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Editor's Column: The Grind

Adriane M. F. Sanders

Listen up everyone! I'm speaking directly to you dear students, professors, practitioners, and leaders of all kinds—we have got to get REAL, about our values, our boundaries, and what is *humanly* possible. Perhaps my column this quarter is most relevant to the midcareer folks. However, take heed my grad student and early-career readers because the hustle that you all feel—and think "it's just for now," "it's just until I get the job… that next promotion… that tenure"—is the same hustle that many of us seasoned professionals are still struggling with now. Many of us intended these superhuman sprints of productivity and "yes" mentality to be short-term strategies to help us succeed, and yet we created entrenched habits that, after repeated dopamine-surging intrinsic and extrinsic rewards, turned into our default level and method of producing that is very hard to untangle even with the vantage point of years of perspective. Well that got dark quick. What am I on about this time?

It seems that much of the world is gripped by concepts of burnout, boundaries, job-role and extra-role expectations (both the actual expectations and the unrealistic ones we dutifully crafted in our heads), overwork, and quitting—be it quiet or loud. Speaking from my own experiences and those of my friends, so many of us feel that our work and/or industries are rife with inadequate balance, boundaries, and role clarity, and operating from a culture of overwork, often perpetuated by even the most well-meaning peers and supervisors. In my recurring therapy sessions (yay mental health!), I inevitably bring up stress, anxiety, and burnout in the same breath as loving what I do and being fairly successful (across domains), and still feeling like it's not enough. Lately, she has put me on the spot to give her a name. *Who is the role model? Who in your life has shown you that it is possible to have all the answers, while juggling infinite projects, while never losing their patience with their child(ren), while never missing deadlines, while writing manuscripts every day, while engaging students in life-changing ways, while not having a mountain of laundry hidden in all the closets, while maintaining optimal daily hydration levels?* Ya know, when she says it like this, it sounds pretty absurd. I mean sure, when I'm intentionally thinking about it in this way, I don't think this is humanly possible, nor do I truly think it is even *my* definition of success (as in, what I am or should be aspiring to). But then I get caught up in the daily grind and it's not until I'm about to have a "menty b"* that I realize this is the nexus of my struggle—unrealistic goals of success × unrealistic expectations that if I just work hard enough and fast enough I will achieve those goals. (I love being able to provide job security for my therapist!)

So. How did I (and maybe you) craft this definition of success? For many of us, it started in graduate school. We likely had at least a few mentors and/or professors who seemed successful in teaching, research, service, and advising/milestone directing, with many of them also conducting consulting work on the side. We had no idea if all that *felt* like success to our professors or what sacrifices were being made to achieve it. Our grad school mentors, much like our organizational leaders, may just be less inclined to share with mentees or direct reports the moments in which they questioned themselves or struggled. It is understandably a sore subject. It's also easy to understand that some of us may feel that to share such experiences may diminish our professionalism and credibility in our positions or professional relationships.

So rather than showing the cracks, we enter the workforce—as practitioners and/or academics—with faulty, unrealistic ideas of how one succeeds. We give all the things 100% (which is both a human and mathematical impossibility). And so, like good little proteges, we continue the cycle and play our part in this culture of harder, better, faster, stronger (Bangalter et al., 2001). As a society, our expectations have completely outpaced our own human capabilities. (Is anyone doing R**L**P research [realistic *life* preview]??)

I also submit that these experiences are compounded by highly desirable job attitudes and outcomes such as engagement, global job satisfaction, identity or value alignment, meaningfulness, and passion. As Hackman and Oldham (1976) taught us, when job characteristics are such that people generally find meaning, enjoyment, and investment in their work, we have the potential for a highly motivated individual. Sprinkle in a little conscientiousness and achievement orientation, with a dash of people pleasing and a pinch of competitiveness (for spice!), and you've got someone well-positioned for early–mid career burnout, and they likely never saw it coming until they had already started suffering.

Now might be a good time to acknowledge that I understand this is not everyone's experience. Surely some of us had or have some role model of creating realistic and balanced goals, who models strong sustainable boundaries that protect from overwork as much as they protect from boredom. Or maybe you've figured out your own recipe for your preferences. I am happy for you and quite jealous. I also realize lots of you may not feel this constant internal tug of war between desired and actual states, this compulsion to be "shoulding" and "oughting" all over ourselves. I guess my point in all of this is to share my own struggles with grind culture as someone who is not new to the gig. That I have been at this for what feels like long enough to have cracked my own code, only I haven't and am desperately trying (yet another effort worthy of 100%). Maybe you're in the same uncomfortable spot. I've been attempting to punch holes in the myth that anyone "has it all together" with my own grad students (many of whom are already working in the field). I guess I'll never really know what they say among themselves, but many have gone out of their way to share with me that they have been relieved and, to my surprise, reassured by breaking down the facade. I think it has strengthened my relationship with many students, or at the very least helped demonstrate that I am a three-dimensional person. Me sharing my totally typical human experience also makes space for them to do the same, and in this way, we potentially start a different cycle than the one described earlier. Maybe sharing this here, in a much larger public outlet, is a very small step towards empowering others to break the cycle of silent suffering and comparisons to a superhuman way of life.

If you've made it to this point, please know that it is the end of the fall semester as I write this. Emotions and exhaustion are running high, and I am knee-deep in tying up loose ends, trading my regular over-achieving anxiety for seasonal/holiday-induced anxiety (totally stole that phrase from a friend). But you're hopefully *reading* this feeling utterly renewed by a fresh, crisp January. I hope I'm feeling it by then too. We've got another great issue, with our first article on quiet quitting (I'm betting it won't be our last), an insightful ICYMI-type article on Sackett et al.'s explosive 2022 *JAP* work that is shaking up our field, multiple updates on year-long endeavors (be sure to check out the President's column for exciting progress on a partnership with its origin in 2015), an introduction to a fun and brand new column, and the latest from your favorite columnists and award winners.

Cheers to you and your positively *human* goals of 2023!

Note

**menty b* is slang for a mental breakdown.

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President's Column: The Behind the Scenes Work in Advocacy Efforts

Mo Wang

Happy New Year, SIOPers! I hope everyone had a great 2022 and is looking forward to a more fabulous 2023. 😊

In this column, I would like to highlight a great recent achievement from SIOP's advocacy effort, namely, SIOP's new partnership with the Department of Justice's (DOJ) Office of Community Oriented Policing Services (COPS Office). The news release issued by the COPS Office specifically noted

> Awareness and implementation of industrial-organizational psychology findings can help law enforcement agencies cultivate safer, more effective workplaces, which can then lead to enhanced public safety and increased community engagement.... Through this partnership, the COPS Office and SIOP will work together to support organizational effectiveness in law enforcement agencies by showcasing evidence-based workforce solutions in areas such as hiring, recruitment, leadership development, training, and interventions to reduce stress and improve decision making.

This public recognition from the federal agency is exciting and impressive. It represents a great deal of behind the scenes work by the SIOP advocacy team and our advocacy partner, Lewis-Burke Associates LLC (Lewis-Burke), which I appreciate and would like to highlight.

Summer and Fall 2020

Following the killing of George Floyd at the hands of police, and subsequent events, there were several renewed calls for federal policies to address policing reform. These calls were complemented by requests from SIOP members that the Society's advocacy arm respond appropriately. After several discussions between SIOP leadership and Lewis-Burke, it was determined that a positive first step would be to relaunch the SIOP Policing Initiative, which aims to communicate relevant I-O psychology findings from SIOP member experts in this space to policymakers. The new Policing Initiative picks up where the previous group, led by former SIOP President-Elect **Jim Outtz**, left off following unrest in Ferguson and Baltimore in 2015–2016. As with the previous Policing Initiative, the new working group (**Ann Marie Ryan, Rick Jacobs, Amy Grubb**, and Sergeant **Anna Tornello**) 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. In the second half of 2020, the Policing Initiative developed recommendations for I-O-based reforms to be shared with congressional staff and other federal officials. Taking this step early allowed SIOP to make proactive, concrete recommendations for how I-O could be leveraged in the development of policing programs and policies as Congress considered policing reform legislation in 2021.

Spring 2021

After the start of the 117th Congress in January 2021, Lewis-Burke scheduled meetings with key committee staff on the House and Senate Judiciary Committees to discuss evidence-based policing legislation, including the George Floyd Justice in Policing Act. The recommendations of the SIOP Policing Initiative were well received by the staff and led to a follow-up meeting with Senator Cory Booker's (D-NJ) office, which was important given he is one of the leading members of Congress on policing issues and was driving the Senate's policing reform bill. During the meeting, his office also offered introductions to additional key staffers on the Senate side.

Summer 2021

Working with the SIOP Policing Initiative, Lewis-Burke drafted legislative edits to the George Floyd Justice in Policing Act to be considered by congressional staff working on policing reform. The legislative language would edit the bill's section on Public Safety Innovation Grants to make them more inclusive of I-O priorities, such as evidence-based selection and training programs, targeted recruitment for underrepresented individuals, and leadership development training for supervisors. The Policing Initiative's legislative language also recommended the National Criminal Justice Commission, a commission to study the state of the criminal justice system included in previous bills, be included in the legislation being considered at the time and that I-O psychologists be included as a group that should be consulted by the commission.

The SIOP Policing Initiative and Lewis-Burke had a follow-up meeting with Senator Booker's staff as the Senate worked on their policing reform bill. The initiative also met with staff from Senator Tim Scott's (R-SC) office. Senators Booker and Scott were the leading negotiators of the most recent Senate policing reform effort. The Policing Initiative shared its general recommendations, along with the legislative language mentioned above, with staff in both offices. Following the meeting with Senator Scott's staff, Lewis-Burke was added to the congressional policing reform listserv run by Senator Scott's office, which allowed them to provide the Policing Initiative with real-time updates on the progress of the legislation. Unfortunately, policing reform efforts stalled due to political disagreements around a few key provisions.

Around the same time, Ann Marie Ryan and Lewis-Burke met with staff from the National Academies of Science, Engineering, and Medicine's (NASEM) Committee on Law and Justice. The meeting served to introduce SIOP's priorities for evidence-based policing reform and gathered information about the committee's upcoming initiatives on the subject. At the end of the meeting, the Law and Justice Committee staff invited the Policing Initiative to forward names of I-O experts who may be a resource to either their policing reform or workforce transformation efforts. As a follow-up, Lewis-Burke shared the names of 13 I-Os with relevant research experience and the Policing Initiative's report with recommendations for evidence-based policing reform advocacy. **Tammy Allen** was invited to contribute to the report, "Short-Term Strategies for Addressing the Impacts of the COVID-19 Pandemic on Women's Workforce Participation," which has since been released.

Fall 2021 and Spring 2022

Lewis-Burke understood that with the impasse in Congress, the federal role in policing would likely remain with the agencies. As such, in December 2021 and January 2022, Lewis-Burke facilitated meetings between the SIOP Policing Initiative and leadership of the DOJ's COPS Office. The COPS Office is responsible for advancing the practice of community policing by the nation's state, local, territorial, and tribal law enforcement agencies through information and grant resources for activities such as hiring and training. The Policing Initiative initially met with the Acting Deputy Director for Community Policing Advancement to introduce SIOP and I-O psychology's expertise in addressing selection, training, morale, and other topics of importance to police departments. SIOP was then encouraged to meet with the COPS Office's acting director, Robert Chapman. During the meeting with Acting Director Chapman, the SIOP Policing Initiative discussed ways to formalize collaboration between SIOP and the agency, as well as participate in potential benchmarking studies and other opportunities to inform agency priorities.

Following the successful meeting with Acting Director Robert Chapman, SIOP and the COPS Office began discussions on the signing of a formal Memorandum of Understanding (MOU) between the Society and the agency. The MOU would formalize future collaboration between two the entities and encourage the

COPS office to consult SIOP for expert input on priorities regarding hiring and selection, reducing officer burnout, providing meaningful training and professional development, and other topics of I-O expertise. According to the COPS Office, this MOU would represent the first such agreement between the agency and a scientific society, further emphasizing the vital role I-O psychology plays in this space.

Summer and Fall 2022

Following months of productive discussions regarding signing a formal partnership agreement, SIOP and COPS Office leadership finalized the MOU. Since the signing of the MOU, SIOP and Lewis-Burke have established standing monthly calls with the COPS Office, supported a forthcoming podcast from the office, formally briefed COPS employees on I-O psychology findings and its relevance to their work, and provided input to a DOJ COPS newsletter article about I-O psychology's relevance to the field of policing. Additionally, SIOP and Lewis-Burke are actively working on scheduling several engagement opportunities with the community of law enforcement officers served by the COPS Office. This agreement and the pace of activity provide SIOP with a meaningful and regular opportunity to contribute expertise to agency officials.

As you can see from this chronological curation, it was a long journey from relaunching the SIOP Policing Initiative to eventually achieving the official partnership with the DOJ COPS Office. In addition, where the advocacy effort started (i.e., the legislature) was not necessarily where the success materialized (i.e., a federal agency) for SIOP. All this is to say that SIOP needs more member involvement in the advocacy work. I invite you to check out the web page of the SIOP Government Relations Advocacy Team (GREAT; https://www.siop.org/About-SIOP/Advocacy/Government-Relations) as well as additional advocacy materials (https://www.siop.org/About-SIOP/Advocacy/Government-Relations/Advocacy-Resources). Please also feel free to contact **Jennifer Rineer**, who is now our GREAT lead for the policing initiative, to share your ideas and support.

