my passion for I-O psychology in general, and academia in particular!

To get things started, I want to tell you a bit about myself: My insights and advice come from the perspective of a recently graduated I-O psychologist from the University of Georgia (Go Dawgs!) who has the immense privilege of being a new assistant professor for the School of Management at Binghamton University. I'm very thankful for the mentors that I had along the way who helped me achieve this milestone (especially my fabulous advisor, Dorothy Carter), and I'm honored to work and learn side-by-side with my incredible Binghamton colleagues. My experience as a new assistant professor has been a unique one, so today I'd like to share collective wisdom from myself and others about "How to 'Assistant Professor' During a Pandemic," with the hope that this will make entering academia during the pandemic a bit easier for the next round of new faculty members.

I like to say that I entered academia at the most perfect, unperfect time: After surviving my first-ever semester as a faculty member and feeling like I was finally settling into my new role, a worldwide pandemic hit! (What are the odds?!) In some ways, having to adapt to a crisis of such enormity during my first year on the tenure clock seemed like a challenge I could handle. After all, as graduate students, we learn to be *amazingly* adaptable with whatever challenges life throws at us, so what was one more? In other ways, I felt even more overwhelmed than I ever expected (Whatever happened to "getting tenure" being an assistant professor's biggest stressor?!), so my next several months became all about trying to balance these dual reactions.

Thankfully, I wasn't alone trying to figure this out! I've been fortunate to have amazing fellow assistant professor colleagues, both at Binghamton and across the country, who have continually acted as my sounding board to help me survive and thrive during this "challenging time." (Won't we all be excited when we stop hearing *that* phrase?) For today's column, I interviewed some phenomenal assistant professors, including **Rachel Smith** from Louisiana State University, **Kelsey Merlo** from the University of South Florida, **Rachel Saef** from Northern Illinois University, and my Binghamton colleagues **Joey Tsai** and Scott Bentley. Although I received a treasure trove of advice from each of them, I've tried to pare everything down to a list of our five key takeaways that have helped us to succeed as new faculty members in today's pandemic-disrupted world. (But if you want additional tips beyond these, I'm sure each interviewee would be happy to share more!)

1. Your norms will change, so figure out what works best for you.

This was a common theme across *all* of the conversations I've had with other assistant professors over the past year. Trying to uphold prepandemic ways of researching, teaching, and socializing is just not possible, so we've all come up with alternative ways to keep up our productivity (and our sanity!). For instance, Scott Bentley, Rachel Saef, and Joey Tsai all talked about the importance of having a dedicated

workspace so you can separate your home and work responsibilities more easily. In particular, they mentioned that having strict “work” versus “home” structures helps you to actually disconnect from work during your leisure time. On the productivity side, Rachel Smith mentioned a new Zoom-based writing-accountability group she joined (Shout out to **Alice Brawley Newlin** for organizing!) that helps her stay focused and feel connected to other members of the SIOP community. Finally, Kelsey Merlo shared great ideas about establishing norms for whom you can randomly call during the day to discuss new ideas and have informal conversations to mimic the “down-the-hall” socializing so many of us miss these days. However, it’s important to remember that each of us has different needs for healthy professional and personal norms, so trying new things and figuring out for yourself what helps you the most is a worthwhile effort.

2. Plan ahead and build in flexibility.

Some of the greatest advice my interviewees shared (that I will definitely be implementing myself!) were ideas about time management and planning ahead. Rachel Saef shared some awesome advice in this area: First, she noted that everything during our current pandemic environment seems to take about 1.5 times longer than you would normally expect during non-pandemic times, so she plans out extra time during every stage of her projects to maintain her productivity and give collaborators realistic expectations about her workflow. Additionally, she has been mindful of the increased stress her students are feeling, so she created contingencies on her course syllabi that allow students to ask for a 24-hour deadline extension once per semester, as long as they request the extension before the deadline occurs. Similarly, Rachel Smith changed her to-do lists from containing weekly tasks to daily tasks to better predict what she can reasonably accomplish in a day without overextending herself. Scott Bentley also focused on being flexible with his collaborators and states that trying to understand what each person is going through personally leads ultimately to even stronger professional relationships. For all of us, this means we need to think ahead and give ourselves and others grace and patience as we figure out new ways of researching, teaching, and socializing.

3. Don’t overwork yourself.

Several of my interviewees mentioned that the blending of work and home spaces can create pressure to “always be working” during the pandemic. This temptation can be especially strong while on the tenure clock; however, overworking yourself is the quickest path to burnout, which we know has a host of negative consequences (Shout out to awesome work by **Jennifer Nahrgang** and colleagues, 2011!). Joey Tsai made the observation that when he overworked himself one day, it became even more difficult to be productive the next day, resulting in a nonproductive cycle. Rachel Smith echoed this sentiment and emphasized the importance of taking the weekend off or ending your work day a few hours early when you’re starting to feel overworked. Ultimately, the consensus from our group has been that *not* working all the time helps you to work smarter and be more productive in the long run! Which leads me to our next big takeaway.

4. Actually have a personal life.

This one may sound strange coming from a group of people who are known for their long hours and intense focus on reaching that tenure milestone, but it is one of *the most important* pieces of advice I’ve received over the past year and half: Your personal, home, and family lives matter, and you won’t remain productive if you don’t take some time for yourself. Of course, this advice plays out differently for each of us too. For example, Kelsey Merlo talked about the benefits she’s experienced through

spending time with dogs and catching up virtually with family. Similarly, Scott Bentley makes it a priority to focus on his physical and mental health through consistent exercise and tracking his sleep habits. Joey Tsai mentioned actively staying connected to family and friends and the benefits that creates for maintaining a healthy life. Finally, both Rachel Smith and Rachel Saef shared how they make time to catch up with other early career colleagues (myself included!) to get advice and build even stronger friendships in the process. Although we may all be separated *physically*, there has never been a better time to connect with people *virtually* now that we have a host of video-call platforms and collaboration tools at our disposal. I know for myself that being able to connect with others on Zoom, whether they live 5 minutes away or 5 states away, has made the world seem a bit smaller in a great way.

5. Form a network of colleagues who can both challenge and support you while you adapt.

As a networks scholar, no one will be surprised to hear me emphasize the importance of your personal and professional networks during a crisis such as this one. However, this pandemic has especially highlighted that the network of people you surround yourself with early in your career will have a huge impact on your experiences. I am extremely fortunate to have such great friendships with Rachel, Kelsey, Rachel, Joey, and Scott, and each of them at various times has helped me through challenges that seemed overwhelming at first. For instance, when I'm feeling nervous about teaching with new technology, I can call on any of them for advice and best practices from their own classrooms. When I'm feeling excited about my latest R&R, I can have a celebration with any of them over a Zoom happy hour. Make it a priority to develop strong professional and personal relationships with others, which is great advice always but especially during the "challenging times" we all find ourselves navigating.

In sum, being a new professor during a pandemic can be challenging, but by creating new norms, planning ahead, maintaining healthy work and life balance, and developing a strong support network, we've been able to make it through so far, and we know you will too!

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2021 Membership Survey

SIOP Survey Subcommittee: Richard Vosburgh, Victoria Stage, Victoria Hendrickson, Harry Kohn, Stephen King, Brett Guidry, and Erik Zito

SIOP's Membership Survey is conducted every 3 years, most recently in January of 2021. Approximately 15% of the current membership participated ($n = 1,147$), compared to 14% of the 2018 members. The detailed results of the 2021 Membership Survey can be found on the SIOP [Survey website](#). Our focus in this article is to share the results as quickly as possible. Upcoming articles will focus on actions that are planned and underway. An executive summary of the results is provided here.

Overall Findings

- Membership satisfaction and engagement are strong. Scores are favorable (86%) and trending upward.
- Commitment to maintain SIOP membership is high, at 89% favorable, up 1 point from 2018.
- Drivers of engagement suggest the importance of connecting communities of interest, openness to discussing ideas, improved resources, and the value of SIOP membership as compared to other organizations.
- Members see many areas for improvement for the website, including general aesthetics, usability in facilitating networking and job opportunities, ease of user interface in navigating SIOP updates, official messaging, and databases, as well as availability of practical resources.
- A majority (61%) of members are satisfied with SIOP's efforts to facilitate a balance between academic and practitioner interests. Although this sentiment is notably higher among members in an academic setting (71%) than those in a practitioner setting (52%).

Connection to SIOP's Four Goals

One of the ways we reviewed the data was how it linked to [SIOP's goals](#).

Goal 1: Collaborate with organization leaders, communities, and policymakers to understand and confront relevant real-world problems and translate scientific knowledge to promote individual and organizational health and effectiveness.

- Comments suggest a need for more direct use of I-O research and science to address issues of diversity, equity, and inclusion in the workplace.
- Feedback suggests an opportunity to provide resources to better communicate the impact I-O can have in business and government settings.

Goal 2: Build a diverse, inclusive, and agile SIOP that maximizes our impact through effective people, process, technology, and data infrastructure.

- Scores on technology resources (including the website) are more moderate, identifying room for improvement.
- Feedback suggests that SIOP can be more active in connecting different groups and segments.
- Comments suggest that SIOP has an opportunity to prioritize the visibility of minorities, as well as representation in SIOP leadership.

Goal 3: Use and strengthen our ability to gather, energize, and align all those invested in understanding and improving work and workplace issues in ways that inspire action and inclusive dialogue.

- Results show that the SIOP conference is a good opportunity to connect the community. Outside the conference, SIOP could do more to support greater interaction and connection between members.
- Member feedback reveals a desire for more resources that provide practical advice and templates for use in organizations.
- Comments suggest a need for more external outreach to the world for collaboration and interdisciplinary work.

Goal 4: Create an ecosystem that generates future I-O psychology capabilities to advance and advocate for both science and practice by guiding education and lifelong learning.

- Feedback suggests that SIOP could support educational programs (undergraduate and graduate) to build a stronger, more diverse pipeline.
- Member comments also discuss a need for developmental resources, designed for both academic and practitioner audiences.

Impact of COVID-19 on Work

Although 20% stated that COVID-19 did not have a significant impact on their work, the following impacts were experienced:

- 15% had projects or work on hold.
- 12% focused on different types of work.
- 12% experienced at least one layoff or a significant loss of work.
- 11% faced reduced productivity.
- 10% had lower quality of communications and relationships.

SIOP's Reputation

Results suggest that I-O may need some marketing or public relations outside of I-O. Being a member of SIOP is highly regarded within:

- I-O psychology (82%).
- Psychology outside of I-O (27%).
- Business schools (27%).
- Applied/business settings (29%).

ANOVA and T-Test Results

- There was no significant difference in overall satisfaction based on employment setting.
- Fellows indicate higher overall satisfaction compared to Student Affiliates, Associates, and Members.
- Satisfaction was significantly higher for PhDs compared to those with master's degrees.
- Satisfaction was significantly higher for those who self-identified as heterosexual than for other groups.
- Satisfaction was significantly higher for those who self-identified as white than for other groups.
- There was no significant difference in overall satisfaction based on country.
- Fellows' commitment to maintaining membership was significantly higher than Student Affiliates.

Again, our thanks go out to those who participated in the survey! We encourage all SIOP members and leaders to review the full survey results posted on the [SIOP Survey website](#) and continue to share your feedback. Our team is also reviewing alternative approaches in the months to come on how we can continue to gather feedback more regularly as we address critical areas of opportunity for our Society. For additional feedback or questions, please contact Victoria Stage at vstage31@gmail.com.

SIOP Needs You to Submit an Awards Nomination!

Jeffrey M. Cucina
Awards Committee Chair

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

This past year, I had the honor of serving as the SIOP Awards Committee Chair alongside Associate Chair Joseph Allen and Chair-in-Training Jennifer Deal. The SIOP Awards Committee managed a robust awards program consisting of 31 different awards, grants, scholarships, and a graduate student fellowship.¹ A total of \$223,500 was available this awards cycle, and a large team of 31 Awards Subcommittee Chairs and 231 subcommittee members volunteered thousands of hours reviewing the 196 nominations we received and identifying the 42 winners as of press time.² I encourage you to read more about this year's winners' accomplishments on the [Award Winner section of the SIOP website](#)).

According to Koppes (2001), SIOP's awards program can be traced to the creation of the James McKeen Cattell Award for Research Design in 1964, which was funded by a grant from the Cattell Foundation (Milt Hakel, personal communication, February 17, 2021).³ The creation of the S. Rains Wallace Dissertation Award followed in 1970 and continues to be awarded today, over 50 years later. The Distinguished Professional, Scientific, and Service Awards were established in the 1970s and 1980s. In 1996, the SIOP Foundation was established, and it facilitated the creation of additional awards.

By the time I attended my first SIOP 20 years ago in 2001, there were only eight awards. Since that time, SIOP (with the help of the [SIOP Foundation](#) and many generous donors) has significantly expanded the awards program and has also added financial support for graduate students and researchers (through various grant programs). I feel lucky to be a member of an organization that provides so much support and recognition to its star members, students, and researchers.

Although SIOP has an expansive awards program, this program's success depends heavily on SIOP's membership to nominate themselves and others for grants, student financial support, and awards. This is why I am asking you to consider submitting a nomination for the 2022 SIOP Awards cycle. Did you read a great journal article that was published in 2020? Then, please consider nominating it for the William A. Owens Scholarly Achievement Award. Do you know a colleague who is wrapping up an excellent applied project? Then, consider nominating them for the M. Scott Myers Award for Applied Research in the Workplace. Do you know a graduate student in need of funding? Then, encourage them to apply for one of SIOP's scholarships or the Leslie W. Joyce and Paul W. Thayer Graduate Fellowship in I-O Psychology. Do you have a great research idea that needs some funding? Then, apply for one of [SIOP's research grants](#).

Some of you might have previously submitted a nomination that was not selected as the winner. To win an award, a nomination has to be of excellent quality according to the criteria for the award and has to beat the competition for the award in a particular year. Sometimes a nomination is of excellent quality, and worthy of winning the award, but the competition exceeds it. Most awards only allow for one winner, even if there are multiple strong submissions. Other times, nominees gain additional experience after losing an award, raising them into the excellent category for that award in the future. Thus, if you have submitted a nonwinning nomination in the past, I would encourage you to consider resubmitting it in the future if you are still eligible for the award. Indeed, we have had several instances of non-winners being renominated in future years and then winning the award.

Although I cannot guarantee that your nomination will win, I can assure you that the Awards Committee will give your nomination a fair and diligent review. When I first applied for an award, I imagined a smoke-filled room of leaders making deals and passing judgment. However, nothing could be farther from the truth at SIOP today. The Awards Committee uses a rigorous process for determining the winners. We first begin by determining if any of the potential subcommittee members have a conflict of interest with a nominee or nominator per the Conflict of Interest Policy for SIOP Awards, which SIOP members can view in the Awards Committee Operational Procedures on the Governance of the SIOP website. Any potential conflicts of interest are reviewed by the Awards Chair, associate chair, and chair-in-training, who come to consensus on whether an individual can serve as a reviewer. We enforce the policy strictly, and do not even allow individuals with a conflict of interest concerning one nomination to remain involved and review the other nominations. We use the conflict of interest process to maintain the integrity of the awards process and avoid creating awkward situations for reviewers.

