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President's Column

Tara Behrend

I am very pleased to report that SIOP has a new CEO. David Feldner, CAE, began his new role on September 1. Dave has decades of experience leading professional societies like SIOP. His most recent post was with the Association of Professional Dog Trainers (APDT). I'm sure there will be many jokes to come about who is more difficult to wrangle: puppies or SIOP members!

We will be saying goodbye to the wonderful Tracy Vanneman, who has been SIOP's Executive Director for the past 3 years and a member of the SIOP team for a decade before that. It's hard for me to explain how impressive and awe-inspiring Tracy is to anyone who hasn't worked with her. SIOP emerged from the pandemic financially healthy while so many of our peer organizations struggled—that is thanks to Tracy's diligence and determination. She leads with care, empathy, wisdom, and the highest ethical standards at all times. She tolerates an Executive Board that is more than a little bit puppy like in wranglability. And in just another example of her commitment to SIOP, she will stay on part-time temporarily to support Dave in his onboarding and make sure he has a smooth transition. We will miss her a lot, and we are so grateful for everything she has given to SIOP, but we are also celebrating her success and her new opportunity—another lucky organization will benefit from her talents.

Beyond the CEO transition, the board has been busy working on our annual budget, planning new endeavors, and moving our strategic initiatives forward. It's also time to get excited for the LEC in October!

In other news, I had the pleasure of meeting many new and prospective SIOP members at the recent APA Annual Convention. I am so inspired about the future of our field, and I look forward to seeing some of those new faces at our conference in April! Thanks to **Alyssa McGonagle** for organizing a terrific Division 14 program. More details about the convention and other APA affairs from our council representatives are in the Highlights of 2023 APA Conference and August Council Meeting article in this issue.

To the hundreds of you who volunteer your time and energy to make SIOP successful: We are thriving thanks to your efforts. Thank you!

The Bridge: Connecting Science and Practice

Sarah Layman, DCI; Jen Harvel, Amazon; Apryl Brodersen, Metropolitan State University of Denver



“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, **Megan Paul, Michelle Graef, and Robert Blagg** discuss how using I-O psychology research and best practices improved workforce outcomes across 36 child welfare agencies. They share insights from a series of Quality Improvement Center projects on how to develop and test workforce interventions, use organizational data to improve workforce outcomes, and share learnings and resources for practitioners to use to further advance I-O research through practice.

The Quality Improvement Center for Workforce Development: Bridging the Research–Practice Gap in Child Welfare



**Megan Paul, Research Associate Professor,
University of Nebraska–Lincoln,
Center on Children, Families and the Law**

**Michelle Graef, Research Professor,
University of Nebraska–Lincoln,
Center on Children, Families and the Law**

**Robert Blagg, Research Scientist,
University of California Los Angeles,
Agile Visual Analytics Lab**

Introduction

Challenges in staff recruitment, hiring, and retention are common in the field of child welfare (Graef & Potter, 2002; Graef et al., 2009). Responding to and addressing allegations of child maltreatment is difficult work, and it can exact an emotional toll on employees. The average length of tenure nationally is approximately 2.5 years. State, county, and tribal child welfare agencies struggle with high workloads and often insufficient funding. As in many other employment sectors, high levels of staff turnover can be costly (Graef & Hill, 2000). In addition, staff turnover in child welfare agencies imperils the helping relationship between the worker and the at-risk families they serve.

This article describes work done to address these challenges through a federally funded project called the Quality Improvement Center for Workforce Development¹ (QIC-WD). By collaborating with several child agencies to do applied research, the QIC-WD advanced the available evidence on a variety of workforce interventions. In addition, the QIC-WD advanced the use of organizational data in child welfare

agencies through two projects: a cohort-based learning experience called the Child Welfare Workforce Analytics Institute and the development of customized workforce analytics dashboards in several agencies. Finally, the QIC-WD advanced the use of industrial-organizational (I-O) research evidence by creating resources that summarize the most robust findings so that both child welfare practitioners and researchers can capitalize on the many contributions that I-O psychology has made in the pursuit of effective organizations and worker well-being.

Overview of the Quality Improvement Center for Workforce Development (QIC-WD)

The QIC-WD was a cooperative agreement funded by the U.S. HHS/Administration for Children/Children's Bureau (2016–2023) to serve public and tribal child welfare agencies throughout the country, with a goal of addressing these complex challenges using research to advance practice.

The QIC-WD was led by the University of Nebraska–Lincoln's (UNL) Center on Children, Families and the Law, in partnership with academics from the University of Colorado Denver; the University of Louisville; the University of Tennessee, Knoxville; and the University of California, Los Angeles, along with several consultants. In addition to I-O psychology, this multidisciplinary project team brought expertise in child welfare practice, implementation science, evaluation research, dissemination, law, public policy, social and educational psychology, and social work.

At its inception, the QIC-WD solicited applications from agencies nationally and selected eight jurisdictions to participate in its primary multiyear projects to test interventions to improve workforce outcomes (e.g., employee performance, retention, and well-being). Several other initiatives were undertaken at various points in the life of the 7-year project, including some additional shorter term projects to generate more research evidence, efforts to advance the use of organizational data within child welfare agencies, and development of resources to advance the use of research findings in practice and in future research. Altogether, the QIC-WD served over 36 distinct agencies through one or more initiatives, with many agencies participating in more than one.

Building Science Through Practice

For the eight primary projects, each selected site was assigned a multidisciplinary QIC-WD WIE team comprising three people, each with expertise in workforce (W), implementation (I), or evaluation (E). The workforce specialists were all I-O psychologists, and the implementation and evaluation specialists had a range of professional and educational backgrounds, including social psychology, educational psychology, social work, social policy, organizational decision science, child welfare, and public administration. The QIC-WD provided financial support for sites to hire or appoint a site implementation manager and a data coordinator to ensure that agencies had sufficient commitment, capacity, and accountability throughout the project. Further, site implementation teams comprising key stakeholders were developed to provide guidance and approval of important recommendations. In addition to including child welfare professionals from all levels, it was important to also include representatives from Human Resources (HR), Information Technology, Training, and Quality Assurance/Continuous Quality Improvement. Membership evolved over time as the project needs changed, and additional stakeholders sometimes participated on a short-term basis. This broad and deep governance structure was instrumental in ensuring informed decision making and thorough communication, planning, and implementation.

The approach for each project was a multistage process of exploration, installation, initial implementation, and full implementation, with evaluation across all stages (Permanency Innovations Initiative Training and Technical Assistance Project, 2016). During the exploration stage, a needs assessment was conducted to examine workforce data and processes in many domains. A variety of workforce metrics were calculated,

such as the number and distribution of positions in target jobs, vacancies, demographics, tenure, recruitment, selection, and types of turnover. Other workforce processes and programs were discussed, such as work arrangements, internship programs, onboarding, training, supervision, and performance management. If the agency had any recent employee survey data, those were examined, and the QIC-WD administered a survey to assess organizational culture and climate, job satisfaction, and organizational commitment. Thus, a wealth of information was gathered to understand strengths and opportunities. This extensive, deliberate process helped agencies to slow down and be more thoughtful and data driven, which they typically didn't have the time and resources to do. After a thorough review of available information and identification of key problems and their potential causes, the WIE teams offered suggestions of potential interventions to test. Each site identified one intervention, which was either custom developed for the agency, an existing intervention, or an adaptation of an existing intervention.