(Baby) Bumps on the Tenure Track

Nitya Chawla
Texas A&M University

By the time this column is published, we'll have celebrated my son's (hi Kabir!) first birthday. As I'm sure is the case for many mothers, this realization is hitting hard with *many* questions and emotions: How has it been 1 year? When do we need to begin baby proofing the house? (Turns out, we were about a week late on this.) Has he hit all the developmental milestones he should have by now? Did we really manage to survive this past year amid a seemingly never-ending pandemic, two working parents, and no formal childcare?!

It was right around this time that I also began reflecting on my journey—not just as a mother or a tenure-track faculty member, but as a junior academic mama. Recognizing the dire need for conversations that reflect on this dual role, **Cindy Maupin** immediately jumped at the idea of passing this column on to me, which as a long-time avid reader of the Academics Forum, I am so grateful for. My hope is to be true to my current and past experiences, providing an honest and authentic view of life as a junior academic mama in our field—highlighting *both* the struggles *and* the wins. In the spirit of doing so, I thought it was only fitting for the first column to focus on the point at which this journey began—with a positive pregnancy test.

I don't think I'll ever quite forget the evening we found out that we were pregnant. It was completely unexpected, which naturally meant that I was panicking while my husband (hi Rahul!) sat with a goofy grin on his face. Although I suspect that the panicked reaction is a common one during these moments, I am embarrassed to say that mine came from immense fear and anxiety about what this would mean for my tenure-track career. After all, I was only 1 semester in as an assistant professor. I began obsessively googling the most prolific women in our field and—based on my knowledge of them—kept a running count of how many chose to have children before (vs. after) tenure. When **Allie Gabriel** returned my FaceTime (at 6 a.m. MST on Christmas morning 2020—turns out I forgot how time difference works in my frazzled state[1]), she was *thrilled* and immediately began focusing on how I was feeling and what helped her during those early pregnancy weeks. I, however, stopped her and asked—but, what about the plan to get to a place where I feel confident about tenure and *then* begin thinking about expanding our family? How am I going to be productive? How am I going to be able to craft my identity and establish myself as a scholar in our field?

Looking back now, I recognize how absolutely absurd this reaction is. But then again, is it? Throughout our doctoral programs and our years on the tenure track, women in academia are indoctrinated to believe that having children is incompatible with the tenure clock.[2] To some extent, this notion isn't entirely false—any time spent on childcare is time that is naturally *not* spent working on research, prepping a class, or completing reviews. Also, we have enough data[3] at this point to indicate that "stopping" the tenure clock does little to resolve the incompatibility. For me, however, the real problem with this narrative is that it very easily can be interpreted to mean that a junior woman in our field can embody only *one* identity—either that of a tenure-track female academic *or* that of a working mother. It was this zero-sum choice that shaped my initial reaction to the positive pregnancy test and, at least to some extent, played a part in my antepartum depression as I was terrified at the possibility of "losing" my work identity.

But, as both my husband and Allie reminded me so frequently on the darkest of days, if those of us who fiercely champion women's equalities and rights—while also studying how we can create inclusive workspaces—are unable and unwilling to create these spaces for ourselves, then what hope is there for that better future we keep striving toward? Considering these identities as conflicting rather than synergistic is a disservice to ourselves, our work, and our families. One year on and I am finally coming up for air from my postpartum depression, realizing that both work *and* family are so much more fun and rewarding when these seemingly incompatible identities actually live in one space. In fact, I now truly believe that I can be a *better* scholar, mentor, and instructor by leveraging my identity as a working mother rather than fighting against it (and research supports this[4]).

We *know* that our family lives can enrich our work lives (In fact, we study it![5]), and yet, we have created a belief system that this evidence-based tenet does not apply to the world of women in academia. We need to dismantle this belief system and instead celebrate the women who choose to be working mothers in academia, recognizing that they make our field—as well as the research and practice that comes out of it—better across all landscapes. In penning this column, my hope is that I can play a small role in changing the ways in which we look at academic mothers and, more importantly, ensure that when (if ever) you choose to expand your family, you (and your partner) are filled with nothing but pure joy and excitement.

Notes

[1] Luckily, Allie is the best and has become accustomed to my frenzied phone calls over the years. Sorry, Allie (and Mike)!
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Opening Up:
The Low-Hanging Fruit of a Big Team Open Science Collaboration in I-O Psychology

Christopher M. Castille
Nicholls State University

In the fall 2022 issue of *Opening Up*, *TIP's* column for all things open science, I asked *TIP's* readers to consider the idea that a big team science initiative might have a place within I-O psychology. Big team science allows researchers to pool their resources to solve larger field-wide challenges (e.g., low replicability and low generalizability; see Forscher et al., 2022). Such challenges are pervasive across both the supposedly soft and harder sciences (see Uhlmann et al., 2019), including applied social sciences such as I-O psychology and management (see Banks et al., 2016). Others have gone on to argue that big team science promotes career development and mentoring, and may even enhance diversity, equity, and inclusivity within our discipline (Moshontz et al., 2018). Such benefits and opportunities are ones that my colleagues and I deeply considered in a recent proposal we called "ManyOrgs" (see Castille et al., 2022), which outlined one such potential big team science collaboration for our discipline.

One reason I think a big team science initiative may be helpful concerns the thoughtful uptake of open science practices in applied disciplines such as ours (e.g., management). Although there is a need for openness and transparency in our research (see Banks et al., 2016), uptake of open science practices (i.e., in articles published in our academic journals) has been uneven, particularly in applied disciplines such as ours (Hensel, 2021). Additionally, there are many challenges to opening up our research, particularly for work conducted in applied settings. For instance, field researchers do not want to (wittingly or unwittingly) disclose competitive advantages (see Guzzo et al., 2022) or compromise the confidentiality of employees (Pratt et al., 2020). Of course, it should be stated that journals have played a key role in improving the uptake of open science, such as by encouraging scholars to use those tactics that fit the purpose of their studies (e.g., *Journal of Business and Psychology*) or using a methods checklist to report which open science tactics are being used (see Eby et al., 2020) as is required for publication at the *Journal of Applied Psychology*. Such activities make salient the broader challenge that we face as a field: how to apply open science practices thoughtfully without unintentionally harming our discipline's connection to practice (Guzzo et al., 2022).

Although these points are well taken, consider the notion that our science is, as colleague **Rick Guzzo** put it to me, normatively open *in practice*, albeit *locally* (Guzzo, under review). Organizationally based research encourages our practitioners to maintain open data, collaborate transparently, and ensure insights are replicable. Importantly, such insights may not be accessible or reproducible *globally* that is, shared widely in the field—for a variety of understandable reasons (e.g., giving away competitive advantages, violating confidentiality agreements). In my view, Guzzo's point about local open science reveals how important it can be for early career scholars, particularly those who wish to enter *practice*, to build up their open science skillset. How then might we as educators (I teach at a business school) spur greater interaction with the open science skillset within undergraduate and graduate training programs?

I want to propose an initiative that is (perhaps) the "low-hanging fruit" of spurring greater—and, I think, more thoughtful—use of open science practices in our field: a big team science initiative that services undergraduate and graduate training in I-O psychology (and related disciplines, such as management).[1] As with many things in the open science movement, there are precedents for such an initiative. Consider the Collaborative Replications and Education Project (CREP) initiative (pronounced "crayp"; see Wagge et al., 2019). This initiative exists to provide training, support, and professional growth opportunities for students and instructors who are engaged in replication projects (see crep-psych.org). It should be noted that this initiative draws on resources from the Framework for Open and Reproducible Research Training (FORRT), which provides pedagogical infrastructure and resources for supporting the teaching and mentoring of open and reproducible science (see Pownall et al., 2021). One such resource I wish to highlight here is Hawkins et al. (2018), who provide a framework for improving the replicability of psychological science through pedagogy; that is, embedding replication efforts into both undergraduate and graduate course requirements.[2] A similar initiative has recently taken off in management; termed the *Advancement of Replications Initiative in Management*, led by Andreas Schwab (see arimweb.org). There are even publicly available resources for getting a big team science initiative up and running (see https://debruine.github.io/big-team-setup/). Why not give a big team science initiative a try in I-O psychology but focus our efforts on graduate and undergraduate students, with the aim of facilitating the thoughtful uptake of open science practices?

How Big Team Science Facilitates the Uptake of Open Science Practices

This particular big team science initiative would primarily assist with exposing undergraduate and graduate students to I-O psychology theory and methods via replication research. I-O psychology has a rich set of theories that are widely seen as important, scientifically valid, and practically useful, such as goal setting theory, job characteristics theory, and transformational leadership (see Miner, 2003). These domains seem ripe for identifying robust and replicable phenomena that are relevant for organizational settings and provide fodder for replication. Alternatively, as a crowdsourcing initiative, ideas can be sourced from instructors who wish to contribute their class time to the broader initiative and practitioners who want to support student training, just to name a few (for other ideas for, well, crowdsourcing effects to be replicated, see Uhlmann et al., 2019). There are also several commonly relied-upon theories that can, and perhaps should, be applied for the purposes of building a robust methodological skillset (e.g., classical test theory, item response theory, generalizability theory, and psychometric network theory).

How might students contribute to such a collaborative effort, and why might their participation spur the uptake of open science practices? Students can contribute through activities that include (but are not limited to) writing analytic code,[3] designing surveys, conducting power analyses, facilitating preregistration, assisting with the publication of the registered report (if applicable), gathering data according to agreed-upon protocols, or in executing any open science tactic that comes from the broader buffet of tactics (see Castille et al., 2022). It should match the aims of the course to which students are assigned. For instance, students completing a course on psychometrics can contribute by applying different latent variable models for test-scoring purposes or assist with the planning and execution of a meta-analysis (e.g., controlling for different sources of measurement error). In contributing to the replication effort process, students would have the opportunity to learn about several key concepts in our field, such as how to execute a study that contributes to a subsequent meta-analysis, sampling error, methodological moderators, the importance of replication, and the value of the open science skillset (to name just a few). Perhaps most importantly, it will embed open science practices firmly into undergraduate and graduate training in I-O psychology (and adjacent disciplines who wish to contribute to the effort, such as management, organizational behavior, data analytics, and human resources), promoting their use in later professional capacities (e.g., research or applied).[4,5]

It is worth taking some time to define the shape that these replication efforts may take, as there are many forms of replication. I will discuss three that are top of mind. “Direct” or “exact” replications can be considered as “same materials, new observations” and have been given a great deal of attention in open science discussions (see Open Science Collaboration, 2015). By contrast, “conceptual” replications can involve replications that vary some feature of a study (variables), design, and populations, in ways that test some prior theory or proposition in new ways (see Guzzo et al., 2022). Last, "constructive" replications range from executing replications that make incremental advancements (e.g., increasing statistical power) to comprehensive advancements (e.g., addressing all key methodological shortcomings of prior literature; Köhler & Cortina, 2021). It should be noted that scholars have argued that conceptual replications are more valuable for applied disciplines such as ours (see Guzzo et al., 2022 for a brief review). However, conceptual replications may only be constructive when designs make explicit mention of overcoming the methodological shortcomings of prior attempts (e.g., enhancing statistical power; see Köhler & Cortina, 2021). Perhaps focusing more explicitly on how a replication effort is *constructive* for the field will be a more fruitful form of big team replication research for our students to engage in. If you, as a reader, disagree, then please respond by sharing your perspective.

On the "Paradox of Replication" and Big Team Science Collaborations (Guzzo et al., 2022)

Guzzo and colleagues (2022) recently argued that replication research, such as the kind that I have promoted in this article, may unwittingly promote less robust findings via simple hypothesis testing on small samples with few variables in lab (not applied) settings, which they term the paradox of replication. These points are made salient as illustrated by certain big team science efforts occurring within psychology (e.g., the Many Labs studies; see Ebersole et al., 2016; Klein et al., 2014), several of which leveraged research designs that are relatively easy to execute across labs (e.g., studies could be easily executed in an online setting), allow data to be gathered quickly and efficiently via a single survey (single-source, single time-point), and test simple treatment effects (treatment vs. control design).[6]

As I-O psychologists, we should be rightly concerned that easy-to-execute studies can bring about biased findings (see Podsakoff et al., 2012). We should also be mindful of whether a big team science initiative will be useful for our field. I definitely agree that we need to carefully consider whether to adopt or encourage certain open science practices (e.g., making data available in its rawest form, or so-called "born open" data; see Rouder, 2016), such as starting a big team open science initiative focused on training the next generation of psychologists. We do not want to unintentionally harm our discipline's connection to practice. Additionally, there are several barriers and risks associated with carrying out a big team science initiative, a few of which are mentioned by Guzzo and others are discussed by big team science advocates (e.g., being overly conservative in testing our theories; see Forscher et al., 2022).

I simply wonder if the paradox of replication is necessarily a feature of big team science or a bug in its application to certain areas of the social sciences (e.g., Many Labs). Let's consider a positive case in a different research context: behavioral genetics and tests of the candidate gene hypothesis (for an overview, see Ritchie, 2020). As a field, behavioral geneticists once vigorously searched for specific genes that might explain variation in human traits (e.g., personality, intelligence). That a specific gene may be linked causally to a certain behavioral trait is broadly referred to as "the candidate gene hypothesis." In the 2000s, several studies were published that supposedly identified effects linking specific genes to outcomes (e.g., cognitive test scores, depression, psychological resilience). Samples in these published studies were often quite small, typically involving no more than a few hundred individuals. However, by the mid-2010s, almost all of the candidate gene effects were discredited when the genome-wide association study (GWAS) methodology emerged. GWAS involved large numbers of genetic variant–behavioral trait linkages and very large sample sizes (e.g., tens to hundreds of thousands). In addition to generating new insights for the field, it is crucial to note that GWAS studies could not be executed without the collaboration of many researchers and organizations, (Forscher et al., 2022; Uffelmann et al., 2021).