Next, at least three subcommittee members⁴ review the nomination packages and provide independent ratings of each submission's quality. The criteria used in the rating process are identical to those on the call for proposals section of the awards portion of the SIOP website. The subcommittee chair then compiles the quantitative ratings and qualitative comments and leads the subcommittee through a consensus discussion to decide on a recommended winner. A report describing the process is then reviewed by the Awards Chair, associate chair, and chair-in-training to ensure that all of the required steps and policies were followed. Some awards are considered finalized at this point, but others go to the Executive Board for approval. The Executive Board also goes through a conflict of interest review, and only members without a conflict vote to approve a particular award. It is rare for an award recommendation to not be approved; I have not seen this happen during my 3-year tenure as the Awards Chair, associate chair, and chair-in-training.

I hope that this year's slate of award winners and my message here have inspired you to consider submitting a nomination for the 2022 SIOP Awards cycle. For more information, feel free to contact me or visit the [awards section of the SIOP website](#), which contains nomination information for each award, [a list of past winners](#), [an interactive poster created by past Awards Chair Kristen Shockley to help you decide which award is best for you](#), and a [video sponsored by the Women's Inclusion Network](#) that demystifies the process of winning an award.

Notes

¹ In addition, there are three conference-related awards for best presentations and a new Family Care Grant that are not managed by the Awards Committee.

² The 2021 SIOP Anti-Racism Grant winners will be announced during the 2021 SIOP Conference after the deadline for this article.

³ This award was later renamed the Edwin E. Ghiselli Award for Research Design in 1984 when the Cattell Foundation's grant expired.

⁴ Some awards require more than three reviewers, and sometimes additional subcommittee members will serve as reviewers depending on the number of nominations for a particular award.

Reference

Koppes, L. L. (2001). *A brief history of the Society for Industrial and Organizational Psychology, Inc.—a division of the APA*. Society for Industrial and Organizational Psychology.
<https://www.siop.org/About-SIOP/SIOP-Museum/Koppes-History>.

Awards Available for the 2022 Cycle

Distinguished Awards

Dunnette Prize
Distinguished Professional Contributions Award
Distinguished Scientific Contributions Award
Distinguished Service Contributions Award
Distinguished Early Career Contributions Award—Practice
Distinguished Early Career Contributions Award—Science
Distinguished Teaching Contributions Award
SIOP Humanitarian Award

Applications and nominations

open on April 1 at

www.siop.org/Foundation/Awards

Deadline is June 30, 2021

Achievement and Best Paper Awards

S. Rains Wallace Dissertation Award
William A. Owens Scholarly Achievement Award
M. Scott Myers Award for Applied Research in the Workplace
Raymond A. Katzell Award in I-O Psychology
Joyce and Robert Hogan Award for Personality and Work Performance
Wiley Award for Excellence in Survey Research
Jeanneret Award for Excellence in the Study of Individual or Group Assessment
Schmidt-Hunter Meta-Analysis Award
NEW! Joel Lefkowitz Early Career Award for Humanistic Industrial-Organizational Psychology

Research Grants

SIOP Anti-Racism Grants
Douglas W. Bray and Ann Howard Research Grant
Small Grant Program
SIOP International Research and Collaboration (IRC) Small Grant
James L. Outtz Grant for Student Research on Diversity
Hebl Grant for Reducing Gender Inequities in the Workplace
NEW! Graen Grant for Student Research on Leaders and/or Teams
Zedeck-Jacobs Adverse Impact Reduction Research Grant

Fellowships and Scholarships

Leslie W. Joyce and Paul W. Thayer Graduate Fellowship in I-O Psychology
Lee Hakel Graduate Student Scholarship
Mary L. Tenopyr Graduate Student Scholarship
SIOP Graduate Student Scholarships
George C. Thornton, III Graduate Scholarship
Benjamin Schneider Scholarship Scholarship

Conference Awards

Best Lesbian/Gay/Bisexual/Transgender (LGBT) Research Award
SIOP Student Travel Award
SIOP Best International Paper
Robert J. Wherry Award for Best Paper at IOOB Conference
John C. Flanagan Award for Best Student Presentation at the SIOP Conference
SIOP 2021 Family Care Grant

SIOP Foundation Visionary Award

Human Resource Management Impact Awards

TIPTopics: Own Your Success: Dealing With Imposter Phenomenon in Grad School

**Andrew Tenbrink, Mallory Smith, Georgia LaMarre,
Laura Pineault, Tyleen Lopez, and Molly Christophersen**

Take a moment to reflect on whether you currently identify or have ever identified with the following statements:

- Sometimes I feel or believe that my success in my life or as a graduate student has been the result of some kind of error.
- I'm afraid people important to me may find out that I'm not as capable as they think I am.
- I often compare my ability to those around me and think they may be more intelligent than I am.

If some of the above statements resonated with you, you may have experienced feeling like an imposter or intellectual fraud at some point in your academic or working career. Although occasional feelings of self-doubt are normal, persistently questioning your place in your I-O psychology program (despite meeting requirements and performance expectations) may be an indicator that you are experiencing the imposter phenomenon (IP).

IP (also referred to as imposter syndrome or perceived fraudulence), initially developed by [Clance and Imes \(1978\)](#), describes feeling like you've only succeeded due to chance or external factors—not your own capabilities. As reflected in the statements you reflected on at the beginning of this article (adapted from the "[Clance Imposter Phenomenon Scale](#)"), individuals experiencing IP feel like they are not as competent as others think they are and that they lack the ability to gain competence ([Badawy et al., 2018](#)). This leads those experiencing IP to feel a lack of belongingness in their academic or working environment, such that there is a disconnect between what they think about themselves and how the external world views them. Although you may be more familiar with the term "imposter syndrome," we use the term "imposter phenomenon" to align with the literature that criticizes the term "syndrome" as implying that experiencing IP is dysfunctional and the result of individual failings ([Feenstra et al., 2020](#)). As you'll see throughout this article, IP results from the interplay of many factors—some individual but some contextual and social. Therefore, we feel that "imposter phenomenon" is a more appropriate term for this construct.

If you think you have experienced IP, you are not alone. [Approximately 70% of professionals](#) across a variety of settings have reported experiencing IP at one point in their careers. Graduate students may be especially likely to experience feelings of fraudulence as we wrestle with our identities and sense of belonging, feelings of inadequacy, constant social comparisons, and the performance expectations of our families/communities and programs and advisors ([Craddock et al., 2011](#)). In this article, we explore the ways in which feeling like an imposter can affect graduate students and the I-O graduate school community. We also offer advice and resources to manage and reduce the effects of IP at the individual, interpersonal, and system level.

Who Experiences Imposter Phenomenon?

When IP was initially introduced, it was thought to only affect women ([Clance & Imes, 1978](#)). However, more recent literature acknowledges that IP can affect all genders, racial and ethnic groups, and people in a variety of professional and educational settings ([Bravata et al., 2020](#)).

Personalities, identities, and contextual factors all play a role in imposter tendencies. Research about IP and personality has linked IP to [maladaptive perfectionism and neuroticism](#), [low or unstable self-esteem](#), and an [external locus of control](#). In her book *The Secret Thoughts of Successful Women*, [Dr. Valerie Young](#) identified five behavioral patterns of high achievers who could be susceptible to imposter feelings. Although these subtypes haven't been empirically tested, they may be helpful in identifying and articulating your own feelings and behaviors (read more about these subtypes in [this](#) article):

- The Perfectionist: These individuals set high expectations and focus on their failures rather than achievements.
- The Expert: These people fear looking incompetent or stupid, which could result in them not speaking up or taking on a task unless they know every detail.
- The Natural Genius: These people feel like a fraud when something doesn't come easily to them and view needing to put in effort as a sign of failure.
- The Soloist: These individuals want to do everything on their own and feel like a fraud if they need to ask for help.
- The Superwoman/man: These people feel pressure to work very hard compared to their colleagues; they often feel stressed when they aren't accomplishing something.

Although understanding IP at the individual level of analysis is important, we also agree with the many authors (e.g., [Feenstra et al., 2020](#); Clance et al., 1995) who advocate for the importance of interpersonal and social contexts in the examination of IP. Our social context provides highly important cues about how we should feel about ourselves and our situations, and the subtle and overt cues we perceive in our environment can signal whether we “belong” in a certain role, space, or environment (see related research on social identity threat theory; e.g., [Steele et al., 2002](#)).

Studies have found that [ethnic minority students/employees](#), [women in STEM fields](#), and students/employees from [low SES backgrounds](#) are at higher risk for feeling like imposters. Societal stereotypes, lack of representation, and negative interpersonal interactions at work or school can signal to individuals with an underrepresented or marginalized identity that they “don't belong,” triggering enhanced feelings of IP (Feenstra et al., 2020). In a topical example, an [op-ed](#) published earlier this year questioning Dr. Jill Biden's credentials brought attention to the narratives pushed by popular press that make women in academia question their legitimacy. These narratives, which are reinforced by negative stereotypes about women's cognitive ability and by a lack of female representation in STEM fields and at higher levels in academic institutions, may cause female academics to doubt their successes and belonging—reinforcing feelings of IP.

Research in the areas of social identity threat, stereotype threat, and felt belonging reinforce the importance of considering the person–environment interaction when explaining behavior. For example, identity-based motivation theory suggests that someone's motivation decreases when individuals interpret their situation as incongruent with their identity (i.e., “this behavior is not for people like me”; [Oyserman & Destin, 2010](#)). Research on stereotype threat (Steele & Aronson, 1995) has consistently found that awareness of negative stereotypes about an identity with which one identifies can negatively influence performance and behavior. Lack of motivation, poorer performance, and anxiety around conforming to a negative stereotype can perpetuate and motivate IP. About the interplay between IP and stereotype threat, [Womble Edwards \(2019, p. 19\)](#) writes:

Rooted in the ideologies of privilege and oppression, both phenomena ignite a sense of otherness and propagate the dominant metanarrative. Whether they feel as though they do not belong (i.e., imposter syndrome) or they feel as though they must prove they belong (i.e., stereotype threat), some marginalized groups are hyperaware of how they are othered, and this awareness influences how they navigate spaces.

How Can Imposter Phenomenon Impact Graduate Students?

The conversation surrounding IP has become increasingly prevalent amongst graduate students and academics, with [op-eds](#) and Twitter threads concluding that graduate school presents unique challenges that can trigger imposter feelings and isolation for some students. The prevalence of IP among graduate students may be in part motivated by who is attracted to graduate school—often high-achieving, perfectionistic individuals. The academic environment is also likely to play a significant role in perpetuating graduate students' feelings of IP. Graduate school can be a highly isolating, critical, and demanding environment for students. Further, universities have been historically exclusionary to marginalized groups, and there still exist systematic barriers for academics with nontraditional backgrounds, identities, and characteristics that can amplify their perceived “otherness” and feelings of IP.

Graduate students experiencing IP are likely affected by the “[imposter cycle](#).” This cycle manifests when individuals experiencing IP strive for perfection, leading to (a) procrastination because they fear that they do not have the competency to produce high-quality work, or (b) overpreparing and spending more time than needed on the assignment to produce high-quality work. For instance, a grad student may be caught up in the “imposter cycle” when they continuously delay submitting a paper for publication in fear that it will be rejected. Students dealing with IP may also avoid participating in class, skip opportunities to attend and present at conferences, or be apprehensive to apply for internships or grants. As a result, IP is hindering the academic and professional development of graduate students—likely negatively affecting their future career prospects. This notion is supported by existing research that suggests that those experiencing IP tend to limit themselves in their careers—decreasing their potential for career growth and satisfaction ([Neureiter & Traut-Mattausch, 2016](#)).

IP can be associated with anxiety (e.g., negative affectivity, neuroticism; [Ross et al., 2001](#)), poor self-views (e.g., low self-esteem, low self-perceived intelligence; [Kumar & Jagacinski, 2006](#)), and even poor personal relationships. Connecting with others may become difficult as those experiencing IP feel unworthy of a relationship with their peers. Licensed marriage and family therapist [Moraya Seeger De-Geare](#) states that individuals experiencing IP may think, “[If I show up as my authentic self, this person is going to reject me, and I’m not deserving of this relationship.](#)” As a result, those experiencing IP may end up socially isolating themselves at school, at work, and in their personal lives. With such detrimental effects, we hope to spend the remainder of this article discussing strategies to ameliorate these feelings and reduce the negative outcomes of IP.

How Can We Reduce Imposter Feelings for all I-O Graduate Students?

Although IP feelings in graduate school are common, writing off IP as “just the way things are in graduate school” can halt conversations about what we can proactively do to reduce feelings of IP. In particular, perceived belonging appears to be an important protective factor that can reduce graduate students' imposter feelings. [Sverdlik et al. \(2020\)](#) describe perceived belonging and IP as two sides of the same coin. When graduate students feel a sense of belonging in their academic community, they feel valued, involved, important, and are more likely to see themselves as an “academic.” Thus, fostering an

inclusive, welcoming, and safe culture in your graduate program is likely to have real benefits for reducing IP. Below we introduce a few strategies at the program, interpersonal, and peer level to increase perceived belonging and decrease IP.

Communicate inclusive values through policies and practices. Studies based in social-identity-threat theories provide evidence that we can reduce feelings of IP and increase students' sense of belonging through policy changes and communication. For instance, [Browman and Destin \(2016\)](#) found that low-SES students experienced less identity mismatch and higher academic motivation and efficacy after reading messages that their school supported socioeconomic diversity through their values, programs, and resources. Similarly, [Hall et al. \(2018\)](#) found that women in STEM experienced lower identity threat and higher expectations of positive interpersonal relationships when their organization had gender-inclusive policies.

Share failures and processes along with successes. [Cisco \(2019\)](#) suggests that faculty can “demystify the processes of academia” (p. 17) for students to reduce IP. Academia can be daunting when students only see their peers' and professors' published papers and accolades while they are struggling with rejected papers or poor grades. Cisco (2019) believes it could be helpful for advisors to share their rejections and processes with students, as opposed to only their successes and finished products. Ask your advisor to share the processes they use to navigate writing manuscripts and reading academic literature. Ask your professors and peers for their strategies when dealing with rejection and critiques, and be open with sharing your own setbacks and rejections. Creating an environment where critiques and setbacks are not shameful can help students accept that perceived failures are not a sign of their own incompetence but an integral part of academia.

Foster belonging and build your “science identity” through mentorship. Mentorship in graduate school can occur in many forms, from being enrolled in a formal mentorship program to seeking informal mentorship from your peers. There are numerous benefits to mentorship for both the mentor and mentee, including emotional support, personal support, career development, and satisfaction ([Ehrich et al., 2004](#)). Seeking help from others also deepens your connection to individuals within your field, further reducing IP by fostering feelings of belongingness.