Altogether, the following interventions were selected: job redesign, case-supportive technology, telework, an organizational change process called ARC (Hemmelgarn & Glisson, 2018), competency-based selection, onboarding, a supportive supervision coaching model (ACCWIC, 2013), and Resilience Alliance—a program to address secondary traumatic stress (ACS-NYU Children's Trauma Institute, 2011). The research designs varied in rigor, from case studies and quasi-experimental designs to cluster randomized control trials. Intervention implementation followed an implementation science framework with prescribed stages and supports (Bertram et al., 2015). I-O psychologists who are not familiar with this body of work may find some useful guidance for deploying new programs in organizations. Finally, a myriad of process and outcome variables were measured, some specific to a site and some across all sites. Common types of variables include learning, reactions, job attitudes, stress indicators, performance, and turnover. Data for these variables were drawn from agency administrative data, surveys, interviews, and focus groups.

Through this highly collaborative approach, participants develop valuable buy-in and learn how they can do some of this work on their own in the future. For federal projects of this nature, organizational capacity building is an important goal. Agency partners invest significant time and effort and make accommodations to allow for rigorous field research, but they also gain knowledge and skills along the way. We believe this approach is a mutually beneficial way to do applied research.

Advancing the Use of Organizational Data

Because of the widespread need for child welfare agencies to better capitalize on their personnel data, we were asked to expand our reach in this area, which we did by creating the Child Welfare Workforce Analytics Institute. Small teams of representatives from selected agencies participated in several webinars and a 3-day workshop to learn about a variety of workforce analytics topics and develop an action plan to improve an aspect of their workforce analytics capacity and practice. In our previous work with agencies, we had seen a trend of disconnects between HR and those doing the direct work of child welfare, which struck us as a missed opportunity. Often, both parties were aware of and trying to address workforce challenges but not always in coordination. We felt that they were each missing the relevant subject matter expertise of the other. Thus, teams deliberately included a mix of people with roles in HR or in child welfare. Existing relationships varied across teams; some already worked together regularly, and some teams had very limited exchanges. The use of workforce data also varied across teams. Smaller agencies with fewer resources tended to capture more limited data, stored in spreadsheets, whereas larger agencies had more sophisticated software. Some had very little means to systematically examine their data, whereas others had significant means, sometimes untapped and sometimes resulting in outputs that were too overwhelming for users.

Each team was assigned a QIC-WD representative to serve as a liaison and coach, who met with the team multiple times throughout the project. In the webinars and workshop, participants learned about a

variety of topics, including creating a workforce analytics team, data dictionaries, data quality, workforce metrics, linking data, workforce scorecards, and data visualization. In addition to explaining and discussing concepts in these areas, we provided written resources, which are now publicly available on our website, along with webinar video excerpts. Teams identified a focus area and an action plan, which they presented to everyone at the conclusion of the workshop. In two follow-up webinars, teams reported back on the successes and challenges of their projects. A total of 20 child welfare agencies participated via two cohorts over the course of about 1 year.

Another means of advancing the use of organizational data involved supporting data visualization. The use of data visualization in workforce analytics has become increasingly essential in recent years. Public child welfare agencies collect vast amounts of workforce data related to recruitment, hiring, development, and retention but often have difficulty unlocking the potential of this data. To support these agencies, the QIC-WD partnered with eight public child welfare agencies to develop workforce analytics dashboards that visualize workforce analyses and metrics.

Again, each jurisdiction brought partners to the table they deemed important to furthering the workforce analytics process. The QIC-WD supported these teams in different ways, depending on each agency's data needs and analysis capacities, to turn new or existing data into visual reports infused with key workforce metrics, with a focus on data products that were dynamic (i.e., meeting varied information needs), accessible, utilized in making informed decisions, and sustainable. In some cases, the QIC-WD supported agencies throughout the process of data identification, preparation, analysis, and visualization development. In other cases, the QIC-WD provided consultation and technical assistance to agency staff building visual reporting.

The QIC-WD worked collaboratively with each public child welfare agency to make better use of organizational data so as to enhance evidence-based management practices through data visualization. These more dynamic ways of reporting workforce metrics are already helping public child welfare agencies make more informed decisions regarding recruitment, hiring, development, and retention efforts. Agencies we have supported in the past year have already made changes (i.e., to recruitment, hiring, retention policies and procedures, and measurement, data collection, analysis, and reporting practices) based on insights derived from our workforce analytics dashboards. For example, one agency has integrated review of these dashboards into the regular processes of their employee "wellness roundtable" and other workforce development-related standing workgroups. One agency partner described that "we have a tool that people can actually rely on and trust that they can in real-time look at the data and make informed decisions." Another partner noted their dashboards will "help to serve as the basis to hypothesis test our strategies."

Advancing the Use of Research

We used two primary strategies to advance the use of past I-O research evidence. The first approach was to use it to inform our work, and the second was to share research findings with child welfare practitioners and researchers. Previous research regularly informed our project goals, processes, and products. We modeled evidence-based management with our project sites by drawing on the literature to drive planning and decision making. In developing and selecting measures, we chose the most well-established scales that fit our purpose and target populations. All of this not only strengthened the quality of our work but also forged a connection between I-O research and child welfare organizational and personnel practices. Because of the long-standing workforce challenges in child welfare, there has always been great interest in better understanding and addressing those issues. There are hundreds of articles in child welfare, human services, and social work journals about chronic concerns related to recruitment, selection, training, supervision, workload, burnout, stress, satisfaction, and turnover, among oth-

ers. Though there is occasional recognition of relevant research and measures outside of the child welfare domain, most of the literature does not draw on I-O research or best practices. Without the benefit of this strong foundation, research is often fragmented, making steady advancements difficult to achieve. This compounds the problems that practitioners already have with the typical research-to-practice gap: Not only is research difficult to access, but there are fewer reliable findings available.

All of these issues led us to develop resources to distill the most relevant and conclusive research for child welfare practitioners and researchers. We searched 29 journals and located over 1,500 meta-analyses, which were then filtered for applicability and sorted into over 100 topics. A product series called Umbrella Summaries was developed to briefly describe the most up-to-date meta-analytic findings on a given topic. The summaries are typically about three to four pages in length and describe (a) the construct or practice; (b) the most common or recommended way of operationalizing and measuring it; (c) the key findings related to a set of core outcomes, such as learning, job attitudes, stress indicators, performance, and turnover; and (d) a bulleted list of takeaways. Example topics include realistic job previews, situational judgment tests, organizational socialization, emotional labor, behavior modeling training, and organizational justice. For those who want more in-depth information, further details are presented via the Workforce Research Catalog, which is an interactive data visualization that includes effect sizes, confidence intervals, and the number of studies and participants. Users can filter by topics, topic categories, predictors, and outcomes to see how the results compare. There is a researcher version with more details and a practitioner version with fewer details. The collective goal of the summaries and the data visualizations is to bridge the gap between research and practice. Practitioners can use evidence to enhance their workforce practices, and researchers can advance the evidence base by capitalizing on the strengths of past research, identifying limitations and needs, and testing new hypotheses. Finally, practitioners and researchers can work together to develop evidence that is grounded in the practical realities, needs, and interests of agencies and the workforce.

Though the topics were chosen with child welfare workforce issues in mind, the summaries and catalog are likely also useful for other practitioners and researchers outside of child welfare. For I-O psychologists, the most noteworthy takeaway is that though there are hundreds of meta-analyses, there aren't nearly enough that cover interventions that can be implemented to address workforce or workplace challenges. A large number of meta-analyses describe correlational findings among many variables, some of which are suspected antecedents and others that are suspected outcomes. These are no doubt valuable findings, but we need to know more about what can be done to intervene and make reliable changes to those variables, as evidenced by experimental or quasi-experimental designs. The areas that most include concrete strategies are selection and training, though many of the latter come from educational psychology research. I-O practitioners surely have many personnel and organizational solutions to offer their customers, but there are many employers, particularly in the nonprofit and public sectors, that do not have the resources to obtain consulting services, and many have very similar problems that do not necessarily require custom solutions. Organizations in the field of human services, along with other helping professions, are most likely to need I-O solutions and least likely to be able to access them. Thus, there is a need to make information more widely available about strategies that employers can use to be more effective. That is not to say that additional expertise and resources would not possibly be needed to adapt and successfully implement such strategies, but many organizations are eager to have more evidence-based practices and programs available to help them cope with chronic problems related to employee performance, retention, and well-being, and our research review indicates opportunities for further advancement.