Collaborations such as these lead me to wonder if there is value in creating a big team science initiative for I-O psychologists.

Conclusion

Psychology's founding in 1879 by Wilhelm Wundt required students—including Hugo Münsterberg (our subfield's founder), James McKeen Cattell, Charles Spearman, and G. Stanley Hall (early influencers in our discipline)—to engage in replication research (Mülberger, 2022). More recently, such replication efforts are occurring but are much larger in scale (see Uhlmann et al., 2019; e.g., the Psychological Science Accelerator, see Moshontz et al., 2018). Can we—or should we—create such an initiative for our field that serves *our* purposes as an applied discipline? Should we start with our students? If you have thoughts, please share them with me at christopher.castille@nicholls.edu.

Notes

[1] I do not have a name for this initiative, so if you have ideas, please share them.
[2] I wish to credit **Don Zhang**, who both shared this pedagogy with me in a previous entry into *TIP's Opening Up* column. He has also executed a similar course at the graduate level and can speak to the pros and cons of doing so.
[3] Indeed, the University of Glasgow's School of Psychology and Neuroscience created the PsyTeachR series for helping both undergraduate and graduate students in psychology learn how to code (see psyteachr.github.io).
[4] I must credit **Steven Rogelberg** with the idea of creating a consortium of I-O psychology undergraduate and graduate students devoted to replication research. He shared this idea with me years ago as a participant in a panel on open science that I cochaired with **Michael Morrison** (Morrison & Castille, 2019). Such an initiative may be more useful for training master's students, who often have to complete a thesis for attaining the degree, in order to demonstrate a basic level of competence. Doctoral students may also benefit from contributing to such a multisite collaboration in order to appreciate both our theory and methods, but may have to consider something unique for the dissertation requirement.
[5] I include management, organizational behavior, data analytics, and human resource management contexts as I am currently working in a business school setting. I am exploring ways to grow a culture of replication and science in this context and will take ideas/suggestions.
[6] Thanks to Rick Guzzo for pointing out this issue with the Many Lab studies.

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Max. Classroom Capacity: What Should We Do About Cheating?

Loren J. Naidoo
California State University, Northridge

Dear readers,

By the time you read this the FIFA World Cup will have just finished—as I write, it hasn't started yet. Congratulations Brazil, France, Argentina, Spain, Germany, or England? I love watching soccer, but World Cup games can be frustrating when players engage in excessive "*simulation*" and "*embellishment.*" Simulation is the fancy soccer term for pretending to be tripped, kicked, head butted, or assaulted with a deadly weapon by one's opponent when little or no contact has occurred. Embellishment is the fancy soccer term for the protracted rolling on the ground, clutching of the ankles, and mimicking of a 2-year-old's temper tantrum, which sometimes involves the team's medical staff running onto the field and spraying the player's injury with, well, *something* (WD-40? Drakkar Noir? Eau de la colère?) and always ends with the player's miraculous and complete physical recovery mere moments later. Question: Are these players cheating? One might say that trying to fool the referee is a fair part of the game. However, if such shenanigans cost your team a chance to advance in the tournament, then you may feel differently about it.

To paraphrase South Park elementary's Mr. Mackey: "Cheating is bad, mmmkay." Yet cheating inevitably is a part of sport, work, and education. As with the VAR (video assistant referee) in soccer, we now have technological tools to help us identify and perhaps reduce cheating in our classes. I first tried Turnitin, the plagiarism detection software, a little more than a decade ago. I had a writing assignment I had used for the past several years, and I wanted to try Turnitin as a way to discourage future cheating. I was also curious to see how much cheating had gone undetected in prior classes. I uploaded all 736 of the papers that past students had submitted. I was shocked to find that two were exact matches—one student had submitted a paper written entirely by another student the year before, changing only the name on the paper! How dare they cheat and in such a blatant fashion! Insolence! Impudence! I was experiencing that "hot and burning" sensation memorably described by Dr. Robert Bies (2001, p. 90) in his seminal chapter on interactional (in)justice.

As I noted in a prior Max. Classroom Capacity about teaching ethics in I-O psychology, we are living through an epidemic of ethical scandals in multiple domains (education, business, politics, sports—I'm looking at you, FIFA!). I'm certain we can all quickly bring to mind many examples of prominent people cheating and getting away with it, at least for a time. The sheer absurdity of wealthy celebrities paying gobs of money to cheat their kids into exclusive universities, despite the existence of many high-quality, lower cost institutions that probably do as good a job (or better) at providing students a diverse and useful education. Do these highly publicized ethical scandals tacitly tell our students that everyone is cheating; therefore, they should cheat too? Do our students think of cheating in school in the same way that soccer players think of fooling the referee, as part of a game? And what should we, as teachers of I-O psychology, do about it?

Before we get into the details, let me quickly say that I will focus on only cheating of the relatively unambiguous variety—a student copying another's work wholesale, for example. I won't discuss more ambiguous cases, such as a failure to cite others' work properly, the line between student collaboration and cheating, or the use of artificial intelligence-based text writing software (as discussed in another prior Max. Classroom Capacity column).

Like anyone who has been teaching for a few years, I've encountered multiple incidents of student cheating. Each time, my initial reaction was to (a) feel angry/betrayed/disappointed, (b) identify how the student had been able to cheat, and (c) consider actions to prevent future students from doing the same thing. Early in my career I also heard stories about students cheating in my colleagues' classes and took what I thought to be appropriate actions. For example, a colleague told me about a student who wore a baseball cap to a closed-book exam with notes written on the inside of the brim! As a result, during exams I started asking students wearing baseball caps to turn them around so the brim faced backwards.

In sum, in response to cheating I generally focused on trying to prevent future cheating. There are lots of ways to do this (see top half of Table 1). We can (a) increase our efforts to detect cheating on written work by using software like Turnitin, which identifies word-for-word matches in phrases in students' work compared to a large database of work submitted by students in the past. During in-person exams we can diligently patrol and scrutinize our students' every move, admonishing them to keep their eyes on their exams. We can (b) change the assessment context to make cheating more difficult. For example, during online exams we can use software like LockDown browser, which prevents students from changing windows, copying and pasting, accessing other apps, taking screenshots, printing, and so on. We can restrict students' access to exam questions and answers after the exam is complete. We can (c) increase the salience of punishments for cheating by reciting the institution's academic integrity code and the dire consequences of violating it. We can also (d) change our assessments to prevent or reduce cheating by using different assignment prompts or exam questions each semester; by varying the order of questions and response options on exams; and by creating difficult, timed or closed-book exams that make it difficult to look up answers using outside sources. However, it is likely that students who are sufficiently motivated to cheat will find new and innovative ways around whatever preventive measures you adopt. Moreover, although widespread cheating can undermine the validity of assessments, some of the aforementioned solutions can have the same effect. For example, using closed-book rather than open-book exams may reduce the predictive validity and reliability of the assessment by increasing the role of memorization and recall in determining results, whereas in most work contexts, workers are allowed (encouraged, even) to review references and notes when performing their jobs.

Table 1

Actions	**Potential benefits**	**Potential costs**
Cheating prevention orientation		
● Increase detection of cheating ● Increase prevention of cheating ● Increase salience of punishments ● Increase difficulty of cheating	● Reduces cheating ● Increases perceptions of fairness among noncheaters	● Lowers trust in instructor and institution ● Infantilizes students ● Prioritizes cheating reduction over learning ● Reduces learning ● Reduces assessment validity ● Large time investment
Maximize learning orientation		
● Use low-stakes assessments ● Involve students in decisions and policies around cheating ● Make assessments personally meaningful to students	● Reduces motivation to cheat ● Increases focus on learning ● Builds trust ● Reduces cheating	● May not stop all cheating ● Large time investment to build multiple, low-stakes, personally meaningful assessments

In all candor, I've tried most of these cheating prevention approaches at times in my career, and perhaps they are all reasonable things to do in isolation, depending on the circumstances. Some of these approaches entail a greater investment than others. For example, creating new exams or assignments, and their associated grading rubrics, each time we teach a class would entail an enormous amount of work. In reality, most tenure-track faculty have limited time to devote to teaching (as opposed to research and service), and it seems inadvisable to allocate a large chunk of that time to developing ways to thwart the (likely) very small minority of students who cheat. Even those instructors who focus primarily on teaching may wonder whether their time and energy would be better invested in measures designed to maximize student learning as opposed to reducing cheating.

Many of these cheating-prevention approaches may have significant hidden costs as well, including the effect of infantilizing students by treating them like naughty children who cannot be trusted, and may reduce students' trust in their instructors and institutions. Discussions of academic integrity often focus on the validity of students' grades, fairness toward fellow students who do not cheat, and high-minded principles of trust and honor. In my experience, it is rare indeed for instructors or institutions to acknowledge their own roles in the incidence of cheating. For example, if institutions create "gatekeeper" courses with large enrollments for the purpose of "weeding out" substantial numbers of students who are seeking entry into a major, for example, and these classes use high-stakes, high-pressure assessments (e.g., a single final exam worth 100% of a student's grade) that are perceived as unfair and deliberately tricky, and for which students do not feel they receive the support they need to perform well, then students will have more reason to cheat. Indeed, if the primary purpose of the course is to weed out students, then there may be perverse incentives that may lead instructors to design assessments on which many students will do poorly and to provide as little guidance to students on how to perform well. In this mindset, student cheating would undermine the validity of the assessment and downstream gatekeeping decisions and therefore must be stopped. However, to my mind, the primary problem with cheating does NOT concern measurement validity. To my mind, **we should be concerned about cheating because it represents a student's choice to prioritize their class performance over their learning**, which we know from the achievement goals and goal orientation literatures is bad for learning and many other desirable outcomes (e.g., Elliot & McGregor, 2001; Payne et al., 2007).

I started this column by describing my outrage at discovering that two of my students had cheated. In retrospect, this was completely the wrong reaction. Although I was "in my feelings" about the two students who blatantly cheated, what I failed to realize in that moment was that the vast majority of students (99.7%, to be exact) had NOT cheated (at least, not in a way that could be identified by Turnitin). In fact, from an academic integrity standpoint this assignment was a big success. I believe the main reasons for students' lack of cheating were that the paper was highly personal—it required students to observe humans interacting and interpret their behaviors using theories from social psychology. They had considerable latitude to decide what interactions to observe and what theories to write about. Students tended to enjoy the assignment. The paper was also a relatively low-stakes assessment—worth 25% of their grade—where none of their other assessments were high stakes either. In sum, students likely were less motivated to cheat on the paper. Introducing new punitive measures designed to prevent cheating would be unlikely to produce any tangible reduction in cheating as the base rate was so low to begin with yet could undermine students' enthusiasm for learning by emphasizing compliance with anti-cheating rules.

Now when I consider measures to address cheating, I try to ask myself the core question that I think we all should be asking ourselves as educators: How can I maximize student learning? I humbly offer three categories of approaches designed to cope with cheating based on an orientation that prioritizes student learning (see the bottom half of Table 1). First, use multiple low-stakes assessments so students do not feel as much pressure to perform on any single assessment, reducing their motivation to cheat. Yes, it may be more work to develop multiple low-stakes assessments and rubrics, but this seems like a better investment of your time than developing complex means of detecting and preventing cheating. Second, when it comes to making decisions and building policies around cheating, involve students in the process. This might include initiating a discussion with students about what does and does not constitute cheating on an assessment, negotiating with students the conditions under which certain assessments happen (e.g., Will exams be open book?), and discussing the standards or expectations regarding citation and collaboration on written work. Following such discussions, I now ask students to read and sign an academic integrity agreement, but I don't require them to do so. Recently, I administered an exam via canvas online to my in-person class where I had chosen the option of displaying only one exam question at a time, without being able to return to prior questions, in order to make it more difficult to cheat. However, in a discussion with students afterwards, many described how stressful and discouraging this was for them. We agreed that on the next exam I would remove this constraint with their pledge not to cheat and my expectation that I could effectively deter cheating by simply walking around the room more during the exam. Similarly, my students asked if they could be allowed to refer to their notes during their next exam, which I agreed to as well. I saw no evidence that cheating went up, but students' experiences were much more positive, and the quality of their answers increased. Third, build learning assessments that are more personally meaningful to students. Provide students with as much choice as possible regarding assessment topics. Build assessments that go beyond simple memorization of definitions or concepts by requiring students to apply concepts to real-world issues in ways that mimic what they may do in their professional or personal lives. Incorporate other job-relevant assessments such as presentations, group discussions, and business simulations that students may find more engaging and valuable than traditional academic assessments like multiple-choice exam and research papers.

I'm all for incorporating reasonable measures to prevent and reduce cheating, but let's make sure we don't throw out the baby with the bathwater. We are educators—remember the GOOOOOOOOAL!

Readers, as always, please email me with comments, feedback, or just to say hi! Loren.Naidoo@csun.edu.

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The Bridge: Connecting Science and Practice

**Apryl Brodersen, Metropolitan State University of Denver; Sarah Layman, DCI;
Erika Morral, Indeed; and Jen Harvel, Amazon**

"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, **Suzette Jung** proposes eight potential context-relevant competencies of high-performing remote workers, packaged as "the self-starter," for organizations to consider assessing now that remote work is here to stay. The goal of her column is to provide a jumping-off point for thinking about how context is a relevant component to consider in the selection of remote workers.