Mentors can help create an identity-safe graduate school environment through role modeling, representation, and culturally responsive mentorship. Culturally responsive mentorship occurs when mentors validate their mentee's social identities while simultaneously reinforcing self-efficacy in their field. This type of mentorship helps students develop a “science identity” ([Chemers et al., 2011](#)) that is compatible with their social identities. Underrepresented graduate students who received culturally responsive mentoring felt more confident as researchers and became more committed to their academic and career goals ([Haeger & Fresquez, 2016](#)). For a great resource on best practices in mentorship, including culturally responsive mentorship, see the website: [The Science of Effective Mentorship in STEM](#).

What Can I Do About My Own Imposter Feelings?

At this point you may be wondering: “How do I as an individual build resilience to the highly critical nature of academia to feel like a valued contributor who can thrive in the I-O field?” The answer to this will differ for everyone, but below are some tips and resources you can use to better understand and mitigate your imposter feelings.

Set mastery goals and adapt a growth mindset: Mastery goals focus on learning and gaining new skills rather than on performance or avoiding errors. Research has found that setting mastery goals is an effective strategy to feel more confident and engaged even in the face of identity-threatening situations ([Stout & Dasgupta, 2013](#)). Practice a growth mindset by focusing on your process and effort rather than your innate skills. For example, instead of telling yourself “you tried your hardest, that’s all you can do” when you make a mistake, instead think “It’s ok if I don’t get something right away. What are my next steps?” Read more about growth mindset and other strategies to help mitigate the effects of IP and stereotype threat in [Nolan Young and Vargas’ seminar worksheet for the University of Notre Dame](#).

Daily self-affirmations: Research has found that writing daily self-affirmations about belonging improved performance for members of negatively stereotyped groups ([Shnabel et al., 2013](#)). When experiencing IP feelings, take time to reflect on your values, your worth, and the people with whom you are connected. It can be helpful to set aside some time each day to reflect on your unique contributions, accomplishments, and perspectives while also celebrating the people who and experiences that helped shape who you are today.

Master your own thoughts: Personal development coach [Jess Stuart](#) lists several ways in which we can quiet the IP voices in our head. She challenges us to remember that our internal self-doubt is not a reflection of our external reality. You do not need to prove your worth to others, only to yourself. We should also acknowledge that although it’s common to have feelings of IP, we can choose to observe those thoughts and let them go rather than identifying with them.

Limit social comparisons on social media: Although social media can be a great way to connect with other scholars, there is also evidence to support that online social comparison can fuel IP ([Perrelli, 2020](#)), poorer psychological health, and lower academic performance ([Malik et al., 2020](#)). Be mindful that people are motivated to use social media to post socially desirable and glossy portrayals of their successes that often don’t tell the full story of their experiences. Check in with yourself about your relationship with social media (particularly academic social media), and take breaks if you find yourself engaging in social comparison in a way that doesn’t feel healthy for you.

Seek feedback: Because those experiencing IP are normally successful and high-achieving individuals, it may not be apparent to your professors or advisors that you are in need of feedback. Don’t be afraid to take an active role in the feedback process if you are doubting your abilities or need reassurance ([Anseel et al., 2015](#)). Seeking feedback from your advisor may provide confirmation that you are on the right path, and they will likely highlight the accomplishments that you may have overlooked.

Reconceptualize the definition of a scholar: Dr. Callie Womble Edwards explains that she combated her IP by redefining who she was taught a scholar was (i.e., white, able bodied, cis, male) to a definition that included her philosophies and identities. To arrive at her new definition she journaled, used social media (through sharing the hashtags #TheLifeofaScholar and #ILookLikeAScholar), reviewed literature, self-reflected, and critically examined definitions of scholars for implicit assumptions. This process allowed her to stop comparing herself to the old, narrow definition of a scholar that made her question her belonging. [Read Dr. Womble Edwards’ article here](#) and more about her organizations [here](#) and [here](#).

Abandon the concept of imposter syndrome/phenomenon: Another strategy to consider is to not only combat IP but to abandon the entire notion altogether. Some academics are calling for a retirement of the phrase “imposter syndrome” claiming that academia’s exclusionary history guarantees that anyone

who has identities outside of the majority will experience imposter syndrome. You might feel it's time to abandon this phrase all together and reduce its power over you.



Next time you have thoughts of unworthiness or self-doubt, take a moment to recognize it is just that—a thought! Remind yourself, “I am not an imposter; I belong in academia,” because you do. It is our hope that our article provides you with the information and resources needed to continue combating IP in graduate school and throughout your I-O career.

Andrew Tenbrink is a 5th-year PhD student in I-O psychology. He received his BS in Psychology from Kansas State University. His research interests include selection, assessment, and performance management, with a specific focus on factors affecting the performance appraisal process. Currently, Andrew has a 1-year assistantship working as a quantitative methods consultant in the Department of Psychology's Research Design and Analysis Unit at Wayne State University. Andrew is expected to graduate in the summer of 2021. After earning his PhD, he would like to pursue a career in academia. andrewtenbrink@wayne.edu | [@AndrewPTenbrink](https://twitter.com/AndrewPTenbrink)

Mallory Smith completed her Master of Arts in I-O Psychology in the spring of 2020. Prior to graduate school, she earned her BA in Psychology and German from Wayne State University. Her interests include factors influencing employee attitudes, efficacy, and perceptions of justice during organizational change. After graduation, Mallory started a new job in the healthcare industry, leveraging both her I-O skillset and background in information technology to support digital transformation, enhance work processes, and encourage employee adoption of new innovations. smithy@wayne.edu | [@mallorycsmith](https://twitter.com/mallorycsmith)

Georgia LaMarre is a 4th-year PhD student in I-O psychology. She completed her undergraduate education at the University of Waterloo before moving over the border to live in Michigan. Georgia is currently working as an organizational development intern at a consulting firm while pursuing research interests in team decision making, workplace identity, and paramilitary organizational culture. After graduate school, she hopes to apply her I-O knowledge to help solve problems in public-sector organizations. georgia.lamarre@wayne.edu

Laura Pineault is a 5th-year PhD candidate in I-O psychology. Her research interests lie at the intersection of leadership and work-life organizational culture, with emphasis on the impact of work-life organizational practices on the leadership success of women. Laura graduated with Distinction from the Honours Behaviour, Cognition and Neuroscience program at the University of Windsor in June 2016. Currently, Laura serves as the primary graduate research assistant for a NSF RAPID grant (Work, Family, and

Social Well-Being Among Couples in the Context of COVID-19; NSF #2031726) and is a quantitative methods consultant for the Department of Psychology's Research Design and Analysis Unit at Wayne State University. Laura is expected to graduate in the spring of 2021. laura.pineault@wayne.edu | @LPineault

Tylen Lopez is a 3rd-year PhD student in I-O psychology. She received her BA in Psychology from St. John's University in Queens, New York. Her research interests include diversity/inclusion, leadership, and well-being in the workplace. Tylen is currently a graduate research assistant and lab manager for Dr. Lars U. Johnson's LeadWell Research lab at Wayne State University. Tylen is expected to graduate in the spring of 2023. After earning her PhD, she would like to pursue a career in academia. tylen.lopez@wayne.edu | @tylenlopez

Molly Christophersen is pursuing a Master of Arts in I-O Psychology. She earned her BA in Sociology from Michigan State University in 2016. Her interests include workforce training and employee development. After graduate school, she has her sights set on an applied career in the private sector—ideally in a role where she can help businesses train and develop their employees, effectively helping individuals to grow within their organization. mollychristophersen@wayne.edu | @molly_kate32

Hold the Date: Oct 7–9, 2021
Leading Edge: Leadership Development

Karen B. Paul, 3M Chair of 2021 Leading Edge Consortium

According to the Conference Board (2020) C-Suite Challenge, talent is the number one stress point globally for CEOs with talent shortages acutely felt across all industrial sectors. It is our view that the need for leadership development has never been more urgent; companies of all sorts realize that to survive in today's environment, they need leadership skills and organizational capabilities different from those that helped them succeed in the past, and they need these skills at all levels. Yet, what these skills are and how best to develop leaders for a future that has yet to arrive are the subjects of many debates in organizations, consulting firms, and academia. For these and other reasons, the SIOP 2021 Leading Edge Consortium (LEC) will focus on the topic of *Leading Edge: Leadership Development*.

Please hold the date, and join myself and the SIOP LEC Design Team for this virtual event:

- **David V. Day**, Claremont McKenna College
- **Gordon (Gordy) Curphy**, Curphy Leadership Solutions
- **Alexis Fink**, Facebook
- **Mike Benson**, General Mills
- **David B. Peterson**, 7 Paths Forward
- **Allan Church**, Pepsico
- **Laura Mattimore**, Procter & Gamble
- **Samantha Guerre**, 3M

Leading Edge: Leadership Development

Virtual Conference Event: October 7–9, 2021 (Thur–Sat)
Virtual Workshops: Sept 30–Oct 2, 2021 (Thur–Sat)



Obituary

Dr. Paul Richard Jeanneret

On January 31, Dr. Paul Richard “Dick” Jeanneret died peacefully at his home in The Plains, VA, after a long illness.

Dr. Jeanneret was born to Lou and Alice Jeanneret on Nov 30, 1940, in Baltimore, MD, and attended Friends School, University of Virginia, University of Florida (master’s degree), and Purdue University (PhD).

Dick served as a commissioned officer in the U.S. Navy and upon separation from the service received his doctorate from Purdue University in 1969. Dick joined the consulting firm of Lifson, Wilson, Ferguson, and Winick in Houston, Texas, thus starting a 40+-year career as an industrial-organizational psychologist. In 1981 Dick formed the firm of Jeanneret & Associates, building a successful consulting practice based in Houston but serving clients across the country and internationally. Joining with long-time friends and colleagues, the firm merged with Valtera Corporation in 2006; Dick retired from his position as president of Valtera in 2011.

Dr. Jeanneret was a Fellow of SIOP, and during his career he was an active participant and leader in his profession, publishing widely in professional journals and books, serving on and chairing committees, and presenting at numerous conferences. He gained international recognition as an expert in the science of job analysis beginning with his dissertation and continuing with his work on the O*Net, the current national job-analysis paradigm; he was part of the team that won the 2002 M. Scott Myers Award for Applied Research in the Workplace. Dr. Jeanneret was also widely respected for his seminal work in the application of individual assessment in applied settings. In 1990 he received the SIOP Distinguished Professional Contributions Award, a lifetime achievement recognition of his important and enduring influence on the practice of I-O psychology. Dick supported the profession in many ways including his gifts to the SIOP Foundation. He established the Jeanneret Award for Excellence in the Study of Individual or Group Assessment and funded the inaugural Praxis grant that led to a symposium of the assessment of leaders and a subsequent grant to fund research on global assessment and development. With his high intellectual standards and unshakeable ethics, he enjoyed the respect and admiration of his professional colleagues, employees, and friends.

Dick and his wife Sandy were generous supporters of Houston Methodist Hospital. They established the Surgical Training Advancement Research Fund (STAR Fund) and the P. Richard and Sandra Jeanneret Fund in Improving Outcomes After Hospitalization for Geriatric Patients With Neurodegenerative Disorders, and they were Centennial Lifetime Members of The Society for Leading Medicine at Houston Methodist Hospital.

Dr. Jeanneret is predeceased by his parents and stepdaughter Susan Lynn Moring. He is survived by his wife, Mrs. Sandra Lynn Jeanneret; three sons, David, Daniel, Brandon; and stepson Colonel (ret.) John Love Moring III.

Max. Classroom Capacity: The Case for Cases

Loren J. Naidoo, California State University, Northridge



Dear readers,

Welcome! I hope you are well and weathering what will hopefully be the last few weeks or months of pandemic life here in the USA (fingers crossed!). I have yet to be vaccinated, I'm likely to continue teaching fully online through fall 2021, and my kids are still at home from school 24/7, so I'm not ready to take my mask off just yet...

I'd like to start this column with a short exercise—a mental warmup, if you will. (a) Please read the following brief case, (b) individually think about and then write down your answer to the question at the end of the case, and (c) discuss with a classmate or two (or, perhaps more realistically in this ongoing pandemic, a zoommate¹ or two) and try to arrive at a common understanding of the case and answer:

You are Head of Sales at Dunder-Mifflin, a medium-sized paper-sales company. Dunder-Mifflin has experienced decreased sales and increased turnover in the 2 years since Anna, the new sales staff manager, was hired. Although you have always found her to be competent and friendly in your interactions with her, you have heard rumors that she is not an effective motivator and that her sales staff dislike working for her. You are feeling increasing pressure from the CEO to take corrective action.

What do you do?

This is an example of a mini case that I often use at the start of the semester in my undergraduate classes to introduce some I-O psychology concepts and get a sense of how students are thinking about workplace issues. It's very simple, and there's nothing special about it—anyone can write something like this with a bit of thought. In fact, you might think it's *too* simple, that there's not enough information for students to arrive at a solution. That's a fair critique if your goal is for students to arrive at a single correct solution. However, consider how rarely there are single correct solutions in actual managerial decision making. With this case, my goal is to introduce different ideas and evaluate how students think about issues. In my view its simplicity is a feature rather than a bug because it allows students to impose their own assumptions and worldviews, thereby revealing them and opening them up for discussion. Additionally, the questions that students ask about the case can also be very revealing (e.g., "Was she a manager before joining the company?" "What do you mean by *rumors*, exactly?"). I've used this mini case for a few years now, with the benefit being that I now have a good idea of the different ways in which students tend to analyze this case.

In my experience, many students jump straight to behaviorist solutions without thinking too deeply about the situation: Threaten Anna with sanctions if she fails to improve, or use monetary incentives to get her to perform better. Some students argue that Anna should be fired so as to hold her responsible for her team's poor performance. Usually they talk about the possibility that the compensation system may not be working and suggest a number of potential changes such as shifting to a commissions-based system. Overall, I think this speaks to the enduring influence of behaviorism in our education system, in the workplace, and in society at large (or at least among my students). This case can create an opportunity to discuss the various benefits and limitations of behaviorism and a behaviorist approach to management.

Some students' solutions involve gathering more information: "I would talk to Anna and ask her why she's not motivated," "I would talk to Anna's team to figure out what she's doing wrong," "I would ob-

serve Anna's interactions with her team to try to identify bad leadership behaviors," and so on. Often this direction involves speculation of the fit between Anna and her job, of her lack of leadership skills, maybe of potential causes of conflict between manager and staff. This can lead to a discussion of selection, P-O fit, theories of personality, leadership styles, analysis paralysis, and so on.

Rarer still is for students to identify potential situational factors: "Maybe Anna is a good manager, and the rumors are coming from one disgruntled employee." This can prompt a discussion about the validity and reliability of data. Some students identify potential competitive or macroeconomic factors: "Maybe another paper company opened nearby, and they are poaching staff and sales accounts from Dunder-Miff, leading to higher turnover *and* lower sales," or "Fewer and fewer organizations are buying paper, so maybe employees are demotivated because their sales and commissions are going down." This opens the doors to discussions about levels of analysis, the tendency for people to assign internal loci of causation for events or other people's behavior, building causal models to analyze situations, and so forth.