Accomplishments and Resources

The accomplishments of the QIC-WD have been many. The QIC-WD built the capacity of child welfare agencies to appreciate the importance of relying on research evidence to inform agency workforce deci-

sion making. Agencies that participated in the primary site interventions learned how to conduct a workforce needs assessment and the value of “pumping the brakes” to become less reactive and more deliberative in response to their workforce challenges. Several agencies elected to sustain and scale up their tested intervention agency wide once results of their evaluation were available; in addition, several of the tested interventions are under consideration by other child welfare agencies across the country.

The QIC-WD produced a wide range of resources, including short videos, webinars, guides, conference presentations, data visualizations, and research summaries, which are all available via the website (www.qic-wd.org). Results of the evaluation research are still being developed into academic journal articles. In addition, all resources are available through the UNL Digital Commons to ensure ongoing open access internationally.

Note

¹ Note that in child welfare, the term *workforce development* refers to efforts to improve such things as the recruitment, selection, performance, retention, and well-being of employees—much of the typical work done by I-O psychologists. In contrast to how the term is typically used elsewhere, *workforce development* does not refer to enhancing the skills of unemployed or underemployed individuals.

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The Bridge: Connecting Science and Practice

Sarah Layman, DCI; Jen Harvel, Amazon; Apryl Brodersen, Metropolitan State University of Denver



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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, **Gina Phelps Thoebes** and Alanna Roesler discuss the integration of I-O psychology and people analytics (PA). They share insights from a panel of experts regarding how an I-O background prepares individuals to contribute to PA teams, the unique perspective I-O can bring to the PA field, and recommendations for how graduate schools can integrate PA into their curricula. This is the first of a series of installments designed to highlight how I-O can proactively work to bridge science and practice in this rapidly growing field.

I-Os and People Analytics: Insights From Experts in the Field



Gina Phelps Thoebes, MA
Organizational Development Consultant at
Cleveland Clinic and
PhD Candidate at the University of Akron

Alanna Roesler, MA
People Analytics Change Leader
at Schneider Electric

Introduction

People analytics (PA) is the process of collecting and using talent data to improve outcomes for organizations (Spector, 2020). PA involves using a data-driven approach to guide people decisions within organizations and can be used to improve employee experience, increase productivity, and inform talent acquisition and development strategies. A 2019 report by Deloitte (Enderes & Shannon, 2019) identified that 70% of companies are using PA in some way to improve organizational performance, yet a new article by SHRM (Maurer, 2023) highlights the fact that PA is still in its early stages and urges employers to start building a strong data foundation to ensure future success.

With the adoption and utilization of PA gaining significant momentum in organizations, I-O psychologists are strategically positioned to make a meaningful impact within these teams. We connected with several I-O psychologists and fellow SIOP members with expertise in PA to gain valuable insights and learn from their experiences. Below you will find introductions for each of our experts, followed by answers from the experts on the following questions:

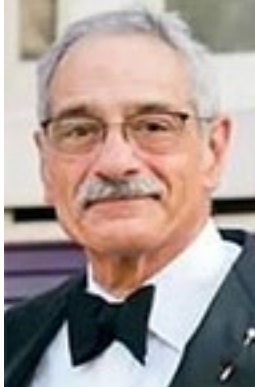
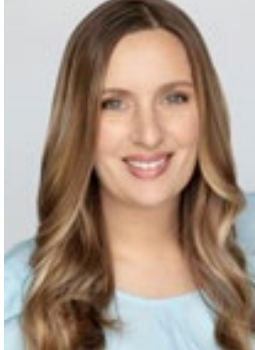

Q1: *How has industrial-organizational psychology helped you become a people analytics expert?*

Q2: *What is most important for HR and business leaders to understand about leveraging people analytics?*

Q3: *How can I-O psychologists contribute to people analytics teams? What would they be missing without an I-O psychology perspective?*

Q4: *What additional training or curricula in grad school can help prepare students better for a role in people analytics?*

Meet the Experts

	<p>Rick Guzzo, PhD Partner, Mercer and Coleader, Mercer's Workforce Sciences Institute</p> <p>Rick Guzzo, coleader of the Workforce Sciences Institute, spent the first half of his career as a professor of I-O psychology at NYU and then at the University of Maryland. A midcareer switch took him to the consulting sector where he helped create and lead Mercer's People Analytics Services, an interdisciplinary research-based unit serving clients on a wide variety of workforce issues. He has authored several PA professional publications and is a Fellow of SIOP.</p>
	<p>Belinda Williams, PhD Senior I-O Psychology Consultant, HireVue</p> <p>Belinda Williams is a senior I-O psychology consultant on the global science team working on AI-based analytic tools at HireVue, a talent experience platform designed to automate workflows and make hiring easy. She spends her time consulting with customers around ethical AI use and developing AI-driven assessments. She has experience as a consultant helping clients select, retain, and develop high-performance talent in their organizations. Belinda received her PhD in Industrial-Organizational Psychology from the University of Texas at Arlington (UTA).</p>
	<p>Paul Tsagaroulis, PhD Chief Science Officer, SurePeople</p> <p>Paul Tsagaroulis leads the people science practice at SurePeople. He has 20+ years of experience in people analytics as a director at Carrier and U.S. General Services Administration and as an analyst at UBS and Allstate. Paul has been recognized as a data visualization expert with a research interest in data literacy. He has a PhD in Business Psychology (industrial-organizational track) from the Chicago School of Professional Psychology.</p>



Steven Tseng, PhD

Senior People Research Scientist, Salesforce

Steven Tseng is a senior people research scientist on the People Strategy team at Salesforce. He works with an interdisciplinary team of research scientists, analysts, consultants, data engineers, and HR professionals to provide data insights and actionable recommendations to a wide range of internal stakeholders. His research has informed a variety of areas, including performance, teams, DEI, turnover, and leadership. He received his PhD in Industrial-Organizational Psychology from The University of Akron.

Q1: How has industrial-organizational psychology helped you become a people analytics expert?

Rick Guzzo (RG): Training: The sophistication in research methods and data analysis that comes with good I-O training are critical to being a good PA expert. Practice: The ability to communicate analytic plans, findings, and implications for practice is critical. This ability comes with experience working as an I-O psychologist more than it does via formal training, in my view. Also, helpful to becoming an effective PA expert is being able to be interdisciplinary—that is, appreciative of other professional disciplines such as labor economics or sociology or HR—because people from those disciplines are accessing and analyzing the same data and addressing some of the same issues as I-O types in the PA space. This interdisciplinarity can come from a mix of training and practice. Last, a willingness to assert I-O-relevant theories is important to being recognized as a PA expert by I-O’s constituents. An explanation of findings that is grounded in good theory—of attitudes, motivation, performance, turnover, social relations at work and on and on—is a powerful device for communicating and telling compelling data-based “stories” to the smart nonpsychologists in managerial and executive ranks.