Initiative, Diligence, Resourcefulness?
Proposing Context-Relevant Competencies of the Successful Remote Worker

Suzette T. Jung, M.A.
The University of Southern Mississippi

Background: Responding to the Pandemic With Remote Work

In 2020, organizations around the world responded to the COVID-19 pandemic by recognizing the necessity of geographically dispersed workforces and implementing work-from-home programs. The transition was difficult for those that had never attempted teleworking at this scale, let alone hybrid or flexible work arrangements. During this turbulent economic period, leaders felt unsure about their organizations' capabilities to remain resilient and productive from home (Bersin & Spratt, 2020).

Companies were also tasked with addressing work design and environmental obstacles to leverage workforce competencies predictive of resilient organizational outcomes (Hoopes, 2020). The availability of resources and equipment, as well as the visual appeal and ergonomics of office setup, varied among at-home workers. Environments conducive to productivity, for example, included access to reliable Internet service and an adequately sized computer monitor (Shockley et al., 2020). Variability in remote offices proved to be an important concern, as workers' perceptions of their remote environments affected their sense of control over their work (Loignon et al., 2022). Task and process uncertainty were also concerns for remote workers who felt unclear about how to collaborate and complete work in their new at-home offices (Bartsch et al., 2020). Successful leaders remedied these concerns by providing clear directions, setting communication expectations, and establishing objectives and metrics for success (Bartsch et al., 2020; Shockley et al., 2021).

Despite facing such obstacles and feelings of uncertainty while working remotely in 2020, the rate of U.S. labor productivity increased during this period (U.S. BLS, n.d.). Organizations were learning to quickly adapt to dispersed work by allowing for worker autonomy and flexibility in work processes, as well as providing equipment, training, and guidance to remote workers (Bartsch et al., 2020; Keller et al., 2020). Additionally, research showed that most remote workers during the pandemic felt at least as productive as they did prior to the pandemic (Keller et al., 2020).

As the world left 2020 behind, organizations began re-opening their workplaces. However, the preference of most employees working in remote-capable jobs was to continue working in remote or hybrid arrangements over fully in-person arrangements (Parker et al., 2022). By 2022, the message on remote (and hybrid) work had become clear for many organizations: It's here to stay. A necessary next step became figuring out how to grow a thriving remote workforce.

Today's Challenge: Remote Worker Selection

Offering remote and hybrid work options is a talent acquisition strategy necessary for employers to implement in competing for talent today. Gallup researchers have suggested that the fully face-to-face (f2f) work arrangement will exist as a "relic of the past" (Wigert & Agrawal, 2022, insight no. 2). Organizations are faced with the challenge of growing their remote workforces and thereby determining which of their positions should be fully in-person and which could be hybrid or fully remote.

Sustaining a successful remote workforce will require a focus on employee selection – an area currently ripe for research. Despite the fact that organizations have seen success with work-from-home initiatives, the reality is that not all employees enjoy working remotely. A Pew Research Center study found that after workplaces re-opened and employees were given the choice of where to work, 22% of workers in remote-capable jobs reported they *rarely* or *never* worked from home. In addition, most of these individuals cited feeling more productive in person at their workplace as the major reason for their preference (Parker et al., 2022).

Thus, moving forward, how can employers distinguish between job candidates who are likely to succeed as remote workers and those who are not? What makes productive people *productive* in remote settings?

The Downsides of Working Remotely

Though a preference for some, working remotely is not the favored work arrangement for all workers working in remote-capable jobs. Social interaction as well as perceived access to, and support from, leaders may be at the crux of remote work downsides.

Remote work doesn't facilitate the level of social contact some desire and feel is necessary to be successful on the job (Baruch, 2000; Jamsen et al., 2022). Compared to working in a f2f workplace, some employees in remote arrangements feel more detached from peers and resources and perceive a diminished sense of community. They miss spontaneous interactions and taking breaks or eating lunch with coworkers. They may also perceive a greater amount of difficulty in soliciting information from remote coworkers, who would otherwise be a few steps away from them in a f2f setting (Jamsen et al., 2022). In addition, leader influence over work performance and workers' perceived leader support tends to be lower in remote arrangements than in f2f settings (Baruch, 2000; Jamsen et al., 2022).

Overcoming the downsides of working remotely can be easy, hard, or somewhere in the middle, depending on the skills and characteristics—or competencies—unique to the individual worker. Now is the time to solicit the help of available remote workers in investigating potential predictors of success in remote work environments.

Meet the Self-Starter

In considering the downsides workers tend to face in remote arrangements, here are eight potential context-relevant competencies of high-performing remote workers, packaged as "the self-starter." Although these competencies are valuable to work performance irrespective of location, they may be essential to success in remote roles.

Independent

Independent workers are comfortable working autonomously. They don't feel the need to have constant interaction with others throughout the workday to get work done. Teleworkers have reported "an ability to work on [one's] own" as a major driver of their success (Baruch, 2000, p. 43). Additionally, highly autonomous remote workers tend to experience less work-related exhaustion and dissatisfaction than workers in need of frequent interaction (Perry et al., 2015).

Shows Initiative

Working proactively, rather than waiting around to receive instructions, characterizes the behavior of a person who shows initiative. Individuals with a high need for supervision are not likely to flourish as remote workers (Baruch, 2000). Initiative requires independently taking necessary first steps, such as searching for answers and figuring out what needs to be done (or what should or could be done) to complete a task or resolve a work-related problem. Led by innovations in technologies, our evolving organizational structures and roles may drive the need for initiative in the workforce (Frese & Fay, 2001).

Tolerant of Ambiguity

Individuals tolerant of ambiguity are comfortable figuring things out as they go; they don't have to have all the steps of the process laid out from the get-go to perform competently. Research has found tolerance for ambiguity to be significantly related to both intellectual curiosity and assertiveness (Jach & Smillie, 2019). Individuals *low* in tolerance for ambiguity prefer to know up front which solution will be chosen to address a problem, and they tend to reject, or express an inflexibility to, unfamiliar approaches (Bochner, 1965). A flexible mindset may be particularly valuable to leaders (including remote and hybrid leaders) supervising remote workers (Bersin et al., 2021).

Open to Learning

A desire to learn and develop knowledge and skills is essential for the remote worker in our 21st century world of work, which is characterized by complexity, uncertainty, and rapid technological change. Learning may involve developing technical or interpersonal skills. For example, remote workers may need to interact with a new technology to learn how it can help them perform their jobs more efficiently, or they may need to develop human-centered leadership skills through taking scheduled, on-the-job breaks for reflection (Bersin et al., 2021). Learning and growth competencies are expected to be indicators of leadership potential (Finkelstein et al., 2018), and building a “learning agile” organization involves developing people who are willing to learn from their work contexts and experiences (Harvey & Prager, 2021, p. 145).

Resourceful

A resourceful worker finds creative and efficient ways of getting around barriers to get the job done. Organizations may see the fruit of resourcefulness, particularly during times of economic cutbacks and reduction of staff and other resources (Licata et al., 2003). Research has demonstrated linkages between resourcefulness and multiple performance outcomes. For example, one study from the real estate field supported significant linkages between resourcefulness and objective sales data (i.e., number of homes sold), supervisor ratings, and employee self-ratings (Harris et al., 2013). Resourcefulness may also be a predictor of customer orientation (Licata et al., 2003) and thereby could be of added value when the customer cannot see you.

Knowledge Generous

Individuals bring to the table varying proclivities for relaying information. It’s not advantageous to have a remote workforce of isolated workers who acquire and hold on to knowledge key to collaborative processes and problem solving. A knowledge-generous worker is forthcoming with learned information, task status updates, and changes in project direction or timeframe. Sharing information with coworkers, supervisors, and other points of contact is predictive of performance in remote and digitalized work environments (Deng et al., 2022; Shockley et al., 2021). In team settings, a willingness to contribute knowledge may affect team capability for innovation (Akhavan & Hosseini, 2015).

Notable, though, are components of organizational culture, technology, and supervisory practices. A culture of growth and psychological safety, team use of technology that supports information exchange, and set communication expectations likely play important roles in preventing knowledge silos from forming (Coetzee, 2019; Shockley et al., 2021).

Diligent

Diligent workers act with tenacity. They tend to reflect on what they’re doing and see assigned work through completion, with careful attention to accuracy and quality. Diligent workers are likely to keep going when a task gets boring or tricky. Researchers suggest that diligence is associated with a lower likelihood of engaging in cyberloafing and greater productivity (Corgnet et al., 2015). Teleworkers have also deemed diligence to be a critical predictor of their success (Baruch, 2000).

Capable of Decision Making

Decision making can propel the remote worker from one step of a process or project to the next. A continuous need for leader or stakeholder opinions and approvals will impede the remote worker. You do not want the completion of tasks to be held up by an individual's inability to, or fear of, making decisions appropriate within the scope of their responsibilities.

The extent that decision making is performed on the job may depend, in part, on the complexity and decision-making authority of the role. It can also be influenced by the workload, ambiguity of the work context, and time constraints (Guzzo, 1995). However, a capacity for decision making may become increasingly necessary for employees working independently off-site and within dynamic organizational structures in which leadership behaviors are exercised in various directions aside from top-down (HR Directors Network, 2018).

Also, Keep In Mind...

Work and Organization Design

The keys to the remote self-starter's success and satisfaction are adequate role autonomy and flexibility in the structure of the system in which the individual works (Burr & Cordery, 2001; Chatterjee et al., 2022; Frese & Fay, 2001). Heavily hierarchical and rule- or policy-based operational environments are not likely to unleash self-starter's capabilities, as such would impede these individuals from performing their best work. In addition, leader-provided communication and performance feedback are important to the success of today's remote workers (Bersin et al., 2021).

Worker Intrinsic Motivation

Individual progress, even of a self-starter, could potentially be stymied over time when the remote worker doesn't enjoy the work required of the role (Lawler & Hall, 1970). Research has supported that suitability for the job (i.e., person–job fit) influences employee job involvement through intrinsic motivation (Dari & Permana, 2018). Therefore, organizations should consider job candidate interest in the type of work performed in open remote roles. Prior to extending offers of hire, being truly honest with candidates about role expectations, including expectations for processes or how work will be performed, may help prevent the occurrence of problems involving worker intrinsic motivation. Moreover, a candidate's curiosity or need to know about the role's extrinsic motivators (e.g., pay, benefits, schedule) should *not* be taken as a sign of low intrinsic motivation (Derfler-Rozin & Pitesa, 2020).

Conclusion

Now that remote work is here to stay, organizations are creating more remote and hybrid opportunities, and practitioners are thinking about how to select candidates for such roles. This article hypothesizes context-relevant competencies employers may wish to explore in developing and validating selection measures for remote jobs. Additionally, these competencies may support the selection of hybrid workers, particularly for roles that allow most working time to be remote compared to f2f.

Empirical research is needed to test the predictive power of these proposed self-starter competencies in remote work environments. As such, this article is a jumping-off point for thinking about how context is a relevant component to consider in the selection of remote workers.

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currently underway, but at least two scholars had publications accepted in *Industrial-Organizational Psychology: Perspectives in Science in Practice* during the mentorship experience, and many have maintained ongoing relationships with their mentors.

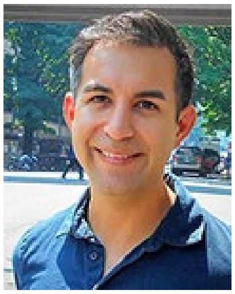
The committee has several goals to improve the functioning of the program in its second year, including adopting the “chair trio” model, developing subcommittees and associated chairs for each of the three phases of operation, coordinating better with the other diversity-related SIOP committees to help coordinate our respective efforts, and assessing the impact and effectiveness of the program, both short and long term.

We will continue to communicate the activities of this important program to SIOP membership in future *TIP* articles and appreciate the support of SIOP membership and leadership in the success of this program.

Editor’s note: For more information about the DIP initiative and activities, please visit https://www.siop.org/About-SIOP/The-DIP

Report From SIOP's New Diversifying I-O Psychology Program Committee

Larry Martinez
Chair



The Diversifying I-O Psychology Program is a new and completely unique diversity pipeline initiative approved by the SIOP Executive Board in April 2021. This report summarizes the purpose of the program, reports the activities of the first year of this program, and describes the current plans to strengthen the program in its second year.

The mission of this program is to address the issue of racial and ethnic minority underrepresentation in funded I-O psychology doctoral programs. The pipeline initiative seeks to increase awareness of I-O and strengthen the applications of racial and ethnic minority students. This program is aligned with SIOP's strategic goal to "build a diverse, inclusive, and agile SIOP that maximizes our impact through effective people, process, technology, and data infrastructure." The mission is to increase diversity within the field of I-O psychology, and ultimately SIOP, by increasing the diversity of students who are applying to and accepted into funded I-O doctoral programs. The vision is to see a significantly larger talent pipeline of Black/African American, Hispanic/Latinx, and Native American I-O graduate students and ultimately SIOP members.

The program consists of three specific phases that unfold over the course of the academic year. Each phase addresses a critical aspect of successful entry and career progression in I-O psychology:

Phase 1 was a virtual conference in which interested students learned about (a) I-O psychology as a career, (b) how to prepare to pursue higher education in I-O psychology, and (c) what to expect as a graduate student. The panelists represented a cross-section of I-O psychology with diverse racial representation, including academic and applied professionals, researchers and consultants, and representation from current graduate students to advanced professionals. The virtual conference addressed the need to educate undergraduate students, particularly those at institutions that did not have strong representation of I-O psychology among the faculty and/or in the curriculum.