In a variation on this case, I sometimes ask students to apply an analytic problem-solving approach to this case in which they (a) define the problem, (b) generate alternative solutions, (c) evaluate the alternatives and select one, and (d) implement the solution and follow up. If you miss Step 1, the fall down the rest will be painful!

Typically, my goals of the discussion prompted by this mini case are to cement the following points:

1. Events at work are often complex, with multiple potential causes and outcomes, so it's important to think broadly when trying to analyze and solve problems at work.
2. There isn't always a single correct answer in this class or in life; theories are tools that can help you to formulate hypotheses, and the key is figuring out which theories to use in which situations.
3. Jumping straight to solutions without analyzing the problem may lead to even bigger problems.
4. Each student needs to be able to think about issues and develop individual solutions, but also listen to others' views and collaborate to develop better solutions, even if they are different from one's initial views.
5. This instructor values *students'* thoughts and ideas—not just the reiteration of his own.

This is one example of a case-based approach to teaching I-O psychology. I must admit that as someone whose educational background is entirely within psychology, I received very little exposure to this approach as an undergraduate or doctoral student.³ I'd like to make the case for cases to be included in your teaching toolbox.

I didn't start using cases until I taught in Baruch College's international executive MS program in HR and global leadership in Taiwan and Singapore. I was told that if it wasn't apparent to students how they could use what they were being taught, they would not like it! But I was very resistant to using cases that other people had published (e.g., in *Harvard Business Review*). There tended to be a lot of general business info in those that, as an inexperienced I-O psychologist, I just didn't understand how to use (or understand at all!) or that didn't seem relevant to the things that I wanted students to learn. So, I decided to write my own cases, starting with very short, targeted ones revolving around specific theories or practices and ending with long, involved, and detailed cases into which I would try to pour an entire course worth of material.

For example, in that international executive MS program I eventually taught a class on business research methods in which I developed a fairly detailed case for a series of group projects. The case described a

retail company that specialized in selling luxury travel accessories in various airports around the world (I wrote most of the case on a 16-hour flight from New York to Hong Kong). I created data on sales, turnover, and profits for 24 locations across four regions of the globe. These data showed a complex pattern of decreasing profits and increasing losses due to turnover in many (but not all) locations. Company management is divided on whether to blame a poor work culture or compensation system that too heavily weights salary over commissions. The company hires you (student groups as consulting companies) to design a scientific study to ascertain the effectiveness of positive sales training and/or team-culture interventions in terms of reducing turnover. For the first assignment each group is required to develop a research design (e.g., pre-post quasi-experimental), sampling procedures and timeline, a plan for data analysis, and also to make the business case for the study, weighing potential costs and benefits. For the second assignment, each group had to design from scratch all measurement materials (e.g., surveys, focus groups, mystery shopping). For the final assignment, each group had to amend their first two assignments based on feedback provided by me, invent results for the study they proposed, interpret those results, and formulate conclusions and recommendations for the client organization.

Again, this isn't rocket science; anyone can write these—boy, my students would really get into it! They would create names and logos for their consulting companies, dive into the details of the data, vigorously debate various study designs and methodologies, and, in some cases, generate fake individual-level data by answering the surveys they themselves designed over and over again so that they could have “real data” to analyze! In terms of Bloom's taxonomy, they were up there at the *Analyze*, *Evaluate*, and, dare I say, *Create* levels, and having a great time doing it (Bloom, 1956). Safe to say, a lot more fun than a multiple-choice exam. Internships and consulting projects with *real* organizations are another means of achieving this, though they seem considerably more difficult to organize and run—a topic for another day.

Case methodology can work for PhD students in I-O psychology as well. I used case-based essay exam questions in my doctoral classes in organizational psychology, such as the following (it's a bit dated now, but you get the idea):

You have been contracted as a consultant to advise Yougo, an Internet startup company founded in 2010 by Dennis Hugo, a charismatic young entrepreneur who formerly was a low-level programmer at Facebook. Hugo envisioned Yougo as a competitor to Apple, in which hip, high-end, cutting edge communications devices are developed and sold. Its prototype Y-Phone series of personal communication devices generated considerable buzz for incorporating an optional subcutaneously implanted headset and microphone, and virtual reality glasses with eye-tracking technology (“blink-to-click™”), becoming the first fully functional hands-free, commercially available smartphone. Based on favorable appraisals of the potential of the Y-Phone series, Yougo went public with a large IPO, with Hugo retaining a large 30% stake and remaining the CEO. Yougo anticipates tripling its workforce in the next 3 years and rolling out version 1 of the Y-Phone for mass production. Based on your expertise in organizational psychology, they would like your advice in the following areas.

Yougo's investors and board of directors are concerned with creating management systems that can both produce and support innovation but also maintain stability over time. They consider the current culture at Yougo to be very similar to the culture at Facebook: not very bureaucratic, casual, considerable free time for employees, and characterized by a somewhat naïve idealism. They consider the relatively higher level of bureaucracy a key ingredient in the success of Apple, and consequently would like to shift Yougo toward greater bureaucracy but without sacrificing their ability to innovate. Based on your understanding of these issues, what advice would you give them in regard

to (a) means by which one may change organizational culture and (b) any limitations in their ability to do so, or the beneficial outcomes of doing so?

Students were required to propose and evaluate solutions to the problem, making sound arguments and citing literature on organizational culture (Schein, 1996), socialization (Klein & Weaver, 2000), and so forth to support their views. Subsequent questions required students to demonstrate their knowledge of the spread of technological innovations (Anderson & Tushman, 1990; Kuhn, 1970), of systems theory (Katz & Kahn, 1978), and the attraction, selection, attrition model (Schneider et al., 1995). Again, rather than understanding the theory/research in the abstract, the goal is for students to apply the ideas.

Here's a final example:

Imagine that you manage a call center. You are concerned about the low motivation of Claire, one of your direct reports. Your organization offers highly competitive salaries (top 25% in the industry) plus merit-pay based on the number of calls handled in a day. Despite this, Claire's performance has been consistently low over her 3-year tenure in the position. Specifically, although she has very high customer satisfaction ratings, she is always in the bottom third of her team in terms of number of calls per day and is often seen spending time talking with her (mostly newer) coworkers, who, despite this, tend to be highly productive. How would you fix Claire's motivation problem?

I'll leave you to figure this one out. It's a bit tricky. There's no single correct solution. There's not a lot of detail, so you might have to make some assumptions...

I used this an hour ago at the time of writing. At the end of class, I asked my students what (if anything) stood out to them as particularly useful to their careers from the class. One student mentioned her group's discussion of the case: "At first we thought we should reprimand Claire. But as we talked about it, and the more we read and reread each sentence, and talked about what was going on, our views shifted until we realized that Claire didn't have a motivation problem at all." ***What do you think?***

As always, your comments, questions, and feedback are welcome: Loren.Naidoo@CSUN.edu. Stay safe and healthy!

Notes

¹ I thought myself very clever when I came up with "zoommate" but according to Urban Dictionary the term was coined by someone else in May of 2020, so now I just feel out of touch—boo on you, the Internet!

² The story, all names, characters, and incidents portrayed in this case are fictitious. No identification with actual persons (living or deceased), places, buildings, products, or single-camera-mocumentary-style sitcom series is intended or should be inferred.

³ If you are more familiar with this pedagogical approach than I am, please email me and tell me what you think and what cases you use!

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SIOP–UN Short-Term Projects: Sounding Boards and Literature Reviews

Julie B. Olson-Buchanan, Mark Poteet, Irina Kuzmich, and Lauren Moran

In its capacity as an NGO with the United Nations Economic and Social Council (ECOSOC), SIOP seeks to leverage employment-related theory, research, and practice to help advance the goals of the United Nations (UN) and increase I-O psychologists' potential for global impact. One way in which SIOP advances this mission is by working directly with UN organizations on improving their talent management systems. The overarching mission of the SIOP UN Committee is to support the UN through this type of work so the UN can better attain its goals for maintaining international peace and security; developing friendly relations among nations; along with promoting social progress, better living standards, and human rights. In particular, SIOP UN Committee is working to assist various stakeholders to make progress on the Sustainable Development Goals (SDGs) laid out in 2015 for completion by 2030. Some of the projects involving the UN Committee and SIOP members include helping UNICEF revise its competency and job-classification framework, assisting the PCUN with team building and goal setting, and reviewing the performance management system and practices of the UN Economic and Social Commission for Asia and the Pacific (ESCAP).

Most recently, we had the opportunity to work with the United Nations Development Programme (UNDP) on its efforts to revise its recognition and rewards programs. SIOP Member **Anton Botha**, who worked in assessment at the UN Secretariat for several years and was a liaison with the UN Committee previously, reached out to us with this opportunity when he began working with UNDP as a consultant while he was sheltering in place in South Africa.

Background of UNDP and the Rewards and Recognition Project: UNDP is at the frontline of addressing some of the world's most pressing problems, including eradicating poverty in all its forms; accelerating structural transformations for sustainable development; and building resilience to crises and shocks within, and among, nations. To that end, UNDP needs not only a highly qualified global workforce but an engaged and motivated one as well. However, data from their global staffing survey of about 19,000 personnel show they feel "under or unrecognized" for their efforts and that good performance is not sufficiently acknowledged. In response, UNDP has since launched an initiative to recognize and reward employee performance. However, as research in I-O psychology and the field of work-motivation theory shows, there are many pitfalls to avoid when building and executing a successful rewards and recognition program.

In our discussions with Anton about how we can support this initiative, we decided SIOP would be most helpful in serving as a sounding board to both generate evidence-based ideas for such an initiative and to later critique and give feedback about the UNDP proposal. The steps we followed are enumerated below.

1. **Invitations.** We wanted to have a mix of practitioners and academics with expertise in the areas of work motivation, rewards/compensation, and cross-cultural/international. We used the SIOP Corporate Social Responsibility Registry and SIOP member directory (filtered by content area) to select a cross section of Fellows and Members who identify as primarily academics or practitioners. We sent this group an email that described the project and asked if they would be willing and available to attend the first 2-hour Zoom session (in September 2020).
2. **Brainstorming session.** At the first 2-hour session, Anton Botha and his colleague Philippa Mathewson provided an overview of the UNDP context and the planned project, including its

goals, constraints, and a description of other related processes and programs currently in operation. Anton and Philippa proposed several questions to serve as prompts to brainstorm in the two breakout groups facilitated by Mark Poteet and Julie Olson-Buchanan that included SIOP members **Thomas Becker, Thomas Carnahan, Stuart Carr, Jennifer Deal, Marylene Gagne, Sharon Glazer, Ishbel McWha, and George Yancey**. Each group had the opportunity to engage in a brainstorming session, with an eye toward generating suggestions that had evidence-based foundations and/or suggestions of relevant literature that could inform the project. Then, the groups reunited to share their discussions as a whole. The breakout sessions and group sessions yielded a very intriguing discussion, in large part due to the diversity of perspectives represented by the participants, as well as the unique UNDP context. Anton described the content generated from this session as an *“enormously useful body of information.”*

3. **Program development.** Next, Anton and Philippa drew from the ideas, comments, and questions from the brainstorming session to develop a proposal for the UNDP Rewards and Recognition program. They presented this program in various iterations to several groups within the UNDP, continuing to modify and revise it.
4. **Feedback session.** The same sounding-board group was reassembled for the second 2-hour session in October, where Anton and Philippa presented their proposal. The SIOP members then had the opportunity to critique the proposal and identify potential areas of concern, such as the unintended consequences of implementing such a program or ways in which it could be revised in light of varying cultural norms and/or individual differences. In describing this component of the project, Anton notes *“Once again, the conversation helped point out potential pitfalls and allow UNDP to refine its program in a way that was attuned to the needs of the organization while remaining true to what the latest science says.”*

Outcomes. From the SIOP UN Committee’s perspective, we were very pleased with the opportunities presented by this short-term project. Several of our SIOP members outside of the committee were exposed to the work of the UNDP, and they shared they found this experience to be intriguing and rewarding. The project was a 4–5 hour time commitment for each member, yet it provided a meaningful way to be engaged.

Background of Engagement Survey Project. In addition to helping the UNDP with its reward and recognition program, Anton requested assistance from the SIOP UN Committee on understanding the latest research and best practices related to employee-engagement and organizational-staffing surveys. This work was requested to assist with efforts to redesign the UNDP’s current global staffing survey to better align with best practices and latest research. Specific areas of inquiry focused on theoretical frameworks for measuring employee engagement, cross-cultural differences in engagement and its measurement, and contemporary best practices around engagement surveys.

In discussing the scope of this project, we decided it was particularly well-suited for two of our latest SIOP UN interns. We had recently begun a pilot program in which graduate students work with the SIOP UN Committee for 6-month internships to enhance student exposure to the work in this area. Lauren Moran and Irina Kuzmich were the first two students in this pilot program and were very interested in working on this project, so the timing was perfect. Lauren and Irina worked in conjunction with Sophia Morin, a former intern at the UN, to conduct literature reviews, analyze I-O insights, and present the results of their findings.

First, Lauren and Irina, along with Sophia and Mark, met with Anton to learn more about the background and structure of the UNDP and the state of the global staffing survey. Anton shared that the survey is currently administered every other year and has been described as cumbersome due to the large number of questions and dimensions that are measured, producing reports that are difficult for managers to act upon. To assist Anton in compiling a report to the UNDP's senior management on recommendations for future directions for the global staffing survey, Lauren, Irina and Sophia researched several areas including the theoretical framework for engagement, which included the differing definitions of engagement and the most commonly used scales and correlations with important organizational outcomes. Given that the UNDP has personnel around the world, cross-cultural differences in engagement were also explored to assist in understanding the commonalities and differences in definitions and experiences of engagement across different countries. Finally, literature was reviewed on the best practices for engagement survey design and administration, such as frequency, length, question type, and results reporting. Due to the unique circumstances resulting from the global pandemic, attention was also paid to surveying during times of disruption.

Once Irina, Lauren, and Sophia had finalized their literature reviews, they met with Anton to present their key findings via a slideshow presentation. Much of the conversation was devoted to the differing perspectives on employee engagement in the literature, how engagement is viewed across cultures, and measurement approaches. In particular, discussion of the various definitions of employee engagement and how engagement compares to other related constructs helped to piece apart the measures included in the UNDP's current global staffing survey. This allowed Anton to determine whether the UNDP's survey items matched both (a) the way each desired construct was defined and measured in the literature, and (b) the information the UNDP hoped to gain from the survey. The SIOP UN interns were also able to advise Anton on the best administration practices for engagement surveys, providing suggestions for potential ways to address existing concerns over frequency and length of the survey. Ultimately, the discussion and slide deck will be used to guide the creation of a new annual global staffing survey. The SIOP UN interns also gained valuable experience as "consultants" to the UNDP, allowing them to get a glimpse of how I-O expertise can be used to meet the needs of organizations as wide reaching and influential as the UN.