Belinda Williams (BW): The field of I-O psychology has given me theoretical lenses and knowledge of past research, which enable me to ask good questions, collect meaningful data and make sound interpretations, and provide empirically grounded recommendations. Technical skills can come from a variety of disciplines, but the content knowledge I-O psychology training provides helps guide the overarching process of conducting research and applying findings in the workplace.

Paul Tsagaroulis (PT): I-O psychology has been instrumental in my development by providing a science-based approach and a deep understanding of people in the workplace. PA leverages data to derive insights that help leaders and teams make optimal decisions about their people. I-O psychology focuses on understanding group dynamics and peoples’ behaviors in business and society (see [SIOP’s annual top work trends](#)). As I-O psychologists, we have expertise in assessing people, teams, and organizations, and understanding the data and statistical models that inform PA work. In addition to describing where PA has been, I would like to share my thoughts about where it may go. I believe this will continue to grow into a new field that combines the data-centric practices of PA and I-O psychology’s focus on workplace science into the new field of **people science**—a multidisciplinary, data-driven, and people-centric approach to understanding people in the world of work and the future of work.

Steven Tseng (ST): Having an I-O background gave me a solid foundation for working in PA, with the two pillars of this foundation aptly being knowledge of psychology and behavior at work (people) and expertise in research methods and statistics (analytics).

Q2: What is most important for HR and business leaders to understand about leveraging people analytics?

RG: Leaders do not fully appreciate how much value good PA can deliver, so that's the most important thing: understanding what's possible from PA and how it supports business objectives.

BW: Organizations that invest in a data-driven people strategy are more successful than those that don't. A PA function informs the organization with insights from across the entire lifecycle of an employee, from recruitment to retirement. Organizations with an embedded people process and strategy are more flexible, agile, and thoughtfully responsive to changes in work than organizations without these processes. When an organization invests in a PA process, they can not only respond to what their people need but also attract top talent, retain the best employees, and keep teams engaged to outperform the competition.

PT: PA is vital for HR and business leaders to support strategic goals and objectives and drive organizational impact. The PA team is a hub of convergent perspectives that can be leveraged as a decision-support function. It must go beyond data storytelling to synthesize insights and drive actions. Data-to-insights-to-actions frameworks using predictive and prescriptive analytics can support these strategies. To have an impact, PA should align people and organizational goals while balancing business outcomes, such as financial measures, and people outcomes, such as well-being. In conclusion, HR and business leaders should leverage PA to make better decisions and drive their strategic goals while highlighting their focus on people.

ST: PA is an interdisciplinary and cross-functional team sport. Everyone—from the data engineers who manage data to the research scientists who derive insights from data to the partners who help translate insights into action to the leaders who champion the value of evidence-based management and make informed decisions—plays a role.

Q3: How can I-O psychologists contribute to people analytics teams? What would they be missing without an I-O psychology perspective?

RG: I believe most PA teams should be led by I-Os because of the blend of analytic excellence, excellence in research methods, and ability to communicate. Working shoulder-to-shoulder with non-I-Os in a PA team is another way to contribute. What PA teams without I-Os would be missing would depend on how a PA team is staffed, so it is hard for me to generalize.

BW: There are many effective practitioners in PA without an I-O background, but in my experience, a team with an I-O psychologist can combine science with practice as it is the cornerstone of our training. An I-O psychologist has the experience of working collaboratively with research teams and managing research projects from inception to completion. They bring to the table a unique blend of in-depth content knowledge and expertise across various domains that allows for effective decision making. For a PA team this is important because they add understanding across the lifecycle of a project beginning with design principles in item creation, an understanding of psychometrics that leads to measuring constructs successfully, and the training on how to apply what they've learned. An I-O psychologist is bringing the scientific approach to the workplace, understanding the importance of how to collect data as well as how to measure it in a meaningful way. When an I-O psychologist isn't included on the team, they miss out on the breadth and depth of knowledge that leads a skilled practitioner to bridge the gap between research and application.

PT: I-O psychologists contribute to PA teams by providing an understanding of people in organizations. Without the I-O psychology perspective, we may not have the same level of understanding of who people are and how to help them thrive at work. I-O psychology provides a deep awareness of people in the workplace, including employee wellness, meaning, and purpose, based on scientific frameworks, theories, and principles. For example, I-O psychology has added value to the field of PA by providing insights into the changing nature of work (a top-10 work trend in recent years) and frameworks to guide people through changes. I-O psychology's focus on broader issues such as mental health, belonging and inclusion, and psychological capital will continue to be important in the evolving world of work. In the end, understanding the *how* and *why* behind peoples' drives, needs, and attitudes, and the effects on performance and behaviors in the workplace is vital to any organization interested in advancing its workforce. It is encouraging that I-O psychologists and PA teams are exploring how to drive meaningful and purposeful work experiences, and I think this is what makes I-O psychology so unique.

ST: I-O psychologists bring a lot to the table. We bring our deep knowledge of psychology and behavior at work and our expertise in research methods and statistics, which ultimately enable PA teams to ask the right questions, determine the appropriate methods/data needed to answer the questions, recognize the limitations to the inferences, and translate data insights into actionable, ethical recommendations.

Q4: What additional training or curricula in grad school can help prepare students better for a role in people analytics?

RG: (1) Do something seriously interdisciplinary—coursework, research project, field experience, whatever is feasible. (2) Do a research project that makes use of one or more large organizational databases—"organic data" as it resides in organizations—and not rely on just the "designed data" of a researcher and their instruments. (3) Do #2 in a way that engages representatives of a host organization in data review, hypothesis generation, and the interpretation of findings with its data. Don't just ask an organization to "send data" without engaging the enterprise in working with it.

BW: Graduate schools should focus on outside partnerships, internships, and/or applied projects to help prepare students with practical skills and networking opportunities. Research lags behind technology; companies are creating methods that research proves out only years later. By connecting students to outside opportunities, graduate programs will not only provide students with valuable applied experiences but also form bonds with companies, which can facilitate research opportunities. Additionally, schools should focus on bringing in outside I-O psychologists and PA experts for talks, networking, and projects. Although some do it well, many graduate schools need to place a greater training emphasis on statistics and quantitative work. We're seeing that content knowledge is rapidly changing to include working knowledge of how statistical techniques, technology platforms, and user experiences work and interact with one another. As always, course work should include business case reviews and assignments that have application to the field, but the broader goal should be increased engagement between researchers in academia and practitioners in the field.

PT: I-O psychology students seeking a role in PA can prepare better by developing data analytics skills, awareness of HR technology systems, and learning data science methods. They can start by building data literacy programs, learning about the different HR systems in the industry and how they are used across HR processes, and gaining familiarity with data visualization practices, coding in machine learning languages, and other data science methods. Rotations in HR functions and gaining experience in HR

technology platforms may be helpful. The key to success in a PA role is technical aptitude with HR technology platforms, data skills in general, data science methods, and knowledge of the HR field.

ST: More exposure to all aspects of working with data—from understanding data warehouses to becoming proficient in data wrangling—can be helpful.

Key Points

The key points highlighted from the experts interviewed shed light on the significant value I-O psychologists in PA teams can bring to organizations. To summarize

- HR and business leaders will benefit from understanding the potential of PA in supporting organizational objectives.
- I-O psychologists bring an important perspective to PA teams, as they have a unique combination of scientific knowledge, research management skills, and a deep understanding of people in the workplace that is invaluable to reaching business objectives.
- Students aspiring for a career in PA can prepare themselves by getting involved in interdisciplinary course work, participating in research that includes organizational databases, investing in practical skills development, and building their knowledge in data analytics, data science, and HR technology.