Attendees of the virtual conference were encouraged to apply for **Phase 2**, an intensive mentorship experience. Student scholars selected for this experience were paired with a mentor to gain research and professional development experience for a 10-week period. The mentoring program addresses the need for successful applicants to have research experience in I-O psychology and career advice from a dedicated mentor who is an I-O psychologist.

Following this experience, student scholars received the opportunity to attend the annual SIOP conference, which is **Phase 3**. There were structured professional development and networking opportunities available for them during the conference. In addition, student scholars presented the results of their research experience at the conference during a networking poster session. Attendance at the conference addresses the need for aspiring students to meet others in the field, including potential advisors, mentors, peers, and collaborators, increasing their visibility within the discipline.

In the first pilot year of the program, more than 500 individuals registered for the virtual conference, 93% of whom were racial minorities. Twelve scholars were included in the mentorship experience, and eight scholars were able to attend the SIOP conference in Seattle. Short- and long-term assessments are currently underway, but at least two scholars had publications accepted in *Industrial-Organizational Psychology: Perspectives in Science in Practice* during the mentorship experience, and many have maintained ongoing relationships with their mentors.

The committee has several goals to improve the functioning of the program in its second year, including adopting the "chair trio" model, developing subcommittees and associated chairs for each of the three phases of operation, coordinating better with the other diversity-related SIOP committees to help coordinate our respective efforts, and assessing the impact and effectiveness of the program, both short and long term.

We will continue to communicate the activities of this important program to SIOP membership in future *TIP* articles and appreciate the support of SIOP membership and leadership in the success of this program.

Editor's note: For more information about the initiative and activities, please visit https://www.siop.org/About-SIOP/The-DIP

I'd Quiet Quit if I Knew What it Was

Celeste Mazur
St. Paul College

Grace Stelzner, Hamza Mustafa, and Dan Sachau
Minnesota State University, Mankato

In a March of 2022 *Business Insider* article, Ito Aki described employees who were working in the wake of the Great Resignation and were quietly dialing back their efforts. On July 25, 2022, the term *quiet quitting* appeared in a 17-second Tik Tok post in which a young worker, Zaid Kahn, reflected on how a person's worth should be defined by more than their labor (Khan, 2022). The clip went viral, a media blitz ensued, and quiet quitting became a national conversation topic. At this time of submission, "quiet quitting" produced 4,220,000 hits on Google.

For our purposes, quiet quitting refers to employees choosing not to engage in discretionary work above and beyond assigned job duties and doing so without communication to supervisors or coworkers. It is noteworthy that the term quiet quitting is a bit misleading because employees are not exactly quitting. They are doing their jobs, but as Selyukh (2022) describes it, employees are refusing to go the extra mile. In other words, workers are silently making the decision to step back, which leads to frustration of coworkers at having to pick up the slack (Telford, 2022).

The Media

Whether quiet quitting is perceived as a problem or a solution depends on the perspective one takes. Quiet quitting has been described in varied terms including a crisis of poor management (Harter, 2022; Zenger & Folkman, 2022), slacking on social media (Selyukh, 2022), unsubscription from hustle culture mentality (Ellis & Yang, 2022; Tapper, 2022), stepping back passive aggressively (Krueger, 2022), Generation Z pushing for a better work–life balance (Ellis & Yang, 2022), and "rejection of workplace exploitation" (Moscrop, 2022, para. 15). The causes and precursors of quiet quitting are fuzzy and ambiguous.

Some authors point out that the trend is not uniquely Western. Chinese media referred to a problem of employees *tang ping* (lying flat) in 2021 (BBC News, 2022). Other authors have noted that quiet quitting is nothing new and has long been known among executives as *corporate coasting* or *quitting in place,* among union leaders as *working to rule*, and among military personnel as *ROAD (retiring on active duty)* (Edmonds, 2018; Rosalsky & Selyukh, 2022; Thompson, 2022).

We found that media responses to quiet quitting generally fell into two camps. On one side, quiet quitting is posed as a generational or worker problem. There are media voices who claim nobody wants to work anymore, or the new generation is lazy and wants everything handed to them (*Variety*, 2022). Quiet quitting, to the people in this "kids these days" camp, means that younger employees are naturally disengaged, uninterested, and unconcerned about a company's wellbeing. The focus is placed on the worker.

In the other camp, quiet quitting is posed as an employee's psychological reaction to an unreasonable work environment, including toxic workplace culture, policies resulting in work–life imbalance, poor job design, excessive workload, and bleak economic conditions (Telford, 2022). What quiet quitting means to the people in the "environment" camp is employees are struggling with rapid social transitions and the workplace needs to be changed (Klotz & Bolino, 2022; Moscrop, 2022; Tapper, 2022). Within this perspective, the focus is placed on the worker's environment and quiet quitting is a solution rather than a problem.

How Prevalent Is Quiet Quitting?

A widely cited Gallup study of over 15,000 full and part-time employees reported that at least 50% of the workforce are quiet quitters (Harter, 2022). However, quiet quitting is not measured directly. Study participants were labeled quiet quitters if they fell between actively engaged (32%) and actively disengaged (18%) on the Q^{12} Survey, Gallup's 12-item employee engagement questionnaire.

Because the term quiet quitting is so new, there are very few direct measures of the construct, and there has been little time for empirical studies to appear. However, we found five perspectives on the causes of quiet quitting that may shape the discussion around the topic.

Possible Causes

1. Unhealthy workplace due to the labor shortage. One perspective on quiet quitting is that it is an engagement problem caused by the labor shortage (Harter, 2022; HRNews, 2022; Klotz & Bolino, 2022; Zenger & Folkman, 2022). The argument is that employees are being asked to do more work to make up for employees who have left the organization, and the employees who remain and are not being compensated accordingly. Further, busy leaders do not have time to manage, yielding problems of inadequate communication, lack of supervisory support, and low accountability. Zenger and Folkman (2022) examined 13,000 ratings of over 2,800 managers. The managers who rated the lowest on "balancing getting results with a concern for others' needs" had the highest percentage of quiet quitting and unwillingness to put in extra effort. Gallup has shown that engagement among workers younger than 35 dropped by 6 percentage points between 2019 and 2022, and they report fewer workers younger than 35 think that their company cares about them or encourages their development (Harter, 2022).

2. Expanded job opportunities because of the labor shortage. Another explanation is that the phenomenon is economic in nature. Quiet quitting is an outcome of a tight labor market and increased motivation to job switch (Ito, 2022; Rosalsky & Selyukh, 2022; Thompson, 2022). Employees know that they can find a new job at any time, so why put in extra effort?

3. Pandemic-related effects. Another perspective is that quiet quitting is a reaction to the pandemic. More specifically, an employee's choice to do less may be a response to burnout during the pandemic (Stanhope & Weinstein, 2021). The pandemic also changed the ways that many employees work; it brought flexible work hours and the opportunity to work from home. These changes may have sensitized employees to the value of personal time and autonomy. As Rosalsky and Selyukh (2022) describe it, quiet quitting is a sign of the postpandemic zeitgeist.

4. Generational shift. Some researchers describe quiet quitting as a modern phenomenon that reflects a reduction in the work ethic of young people (Moscrop, 2022). More generous critics suggest that quiet quitting is due to a generation that places greater emphasis on work–life balance and mental health than previous generations (Harter, 2022; Ellis & Yang, 2022). This argument is that Generation Z employ-ees, born between 1997 and 2012, and Millennial employees, born between 1981 and 1996, have shifted in terms of attitudes, behaviors, and values when compared with Gen X workers, born between 1965 and 1980 (Dimock, 2019). Younger workers are more aware of and advocate for mental health, work–life balance, and healthy work culture from employers. Respondents to a survey of over 30,000 Gen Z employees at 350 American companies reported lower levels of meaning in their work compared to previous generations, and a lower percentage of Gen Z workers felt their employers provide psychologically and emotionally healthy workplaces compared with Millennial or Gen X workers (Simms, 2021). In addition, Gallup found that Gen Z and Millennial workers reported large drops in engagement, as well as perception of care from their employer, and opportunities for development between 2019 and 2022 (Harter, 2022).

5. Pushback against injustice and exploitation. Quiet quitting has also been described as a retaliation tactic against uncompensated labor and the expectation to work above and beyond prescribed job duties (Moscrop, 2022). In other words, quiet quitting is about rejecting exploitation. The argument is that companies are failing to acknowledge and respond to changes like larger pay inequity and higher housing costs. Workers in recent decades have seen productivity rise, but wages haven't risen at similar rates (Economic Policy Institute, 2022). Klotz and Bolino (2022) discussed discretionary effort in terms of balance: Company leaders assume that the benefits and career success they provide balance the costs to the employee. They posit that quiet quitting stems from an imbalance in these expectations: Workers feel the companies do not, in fact, provide sufficient investment in them to balance out the work demands. Similarly, Stanhope and Weinstein (2021) described the increase in effort–reward imbalance (ERI) during the pandemic as a result of a constantly changing employment experience, increased workload, and a reduction of promotion and bonus opportunities.

Need for a Definition

In order to study quiet quitting, researchers first need a clear definition of the phenomenon. At this point, there seems to be as many definitions as there are people writing about the topic. Even though most definitions of quiet quitting involve "doing the minimum," it is not clear whether authors are talking about extra-role or in-role behavior. For instance, the definition we provided of quiet quitting would certainly include cutting back on organizational citizenship, prosocial, or contextual behaviors (Motowidlo & Van Scotter, 1994; Pickford & Joy, 2016). However, quiet quitting could also involve withholding effort when performing one's required job duties. In other words, based on the popular and limited scholarly work on the topic thus far, the quiet quitter might simply be performing their job at the minimal amount/quality of work that is necessary to stay employed, *or* they could be performing less than these minimum standards. This leaves us to wonder: Is quiet quitting just another name for psychological withdrawal (Lehman & Simpson, 1992)? Psychological detachment (Sonnentag et al., 2010)? Employee disengagement (Harter, 2022)? Low affective commitment (Meyer & Allen, 1991)? Failure to thrive (Britt & Jex, 2015)? Is quiet quitting a form of presenteeism, another popular but insufficiently defined term (Johns, 2010)? Is quiet quitting an attitude or a pattern of behavior? Furthermore, we need to gain clarity to understand if quiet quitting is attitudinal or behavioral, and whether the focus should be on the individual, environment, or both.

It's exciting when the media focuses attention on a topic relevant to our field. And with all that media attention, quiet quitting is increasingly difficult to ignore. Perhaps it will fade out with other social media trends, but if reports of quiet quitting stay in the limelight, researchers and practitioners would be wise to create a clear definition of the construct to assess its extent and determine its relationship to organizational practices and outcomes.

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SIOP in Washington Year in Review: SIOP Advocacy Scores Big Wins in Profile Raising and Visibility

Jack Goodman

The past year of SIOP advocacy and government relations have yielded some incredible opportunities to raise the profile of I-O psychology and ensure SIOP is an active participant in major policy conversations. The success stories below reflect only some of SIOP's advocacy work this past year; the SIOP GREAT and Lewis-Burke teams continue to find new avenues to engage policymakers and agency officials.

Through sustained engagement and conversations with Congress and the U.S. Department of Justice (DOJ), SIOP signed a Memorandum of Understanding (MOU) with the DOJ Community Oriented Policing Services (COPS) Office, making SIOP an official collaborator on issues relating to law enforcement recruitment and selection, retention, productivity, training, morale, and other areas of I-O expertise. SIOP has already conducted a "lunch and learn" for COPS Office staff to highlight how I-O research and practice are applied to law enforcement and policing, and have plans for additional engagement with COPS Office program managers and grantees. The MOU is a prime example of how SIOP advocacy creates new opportunities to ensure I-O expertise is considered in policy and federally supported activities.

SIOP has also continued a productive relationship with the House Select Committee on the Modernization of Congress. The Select Committee, which is responsible for making improvements to a number of personnel, policy, and technological challenges facing Congress, has welcomed engagement and input from I-O experts on how to improve recruitment, retention, morale, and productivity of staff, as well as address issues of incivility and competition between the members of Congress themselves. This year, SIOP leveraged the relationship built with the Select Committee to invite Committee Chairman Derek Kilmer to the SIOP Annual Conference in Seattle, WA. While at the conference, Chairman Kilmer participated in a panel session discussing the work of the Select Committee, where SIOP panelists and audience members alike had the opportunity to ask questions of the chairman and provide I-O-based recommendations to inform the committee's work. Following the success of the panel, the Select Committee invited **Dr. Steven Rogelberg** to testify at a congressional hearing on "Pathways to Congressional Service." As the Select Committee plans to wind down at the end of the year, SIOP and Lewis-Burke will continue to pursue opportunities to inform conversations around improving the federal workplace.

Finally, SIOP and Lewis-Burke have been working to build a bench of I-O psychology practitioners, academics, and students who are trained and ready to advocate on SIOP priorities through the new Advocacy Academy. The inaugural Academy cohort has been participating in a series of monthly webinars starting in June that provide an insider look into how Congress operates and passes legislation, deep dives into science policy, and best practices for successful advocacy. In 2023, the Academy participants will begin preparing and planning for virtual meetings with congressional offices, where they can apply these skills and advocate for issues of importance to the field of I-O psychology. SIOP members interested in participating in the Advocacy Academy should look for additional details on the second cohort in May 2023.