Anton Botha reported the project was very helpful to the UNDP: "This not only allowed these outstanding students of I-O to gain real-world experience, UNDP benefited immensely from the valuable information they uncovered which helped inform the future direction of UNDP's annual global staffing survey."

Summary and Future Work

We are very pleased with how these projects turned out. Anton Botha commented:

All-in-all, SIOP should be proud of its efforts to support the United Nations and its funds, agencies, and programs, like UNDP, as they work to address some of the world's most pressing challenges. It is my firm belief that SIOP/UN is one of only a handful of professional bodies actively working to actualize its commitment to making not only its field, but the world, a better place.

With the initial success of the SIOP–UN sounding board session and engagement survey literature review, we are now exploring other ways to engage in similar kinds of work with other initiatives. If you are interested in participating in a sounding board, be sure to use the SIOP Corporate Social Responsibility Registry to signal your interest.

Sign Up for the SIOP/CARMA Open Science Virtual Summer Series!

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University of Maryland

Author Note: I'd like to thank all the members of SIOP's Open Science and Practice Committee, especially **George Banks, Lillian Eby, Tammy Allen, Kevin Murphy, Larry Williams, and Fred Oswald**, for providing editorial guidance on this manuscript.

In [our last "Opening Up" column](#), we shared an ongoing discussion regarding the creation of a series of workshops for building open science skill sets. This discussion, which has involved members of both SIOP's Committee on Open Science and Practice (OSP) and the Consortium for the Advancement of Research Methods (CARMA) has materialized! We are proud to announce the **SIOP/CARMA Open Science Virtual Summer Series!** By attending the summer series, you will learn critical principles and how-tos of open science practices that can be introduced into your research pipeline as well as learn about the perspectives of journal editors and associate editors hoping to encourage open science practices and enhance the robustness of our work (e.g., **Lillian Eby** of the *Journal of Applied Psychology*, **Steven Rogelberg** of the *Journal of Business and Psychology*). **Equally exciting is that the entire workshop series will be offered free of charge to all SIOP members!** We'd like to thank the members of SIOP's Committee for Open Science and Practice, and especially CARMA's director, Larry Williams, for helping shape this effort and making it a reality. The event truly fits with the moment that we find ourselves in as a science.

The overall focus of the workshop series is to introduce and teach attendees about open science practices that are widely believed to help researchers produce studies that are better planned and understood by all collaborators involved; more transparent and reproducible; and more accessible, useful, and impactful to the research and practice communities interested in the research. The virtual workshops will be hosted via CARMA's resources (i.e., Zoom), and attendees can choose to attend any or all virtual workshops.

We've established two broad goals for this series. The first is to connect our attendees with leaders in the community who want to practice and promote open science. Such social support will be crucial to making the kinds of productive changes that make our science even stronger and better. The second is to offer sessions that facilitate the development of knowledge and skills for making open science a reality for both research and practice. Example topics covered in the workshop include

- Learning key open science practices that range from using resources available via the Open Science Framework to the smaller and quicker takeaway skills (e.g., how to annotate scripts/analysis code in SPSS, MPLUS, R/RStudio) to make work more independently reproducible
- How to slowly integrate open science into your workflow and overcome common challenges with open science
- How to engage in open science activities when you work with organizational data
- The basics of preregistration and building a registered report
- How to review scholarly works with open science in mind
- How to navigate and implement open science practices in the publication process

- Tips from the editors

Although plans are tentative, we currently anticipate the following structure for the SIOP/CARMA Open Science Virtual Summer Series. Classes will be held each Wednesday for 4 or 5 weeks starting on **May 19** and ending on **June 16**. Sessions will begin at 10am ET and go till 4:30pm ET. The workshops will be divided into morning and afternoon sessions and led by a fantastic slate of speakers, panelists, and former CARMA presenters. Morning sessions will typically consist of skill-building sessions and extend into the afternoon as needed. There will be time each day (breaks, meals) to reflect and network with fellow attendees, presenters, and workshop organizers to promote building SIOP's open science community. For instance, we'll break out into small groups, reflect on the practices highlighted that day, and discuss small ways each of us can commit to opening up our work. We'll discuss questions such as

1. Of the practices highlighted in the workshop, which would you want to use and why?
2. How might you go about successfully implementing the open science practices we've covered to make your research even more open or robust?
3. There are many reasons for adopting open science. Reflecting on what was discussed in the workshop(s), what are the best reasons you can think of for using open science practices? How important is it for you to leverage these practices in your research?
4. Do you need any support from this community we've built? What do you think you'll do after leaving the summer series?

After our breakouts, we'll return to the larger group, sharing stories and ideas about committing to open science. As facilitators, we'll—where appropriate—highlight some key findings emerging from the meta-science literature that shed light on the value and impact of open science practices where they have been utilized. For instance, a recent study comparing the registered-report publishing format to traditional formats was judged by peer reviewers as resulting in manuscripts that scored slightly better on outcomes such as quality, rigor, novelty, creativity, and inspiring new research (see Soderberg et al., 2020).¹ Although Soderberg et al.'s review contains scholarly work that falls outside of the I-O literature, we wonder if similar benefits might emerge in I-O psychology and related areas. Calls for openness, transparency, and replicability may go too far, such as in the case of qualitative research where the unique experiences of participants as interpreted by the investigators may not be replicable in principle. This can undermine a core strength of qualitative research (see Pratt et al., 2020).

The proposed topics for each workshop meeting are provided below and indicate the specific focus of discussion for the (a) morning and (b) afternoon sessions:

- **Workshop 1 (Wednesday, May 19):** (a) What is open science? (b) Accelerating robust research in the organizational sciences
- **Workshop 2 (Wednesday, May 26):** (a) What is the Open Science Framework? (b) An ounce of prevention is worth more than a pound of cure: The various forms of preregistering research
- **Workshop 3 (Wednesday, June 2):** (a) An open science workflow template; (b) Reviewing with open science in mind (e.g., are findings reported transparently and in a reproducible manner?; not all results need to be significant for science to move forward; also how to review in a results-blind manner, consulting preregistrations; reviewing registered reports)
- **Workshop 4 (Wednesday, June 9):** (a) The many ways of ensuring analytic reproducibility: From open code, to open data, to full computational reproducibility; (b) Promoting open science and replication work

- **Workshop 5 (Wednesday, June 16):** (a) How to have better conversations when making authorship decisions; (b) Transparency and openness guidelines, preprints, and our publishing model

Following each workshop, we'll hold discussions with invited panelists that will include journal editors, associate editors, and reviewers of major journals in the organizational sciences. These individuals hope to enhance the rigor and credibility of our science, and their perspectives are pivotal to the incremental improvements we hope to spur with our summer series. For these sessions, we'll discuss questions such as

1. Of the practices highlighted in the workshop, which do you see as valuable to promote and reward (e.g., communicate to your team, associate editors, reviewers)? Notably, if your journal has adopted any of these practices, are there any lessons that you wish to share with this community (e.g., linking funding opportunities to registered reports)?
2. Getting into more concrete specifics, how would you go about encouraging the adoption of open science practices, when applicable, to make research submitted to your journal more robust? Are there any tactics that you would encourage your team/reviewers to employ to help authors open up their work?
3. What are the most important reasons you can think of for encouraging authors to try an open science practice?
4. What support would you like to see from the community we are building with our summer series? What do you think you'll do after leaving the summer series?

We certainly see potential for open science to advance science more quickly if appropriately implemented in our field. The **SIOP/CARMA Open Science Virtual Summer Series** will highlight many practices that might describe this future (e.g., how to appropriately preregister key details of your research, how to leverage the registered-report publishing model at journals adopting this approach, how to make raw data shareable when permissible, how to annotate your analytical work to facilitate transparency and reproducibility, how to leverage preprints to spread credible ideas more widely and rapidly, and how to make research computationally reproducible). Ultimately, what we wish to reinforce is not the practices that describe this future per se but our common identity as scientists who hope to bring robust science for a smarter workplace to as many people as we can bring it. Our aim chimes with the chorus of other scholars in our field (e.g., Grand et al., 2018) who promote incremental thinking regarding making our science even more robust than it has historically been. Small gains over time will add up, further accelerating the credibility that our field has long enjoyed in both academic and applied settings. In keeping this aim, we want to encourage any small step that each of us can commit to making. Getting started with small steps, a few of which we covered in our previous entry (see Castille et al., 2021), sets the stage for more moves later. In this sense, implementing open science practices is not a decision to be "in or out" with open science; it's figuring out how to take a step in the right direction so that the next one is even easier to commit. With respect to the summer series, then, any ideas, tools, examples, and resources we can give to people for how to improve their next project in ways that are consistent with open science would be awesome! Our plans are still preliminary, and we are always open to suggestions about these workshops! What ideas do you have to more effectively open up our science or make our science even more robust than it has been historically? Please share your thoughts openly with Chris Castille (christopher.castille@nicholls.edu).

Registration Instructions

- Login as a Website User to your [CARMA account](#). (If you do not have a CARMA account, please click [here](#).)

- Once you login, in the middle section of your User Area, you will see an option to “Register for Live Events”. (If you have not registered your device yet, please register your device first. Then, click “User Area.”)
- Select “SIOP/CARMA Open Science Virtual Summer Series-2021” and checkout.
- You will receive an email to confirm your registration that will provide more information about the events.

Hoping to see you at the **SIOP/CARMA Open Science Virtual Summer Series!**

Note

¹ A registered report is like a dissertation in that you gain commitment from a committee, which in the case of academic publishing would involve the reviewers and editors of a journal, to have a manuscript published regardless of the findings that do (or do not) materialize so long as the agreed upon methods were utilized. Several journals are adopting this format, including the *Leadership Quarterly*, *Journal of Business and Psychology*, *Human Resource Management Journal*, and the *Journal of Personnel Psychology*, and adoption has been increasing (Chambers, 2019).

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Local I-O Groups: Are We Ready to Pass the Torch? How Local I-O Groups Are Engaging With Students

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“The best way to prepare students for the future is by empowering them in the present.” – John Spencer (2019)

As with most growing fields, the future of I-O rests in the hands of our students. Growing the next generation of leaders requires more than just time in the classroom. If students are to forge the path for the future of I-O, they must be empowered to lead rather than follow the path already traveled. Local I-O groups provide extraordinary opportunities for students to grow and lead today.

SIOP’s Local I-O Group Relations Committee wants to recognize the unique contribution that local groups serve in not only facilitating the growth of our future leaders but also in providing a platform for students to shape the direction of the field. In this article, we highlight the activities of some of the local I-O groups that have stepped up to provide meaningful development experiences for students. We hope these ideas may inspire other local groups to embrace the contributions that students bring while they prepare to take the torch that we will soon ask them to carry.

Who Are the Local Groups?

We reached out to local I-O groups to learn more about what they are doing to involve students. We heard back from several organizations who reported they have actively worked to involve and serve students using multipronged strategies. We will summarize best practices and recommendations provided by the following local groups. The professional organizations profiled in this article include Blacks in I/O, GAIOP, METRO, MPPAW, and SCIOPN. All of these organizations reported offering students a variety of ways to stay connected to I-O by promoting learning from others, networking, expanded learning opportunities, and leadership experience. Examples of each of these local group activities will be addressed below.

Blacks in I/O is a professional networking organization meant for practitioners, students, and allies. They attempt to create a more inclusive industry and to get information about I-O into minority institutions and HBUs. Their Spotlight Member series serves to highlight professionals and bring awareness to Black I-O students. (<https://www.blacksiniopsych.com/>)

The **Georgia Association for Industrial-Organizational Psychology** (GAIOP) is a professional organization created to promote sharing of ideas and information about psychology as applied to work and human resource management. (<https://www.gaiop.org/>)

The **New York Metropolitan Association of Applied Psychology** (METRO) is a group dedicated to serving the needs of applied psy-



Top: CHAIOP helped organize event and rented team vans to drive to SIOP pre-COVID; Bottom: SCIOPN pre-COVID happy hour gathering in Burbank

chologists and related professions in the greater New York area. METRO hosts events in NYC and attracts professionals and students from the metropolitan NY area. (<https://www.metroapppsy.com/>)

Minnesota Psychology Professionals Applied to Work (MPPAW) is an inclusive, professional organization that meets seven times per year in Minneapolis, Minnesota. Founded in 1998, the group promotes education, sharing ideas, and information exchange among scientists and practitioners; and supports the advancement of the field as a science and as a profession. (www.mppaw.org)

The **Southern California I-O Psychology Network (SCIOPN)** is a local group of I-O psychology practitioners and researchers building meaningful connections and community in the Los Angeles and Orange County area.

The **Chattanooga Area I-O Psychology Group (CHAIOP)** is a 100% student-driven and student-led organization started by **Chris Cunningham** and the graduate students at University of Tennessee at Chattanooga. The organization's focus is on professional development for students, and it serves the 2-year MA program. What sets CHAIOP apart from many student organizations is its mission to reach beyond student participation and welcome professional practitioner and academic members with similar educational and professional interests. Its stated purpose is "to strengthen the connection of local I-O Psychologists in the Chattanooga area." In addition to providing opportunities for meeting, learning, and networking, the group emphasizes community involvement by partnering with other professionals and organizing activities that support the greater Chattanooga area.

The **Clemson Society for Industrial and Organizational Psychology (CSIOP)** is managed by doctoral students at Clemson University, located in northwest South Carolina. Although it is also managed by graduate students, this group extends their influence by actively recruiting undergraduate students as well.

Building Tomorrow's Leaders

Like the familiar 70-20-10 rule often cited for executive development programs (Center for Creative Leadership, 2019), many of the most valuable learning activities for graduate students happen outside the classroom. Although we are not able to include all the ways that local I-O groups contribute to the professional development of students, we think these practices provide a great sample of the possibilities.

"Developing leadership skills is likely to enhance psychology students' training and professional competence and serve to strengthen the profession as a whole."
(Kois et al., 2016)

Learning from others. The career impact of mentoring and other relationship-based learning has received attention from researchers and practitioners alike. Having a mentor has been found to impact key career outcomes such as compensation, promotions, and company loyalty, as well as increasing both career and job satisfaction (Allen et al., 2004). For many I-O graduate students, local groups offer an opportunity to build sustainable professional relationships with professionals beyond the faculty whom they already know. A few local groups have formalized the process of making those connections with great success.