Conclusion

Our experts have provided practical insights into how I-O psychologists can contribute to the field of PA. The depth of knowledge around people in organizations, adopting a scientific approach, and experience with research, statistics, and data analysis makes I-O psychologists highly valuable to PA efforts. Stay tuned for the next part of this series, which will continue the conversation with our experts and explore the role of AI, ethics, and additional learning opportunities for I-O psychologists and practitioners.

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Pop Psychology Book Club, Episode 3: *The Good Enough Job* by Simone Stolzoff

Carrie Ott-Holland

Welcome back to Pop Psychology Book Club! Hopefully, you've been enjoying this special issue honoring the history of SIOP and *TIP*. We've accomplished so much as an organization and a publication—and if I know I-O psychologists, what we've done so far is just the *TIP* of the iceberg.

In case you've forgotten, this is a column where I read popular press psychology and business books in search of quotes, metaphors, models, and ideas that can provide additive value to I-O psychologists. [In July's episode](#), you were asked to vote for this quarter's book, and you picked *The Good Enough Job*.

The book: *The Good Enough Job: Reclaiming Life from Work* by Simone Stolzoff

The background: Simone Stolzoff is an author and designer from San Francisco. He previously worked as a design lead at the global innovation firm IDEO. His work has been featured in *The New York Times*, *Washington Post*, *Wall Street Journal*, *The Atlantic*, and many other publications. He currently writes a monthly column on work/life called [The Seesaw](#).

The general idea: Whereas last quarter's *Toxic Positivity* sat squarely in the “self-development” sub-genre of pop psychology, *The Good Enough Job* is written as a set of interconnected essays featuring case studies of individual workers. Think: less prescriptive, more journalistic reporting and social critique. *The Good Enough Job* focuses on two primary questions about the modern culture of work:

- When and how did jobs move beyond a paycheck and start to become our primary source of meaning, community, and identity?
- What are the consequences for individuals when they live in a culture that values work and career above all else?

Here are a few takeaways I found applicable and insightful for I-O psychologists.

Three Ideas I-O Psychologists Can Use

1. Occupations seen as “callings” are generally linked to inadequate pay and undervaluation of that workforce.

Stolzoff tells the story of Fobazi, who followed her dreams of becoming a librarian. Throughout her education, Fobazi was attracted to the ideals of libraries, such as granting universal access to knowledge and resources. Fobazi's “calling” to become a librarian is not uncommon in the field; one librarian Stolzoff interviewed for the book said, “Librarians aren't made, they're born.” But once Fobazi started working as a librarian, she witnessed a reality that diverged from the occupation's ideals: Workers were underpaid, overworked, and homogenous.

Fobazi was deeply disturbed seeing other librarians describe their work as a “sacred duty” while also observing the inaction surrounding the systemic problems within the field. She [wrote an academic paper](#) about a term she coined *vocational awe* and how it impacts librarians. Vocational awe, as she defines it, assumes that workplaces and institutions like libraries “are inherently good, sacred notions, and there-

fore beyond critique.” She theorized that the passion that underpins vocational awe can be taken advantage of and can lead to job creep, burnout, and inadequate compensation. The paper drew so much attention within her field that Fobazi decided to become an academic focused on researching this topic.

Stolzhoff uses Fobazi’s experiences to illustrate how workers who believe “I would do this even if no one paid me to do this!” may be incentivized to ignore or silence institutional flaws. Furthermore, he suggests that the idea that work should be intrinsically motivating and not merely transactional ultimately benefits company leaders in a world where the CEO-to-worker compensation ratio has risen from 15:1 in 1965 to over 200:1 in 2021 (Bivens & Kandra, 2022).

I-O takeaway: Although different occupations may always have different working conditions (e.g., pay, work structure), this chapter had me wondering how we as a society develop shared beliefs and assumptions about specific career paths. From a practical perspective, when and why should employers apply differential treatment to workers based on their roles and occupations? Should we be advocating as a field for a more consistent standard of employee experience across the workforce?

2. Modern work culture glamorizes status and monetary rewards while neglecting the ultimate positive life outcomes (physical health, social support, meaningfulness) that these rewards should facilitate.

Stolzhoff makes this argument through stories and statistics drawn from economics and sociology. For example, he cites that when the Pew Research Center asked Americans what gives their life meaning, respondents were nearly two times more likely to name their career than to name their spouse (Mitchell, 2018). Another sobering stat from the book: Globally, more people die each year from symptoms related to overwork than from malaria (Ro, 2022).

I-O takeaway: Instead of viewing careers as singularly upward trajectories, workers today need the flexibility to hit the gas and the brake in their careers with dignity and the opportunity to view career success through a broader lens than money and status. How might organizations offer options for workers to increase and decrease their career investments over time so that they can focus on work and nonwork commitments throughout their employment?

3. When workers experience moral injury in their work lives, it can take years to regain professional confidence.

The book features stories of several people who did all the “right” things professionally—attending brand-name institutions, working hard, learning relevant skills, investing in their professional network—but ended up sidelined or exploited by the environments and people around them.

Stolzhoff describes a chef, Divya, who worked diligently for years to rise through the ranks from student to apprentice and eventually to working with a famous Michelin-starred chef. She developed an innovative food product idea and ultimately went into business with the famous chef, with the aim of getting the product sold in grocery stores.

After years of working to ensure the business’s success, Divya’s relationship with the famous chef started to dissolve. When she finally decided to exit the business and sell her share, she discovered that the original business documents did not have her listed as owning any portion of the company. The situation resulted in a multiyear legal proceeding and left Divya with a broken sense of identity and personal purpose.

I-O takeaway: As much as we do to influence policies and practices that promote supportive and ethical behaviors at work, it's important to acknowledge that extreme events such as workplace violence or egregious ethical breaches do occur in workplaces, and these events can have long-lasting effects on workers. How might we as I-Os advocate for additional support and resources for workers struggling with their work and career identities when events violate their values and sense of security?

Should I read the whole book? Yes! This book was a quick read but leaves you thinking about big-picture questions about the future of work, the consequences of our modern workplace culture, and the importance of our work on building healthy organizations with human-centered practices.

That's a wrap! Next quarter, I'll be discussing a popular press book on higher education as part of *TIP's* special issue on I-O in the classroom.

Want to read past columns? You can find [the pilot column here](#), [Episode 1 here](#), and [Episode 2 here](#).

Have you read *The Good Enough Job*? I'd love to hear your thoughts via email: c.ottholland@gmail.com

Until next time!

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Editor's Column: To SIOP With Love!

Adriane M. F. Sanders

Welcome to fall! Classes are back in session, and surprisingly, it actually feels like fall outside today here in the southeast (even though we are likely only in false fall and still have second summer to go before we actually get to fall, IYKYK). As you may remember from [my column last issue](#), we're doing themed issues! This issue is ***From Hugo to AI: Memorable Moments in SIOP and TIP History***. Putting this issue together has been such a fun excuse to reflect, remember, and read about others' enduring experiences with *TIP* and SIOP. All of our on-theme articles are collected into the Features section, and there is a little something for everyone.

For my column, I'm taking a walk down memory lane (thanks for the idea **Alex Alonso**!). I attended my first SIOP conference in 2009 (NOLA!). I was doing my thesis work on corporate social responsibility and recruitment and met so many people doing environmental sustainability I-O work at that conference. I asked my mentor, **Ron Landis**, how do I put together a symposium on this for next year? He told me to reach out to the people you connected with at related sessions. So I did, and THEY SAID YES! And it got accepted. I couldn't believe it. The connections I made with real I-O professionals at my first conference led to me cochairing my first symposium in 2010 with **Ann Huffman**. That was my first experience of how collaborative and welcoming SIOP can be (and thankfully I've continued to have that experience with SIOP). That presentation and group of people led to [my first publication in TIP](#) with **Stephanie Klein** and Ann Huffman, which then branched into a different topic in an *IOP* commentary with Ann and **Tori Howes** in 2011.