As we head into 2023, the partnership between SIOP GREAT and Lewis-Burke Associates is as strong as ever. Our team is excited to build on these ongoing initiatives and translate successes into new arenas, including artificial intelligence and hiring, defense national security, climate resilience and disaster relief, and more.

Washington Updates

Republicans Take House of Representatives in Midterm Elections, Democrats Retain Senate Control

Control of Congress will be divided in 2023, as Republicans won a majority of seats in the House of Representatives during the November 2022 midterm elections. However, Democrats retained the majority in the Senate, setting up a "divided government" scenario where neither political party will be able to advance their policy goals independently of the other. Congress will likely focus efforts on areas of bipartisan agreement, such as a reauthorization of the Workforce Innovation and Opportunity Act (WIOA) workforce development legislation due to be passed this year, mental health legislation, and more. Republicans are also likely to use their newfound majority in the House to conduct oversight of Biden administration activities, such as student loan debt forgiveness and biomedical research priorities. Without a Democratic majority in both chambers, the Biden administration may seek to use more executive orders to implement their policy agenda and continue their priorities around racial equity, climate change, and research innovation.

Is Cognitive Ability the Best Predictor of Job Performance? New Research Says It's Time to Think Again

Patrick Gavan O'Shea and Adrienne Fox Luscombe
Human Resources Research Organization (HumRRO)

Meta-analyses have overestimated both the primacy of cognitive ability and the validity of a wide range of predictors within the personnel selection arena, according to groundbreaking research conducted by **Paul R. Sackett** and **Charlene Zhang**, University of Minnesota; **Christopher Berry**, Indiana University; and **Filip Lievens**, Singapore Management University.

In a world embracing simplicity and certainty, researchers often take great pains to emphasize the tentative nature of their conclusions—well-captured by the phrase, "Statistics means never having to say you're certain," and the shopworn joke about psychologists responding to all questions with, "It depends."

Even so, there must be *some* things researchers assert confidently, right? Some unassailable, unimpeachable principles strong enough to build decades of research on?

Within the field of industrial-organizational (I-O) psychology, there has been at least one such fundamental truth: *cognitive ability is the best predictor of work performance*. Rooted in numerous meta-analyses (e.g., Schmidt & Hunter, 1998) and confidently proclaimed for over half a century, decades of research and hiring and promotion methods have been built on this proclamation.

Thus, it would take a Herculean effort to thoughtfully and rigorously revisit the statistical corrections that lie at the heart of meta-analytic methods and challenge 50 years of research. In doing so, Sackett et al.'s (2022) work, among other intriguing findings, revealed that *structured interviews* may in fact be the strongest predictor of job performance—not cognitive ability.

"I view this as the most important paper of my career," Sackett said, noting that it offers a "course correction" to the I-O field's cumulative knowledge about the validity of personnel selection assessments. This consequential paper, "Revisiting Meta-Analytic Estimates of Validity in Personnel Selection: Addressing Systematic Overcorrection for Restriction of Range," was recently published in the *Journal of Applied Psychology* (Sackett et al., 2022).

Correcting the Corrections

The critique levied by Sackett and his coauthors (2022) aims directly at the "nuts and bolts" of meta-analytic methodology, so a brief review of those methods helps one fully appreciate the nature and importance of their contributions. As the most common approach to synthesizing research findings across studies, meta-analyses typically involve the following steps:

1. Specifying the research domain, which in Sackett et al.'s case involved reviewing the predictive validity evidence for a wide variety of personnel selection assessments, including cognitive abil-

ity tests, structured and unstructured interviews, job knowledge tests, and personality and interest inventories.

2. Identifying studies that have previously explored these relations quantitatively, including those used in earlier meta-analyses and in new primary studies. The metrics synthesized through this process are generally correlation coefficients.
3. Using statistical adjustments to correct the correlations identified during Step 2 for limitations in the primary studies. Although mathematically complex, these adjustments rest on a straightforward premise: to adjust or "fix" the correlations found in the primary studies that consistently underestimate relations among various personnel selection assessments and job performance, thus obtaining a more accurate picture of the "true" correlations. Although a variety of corrections can be employed at this step, range restriction in the assessment scores and criterion unreliability are the two most common.
4. Statistically summarizing the corrected correlations emerging from Step 3 to arrive at more stable and accurate estimates of the relations among specific personnel selection assessments and the outcome of interest.

Focusing on Step 3, Sackett and his colleagues (2022) argue that commonly used corrections systematically inflate relations among personnel selection assessments and job performance. They are particularly critical of one widespread practice that involves using range restriction estimates generated from predictive validation studies to correct the full set of studies included in a meta-analysis that also includes many adopting concurrent designs.

The two shouldn't be treated in like fashion. Whereas predictive validation designs include actual job applicants who are hired on the basis of the assessment, concurrent validation designs involve administering the same assessment to current employees. Because current employees were not selected based on the assessment administered in concurrent studies, Sackett and his colleagues (2022) convincingly argue that "across the board" corrections overinflate validity estimates—sometimes to a substantial degree.

Future Research Implications

The nuanced and thoughtful critiques of meta-analytic corrections shared by Sackett and his colleagues (2022) extend beyond the example noted above, yet they all reflect a set of guiding principles that future meta-analytic work would be wise to follow:

- **Critically evaluate your assumptions.** At the very least, Sackett and his colleagues advocate "an end to the practice of simply assuming a degree of restriction with no empirical basis." However, this critical approach should be extended more broadly whenever meta-analysts evaluate sources of information, such as assessment score norms, that could potentially serve as the basis for range restriction corrections yet may not be relevant to personnel selection contexts.
- **Be conservative**. This principle could also be expressed as "when in doubt, don't correct." If, after some critical thought, you conclude that you don't have a credible estimate of range restriction or unreliability for a given study, it is better to be conservative and not correct than to apply an inaccurate correction.

- **Think locally.** Rather than base corrections on general rules of thumb (for example, "the criterion reliability is .52"), ask yourself if more "local" sources of information would likely provide a more accurate estimate (for example, reliability estimates for a specific type of criterion such as task versus contextual performance).

Practical Take Aways

Using these principles as a guide, Sackett and his colleagues (2022) re-analyzed studies included in earlier meta-analyses along with more recently conducted research, and the outcomes of their work hold many lessons for I-O researchers and practitioners alike:

- **Structured interviews emerged as the strongest predictors of job performance**. Sackett and his colleagues offer that this finding "suggests a reframing: Although Schmidt and Hunter (1998) positioned cognitive ability as the focal predictor, with others evaluated in terms of their incremental validity over cognitive ability, one might propose structured interviews as the focal predictor against which others are evaluated."
- **Structured interview validities are somewhat variable**. While structured interviews had the highest mean operational validity (r = .42), they also showed a relatively high degree of spread around that mean. Particularly given the wide range of constructs targeted by structured interviews, not to mention the advent of digital interviewing and AI-based interview scoring, this finding is a compelling call for researchers to identify the factors responsible for this variation and the approaches to developing, administering, and scoring structured interviews that foster strong validities.
- **Job-specific assessments fared quite well**. Along with structured interviews, several other job-specific assessments—including job knowledge tests, empirically keyed biodata, and work sample tests—appeared among the top five strongest predictors of job performance (with validities of .40, .38, and .33, respectively). Cognitive ability rounded out this list with a validity estimate of .31.
- **Interests should be measured via the synergies among personal interests and the interest profile of a specific job**. Compared to Schmidt and Hunter's (1998) work, the operational validity of interests increased from .10 to .24—a boost due to Sackett and his colleagues defining interests in a fit-based (i.e., between personal interests and unique job demands) rather than a general way (i.e., the relation between a general type of interest, such as artistic or investigative, and overall job performance).
- **Tailoring personality items to the job context increases their predictive validity**. In fact, the validities were so much stronger for contextualized personality assessments (i.e., adding "at work" to each item or asking applicants to respond in terms of how they behave at work) that Sackett and his colleagues suggest viewing them as essentially a different type of assessment relative to more general personality inventories.

This work will certainly have a lasting impact within I-O psychology's research and practice domains, with clear promise to ignite fruitful collaborations between them. The findings are also consistent with the experiences of many I-O practitioners that well-crafted structured interviews, grounded in detailed job analytic data and conducted by well-trained interviewers, are one of the best personnel selection tools we have to offer our clients.

Note: An earlier version of this article appeared as a blog on HumRRO's website. We wish to thank **Cheryl Paullin** and Paul Sackett for reviewing previous drafts.

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Pop Psychology Book Club

Carrie Ott-Holland

Let's trade professional dirty secrets. I'll go first: My earliest interest in psychology began with 80s and 90s popular self-help books. In elementary school, my parents took a class on the MBTI (Myers-Briggs) framework and taught me words like "extraversion" that suddenly helped me better understand the behavior of kids on the playground. In 5th grade, I discovered my mom's copy of *The Seat of the Soul*—written by a "spiritual psychologist" featured recently on *The Oprah Winfrey Show*. The book was well-beyond my elementary school vocabulary, but that was part of the appeal—I had never read a book that directly discussed concepts like compassion, conflict, trust, and power. Over the coming years of my youth, I'd wander over to the "Psychology" section of Barnes&Noble so that I could page through *The Four Agreements*, *Men Are From Mars, Women Are From Venus*, and *The Seven Habits of Highly Effective People*. These authors were talking about what made people tick, and I needed to know everything they had to say.

Fast-forward several decades: By the end of graduate school, I had forsaken the pop psychology I devoured in the 90s in exchange for statistics courses, the cleanly formatted and vigorously defended issues of the *Annual Review of Psychology*, and an occasional *Harvard Business Review* article. I now cringe every time someone at a party starts discussing Enneagrams. I take a deep breath when someone proclaims they're just a "right-brained thinker." And sharing that *The Four Agreements* played any role in my journey to become an organizational psychologist feels—well—embarrassing![1]

But let me take a guess at your professional secret: You, my psychologist friend, did not first become interested in our field when you stumbled upon the *Journal of Applied Psychology*. Maybe a high school English teacher walked you through Maslow's hierarchy or Freud's id, ego, and superego. Maybe you were curious why your friends and family members can act so differently from one another. Or maybe, like me, you started reading some of the bizarre self-help books of the 70s, 80s, and 90s (*Who Moved My Cheese?* Anyone?). Your initial interest didn't come from numbers and research; you were inspired by an idea or a story showing how humans are complex.

As a practitioner, it's become clear that leaders—and their employees—are reading and learning about topics in our field from a wide range of popular sources: Tiktok, *The Atlantic* articles, and "airplane" books (i.e. easy to read self-help or management titles that you can buy at an airport and finish by the end of your flight). Fortunately, the pendulum of pop psychology has moved much closer to "evidence based" than it was in the 90s. More articles and books in this genre are written by professors and researchers using peer-reviewed findings. Even journalists covering psychology-related topics pair their narrative storytelling with published research.

Let's face it, journalists and other popular psychology authors are often a LOT better at storytelling than I-O psychologists. This got me thinking: What if we approached popular psychology/management/self-help books as a field not with the intention of poking holes but with the goal of extracting the stories, quotes, and metaphors that could help us explain our field to others? What if we could skip to the good parts and steal ideas and expressions that could help us influence others?

It's based on this premise that I'm kicking off a new *TIP* segment on popular psychology books. This past year, I've been writing a popular press book proposal and have delved into research communication as a field. I've taken a second look at popular management and psychology publications. I'm talking about the mainstream publications that our students, business leaders, friends, and family are reading. In each segment, I'll be reviewing a popular management or psychology book not to dissect its limitations but to extract what quotes, stories, and narratives can help us to amplify the messages we seek to send as a field.

Intrigued? Help pick my first to review! Fill out the form here, or reach out to me directly at c.ottholland@gmail.com. I'd love to hear your thoughts and ideas for this column.

Note

[1] Clearly, not embarrassing enough that I'm unwilling to share this story with the readers of *TIP*.

SIOP Award Winners:
Meet José M. Peiró, the Distinguished Teaching Contributions Award Winner

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 SIOP's 2022 Distinguished Teaching Contributions award winner, **José M. Peiró**. He provides a step-by-step guide for how to approach applying for this award and how he got to know himself along the way.

Why did you apply for this award?

I must say that since recently, it was not my intention to apply as a candidate for this or any other SIOP award. However, in 2020 when I turned 70 and was appointed as emeritus professor at my university, I started to consider how I could provide additional visibility to the two master programs I have been working with over the last 10+ years: the Erasmus Mundus Master program in Work and Organizational Psychology and the International Joint Master of Research in Work and Organizational Psychology.

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

Since 2020, I have been emeritus professor at the University of Valencia (Spain). Prior to that I was a professor at the same university (with a 1-year interruption when I was a professor at the University Complutense of Madrid and then at the University of the Balearic Islands). Since 1985, I have been a member of the European Network of Organizational Psychology Professors, and I also participated, under the leadership of Prof. Robert Roe, in the founding committee of the European Association of Work and Organizational Psychology (founded in Rouen, France, in 1991). Then, I served as the second president of EAWOP (1995–1997). Later (2006–2010), I was president of Division 1 (Organizational Psychology) of the International Association of Applied Psychology (IAAP). In that capacity, I was involved in the foundation of the Alliance for Organizational Psychology (founded by EAWOP, IAAP, Div. 1, and SIOP). In 2010, I was elected president-elect of IAAP, and during 2011–2014, I served as its president. This experience deeply enriched my view of psychology, especially applied psychology, and the global challenges and need to strengthen international associations in the current times.