- MPPAW established its formal mentoring program beginning with a pilot in 2011 (Scott & Hezlett, 2013). Nearly 10 years later this program is still going strong with around 5–10 mentor–protégé pairs assigned each year. Participating students (or early career professionals) and potential mentors are solicited for participation each fall and are matched based on responses

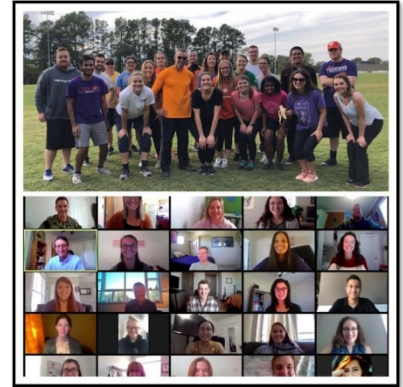
provided on the application survey. Mentors are selected based on fit for protégé career goals, interests, and expectations for the mentoring process. Although MPPAW offers some structure and support for the mentoring relationship, it is up to each mentor–protégé pair to jointly establish goals and cadence for the program year. Mentors often provide career advice and guidance in areas such as networking, interacting professionally, internship or job searches, interview preparation, and career path exploration.

As an alternative to 1:1 mentoring, students may choose to participate in a group-mentoring engagement. This arrangement provides options for the “matchmakers” because there are often more people seeking mentors than there are people volunteering to be mentors. Students choosing the group-mentoring option benefit from the mentoring activities as well as from new relationships built between students in the group. Some protégés may choose to participate for more than 1 year, first in group mentoring and later in 1:1 mentoring.

- METRO’s most student-focused event is its annual Career Day. During this full-day event, students learn about various career options for I-O psychologists by hearing from successful professionals from academia as well as internal and external consulting. This year’s Career Day was hosted virtually in early March 2021 and included panel discussions with early career psychologists, internal practitioners, external consultants, and academics representing many of the top employers for I-O psychologists. The remote virtual meeting format also allowed for more intimate discussions between participating students and panelists through the use of virtual breakout rooms. FYI: You do not need to be a METRO member to participate in METRO’s Career Day, although members pay a discounted registration fee.
- Opportunities to shadow I-O psychologists at work is one of the benefits that CHAIOP offers its members. By matching students with I-O practitioners in various roles throughout the greater Chattanooga area, this process provides students with a good taste of the day-to-day work performed in different roles and careers within the field of I-O. It also supplements academic training by allowing students to see practical applications of what they learn in the classroom. One huge bonus: These shadowing experiences often lead to networking opportunities that help students land internships or jobs after graduation.
- CHAIOP’s biggest annual event is the River Cities I-O (RCIO) Conference, which they’ve hosted each fall since 2008 (<https://new.utc.edu/arts-and-sciences/psychology/rcio>). This conference draws students and professionals from throughout the Chattanooga area. The conference has a specific theme each year and is scheduled from Friday evening through the end of the day on Saturday. Submissions are peer reviewed and students gain invaluable feedback on their research. Friday-night presentations focus on how to get into graduate school and obtain jobs with a psychology degree. The conference is funded through donations from local organizations, as well as funding from the school. Local hotels also provide support by offering discounted rates for the student attendees.

Networking. Networking is clearly a benefit of joining a local I-O group. In fact, networking is often a major reason why local groups exist at all. In surveys conducted with local group members both within the US and around the world, “networking” was cited as the main reason for joining a local group by most respondents (Farmer et al., 2015; Erickson, et al., 2017). Many local groups offer discounted rates for student attendees, making it easier for them to mingle with professional group members. Groups such as MPPAW and METRO hold time for mingling and networking during a “social hour” prior to meetings (that is, when groups can meet in person). In addition, some groups have taken extra steps to facilitate networking between student and professional members. For example,

- METRO partners with local schools (Montclair, Baruch, Hofstra) where, for a minimal flat fee, faculty bring their entire class to a METRO event. This gives students a chance to sample the organization before needing to make a commitment. Additionally, each month, two METRO members (including students) attend dinner with the featured speaker of the evening. This is an amazing chance for students to meet with the speaker and for the board to ask questions and discuss the meeting topic post event.
- CSIOP promotes networking by hosting a reception at the annual SIOP conference where current students can connect with alumni. They also host various social events to promote networking, such as the “What Do You Meme” game nights with cash prizes and other events such as “Clemson graduate student bingo.”
- Blacks in I/O provide a safe space for building networking skills by facilitating dialogue between students and professional members during every meeting.
- Within many local groups, volunteering activities provide students with opportunities to get involved. Volunteering offers many networking opportunities, not only with I-O professionals in the field but with students across different programs in the area.



TOP: CSIOP pre-COVID kickball game;
Bottom: CSIOP First Friday event during COVID

Expanded learning opportunities. Some local groups offer workshops that provide members opportunities to acquire new skills and potentially earn certification and/or continuing education (CE) credits needed for licensure. Workshops can be prime learning opportunities for students who are able to attend. To encourage student attendance, these local groups offer deep discounts or waive fees for student members.

- GAIOIP partners with SIOP to offer CE credits required for licensure renewal for members attending their quarterly workshops. They waive these fees for student members, which allows students to attend these half-day workshops for free.
- METRO offers educational opportunities for its members, such as certification to interpret a personality assessment. The board is working on expanding credential/skill workshops (e.g., visualization in R, coaching, antibias training), which students may not typically be exposed to in their academic programs.
- CSIOP hosts monthly First Friday events that include both academic and applied presentations. They have also used faculty expertise and contacts to schedule programming. For example, they recently hosted a military panel consisting of three speakers.



METRO pre-COVID Hogan talk event

Taking the lead. Last, but most certainly not least, we think you’ll agree there’s nothing that develops leadership skills quite so well as **actually leading**. Local I-O groups provide excellent opportunities to build leadership skills within their day-to-day operations. We want to acknowledge that many local groups actively recruit and include students in leadership roles and volunteer opportunities. In addition, we want to highlight several student-led organizations in which the students have been very proactive in building professional development opportunities for themselves. These organizations have been particularly active in regions where the local community or metro area does not have a targeted local I-O group.

- CHAIOP finds that sustaining a student-led organization can create unique challenges, especially when program participants are typically there only a couple of years before earning their master's degree and moving on. As such, succession has been key to success. CHAIOP officers are voted in in their first year and serve during their second year. Officers have specific roles with clearly articulated tasks (president, event coordinator, branding ambassador, and community liaison). CHAIOP, like any well-run I-O organization, has a clear succession system in place, with a documented process for the current officers to train the incoming officers.
- A second student-led local group, CSIOP also has dedicated board positions (president, vice-president, secretary, social events coordinator, social media chair, treasurer, undergraduate chair, alumni and UG liaison) with elections every spring. To ease leadership transitions, CSIOP has created cheat sheets to help incoming officers easily step into their new roles. Faculty involvement is limited and mostly relegated to helping reserve rooms, plan events, and, most importantly, to leverage communications to identify and invite potential speakers.
- MPPAW has a long history of including students on their slate of officers. In fact, about half of the group's executive board are students in local I-O graduate programs. MPPAW is fortunate to have several universities offering I-O psychology degrees (doctoral and masters) within the greater Twin Cities metropolitan area. MPPAW has welcomed the contribution that students bring to the organization.
- METRO has specified roles on the extended board for which students can volunteer. These roles include technology director, career day director, sponsorship director, social media director, and education director. This system helps create informal succession plans with individuals who serve in these roles generating a strong pipeline of members who often become future board members upon graduation. These positions allow students to expand their skillsets, such as managing a professional organization and developing a reputation in the field.
- Finally, we want to acknowledge the work of **Naz Tadjbakhsh**, who established SCIOPN while she was a graduate student at Alliant International University-Los Angeles. Inspired by her experience at SIOP, she worked to continue the learning and exchange of ideas by establishing a local group in the Los Angeles and Orange County area (Tadjbakhsh et al., 2017). As Naz described, SCIOPN is composed of like-minded professionals (including students) who share an interest in promoting the science and practice of psychology to the world of work and organizations to enhance the ways people experience work. She states that the organization's primary purpose is to operate as a community of practice while also providing networking opportunities.



Top: CHAIOP pre-COVID business spotlight with a local company U.S. Express; Bottom: Pre-COVID alumni networking event CHAIOP helped to organize and support in Chattanooga

Challenges and Recommendations

Involving students in key leadership roles is not without its risk and challenges. For example, students may face time constraints at different points of the year, and their time may become more limited than previously anticipated. Balancing the desire for high-quality monthly speaker events while ensuring affordability, engagement, and interest from student members can also be challenging. When we asked the local and student groups to outline challenges faced as well as recommendations for

"Recognize and accept that students are earlier in their careers and are almost always very eager to learn. They have that spark and excitement that we all had when we just started out in our careers, which gives a reviving energy and renewing vibe to the group." - Naz Tadjbakhsh, founder Southern California I-O Psychology Network (SCIOPN)

best practices, a common theme was the importance of succession planning to ensure a smooth running of the organization, as it may be difficult to accurately project time commitments for volunteer activities.

Here are some recommendations for local organizations to further their engagement with students:

- CSIOP suggests creating transition cheat sheets with transparency regarding potential time commitments. Creating specific roles with clearly articulated responsibilities and promoting a collaborative environment may be useful.
- Consider the time that graduate student classes meet and strategically schedule events to minimize conflict. METRO, for example, looks at spring break schedules for all local schools before scheduling their Spring Career Day. Similarly, GAIOP and SCIOPN actively reach out to local schools with an I-O presence and factor in student schedules when planning events. Alternating days of the week when events are offered creates flexibility for students taking evening classes.
- Find connections and gain engagement from all I-O psychology programs in the area. METRO's board also plans to continue leveraging educators within the community to help bring in student perspectives.
- Focus on providing workshops that can advance students' business skills and statistics knowledge. Leaders from multiple organizations suggested asking members about topics they want highlighted and workshops (Qualtrics, R, Tableau) they identify as particularly relevant.
- Blacks in I/O also plans on releasing a scholarship with an engaging application process to give back and offer opportunities to students experiencing challenges.
- Maintain a running list of backup speakers, as this can be particularly helpful for last minute cancellations from speakers.

As Blacks in I/O wisely told us, "Take a pulse of your organization, and listen to your membership!"

Conclusion

As we must acknowledge, today's students will be carrying the torch going forward. Thus, student involvement in local I-O groups is essential and highly encouraged. The organizations we featured in this article have done remarkable work keeping students in the forefront. We hope we shed some light and offered valuable insights to local I-O organizations seeking meaningful ways to engage students. The future of I-O rests in good hands, those of our own students!

SIOP'S Local I-O Group Relations Committee is an ad-hoc committee tasked with promoting conversations and collaborations between leaders of local I-O groups. The committee offers a number of tools to support the establishment and growth of local groups across the US and around the world including tool kits, event calendars, and forums to connect local leaders. For more information about existing groups in your area or for support in establishing a new local group, visit this page on the SIOP website (<https://www.siop.org/Membership/Local-I-O-Groups>) or email the committee at Local_IO_Groups@siop.org.

A special thank you to Naz Tadjbakhsh from SCIOPN, **Macy Cheeks** and **Shavonne Holman** from Blacks in I/O, **Jared Weintraub** and **Daniel Simonet** from METRO, **Donna Sylvan** from GAIOP, **Alexandra Zelin** from CHAIOP, **Sarah Hezlett** and **Jiayin Qu** from MPPAW and Paige Watson from CSIOP for their help in writing this article.

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Hearing the International Voices of Professionals in Industrial, Work, and Organizational Psychology: A Declaration of Identity

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Over the past 7 years, the authors of this piece have been working on a way to unify the voices of industrial and organizational (I-O) psychology, also known as work and organizational (WO) psychology professionals, henceforth referred to as IWOP,¹ regarding our collective global professional identity through our actions. We recognize that IWOP is a worldwide profession, heavily influenced by US/Canadian and Western European thought. Our reach, however, is and should be touching decision makers globally.

In 2005, the International Association for Applied Psychology (IAAP) surveyed its membership, and it was evident that colleagues from around the globe were concerned that people outside of our field do not know us. Globally, IWOPs reported lack of visibility and voice with important decisions policymakers and heads of organizations were making that affect people's work lives. Respondents also remarked that there was a lack of accessibility to IWOPs in majority (population) nations. As a result, in 2013 and 2014, Kożusznik and Glazer organized several sessions, including at SIOP conferences, to discuss this matter. The sessions drew well over 50 different attendees across the sessions (see Appendix for a history of the evolution of the information gathering and listening events).

Armed with the qualitative responses, we set out to synthesize the main points into behaviorally driven broad declarations about IWOPs' contributions to key government, policy, and organizational decision makers. This declaration of identity (DOI) is meant to unify the voices of IWOPs worldwide and to serve as a tool for IWOPs to communicate why they should have a seat at the table with key decision makers.

We are using the *TIP* platform to share a draft summary and to request your feedback and thoughts no later than **June 1, 2021**. We invite you, the readers of our piece, to share with us your reactions to this summary (please email your reactions to: sglazer@healthyorganization.com). We would be delighted to share with you a draft of the entire document, as well (please email a request for a copy).

Brief Rationale

As Lowman (2006; Lowman & Cooper, 2018) and Lefkowitz (2005; 2017) in various publications note, IWOP is now considered a profession and professions affect societies. IWOP has a responsibility as a profession to support difficult decisions at the societal, organizational, and group level so as to always ensure that workers and work-eligible people are reaping benefits rather than harmed by their work engagements.

IWOPs have a clear understanding of our abilities to navigate between well-being and performance effectiveness; however, few people external to our field know about our profession or how we can contribute.

This IWOP DOI is an international joint initiative to draw attention to our roles and highlight the value we add to organizations and society by focusing our efforts on enhancing psychological well-being and performance of people in the domain of work and employment. It serves a brief guide

IWOPs can share with non-IWOPs to inform them of IWOP's professional responsibility concerning the welfare of people in the work domain. Below are the 10 action-oriented statements organized around four major themes: communication, contextualization, dissemination, and integration.

Communication

1. We communicate broadly and are active partners in the social dialogue.

IWOPs have evidenced-based views on unemployment, precarious work, fairness and equal opportunities in the workplace, selection, performance appraisal, occupational stress, health and well-being, counterproductive work behaviors, leadership and followership, teamwork, telework, and many other work-related topics. We share, disseminate, and exchange these viewpoints with all relevant stakeholders.

2. We translate to business speak and communicate in the language of different stakeholders.

As scientists and practitioners, we are getting more and more technical and advanced in our quest to understand people's behavior. We have invented our own language, which is not fully understood by others. In order to increase the effectiveness of communication, we should tailor the way in which our knowledge is transmitted.

3. We employ ethical, evidence-based influence on decision makers.

IWOPs provide expert analyses and recommendations that enable politicians and policymakers to deliberate and decide on matters related to human behavior, affect, and cognition in the workplace and in work-related settings.

Contextualization

4. We voice change needs.

IWOPs utilize theories, methods, and instruments to guide change initiatives. IWOPs' international codes of conduct guide ethical application of psychology for the betterment of individuals and organizations.

5. We ask rigorous and relevant questions to address the critical issues.

IWOPs can demonstrate their abilities to tackle important humanitarian and social issues, such as poverty reduction, and be known as a discipline that can contribute to solving problems of social and global significance.