In addition to diving headfirst into networking and presenting at the annual conference, that first conference in 2009 forged a lifetime friendship and partnership with a core group of peers in my doc program. Not only did it cement our love for attending the conference together, but also working professionally with each other and celebrating each others' wins professionally and personally. With few exceptions, we haven't missed a SIOP conference together in these last 14 years. After all this time, we still prioritize our time with each other and our mentor who got us there. Below are some favorite pictures over the years in no particular order—that I definitely did not get choked up about <wipes eyes>.

I know how lucky I am, and I'm so thankful for this family! Chicago here we come!

The SIOP that started it all! 2009, from L to R: **David R. Earnest, Courney A. Keim, Jonathan Burlison, Julianne Brown-Meola, Adriane M. F. Sanders.**



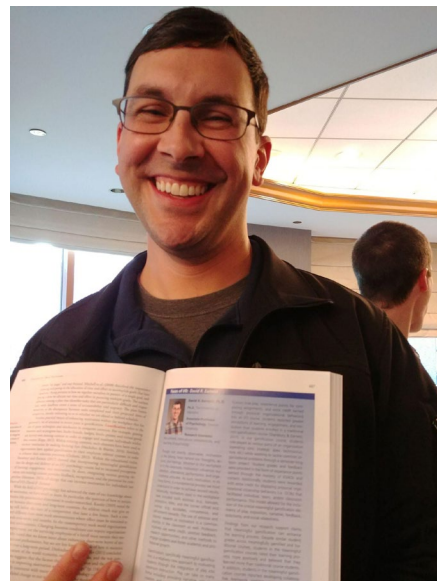
L-R: Adriane, David, Julianne, Chanda S. Murphy, Courtney.



L-R: **Ronald S. Landis**, Chanda, Julianne, Courtney, David, Adriane.



L-R: Julianne, **Lawrence Houston III**, David (& wife Jessica!), Jonathan, Adriane.





Jonathan has a way of popping up like a golden Easter egg! These are two different years. 😊



L-R: **Satoris (Tori) S. Howes**, the late great **Paul M. Muchinsky**, Courtney, Adriane.

2023 in Boston.
Can't wait for Chicago 2024!



First SIOP Conference in Chicago, 1986

Stanley Silverman, Chair of the First Three SIOP Conferences

Here is some information about the first conference:

1st Annual SIOP Meeting

April 10-11, 1986
Chicago, Illinois



Irwin Goldstein,
President



Stan Silverman,
Conference Chair



Richard Klimoski,
Program Chair

Conference Statistics

~2400 Division 14 Members
34 Sessions
776 Conference Attendees
\$89 Hotel Lodging Rate



I/Otas

- Four tracks of programming were planned; committee members worried that attendees would be annoyed at having to choose which session to attend!
- The first conference committee hoped for 600 attendees but exceeded that goal by nearly 30%
- "Discontent with the APA convention format highlighted an opportunity to create a compelling program. Many may recall the mad dashes between sessions each year at the various APA convention hotels. The mid-year conference was to be different – an atmosphere of collegiality where the best of ideas could find their place and time."



Conference Statistics

- On selecting the hotel for the first conference, Bill Macey remarks that "because we didn't have experience running our own conference, conversations with the hotels were at times almost amusing; the hotel representatives were incredulous of our confidence. In fact, one major hotel chain within the city (that will go nameless) had absolutely no interest in our business whatsoever."
- The first Doctoral Consortium was held in Washington, DC, but would eventually be incorporated into the annual conference.
- "Michael McCaskey, president of the Chicago Bears, agreed to be the luncheon speaker. He found the idea interesting, having been on the Harvard Business School faculty with a doctorate in organizational behavior from Case Western Reserve University. Note that the Chicago Bears won Super Bowl XX just months before the conference, so this particular invitation fit Chicago well."





Stan Silverman, Irv Goldstein, and Sheldon Zedeck



Mike McCaskey was the lunch speaker. President of the Chicago Bears the year they won the Super Bowl, he was a former OB professor at UCLA; his grandfather George Halas died, and he came into the family business. Pictured here with Stan Silverman.



Bill Macey and Stan Silverman.



Stan Silverman and **Allen Kraut**.

**Max. Classroom Capacity:
A Conversation With Marcus Dickson, the Creator of Max. Classroom Capacity**

**Loren J. Naidoo
California State University, Northridge**



Dear readers,

In honor of the “Memorable Moments in *TIP* History” theme of this issue, I’m delighted to welcome my mentor and friend, the creator of the Max. Classroom Capacity column, **Dr. Marcus Dickson**! Below we discuss AI in the context of the recent history of I-O psychology instruction.

Loren Naidoo: What fears do you see faculty having about AI?

Marcus Dickson: I think many faculty members think of AI as being like Chegg on steroids. I remember long, long ago there was always a concern that student organizations (stereotypically, often fraternities) would have file cabinets full of old tests that members could consult prior to exams. More recently, faculty have been concerned about students getting test or essay answers online from sites like Chegg or CourseHero so that the student would be getting grades that they didn’t earn. The remedy for that was seen as developing customized and ever-changing assessments, like making essay questions or paper assignments highly contextualized so that the answers were not already out there, and changing assignments and test questions every semester, so that having access to prior exams wouldn’t help. But the fear with AI is that it doesn’t matter whether the questions have been used before because the system can generate the answers even without that prior information. Add in the revelation that some AI tools will completely make up plausible-sounding references, and it seems like an impossible task to guard against students cheating by using AI tools.



A second fear that I see more often at the graduate level (where students are more likely to present or publish papers of original work) is the inability to tell whether the student actually did the work or even understands how to do the work. This is especially popping up related to things like writing code in R. In some ways, I see this concern as being analogous to whether students should learn to do matrix algebra by hand. The argument was always that if you can’t do matrix algebra, you don’t really understand what is happening in some analyses. Nonetheless, very few programs that I know of still teach matrix algebra in that way.

What do you think about those issues, and do you see others?

LN: By the way, I use ChatGPT to write VBA code all the time now! One additional concern more related to curriculum design than instruction is making our students “robot proof”—let’s NOT prepare our students for jobs/careers that will cease to exist because of AI. But let’s start with your first concern, AI being used (let’s call it *misused*) to cheat.

I agree that AI makes plagiarism more difficult to detect. But it’s not impossible. If you know your students’ actual writing styles well enough, then AI content can really stand out. There are also various AI detectors available (e.g., Turnitin has one integrated into its platform). The validity of AI detectors is un-

clear, but their findings are a useful conversation starter with students. In a recent class, I informed students that they were allowed to use AI on two written assignments (but not others) provided they tell me *how* they used it. A handful of students reported using ChatGPT only to *edit* what they had written to make it sound more professional. AI detectors failed to identify these cases, so detecting human–AI collaborations may be challenging. However, I did find hints of prohibited AI use in several short discussion board assignments. The posts in question had varying content but identical structures: short intro paragraph, bulleted list, short concluding paragraph. When I entered my prompt into ChatGPT (**always do this!**), I saw the same pattern reoccur. As a grader, I had a visceral response to these posts: They were meaningless! Boring! Forgettable! And I shared this feedback with students: “I don’t know if you used AI, but it looks like you did, and either way, in the real world, this style of writing is ineffective!” So, on a superficial level, I think AI misuse is generally detectable. Have you seen any examples of students using AI yet in your undergraduate or graduate classes? Have you developed any (other) ways to detect student use of AI? Are you worried about AI plagiarism?