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

Once I decided to apply for the teaching award, I consulted with **Prof. Michael Frese**, who was enthusiastic about the idea. Then, I started to analyze the criteria and guidelines for applicants that were posted on the web page. That was an excellent guide for me to "rediscover" several contributions I made to work and organizational psychology in the area of teaching and education. The three criteria mentioned provided me with the framework to tell "my story." Here I will briefly mention what I referred to under each of those criteria.

Under criterion 1, I described my contributions to the master's programs mentioned above and also to other international master's programs. I also highlighted that, in total, I have participated or led international consortia that have obtained ~25 million Euros granted by the EU for the development of several international programs and to provide grants for the best students coming from regions all over the world. I also promoted an interuniversity PhD program in Spain in 2001, and it has received accreditation with an acknowledgement of excellence that has been renewed over the last 2 decades.

Under criterion 2, I mentioned that I have supervised 63 PhD theses. Ten of my PhD students are full professors and ~37 are associate professors in universities in Spain, North America, and Latin America.

Under criterion 3, I described my *Handbook of Organizational Psychology* (2 volumes) published by Spanish Open Universities (nine editions and eight reprints) that has been widely studied in Spain and in Latin America. I included details about the *Handbook of Work Psychology* (2 volumes) edited by Peiro and Prieto (1996), and several publications about the challenges and opportunities for the education and training of I-O psychologists in the international and global scene. I also described my role in developing the European Psychologist Certificate (Europsy) that was adopted by the European Federation of Psychology Associations (EFPA) in 2009 (see Lunt et al., 2014).

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

The letters of support written by my former students played an important role. At least to me, these two letters were most impressive. In them, the signatories collected several testimonials from other former students of mine, from the master's and the PhD programs, and they composed an impressive story that moved me deeply. The letter signed jointly by the directors of my department and my research institute as well as the letters of **Dr. R. Griffith** and the one jointly written by S. Glasser and **D. Truxillo** were important, too. All the endorsers were able to highlight my work much better than I could do.

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

As far as I remember, I had two "aha" moments. One happened when I read the two letters of my master's and PhD students. I never imagined that they would write what they did, and I am very grateful to them for sharing their feedback and their lived experiences. I knew that professors may influence the lives of some of the students. Myself, I was deeply influenced by some professors. However, when I read the testimonials from the students who contributed to the letters I was, as I said, deeply moved. The second "aha" moment occurred when I was organizing the documentation for the application—I got a clearer overview of my mission and purpose, which progressively clarified over the 46 years of teaching and research (since October 1, 1975).

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?

The lasting contribution, in my view, is not in terms of content but in what concerns the actors and the process. All through my career, I have worked on quite a few teams and have cooperated with many colleagues—most of them also friends. These experiences of national and international cooperation in projects, associations, study or research visits, and many other activities have produced an excellent capital of shared knowledge, joint learning, and passion that drove us during our endeavor. Several of them ended, and others are still ongoing. In any case, the human, psychological, and social capital (bridging and bonding) built up with those colleagues, students, and mentors have constructed a dynamic shared meaning, purpose, and aspirations that may contribute hopefully to our discipline.

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

I have been aware of the importance of interdisciplinary work since the beginning of my career. In fact, during my first 6–8 years, I worked mainly on the history of psychology and on general psychology. Then, I became even more aware of its importance when I participated in several projects with ergonomists, engineers, and physicians, especially at the Valencian Economic Research Institute. I learned to value this even more when I was president of the IAAP. This association is composed of 18 divisions, and in my leading role, I realized the importance and value of cooperation among them; for instance, to provide relevant inputs for the United Nations Sustainable Development Goals.

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

I strongly believe that every person develops and builds up their own biography with others and in the circumstances around them. As the Spanish philosopher Ortega y Gasset emphasized, "I am myself and my circumstances," and the poet Machado stated clearly, "Walker, there is no path, the path is made by walking." Then, my advice goes in that direction: Become aware of your circumstances, reflect and try to find your mission and purpose, and put passion in walking toward the goals and aims that you believe in. I can share with people new to I-O psychology my experience: I found our discipline, and the human needs and aspirations it serves, really inspiring and engaging during more than 4 decades. I am **still** driven to study and explore many unanswered questions. I continue to be passionate to contribute to the I-O psychology challenges, and I am eager to contribute, in what I can, to make work and the organizations more human, effective, inclusive, and just in the broader context of ecological and societal demands and human needs.

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About the author:

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

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

Her advice to someone new to I-O psychology? Statistics, statistics, statistics—knowing data analytic techniques will open A LOT of doors in this field and beyond!

SIOP Graduate Student Scholarship Award Winner: Meet Monique Domingo

Liberty J. Munson

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

This quarter, we are highlighting one of SIOP's Graduate Student Award winners, **Monique Domingo**.

Share a little bit about who you are and what you do.
My name is Monique Domingo. I earned my PhD in Business Management at the University of Connecticut, and I recently began my new role as an assistant professor of Management at Louisiana State University. My research broadly focuses on leadership and teams, but I am primarily interested in how leadership behaviors can influence team and organizational effectiveness, especially in reaction and response to critical and disruptive events.

Describe the research/work that you did that resulted in this award. What led to your idea?
After learning about leadership in hospital or military settings, I grew curious about how high-stake events, like a crisis, pose unique demands on leaders to minimize negative consequences and overcome various threats. During such events, leaders are often expected to prevent or encourage behaviors that are useful despite limited and/or rapidly changing information and resources. Yet, there is limited research explaining how leaders behave in a crisis and whether those behaviors are effective.

As COVID-19 emerged, I envisioned how different state governors appeared to implement different behaviors to influence their constituents in an attempt to influence crisis consequences. Thus, I designed a multistage, mixed-method research study to explore what leaders said and did during the crisis and how it might have influenced their collective followers' emotions, subsequent behaviors, and health consequences.

What do you think was key to you winning this award?
I think there are 3 key factors that contributed to winning this award, the (a) theory, (b) dataset, and (c) analysis. First, I proposed the exploration of multiple leadership responsibilities during a real-world crisis; contrary to prior research that looked at one leadership dimension at a time, my research revealed that there are multiple leadership dimensions that can co-occur during a crisis event. Second, the 2.9 million words from U.S. governor briefings and the 2,088 state-level repeated unobtrusive observations enabled me to not only identify what leaders say and do in a crisis, but it also enabled me to examine their effects on collective followers' reactions, behaviors, and crisis consequences in real time. Third, while prior research infers that all contextual factors of a crisis remain constant, the multistage, mixed-method research design enabled me to account for the dynamic nature of leadership that results from rapidly changing information during a long-duration crisis event.

[Author note: This is so cool! I love how you saw an opportunity and leveraged real actions taken by leaders during the pandemic to study leadership under crisis.]

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?
Broadly speaking, I hope that this work underscores how important it is for leaders to be more thoughtful about their communications and actions toward their collective followers during a crisis. Both may differentially impact their collective followers' reactions and behaviors, which in turn may drive serious crisis consequences.

What's a fun fact about yourself (something that people may not know)?
I am passionate about mixed-martial arts and train seriously under the Jeet Kune Do philosophy.

About the author:

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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!

The SIOP Ambassador Program Creates Rewarding Experiences and Professional Relationships

Eleanor Lovering, Bailey Schrock, and Annie Simpson
Ambassador Program
SIOP Conference Committee

"I am so thankful I participated in this program! My conference experience was absolutely enhanced because of my ambassador. He gave me a lot of insight on how to get the most out of the experience and also helped me feel connected at the conference where I knew very few other professionals. I look forward to passing this same experience forward to first-time attendees in the future."

"I loved the program. As a first year MA student, this was a wonderful way to feel welcomed into the I-O community and to relieve any anxiety about navigating the conference for the first time. It was great to connect with someone before, during, and after!"

"My ambassador did a fantastic job at meeting with me early, giving me advice, and helping me have a great experience while I was there."

–2022 Ambassador Program newcomer respondents

Fortunately, Ambassador Program experiences like these are not unique! According to the Ambassador Program survey conducted after the the 2022 SIOP Annual Conference, the majority (86%) of newcomers were satisfied with their overall Ambassador Program experience. In addition, 82% of newcomers were satisfied with the relationship they had with their ambassador. Over 90% of newcomer respondents were likely to recommend the Ambassador Program to a prospective newcomer, and the majority of newcomers wanted to participate as an ambassador in the future!

Ambassadors also report enjoying the program *just as much* as newcomers do. The postconference survey showed that 89% of ambassadors were satisfied with the program, and 69% reported wanting to participate as an ambassador again in the future! Ambassadors were particularly satisfied with communication with their newcomer before the conference as well as their match. Furthermore, about 86% of ambassadors indicated they were open or likely to continue communicating with their newcomer after the conference. According to one ambassador, "My newcomer was great and I look forward to being an ambassador next year!" Another ambassador stated the program was a "great experience overall and I hope to remain in contact with them once they graduate next year." The Ambassador Program overall is a great way to expand your network in the I-O community and create lasting professional relationships that help new conference attendees navigate the sessions. **We'd love for you to participate!**

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

- actively working on ways to better facilitate preconference communication between newcomers and their ambassador;
- increasing networking opportunities, both in person and online; and
- ensuring all parties remain engaged throughout the program.

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

Serving as an ambassador is a **relatively small time commitment** that can have a **tremendous impact** on first time SIOP attendees, including providing a positive introduction to the SIOP community. Anyone wanting to participate as an ambassador or newcomer can sign up within the 2023 SIOP Annual Conference registration process. We encourage everyone from graduate stu-dents who are more advanced in their programs, recent graduates in academic or applied jobs, or more veteran SIOP members to consider showing a first-time SIOP conference attendee the ropes.

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

Ambassadors	Newcomers	Program requirement
√	√	Registered for 2023 SIOP Annual Conference
√		Has already attended at least one annual conference
	√	Attending for the first time
√	√	Agree to follow all program expectations
√	√	Respond to conference communications and meet with your group
√	√	Connect by email or phone at least once before the conference
√	√	Meet at least once during the conference through an in-person, virtual, or hybrid check in.

We're very excited about the 2023 SIOP Ambassador Program and look forward to your participation! Keep an eye out for this year's program campaign and help us #MakeAConnection with someone new to SIOP. If you have any questions about the Ambassador Program, contact us at ambassador@siop.org or visit https://www.siop.org/Annual-Conference/Attendee-Info/Ambassador-Program.

We'd love to hear your stories about being a newcomer or ambassador! If you had an experience with the Ambassador Program that you would like to share or photos of you with your ambassador or newcomer, please email us at ambassador@siop.org. For example: Have you continued your professional relationship beyond the conference in which you met? Have you had a research project or conference presentations with your ambassador or newcomer? Do you now work with your ambassador or newcomer?

Mastering the Pivot: How Local I-O Groups Are Responding to Modern Organizational Challenges

SIOP's Local I-O Group Relations Committee:
Eileen Linnabery, Robert Calderón, Comila Shahani-Denning, and Donna Sylvan

At the onset of the COVID-19 pandemic, organizations large and small were required to adjust in new ways they never previously faced. Mask mandates, virtual work, social distancing, and the like complicated how organizations operate and engage their workforce. Local I-O groups, which are grassroots organizations maintained by volunteers to further the study, practice, and community of industrial-organizational psychology, were no exception. In this article, we will explore how local I-O groups have shifted their practices in response to the pandemic, what is changing again now that people are returning to in-person work, and what they anticipate will change in the future. Organizational agility has become an important consideration for the survival of many organizations, as the past several years have not thrown just one curveball but several. To maintain membership and engagement, local I-O groups are continuing to evolve and remain responsive to emerging challenges. We spoke with several local group leaders across the country to understand how their local groups are mastering the pivots required in today's world and offer ideas for creating community and connection in local organizations.

When the pandemic hit, many organizations had already planned their event calendar and member engagement strategy for the year. Past President of the PTCMW **Robert Calderón** shared

> Personnel Testing Council of Metropolitan Washington (PTCMW) had been conducting in-person monthly speaker events for decades, up until March of 2020 (including our final in-person session on March 11th, 2020). Then everything began shutting down. The traditional SIOP Annual Conference was paused, and PTCMW took a minute to determine what could be done to continue providing valuable services and offerings to its membership.

Like many local groups, PTCMW started by examining their monthly meetings, which could no longer be held in person.

> PTCMW had a schedule of presenters already lined up for several months, so the first step was to pivot and offer a virtual option for those presenters that had already been scheduled. PTCMW had always offered a virtual option when there were in-person events, so we expanded the virtual platform and offered the events virtually.

The Georgia Association for Industrial-Organizational Psychology (GAIOP) similarly had to pivot. GAIOP usually has at least four 3-hour workshops that are cosponsored with SIOP and offer continuing education credit. Workshops were held in spaces provided by a local university or corporate headquarters. In 2020 GAIOP had to pivot. After COVID hit, the spaces typically used were no longer available. GAIOP decided to offer workshops virtually and successfully did so. For two of these workshops, SIOP and GAIOP also worked together to distribute the workshops to SIOP member and nonmember audiences.