6. We ideate and innovate in all working situations and environments.

IWOPs are acutely aware of changing work contexts and conditions within varying social circumstances. With this information, IWOPs create change and improvements to working conditions, situations, and contexts, and are constantly in search of new ideas to improve work processes and experiences under many different circumstances. Through scientific methods IWOPs validate creations that are implemented and evaluate the utility of innovations to benefit the workplace, workers, and job seekers.

Dissemination

7. We value well-being and human welfare.

IWOPs advocate for worker, unemployed-worker, and precarious-worker well-being, and make sound business cases for company investment in their people and community. We present scientifically valid evidence to address worker and work-eligible issues.

8. We share scientific research, empirical methods and scientific achievements with stakeholders.

IWOPs competencies are readily demonstrable in small-scale to large-scale changes that make positive impacts in the world of work.

Integration

9. We bridge organizational science and practice.

One of the unique strengths of IWOP is that it is based on the science–practitioner model. According to the model, psychologists are to be trained to integrate science and practice, such that activities in one domain informs activities in the other domain.

10. We balance individual needs with organizational goals.

IWOPs balance the well-being of the worker with the organization's need for productivity, effectiveness, and innovation. We use scientific methods to derive valid research results and apply psychological principles to solve workplace problems and reconcile the interests of organizations' members with the interests of organizations.

Next Steps

The authors believe it is imperative that IWOPs begin (a) to write about each of the unique statements in various media outlets; (b) to educate non-IWOP colleagues about what IWOPs do, using the DoI as a tool to communicate; (c) to prepare a handbook on IWOP competencies that help us bring global visibility to the 10 core action statements; (d) to post on IWOP organizations' websites; and (e) to distribute the DoI broadly and frequently to all relevant stakeholders and partners so that it becomes a firm set of expectations.

We kindly request your constructive feedback and thoughts about this initiative.

Note

¹ IWOP is used to be inclusive of the various permutations of our professional title around the globe.

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APPENDIX

The Foundation and History Overview

Under the auspices of IAAP, SIOP, EAWOP, and AOP we have organized the following events:

- 3 surveys administered to members of IAAP Division 1 (2005–2012)
- Roundtable: *Nurturing Communities of I-O Psychologists Outside of the US* (SIOP 2013, Houston, TX)
- Roundtable: *Local Communities of WOPs* (SIOP 2014, Honolulu, HI)
- Session under AOP auspices: *Getting a Seat at the Table: Strategic Communication and I-O Psychology* (EAWOP 2013, Muenster), organized by Barbara Kozusznik and **Richard Griffith**
- Session: *The Voice of I-O Psychologists as Audible Concerning the Most Important Problems of the Global World* (ICAP 2014, Paris), Barbara Kozusznik and Sharon Glazer
- Session: *The Manifesto* of WOP Psychology* (EAWOP, May 2015, Oslo), organized by Barbara Kozusznik and Sharon Glazer
- Panel: *Editing Manifesto* (Anaheim 2016), Barbara Kozusznik and Sharon Glazer
- IAAP Division 1 EC Meeting (ICAP 2018, Montreal)
- Copious videoconference meetings 2018–2020
- Engagement of Nikki Blacksmith, Lynda Zuege, Anna Erickson, Rana Moukarzel, Andrei Ion as first round reviewers of the *IWOP DoI*

Table 1 presents a list of events and conference work sessions during which content idea for the DoI, as well as action plans for developing the DoI, materialized.

Table 1

Events, Topics, and Development Plans for IWOPs to Address

IAAP Division 1 Survey Results
1. Become more recognized as professionals.
2. Recognize the global issues affecting individuals and local organizational challenges.
3. Increase representation of underrepresented countries (i.e., have our IWOP correspondents from each member country).
SIOP 2013, Houston, TX
4. Share knowledge of key lessons from SIOP with the local I-O/work/occupational psychology communities.
5. Work strategically with local IWOP communities in the USA to adapt the Tool Box for new or renewing IWOP communities.
6. Create a global directory of local networks.
7. Send a note to members of IAAP to identify members' interests in starting or becoming part of a local IWOP-related community.
EAWOP Conference 2013, Muenster
8. Use stakeholder-relevant language to communicate; reduce IWOP jargon and align language to stakeholder group (e.g., utilize business language).
9. Understand the strategic point of the organization.
10. Understand the business context.
11. Facilitate problem-solving <u>with</u> stakeholders (but not for them).
SIOP 2014, Honolulu, HI
12. Bridge science and practice in order to reinforce key benefits of networking and professional development.
13. Overcome barriers related to funding, resources, quality and access to speakers, govern-

ance and leadership, shared purpose or focus, critical mass and affiliation.

14. Develop strong ties to local communities to obtain commitment and good governance to be successful.
 15. Strengthen interpersonal relationships by maintaining and developing key value propositions during meetings, such as discourse of relevant issues, supporting people in other complementary disciplines, and sharing knowledge and experiences.
 16. Solicit support from local ambassadors to increase and broaden interest and engagement of IWOPs all over the world.
-

ICAP 2014, Paris

17. Exchange ideas on how to voice IWOPs' contributions to addressing global problems and the business world.
 18. Draft of the I-O Psychology Manifesto.
-

EAWOP 2015, Oslo

19. Discuss how to broaden the view of IWOPs as activists taking voice in discussing global issues.
 20. Exchange ideas on voicing IWOPs' contributions to global problems and the business world in order to extend the aforementioned first draft *Manifesto*.
-

SIOP 2016, Anaheim

21. Drafted (by Barbara Kozusznik and Sharon Glazer) the first complete Manifesto, taking into account all remarks suggested by participants at prior sessions.
-

ICAP 2018, MONTREAL

22. EC Committee of IAAP Division 1 decided to continue developing the Manifesto as a contribution to be revealed at the Centennial Congress of the IAAP in Cancun, Mexico (cancelled due to pandemic).
-

2019–2020

23. Online workshops, discussions, and consultancy. We discussed the DOI with dozens of colleagues, including leadership, from SIOP, AOP, EAWOP, and Division 1 IAAP.
-

Note

* In order to distinguish the DOI from a “Manifesto for the Future of Work and Organizational Psychology” (Bal et al., 2019) published in the *European Journal of Work and Organizational Psychology*, we chose to call this initiative a Declaration of Identity.

Foundation Spotlight: Pay It Forward

Milt Hake
SIOP Foundation President

Remember seeing the 2000 movie *Pay It Forward*, with Kevin Spacey, Helen Hunt and Haley Joel Osment? I don't. I've never seen it, but now it's on my watch list.

The phrase "pay it forward" puzzled me when I first heard it 2 decades ago. The movie asserts an obligation to do three good deeds for others in response to a good deed that one receives. Not surprisingly, there is a [Pay It Forward Foundation](#) and even a [Pay It Forward Day](#) yearly in April. Paying forward makes good sense—we in I-O are surely the beneficiaries of many good deeds.

During the past 13 months of the COVID pandemic, I've watched more movies and television than ever. Seeing the ubiquitous credit card commercial in which Samuel L. Jackson asks "What's in *your* wallet?" prompts me this month to ask "What's your *legacy*?" The question is impertinent but one that is worth asking, and answering.

When "legacy" arises, estate planning and inheritances quickly come to mind. The easy answer is plan and write your will, but that's easier said than done. Only 42% of U.S. adults have made a will, according to a [2017 survey by Caring.com](#), a website for family caregivers. You should do it now if you haven't already.

The idea of legacy is much broader and deeper than the concrete procedure of specifying how economic assets are to be divided at a particular unknown point in time. The idea of legacy is dynamic and inclusive, covering all that you give to others—family members, work colleagues, employers, and the world, intellectually and emotionally. It is about your wishes and hopes for the future, as well as whatever material bounty you pass on. I suspect that all this complexity is one of the chief reasons why so few have written wills.

To repeat, soon is a good time to do it if it really ought to be done.

Stimulated by recent conversations with **Bob Morrison**, my friend since the late 1960s, here is a short synopsis of one way you might go about paying it forward, followed by some links to resources.

Start with this sentence in a December email from Bob: "By the way, we are setting up a fund within the [Community Foundation of Northeast Iowa](#) so that major contributors to my life such as SIOP, Iowa State, Purdue, etc., will receive continuing donations over the years." What a wonderful and exciting message to receive. It led to a phone call, some brainstorming, and more conversations with Bob and with Foundation Trustees. We've not yet settled on a specific plan for how SIOP Foundation and SIOP will use the proceeds from Bob's fund, and we are joyfully working on ideas.

Bob celebrated his 90th birthday last October and resides in San Diego, so northeast Iowa was a surprise to me until I recalled his roots there. He attended Iowa State (MA, '56) on the GI Bill, worked 3 years as an employee-relations assistant at a Mobil refinery, and joined Bill Owens at Purdue from '59 to '61. With his PhD, he worked first for Mead Paper and then Martin Marietta. When I met him, he was creating a decision aid for the board of directors to use in staffing the top executive jobs following Sun Oil's acquisition of Sunray DX. A major career transition occurred in 1969, when Bob joined the human resources management group in the Faculty of Management Studies at the University of Toronto. Another major career transition occurred in 1975 with his move to the senior staff at the Navy Personnel

Research and Development Center in San Diego. He retired in 1996 and is still playing tennis and paying attention to developments in I-O psychology.

Concerning uses of the proceeds from Bob's fund, there are lots of options and opportunities: support for *pro bono* and volunteer projects, grants for thesis and dissertation research, small research grants, grants for constructive replications, scholarships, and support grants to masters and doctoral I-O programs. A bit more novel option would be to use the Morrison funds as dollar-for-dollar matching incentives to encourage other donors to contribute to the Advancement Fund, the Scholarship Fund, or any of the 20 other named funds in the Foundation's endowments. In our conversations, Bob expressed concern about the replication crisis in psychology and the need for research studies involving workers at work in preference to psychology students in lab simulations. Among Bob's enduring interests are mathematics and quantitative analysis (George Snedecor, known for introducing analysis of variance, facets of experimental design, etc., was an influence at Iowa State) and individual differences (Bob's father was an identical twin, so Tom Bouchard's studies resonate here). Thinking about Bob's biography, we still know so little about career transitions. It is exhilarating to consider the possibilities.

Now for some background followed by a few resources. First, foundations come in several varieties, such as public, private, and community. The SIOP Foundation is a public charity, under the rules and regulations specified in section 501(c)(3) of the Internal Revenue Service code, meaning that contributions to the SIOP Foundation are deductible from the donor's federal taxes to the extent permitted by those rules and regulations. Furthermore those contributions may be disbursed for any permitted scientific, educational, cultural, or charitable purpose.

Community foundations are a particular variety of public charities, distinguished primarily by their focus on [communities](#). The SIOP Foundation could function as one if it decides to do so. At roughly 50 times larger, and with the needed professional staff, the Greater Toledo Community Foundation (GTCF) is the custodian and manager for the SIOP Foundation's endowed assets. GTCF is accredited by the [Community Foundations National Standards Board](#). If community foundations pique your interest, there is likely to be [one near you](#).

Next time you are mulling over your legacy and how to pay it forward, contact any of us at the SIOP Foundation. Our mission is to connect donors with I-O professionals to create smarter workplaces.

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Rich Klimoski, Vice-President, rklimosk@gmu.edu

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SIOP Award Winners: Hogan Award for Personality and Work Performance

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 the winners of the Hogan Award for Personality and Work Performance: **Filip Lievens** and **Ronald Bledow** from Singapore Management University and **Jonas Lang**, **Filip De Fruyt**, **Jan Corstjens**, and **Myrjam Van de Vijver** from Ghent University.



L to R: Filip Lievens, Jonas W. B. Lang, Filip De Fruyt, Jan Corstjens, Myrjam Van de Vijver, Ronald Bledow

The title of the paper was “The Predictive Power of People’s Intraindividual Variability Across Situations: Implementing Whole Trait Theory in Assessment” (*Journal of Applied Psychology*, 2018, vol. 103, pp. 753–771).

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

We are a team of researchers from Singapore Management University (SMU) and Ghent University. We have been working together for some years on various projects.

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

The project lasted about 5 years. We were familiar with the main tenets of whole trait theory in personality psychology. Whole trait theory proposes a broader and more contemporary trait concept. The overarching idea is that although traits provide a useful summary of a person’s general behavioral tendencies (e.g., their level of sociability) across many situations, additional information can be obtained if we know how much variability in trait expressions the person displays across various situations. Therefore, to improve prediction in an assessment context, we reasoned that we should measure both between- and within-person trait variability. However, the implications of this new paradigm that emphasizes both the level and the variability of traits had not found its way into the field of assessment, selection, and prediction. Probably, this was because in an assessment context it is practically difficult to ask candidates to complete a diary on different moments or to come back on several occasions for repeated assessment.

Our studies presented test takers with a large set of written situations (like in a situational judgment test, SJT) followed by response options that varied in terms of trait levels (higher vs. lower). This allowed us to compute people’s mean-level scores as well as their variation across situations and to use these mean-level as well as variability scores for prediction purposes.

In three studies (either in student or employee samples), both test takers' mean trait scores and the variability of their responses across multiple written job-related situations of an SJT were assessed. Results revealed that people's intraindividual variability (a) was related to their self-rated adaptability, (b) predicted performance above their mean scores, and (c) predicted their actual personality state variability over 10 days.

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

This is always difficult to say, but the paper has both conceptual and practical appeal: *Theoretically*, this paper integrates a broader and more contemporary trait conceptualization (whole trait theory) into assessment and prediction. This means that not only between-person differences but also people's within-person variability across situations is assessed. This expansion adds a more dynamic assessment perspective to the traditional static approaches that have dominated personality selection for years. Whereas within-person variability has been one of the major themes in OB, this study is one of the first to adopt it in an assessment context. At a *practical* level, this paper presents a different and more comprehensive approach of assessing personality traits. That is, we redesigned situational judgment tests (SJT) to assess such intraindividual variability across situations. We developed a new SJT but also showed how it could be applied to already existing SJTs.

What do you learn that surprised you? Did you have an "aha" moment? What was it?

As far as I recall, there were two "aha" moments: First, we established evidence that intraindividual variability in people's responses to *written SJT situations* predicted *actual* intraindividual variability as captured by a *diary study* 2 years later. We found this remarkable because we are the first to link SJT scores to future diary-study ratings. Second, after the first review, we realized that the associate editor and the reviewers were correct that using the standard deviation to assess within-person variability in SJTs would be a confounded index. It could also reflect varying degrees of difficulty, for instance. Fortunately, we discovered that recent advances in IRT modelling (IRT tree models) led to a more sophisticated approach for disentangling the relevant sources of variance and obtaining an unconfounded index of within-person variability.

What was the "turning point" moment where you started thinking about the problem/work through the other disciplines' lenses? To what extent would you say this work/research was interdisciplinary? How do you think the work benefitted by having multiple disciplines involved?