MD: I regularly teach a large lecture version of Intro Psych, which has a lab associated with it, so it is my TAs who are usually the ones encountering plagiarism in all its forms. We have had a few students turn in lab assignments that appeared to be AI generated, and it’s a challenge because it isn’t always clear what the AI was used for: Was it a tool for “cleaning up” the student’s writing, or was it actually doing the writing? As for the boring part, I think part of the challenge is that we as teachers are still discovering the various ways that AI can be used in the classroom. I have some colleagues who put a blanket ban in their syllabi on using AI in any way in the class; others encourage its use in creative ways or allow its use in specific contexts, as long as the use is disclosed and described. Pedagogically, I think any of those are defensible responses, depending on what the learning objectives and the content of the course might be. It’s definitely something I continue to wrestle with, especially when moving between a large-lecture 1000-level class and a small doctoral seminar, for example.

LN: I have colleagues who are contemplating going back to paper-and-pencil exams to avoid AI. Plagiarism using AI is complicated. Using your example, is the student who uses AI to clean up her writing cheating? From my perspective, if AI allowed her to express her own ideas more clearly and succinctly, then as an instructor, I’m thrilled! Her thoughts are less obstructed by the barrier of writing, and I get to assess her ideas rather than grammar/spelling. However, if AI is generating ideas for her that she didn’t have, we are getting into trouble both from an academic integrity standpoint and from an assessment validity standpoint. Academic integrity rules may require students to cite AI-generated content, but it’s not clear exactly how this should be done. Even if properly cited, how much AI content is too much? From an assessment validity standpoint, if a student has used AI to help generate their answer, then the assessment may not be a valid indicator of the students’ knowledge (or whatever we are trying to assess), which may suggest that the assessment itself is no longer useful. Alternatively, perhaps we should think more about what we want our students to DO rather than what we want them to know. If a student can do the work that we are preparing them to do (using whatever tools they would like), then does it matter that they’ve used AI? Moreover, if using AI alone is sufficient for the task, is that a task we should be preparing our students to do in the first place?

MD: Interesting point about assessment and whether it is accurate if AI facilitates a better answer. This is bread and butter I-O! Here’s an analogy: I was once responsible for developing the driving course for firefighters testing for promotion to “apparatus operator” (lots of duties, but driving the fire engine is one of them). In developing the test, we tested them on backing the engine into a space using a spotter. That was new—in previous tests, there had never been a spotter. And many people felt that having a spotter diluted the validity of the assessment. However, department policy stated that fire engines

should *never* be backed without a spotter. So the “more stringent” test was actually not valid relative to the work actually to be done. In the same way, whether the use of an AI tool threatens the validity of our assessments of students really depends on what the actual work environment we’re trying to assess would be. In the same way that I was assessed in school on writing in cursive but my son was not because it wasn’t seen as part of his future, it’s likely that there are lots of places where AI-facilitated work will be the norm. So how do we test people on that?

I love when you mention what students should be able to do rather than know. Learning objectives should have action verbs—at the end of this course, the student should be able to do X, Y, and Z. Sometimes knowing things is a step on the way to doing things, but it isn’t where we should stop.

One last point here—I have been opposed to grading on APA style for undergrads for years. The vast, vast majority of students are not going into careers where they will need APA, and in their other classes, they are likely being compelled to use MLA, Chicago Style, whatever. I think in psychology we grade on APA style a lot because it can be more objective than a lot of the other things we grade on in a paper. We have lots of tools already in place to help students cite references and create reference lists, and I always encourage students to use them. Recent evidence is appearing that some AI tools, when given writing prompts, will create realistic-sounding references that just don’t exist. Students could always make stuff up, I suppose, but this seems like a new level of challenge in writing related to AI—when the tool isn’t just helping achieve a better product but is actively working in a deceptive way that the student may not even be aware of.

LN. I love the fire engine story! That’s exactly right. AI is already a “spotter” for our students, albeit one that might actually *increase* the odds of an accident under certain circumstances (e.g., by inventing fake references for research papers). AI is also a spotter who, when ordered by the driver, can grab the back of the fire engine and park it by itself (as I wrote in a [prior column](#), AI performed more than adequately on some of my multiple choice and written exam questions). So, if using AI makes it difficult to assess how much students know, what is the solution? Where do we go from here? But also, getting out of the threat framing that we started with, how do we use AI to get to our max. classroom capacity?

MD: Hey, I see what you did there! (I have always loved the title of this column—readers should go back to the [very first one](#) years ago to see where it came from!) I think the first step in any given class is to be clear about what the expectations and norms are, whatever they are. That’s true for anything, whether it is “Can we work together?” or “What are the parameters for writing a research proposal in this class?” or “Can we use laptops/phones in class?” or anything else. I can definitely see some cases where the instructor would establish that expectation related to AI, as noted above where colleagues have said “using AI is fine, but you need to disclose and describe its use in writing your papers.” I can also see other situations where establishing that expectation could be based on in-class discussion. I regularly find that my students have ideas on how to use different tools that I would never have thought of, and if I establish expectations a priori, without the benefit of those conversations, I could close off some really creative and appropriate ideas.

For my second thought, here’s another quick story. I very clearly remember the day that my colleague Brent Smith and I were sitting in the I-O computer room at the University of Maryland. We got our hands on a very early version of EQS when it was (one of?) the first software package that allowed you to use a graphic user interface for structural equation modeling. We both said, “This is so cool!” and then we both said, “This is really scary.” Our thought was that it was cool because it would make SEM so much easier and that it was scary because by making it so much easier, it would invite people who didn’t

understand SEM to make use of it in ways that would ultimately be problematic, misleading, wrong, et cetera, and I think both our enthusiasm and our fears proved correct. In much the same way, I think AI in its various forms is really cool and really scary. It will allow us to do so much more than we can do now, so much faster than we can do now, with so much more potential for error and misunderstanding. It is going to move more quickly than we anticipate, with new applications emerging so fast that it will be very hard to keep up. We as instructors will have to revise what we do, but I hope that we can do it in a way that is “What can I do to teach in the world we now live in and *will* live in?” rather than only being “How do I guard against ethical violations that are ever harder to find?” That won’t be easy, but it’s going to make the latter part of my career fun, I’m sure of that.

LN. Cheers to that! Thanks Marcus!

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

Still Going Strong! SIOP Members Continue to Think Globally and Act Locally via Local I-O Groups

Eileen Linnabery and Local I-O Committee

For our *TIP* moments in history column, we would like to republish the following article that discussed members' desire to have local group I-O communities. This is from the 2017 October issue by **Anna Erickson** et al.

<https://www.siop.org/Research-Publications/TIP/TIP-Back-Issues/2017/October/ArtMID/20295/ArticleID/1519/Think-Globally-Act-Locally-Survey-Results-Show-Global-Interest-in-Local-Groups>

Five years later and the desire for SIOP members to connect at the local level in service of I-O has not waned. Indeed, with the improvements in technology and the experience of a global pandemic, grass-roots local I-O groups have evolved to serve even broader communities across the globe. We are now seeing local I-O groups that are meeting in hybrid or fully virtual settings and opening their membership to I-Os and I-O enthusiasts from outside their local geographies. This makes it even easier today for SIOP members to connect with an I-O community on a frequent basis—even if your hometown has no other I-O psychologists in the area, one can join a robust, virtual network with roots elsewhere. Forging connections with I-Os outside of our academic institutions and employers will only continue to enrich our research and practice.