Calderón provided further insight into how they adapted. "When it was determined that virtual events would likely remain the norm for some time, PTCMW looked for ways to benefit from this," Robert shared. "To begin, the set of potential presenters for the monthly events was expanded to include individuals outside of the DC area and allowed for members to attend sessions with presenters they may not normally have the opportunity to hear and interact with." This was a common practice of local I-O groups pivoting to virtual events during the pandemic. Local leaders were able to reach a wider range of presenters as geographic distance did not pose the same barriers as before. Many local I-O groups saw increased participation in virtual events, as I-O enthusiasts from around the globe could join their virtual meetings. Other groups began to attract members from outside their local areas. Local I-O groups previously based on geographic proximity prepandemic had opportunities to expand participation beyond their local area with virtual meetings, quickly building a national presence. SIOP's Local I-O Group Relations Committee also supports local groups in maintaining a calendar of events all SIOP members can access, hosting forums for local group leaders to learn from each other and using a listserv for local groups to share their events and activities with other groups, creating more opportunities for increased engagement and attendance.

There were also opportunities for additional programming to be explored in the new environment. Robert Calderón of PCTMW described, "A mentoring program was also launched (or relaunched) with great success given the ease in which mentors and mentees can meet in a virtual environment. And there have already been three 6-month mentoring sessions that have already occurred during the pandemic."

The pivot back to in-person and hybrid events offers new opportunities for people to connect. Many local I-O groups have had successful informal happy hours and events as some people are eager to see their colleagues face to face. PCTMW notes, "In spring, following the SIOP Annual Conference, PTCMW held an in-person happy hour. It was a well-attended event that allowed members to meet and interact in a relaxed setting and to provide some PTCMW-branded collateral to those who attended." New York Metropolitan Association of Applied Psychology (METRO) is also returning to in-person. President **Daniel Simonet** said:

> METRO is returning to on-site events with catering, cocktails, and live speakers for most of the year. After 2.5 years of virtual events, we plan to retain hybrid presentation options including live streaming, recording events for later consumption, and offering one to two virtual speakers per year to extend our available options. We are also planning more annual social events, online workshops, one to two SIOP fellow presentations, and new student sponsorship offers to revive our membership pipeline.

Some event types are more effective in person versus virtual, groups are finding. "We are dedicated to mixing our programming to get more members participating. Because of the large area, it can be challenging to get everyone face-to-face for each session. We have found that live "networking" sessions seem to be well attended and educational sessions seem to be better attended virtually," said **Riza Leak**, president of the Chicago I-O Psychology (CIOP) group. In November, GAIOP will also pivot and offer a hybrid workshop in a specially designed classroom at Emory University's Goizueta Business School. This will be the first time participants can attend a GAIOP workshop either in person or virtually. A social hour will follow—the first since 2019.

Recently returning to in-person and hybrid programming has also presented its own challenges for local groups. Finding locations for events, following safety protocols, and ensuring an engaging hybrid experience are all issues local leaders are tackling. Leak shared, "Our biggest challenge is finding venues (within budget) to host events, especially in the city." Meeting and event spaces across the country have increased costs to offset for lost revenue during the pandemic, and other locations are not accepting outside groups to limit guests for safety purposes. "One unanticipated challenge of shifting back to on-site is the tortuous vaccine verification process," noted Simonet. He added

> The site requires advanced approval of attendees, individual uploads of vaccine verification into a centralized system, and downloading a specialized app which verifies both the person's name and vaccine status. We are preparing communication plans, backup lists, and on-site checks to help

members adapt, but we anticipate some attrition due to the extra hassle and difficulty with same-day registration.

Looking ahead, local I-O groups are prepared to continue to shift. For example, GAIOP is now planning for 2023 and surveyed its community about their meeting preferences. Respondents indicated a preference for virtual delivery. When questioned about their concern about COVID, a majority of GAIOP members indicated it was not an issue. From an initial review of the results, it appears that GAIOPs audiences appreciate the ease of virtual attendance. It's not clear how much the avoidance of metro Atlanta traffic influences this preference. PTCMW is also planning for the future: "In 2023, PTCMW will look to balance the virtual events that have allowed for a much wider range of both presenters and attendees at monthly events with in-person events that allow for easier and more intimate opportunities to interact with each other," says Robert Calderón of PCTMW. No matter when and how events are delivered, local groups continue to further their missions of creating community in the field. "What has stayed the same throughout this time is our dedication to build a strong networking community and marketing I-O psychology insights to the Chicagoland business world," notes Leak. Seeing the differences in how these local groups will meet moving forward, local groups should gather input from members as to their specific preference between virtual and in-person format, realizing that everyone's preferences may not be met. As a result, local groups will need to remain flexible to appease members (e.g., shift between virtu-al and in-person events; provide a virtual option for in-person meetings). Local groups may also want to consider alternative venues for in-person events (e.g., open air venues for social events during the warmer seasons). Last, local groups should ensure they have documentation and lessons learned from what did and did not work during the pandemic so that future leaders will be able to pivot as needed should similar circumstances arise again.

If you would like to get involved with or start a local I-O group, reach out to SIOP's Local I-O Group Relations Committee, and visit the committee website under the Membership category on SIOP's home page: https://www.siop.org/Membership/Local-I-O-Groups

Members in the Media

Amber Stark
Marketing and Communications Manager

Awareness of I-O psychology has been on the rise thanks to articles written by and/or featuring our SIOP members. These are member media mentions found from Sept. 10, 2022, through Dec. 9, 2022. We share them on our social media and in this column, which you can use to find potential collaborators, spark ideas for research, and keep up with your fellow I-O colleagues.

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

Employee Well-Being

Christina Guthier on the well-being of Germans: https://funancial.news/germans-are-tired-according-to-a-study-at-least-half-of-people-feel-apathetic-and-tired/

Ronald Riggio with four reasons people still follow toxic bosses: https://www.nbcphiladelphia.com/news/business/money-report/4-reasons-people-still-follow-toxic-bosses-psychologist-says-were-keeping-them-in-power/3386107/

Anthony Klotz on why work feels dysfunctional right now: https://www.nbcmiami.com/news/business/money-report/why-does-work-feel-so-dysfunctional-right-now-a-psychologist-labor-expert-and-ceo-weigh-in/2867287/

Ludmila N. Praslova on how bullying manifests at work—and how to stop it: https://hbr.org/2022/11/how-bullying-manifests-at-work-and-how-to-stop-it

Ludmila Praslova on what to do when a direct report at work is bullying you: https://hbr.org/2022/12/what-to-do-when-a-direct-report-is-bullying-you

Stress and Burnout

Joseph Mazzola on work stress and overwork: https://www.vox.com/the-goods/23341744/worker-burnout-great-resignation-reshuffle-quit

Fadel Matta on employee transitions from bad moods to good moods during the day: https://news.uga.edu/quiet-quitting-can-lead-to-burnout/

Michael West on the 4 qualities of compassionate leaders who reduce burnout, turnover: https://www.ama-assn.org/practice-management/physician-health/4-qualities-compassionate-leaders-who-reduce-burnout-turnover

Kristen Black and **Christopher Cunningham** with key findings from the Burnout Study in Women: https://trueve.com/wp-content/uploads/2022/10/BurnoutStudy-KeyFindings-1022-v4.pdf

Training

Taylor Sullivan on training and upscaling: www.reworked.co/learning-development/want-to-retain-employees-invest-in-training-and-upskilling/

Diversity and Inclusion
Gena Cox with three ways to drive inclusion in organizations: https://corp.smartbrief.com/original/2022/10/3-ways-to-drive-inclusion-in-organizations

Malissa Clark on the need for empathy as working moms return to the office: https://www.indeed.com/lead/as-moms-return-to-the-office-companies-need-to-demonstrate-empathy?hl=en&co=US

Pandemic- and Remote Work-Related Topics
Charles Calderwood on the impact of the pandemic on parents of children with special needs: https://augustafreepress.com/news/study-pandemic-challenges-compounded-work-related-stress-for-parents-of-children-with-special-needs/

José María Peiró on teleworking: https://asapland.com/technology-parks-in-spain-facing-the-possibility-that-the-teleworking-trend-does-not-reverse/72411/

Sara Perry on finding work-life balance with remote work: https://www.baylor.edu/mediacommunications/news.php?action=story&story=231088

Career Planning
Irina Cozma on the right way to make a career move: https://hbr.org/2022/08/the-right-way-to-make-a-career-movev

Marta Roczniewska on job crafting interventions: https://www.mdpi.com/1660-4601/19/21/13922/htm

Misc.
Tilman Sheets on the data behind why teachers are leaving: https://www.knoe.com/2022/09/13/data-behind-why-teachers-are-leaving/

Ho Kwan Cheung and **Elissa Perry** on the effectiveness and impact of workplace sexual harassment trainings: https://undark.org/2022/10/05/for-scientific-fieldwork-a-new-model-to-combat-sexual-misconduct/

Irina Cozma on the golden rule: https://hbr.org/2022/08/its-time-to-stop-following-the-golden-rule

Angela Howard on employee demands in social, environmental, and humanity areas: https://qz.com/global-employees-trust-business-more-than-government-an-1849739603

Alicia Grandey on why 'emotional labor' matters (and how to support it better): https://www.advisory.com/daily-briefing/2022/11/07/emotional-labor

Martin C. Yu and **Taylor Sullivan** on harnessing the power of natural language processing to mass produce test items: https://elearnmag.acm.org/featured.cfm?aid=3533773&rss=true

Membership Milestones

Jayne Tegge
Volunteer and Member Services Manager

Please welcome the newest professional members of SIOP:

Francine Avinger Sheena Barlow Heinz Bartnick Ian Bazzoli Greg Beecher Ethan Bernstein Martin Biskup Angela Blake Katie Boyd Jamie Brisbin Courtney Bryant Kevin Campbell Daniel Caro Min Carter Robin Chetri Patrick Clark Kathleen Coelho Joshua Cole Melissa Cordero Mary Danielak Amanda Deacon Zechariah Dice Rachel Dreibelbis Susan Drobka Victor Ellingsen Brenda Ellis Erika Esbri Paola Evies Audrey Faine Teodora Fedirko Erin Finley Patrick Gallen Quentin Gao Rebecca Garden Mingang Geiger Florence Georgeamiekumo Richanne Gerstner Ryan Gertner Leya Ghai Michelle Goettsche	Julia Grove Amy Gurske Nicole Howard Dafne Huacuz Rachel Ingel-Champion Jermaine Irby Md Rashedul Islam Alisha Jasmer Constance Jensen Emery Johnson Laura Jordan Anne Kato Cynthia Kelly Gary Kesling Steven Khazon Jeffrey Kiel Tracy Kincaid Kahlil King Edward Klink Eugene Koh Mikhail Koulikov Nicholas Kovacs Rick Laguerre Brittany Lambert Nicole Landowski Lauren Locklear Emilea Lopez Carson Lopez Gabrielle Lopiano Megan Lowery Christine Lukban Aaron Manier Michael McKenna Jessica McKenzie Nikita Mikhailov Mitchell Miller Pati Montojo Nicole Morales Brett Neely Shenica Nelson	Rachel Pascall-Gonzalez Cyriac Pattathil Joy Rob Patterson Elizabeth Pears Vernita Perkins Erik Pesner Nivedita Prabhu Jennifer Ray Laura Rees TauWana Robinson Aspen Robinson Maura Roggero Daniel Samosh Bailey Schrock Latrice Scott Emily Shaffer Nicholas Simmons Nic Snyder Sarah Stawiski Alexander Stemer Jessica Strayer Tianjun Sun Larry Thomas Asmi Vohra Carol Wallsworth Christina Walsh Yi-Ren Wang Scott Weaver Zoe Weller Karen West Tiffany Wheet Sam Wilgus Jason Wilkins Taylor Wolgamott I-Heng Wu Heng Xu Futoshi Yumoto Nan Zhang Yizhen Egyn Zhu

When I first started practicing as a management consultant early in my career, I felt all alone until I found SIOP. Who knew?! Since then, I have attended numerous conferences and can attest to the quality and number of people I have met and partnered with over the years. Over the years I have learned--or had re-enforced--a great deal of information that has then been immediately applied to my clients in business consulting, coaching, and talent assessment for succession planning. I highly recommend SIOP as a place to learn a lot and meet many wonderful and smart people.

Joan Pastor
Managing Partner
Executive Advisory Services of JPA International, Inc.

Special thanks to the new Sterling Circle members. 25 years in SIOP!

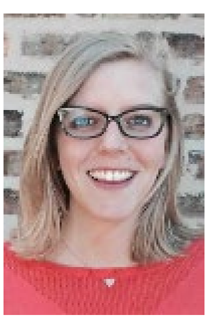
Mindy Bergman Wendy Boswell Kimberly Cummings Bryan Edwards Michael Fetzer Jennifer Frame Hans Froslee Amy Hayes	M. Audrey Korsgaard Keith McCook Lorin Mueller Morrie Mullins Carnot Nelson Larry Norton Tatana Olson Richard Posthuma	Larry Richard Teresa Rothausen Janine Waclawski Michael West James Westaby Jane Williams D. Carol Wynne

SIOP is a fantastic chance to network with people passionate about a field like I am. It gives me an opportunity to explore the latest research and discover new ways people are implementing IO based practices within their own workplace.

Dustin Bauer
Southern California Edison
SIOP member since 2017

Congratulations to these new full members who used the Associate to Member pathway.

Sertrice Grice Daniel Maday	Margi Williams Christopher Stone	Erica Barto



As a student, SIOP was a way to connect and learn outside of school. As an I/O professional, SIOP is a community where I feel welcomed and am able to geek out with others just as passionate about their work as I am. Being a part of SIOP has helped me grow my network, stay connected, and apply best practices from experienced members.

Mariah Price
Performance & Career Analyst
US Foods
SIOP member since 2016