This project required expertise related to within-person variability, SJTs, personality, and IRT modelling. So, it was great that we had a diverse team. The idea for the project stemmed from the SJT field. However, SJT studies often do not pay a lot of attention to what is being measured. Therefore, we enriched the SJT field by drawing on insights from recent developments in the personality domain (whole trait theory).

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, we are expanding this idea to measure within-person variability (adaptability) to other selection procedures. So, we aim to examine other methods for assessing within-person variability as part of the assessment process. A related project deals with multiple speed assessment in which candidates go through many short role-plays in a carousel-like approach. Moreover, we want to examine whether the assessment of people's within-person variability can also predict other criterion components. In this study, self-reported actual personality state variability across days and performance ratings provided by supervisors served as external variables. In the future, we recommend linking intraindividual variability to adaptive and leadership performance.

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

When the paper is being published, I have the habit of inviting all coauthors for dinner in an excellent restaurant to celebrate our teamwork and the result of it.

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

Work hard and play hard.

Liberty Munson is currently the principal psychometrician of the Microsoft Technical Certification and Employability programs 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!

SIOP Award Winners: Wiley Award for Excellence in Survey Research

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 the winners of the Wiley Award for Excellence in Survey Research: **Christopher Patton (L)** and **Justin Purl**.

What award did you win? Why did you apply (if applicable)?

We won the Wiley Award for Excellence in Survey Research. We applied because we felt that, with Heartbeat analysis, we really had an analytical breakthrough—a new way to analyze survey data—and wanted to start the conversation with the larger I-O community on this new technique.

What is Heartbeat analysis?

Heartbeat analysis uses the variety of topics in the survey to get a sense for each person's general sentiment (baseline) and then identifies the topics where the survey taker makes an unexpectedly high or low rating compared to their baseline. In other words, Heartbeat analysis is identifying when someone answers a survey question with greater passion than normal.

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

We both are People Analytics researchers at Google, doing research on both employee listening and selection.

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

It really started when Chris began thinking deeply about not just employee attitudes, but particularly strong attitudes. It started with Chris' interest in the rare use of "strongly disagree" in employee listening surveys and the predictiveness of these rare signals. For Justin, Heartbeat is a natural next step from the concepts of applied multilevel modeling and profile similarity scoring. Once Justin and Chris started talking, the conversation shifted toward attitudes being relative to each person and how it would be important not to focus on absolute values but strong signals for each person, depending on their general disposition.

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

I think the uniqueness of the approach. We flipped the focus of analysis from item-level aggregation, which is a very common analytical approach in industry, to the individual level of analysis. By focusing on each individual, we were looking to account for everyone's uniqueness at scale to find interesting insights.

What did you learn that surprised you? Did you have an "aha" moment? What was it?

When we compared the top favorable results from our Heartbeat analysis, what we call "up-votes," to that of the more traditional percent-favorable calculations, we found that the number one up-vote item was the 14th most favorable in the survey. It dawned on us that we were finding unique insights when

looking at the individual level of analysis. Indeed, sometimes practitioners only present the top 10% favorables, and our results suggest that important employee sentiment is not being heard in the traditional method.

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?

I think a lasting contribution will be a new analytical approach the I-O community can use to unearth new and interesting insights but also a potential shift to focus and think about the individual level of analysis—capturing people’s uniqueness at scale and turning that into action due to more differentiation between topics, clarifying exactly where to act.

Given this was a new analytical technique, how did you create the R package or script needed to conduct the analysis?

That was all Justin. Justin is amazing at many things, and R is definitely one of them. He took our theoretical idea and turned it into a R script in 20 minutes. Without Justin, I'm not sure this would have been translated into R so easily. We shared our R code in our Wiley Award paper submission (see below), and Justin is actively working on creating the code into a R package that anyone can use.

--Heartbeat analysis R Code--

The code operates on data structured in wide format where each respondent has one row with many columns corresponding to items. A list of items for the analysis is created by specifying the likert.items object. The example uses two items (not recommended) called Item.A and Item.B. The code produces an object that contains all of the items specified in the list re-scored to up-votes or down-votes using the heartbeat formula for a threshold (in number of standard deviation units) applied to individual-level standard deviation metric scores (like z-scores). Positive threshold values produce up-vote and negative threshold values produce down-vote scoring.

```
likert.items <- c("Item.A", "Item.B")
mydata.heartbeat <- mydata %>%

mutate(individual.sd =
  sqrt(
    rowSums(
      (select(mydata , likert.items) -
        rowMeans(select(mydata, likert.items))
      )^2,
      na.rm = TRUE
    ) /
    (length(likert.items) - 1)
  ),
  individual.mean = rowMeans(
    select(mydata, likert.items),
    na.rm = TRUE
  )
) %>%
  mutate_at(likert.items,
    function(x){
      case_when(
```

```

.$individual.sd == 0 ~
0,
    .$individual.sd != 0 ~
(x - .$individual.mean) / .$individual.sd
)
})

```

How did others become aware of your award-winning work/research?

Initially, we socialized the new analytical technique internally at Google and found a lot of excitement around the approach. We were strongly encouraged to apply for the Wiley Award from another Googler, **Molly Delaney**, after she learned of the technique.

Who would you say was the biggest advocate of your research/work that resulted in the award? How did that person become aware of your work?

Molly Delaney was such a big advocate early on and really championed the work. Molly is the People Analytics lead at X, formally Google[X]. She became aware of the work by almost accident. Chris and Molly were having a catch-up meeting and the conversation turned to research, and he mentioned the new idea to Molly—it was then that Molly immediately saw the value and application of Heartbeat analysis.

To what extent would you say this work/research was interdisciplinary?

Heartbeat analysis draws on ideas, like ipsatizing and profile similarity scoring, from many subdisciplines of psychology (e.g., personality, social, cognitive). Outside of psychology, marketing and economics have similar concepts with respect to evaluating opinions against baselines, but we consider Heartbeat analysis a product of psychology.

What was the “turning point” moment where you started thinking about the problem/work through the other disciplines’ lenses?

Chris was very interested in the idea of strong attitudes at the time of the initial idea, so things like theory of planned behavior by Ajzen or the work of Cialdini around commitment, how people are motivated to behave and act consistently in ways that align with their prior commitments, helped shape his thinking to figuring out ways to identify these strong attitudes at scale because prior theory would suggest these strong attitudes would influence future behavior.

What, if any, were the challenges you faced doing this work across disciplines (e.g., different jargon)?

There were some many similarities between our Heartbeat analysis and other techniques (e.g., profile similarity scoring, mean centering, ipsatizing), so the real challenge was articulating how our analysis occupied a different area. For example, the ipsative method in personality psychology is very similar to what we are doing. By the technical definition of ipsatizing (i.e., a set of variables is called ipsative when the summed scores for each individual are the same; Ten Berge, 1999), Heartbeat analysis is different insofar as we are submitting only the “extreme within-person scores” to further analysis, which results in not everyone having the same summed score. In a sense, we are combining the ideas of ipsativity and the extreme-groups approach together.

How do you think the work benefitted by having multiple disciplines involved?

The fact that so many different disciplines were touching around this idea gave us confidence that we were on to something. Finding that another discipline has a similar concept shouldn't be the end of a theory or approach but fuel the search for the underlying problem that both disciplines are trying to solve.

What recommendations would you give to others if they are doing interdisciplinary research?

Have a conversation with others from different disciplines, and/or read a summary article or two to see if you can make unexpected discoveries.

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, there are many unanswered questions for Heartbeat analysis. For we are exploring how to determine an optimal within-person standard-deviation threshold for use in determining up- and down-votes. For example, we decided on using one within-person standard deviation, but future investigation can assess whether a 0.5, 1.5, or 2.0 within-person standard deviation provides additional unique and valuable information and under what circumstances each of the within-person standard-deviation cutoffs are the most valuable. Another area of us to investigate is how survey length impacts Heartbeat analysis (e.g., is the analysis more beneficial for longer surveys?).

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

Chris grew up with pet skunks and personally gave Morgan Freeman a tour of his childhood home. Justin uses Google Translate to understand his 2-year-old when he speaks Mandarin ("Zhège! Zhège!").

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

Learn the core about I-O (e.g., job attitudes, selection, motivation, etc.), and learn the areas deeply—once learned, we find it helps to begin reading outside of the field (e.g., in biology) to find inspiration for new ideas to test in I-O.

Reference

Ten Berge, J. M. F. (1999). A legitimate case of component analysis of ipsative measures, and partialling the mean as an alternative to ipsatization. *Multivariate Behavioral Research*, 34, 89–102.
https://doi.org/10.1207/s15327906mbr3401_4

Liberty Munson is currently the director of psychometrics for the Microsoft Technical Certification and Employability programs 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.

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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!

Membership Milestones

Jayne Tegge, Member Engagement Manager

Here are the newest SIOP professional members:

Justin Aqwa
Dana Ardi
James Bernthal
Teanna Blees
Kimberly Braddock
Tabitha Bradford
Michael Bukach
Mike Cama
Jorge Carranza
Chin Wang Erwin
Chan
Tingting Chen
Tony Cheng
Minyoung Cheong
Ormonde Cragun
William Crawford
Heather Cromwell
Tom Cunningham
James DeLeon
Hong Deng
Julie Dinh
Carla Donisi
Constanze Dostal
Alyssa Douglass
Ryan Fettes
Shannon Fletcher
Raymond Folen
Tiffani Foster
Mark French
Huda Garib
Anthony Gibson
Shirley Godwin
Gerald Graham
Shelby Grant
Christopher Hall

Alexis Hanna
Destiny Hopkins
Beth Jerskey
Sara Kagarise
Manpreet Kaur
Jason Kautz
Mary Keegin
Elizabeth Koman
Kameeshia Lackey
Vanessa Lammers
Matthew Lauritsen
Guiquan Li
Courtney Lien
Bin Ling
Susan Lorrain
Ellen Lovell
Kevin Lovo
Livia Mandelli
Stefani Mandrigues
Jordan Markee
Lisa Michelangeli
Kevin Mitchell
Shenjiang Mo
Michael Ndurumo
Vias Nicolaides
Caroline Nicolas
Adriana Ortega
Kan Ouyang
Liyao Pan
Holly Patti
Jenneh Peabody
Alisha Pean
Vahe Perzmadian
Sandhia Raghubeer
Stephen Reznak

Ingrid Robinson
Liam Ryan
Aditi Sachdev
Sharon Sackett
English Sall
Charles Scott
Katerina Settle
Ruodan Shao
Zitong Sheng
Anna Sheveland
Madison Shriver
Mark Sirkin
Ashley Skelton
Yifan Song
Sarah Spradlin
Stephanie Tavaréz
Basil Thomas
Phillip Thomas
E. Michelle Todd
Gary Travinin
Rachel Trump-
Steele
Steven Tseng
William Turner
Michelle Unger
Tara Van Bommel
Lisa van der Werff
Andrea Veech
Renee Vincent
Michaela Viray
Jared Weintraub
Jake Weiss
Arlesia Welch
Hermine Williams

Christopher
Wortmann
Xian Xu
Lale Muazzez Yaldiz
Trevor Yanke
Michael
Yousefzadeh
Betsir Zemen
Yue Zhu

"I love SIOP because it helps me feel connected to others in this amazing, challenging field! I also love the opportunity to give back as a member of the Ambassador Program Subcommittee that literally tries to help people new to the Annual Conference feel at home and comfortable within the SIOP community."



Jenna-Lyn Roman
Associate Consultant - Talent
Metrics, LLC
Communications Lead -
Ambassador Program
Subcommittee
SIOP Associate – joined 2015

Welcome these members to the Sterling Circle!

John Aldridge
Joyce Bono
Steven Brown
Gilad Chen
Erica Desrosiers
John Donovan
Michelle Donovan
Kerri Ferstl
Lori Foster
Melissa Graves McMahan
Richard Griffith

Markus Groth
Denise Haeggberg
Robert Hirschfeld
Michael Howard
Jody Illies
Erica Klein
Stephen Konya
Catherine Maraist
Tamera McKinniss
Alan Mead
Adam Meade

Mark Morris
Dwayne Norris
Patrick O'Shea
Dan Putka
Maria Rotundo
Jesus Salgado
Clare Sharafinski
Jerel Slaughter
Travis Tubre
Sherry Vidal-Brown
Bart Weathington

Members in the Media

Amber Stark
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 Dec. 1, 2020, through March 19, 2021. 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 send them to us! We push them on our social media and share them in this column, which you can use to find potential collaborators, spark ideas for research, and keep up with your fellow I-O practitioners.

COVID-19, Working From Home

Irina Cozma on things bosses can do to help with quarantine stress:

<https://www.theladders.com/career-advice/4-things-bosses-can-do-to-help-with-quarantine-stress>

Kristen M. Shockley, Tammy D. Allen, Hope Dodd, and Aashna M. Waiwood on Rapid Transition to Remote Work: What HR Needs to Know: <https://www.shrm.org/resourcesandtools/hr-topics/behavioral-competencies/pages/rapid-transition-to-remote-work-what-hr-needs-to-know.aspx>

Kimberly Adams on How to Stay Motivated While Working From Home When the Whole World Is a Distraction: <https://www.nbcsandiego.com/news/business/money-report/how-to-stay-motivated-while-working-from-home-when-the-whole-world-is-a-distraction/2493963/>

Kristen Shockley on the impact of the rapid shift to remote work: <https://player.fm/series/work-and-life-with-stew-friedman/ep-193-kristen-shockley-impact-of-the-rapid-shift-to-remote-work>

Elora Voyles on how new hires are faring since the start of the pandemic:

<https://www.forbes.com/sites/drgeraintevans/2021/01/31/your-new-hires-are-not-doing-as-well-as-you-think/?sh=5faf8c886ebf>

Cathleen Swody on how a new work setting can refresh focus, improve productivity and boost creativity: <https://www.mysanantonio.com/lifestyle/travel/article/Was-a-three-week-trip-to-New-Orleans-for-work-or-15962853.php>

Ronald Riggio on little changes you can make if your WFH setup starts to feel stale:

<https://thriveglobal.com/stories/little-changes-to-work-from-home-set-up-productivity-focus-tips/>

Denise Rousseau on whether offering employees vaccination incentives will work:

<https://www.marketplace.org/2021/02/17/will-offering-employees-vaccination-incentives-work/>

Jaclyn Jensen on how unplugging from work is extra hard ... and needed this year:

<https://www.marketplace.org/2020/12/25/unplugging-from-work-is-extra-hard-and-needed-this-year/>

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For information on all the SIOP Award winners and Fellows for 2020, visit https://www.siop.org/Portals/84/docs/Awards/2020_SIOP_Salutes.pdf. 2021 winners coming soon!

Books



Joe Ungemah, Ernst & Young LLP, has just published *Punching the Clock: Adapting to the New Future of Work*. The book explores how well workers are likely to both navigate and adapt to this new Future of Work, using the best of psychological science as a guide.

Send information on awards, transitions, honors, and new books to Jen Baker at jbaker@siop.org.