If you are interested in joining a local group or starting one of your own, visit SIOP's Local I-O Group resource page: <https://www.siop.org/Membership/Local-I-O-Groups>. If you are a leader of a local group that is not listed in the directory, please reach out to SIOP's Local I-O Group Relations Committee to ensure SIOP members can find your group.

**“It Was Science at Its Best”:
A Look Back at a Path-Defining Study in Open Science From...I-O Psychologists?**

**Christopher M. Castille
Nicholls State University**

In this entry of *Opening Up*—*TIP*’s column for all things open science—I look back at an older study from our field that stands out as an exemplar of open science despite being published nearly 30 years before discussions of open science took off. But before I tell you more about this exemplar, I must begin in the spirit of, well, transparency.

When *TIP* Editor **Adriane Sanders** announced the theme for this particular *TIP* issue—*From Hugo to AI: Memorial Moments in SIOP*—I admittedly doubted whether I could produce something relevant because many open science innovations are widely seen as “current,” popularized in the wake of replication failures emerging across the sciences. Indeed, the open science movement has given rise to a buffet of practices that represent drastic changes in the way our science is conducted (e.g., preregistration of hypotheses; Uhlmann et al., 2019), communicated (Nosek & Bar-Anan, 2012), and incentivized (Nosek et al., 2012; see Castille et al., 2022). Several of these practices seem beneficial for our science but require thoughtful application (Guzzo et al., 2022). Indeed, questions about the value and relevance of open science practices are evident in our field (see Torka et al., 2023).

This brings me to this particular entry in *Opening Up*. I often look outside of I-O psychology for open science practices that might benefit our science. Recently, while surveying the literature regarding the prospect of big team science for I-O psychology (see also Castille et al., 2022), I came across an interesting book chapter on adversarial collaborations (see Rakow, 2022). Adversarial collaborations are research initiatives carried out by two or more individuals or groups who have conflicting theories, predictions, or hypotheses, and reach a consensus through empirical testing (Rakow, 2022). Such collaborations have become quite popular over the past few years, particularly in social psychology (e.g., the Many Smiles collaboration, Coles et al., 2022), cognitive psychology (Oberauer et al., 2018), and other areas of interest to psychology (e.g., gender bias in academic science; see Ceci et al., 2023). This chapter described a path-defining study of critical importance for furthering psychological science. Surprisingly, it was conducted by scholars we all know. Clearly, this paper has been influential, inspiring more scholars to embark on adversarial collaborations that continue to this day.

The paper I’m referring to was published in none other than the *Journal of Applied Psychology* by **Gary Latham, Mirian Erez, and Edwin Locke** in 1988. As Latham and colleagues note, their work appears to be the first published adversarial collaboration in the psychological sciences. It both outlines and illustrates how to execute such a collaborative exercise, subsequently guiding studies in other areas of psychology (see Rakow, 2022). I immediately saw its relevance for this column. So in this entry into *TIP*, I’ll briefly describe the study and its place in the ongoing discussion of open science. I close with a call for you to share more bright spots in our science that have been overlooked.

A Brief Look Back at Latham et al. (1988)

In 1988, Latham et al. outlined the adversarial collaboration method, which involved identifying methodological differences and then creating experiments designed to resolve any significant disagreements. They then published a series of experiments illustrating how scientific disagreements may be resolved using this method.

Latham et al.'s (1988) substantive focus was on the effect of participation on goal commitment and performance. Whereas Latham argued that active participation in goal setting did not substantially impact goal commitment or task performance, Erez argued the opposite: that goal acceptance following group discussion *and* goal commitment both predict performance. Both had evidence supporting their views obtained from prior studies.

The scientists decided to set their reputations aside for the benefit of science and resolve their dispute via crucial experiments with a third party (Edwin Locke) acting as a mediator. Each antagonist systematically reviewed the others' studies. Latham and Erez, with Locke present, then brainstormed differences in experiments that might account for different results. Five hypotheses were generated, several of which were not necessarily considered prior to this discussion and could only have been uncovered via collaboration. They were

1. **Task importance.** Whereas Latham's experiments were consistently framed as important (e.g., brainstorming, real-life jobs), Erez's experiments were judged by Latham as involving less important tasks (e.g., simulated scheduling, evaluating job descriptions). Latham hypothesized that participation may have greater effects in Erez experiments because the tasks—on their own—were not particularly important.
2. **Group discussion.** Whereas Latham's participative goal-setting experiments involved a supervisor or experimenter and a subject or study, Erez's participative conditions always involved group discussions with five or six people. At the time, research established that group-set goals led to higher goal commitment and performance than self-set goals.
3. **Instructions.** In their brainstorming, it became apparent that all methodological details for carrying out experiments do not always make their way into the published article. In reviewing each other's published method sections, both Erez and Latham discovered differences in their typical instructions. Whereas Latham's instructions were given in a polite, friendly manner to engender supportiveness, Erez's instructions did not possess these elements. These two instruction sets are below.
 - a. Latham et al.: *Thank you for agreeing to participate in this study. Weyerhaeuser Company has employed us to _____. You are now familiar with the task. I would like you to do the following _____. This goal is difficult but attainable.*
 - b. Erez et al.: *Now that you have already had a practice session to get familiar with the task, you are asked to next attain a score of _____. You will have _____ minutes.*
4. **Setting self-set goals prior to experimental manipulations.** In Erez's work, half of the subjects set their own goals before the assigned or participative manipulation occurred. Erez and colleagues found that commitment was higher when goals had *not* been set. It was surmised that subjects who set their own goals might have been upset about being misled, particularly when the new goals were very high.
5. **Cultural value differences.** Erez's experiments were conducted in Israel, a more collectivistic society, whereas Latham's studies—many of which were field experiments—were conducted in the United States and Canada.

The authors would go on to explore other factors that emerged as potentially important: (a) a two-phase design used by Erez designed to manipulate goal difficulty, (b) self-efficacy instructions used by Erez in the participative condition only, and (c) instructions given to reject goals with which the subjects did not agree.

Having identified the factors that may explain the divergent findings, Latham and Erez jointly designed experimental procedures to resolve their scientific dispute. Each designed two studies that were directed by the antagonist and run by research assistants. They initially designed just two experiments but agreed to execute two additional experiments if needed. A total of four experiments were executed. The authors conclude by agreeing that tell-and-sell goals are as effective as participative set goals as both impact goal commitment and performance. However, the other factors (e.g., task importance, group decision, values, two-phase design) either had little or no effect on either outcome or affected commitment but not performance (e.g., goal difficulty, setting vs. not setting a goal, offering self-efficacy instructions, or instructions to reject unacceptable goals).

Several uncommon features of this paper must be noted. Unique for any journal article, indeed most papers published in our field, is that mistakes made by experimenters were openly disclosed in the publication. We can all identify with something not going quite right when we try something new. What else is research if not trying something new? The paper also ends with commentary from each contributor where each author offers their perspective on the findings. Although disagreements were not entirely resolved, progress was evident.

To quote Latham: “Conducting the present series of studies was as exciting as it was illuminating. It was science at its best.” Erez agreed, noting that the adversarial collaboration was useful for resolving a dispute empirically and was as important as the outcome they had arrived at because the adversarial collaboration process is broadly replicable. Locke was struck by the number of procedural differences that can vary broadly for scholars allegedly studying the same phenomenon.

Fostering More Adversarial Collaborations

Whereas disagreements in the sciences often simply fade away over time, Latham et al.’s study is noteworthy for formalizing a process designed to generate consensus so we can move forward as a science. Consensus is important for a number of reasons, one of which I should highlight is promoting evidence-based practice (Rynes et al., 2012). As I reflect on Latham et al., I wonder what we can do to spur more of these kinds of collaborations in *our science*. Latham et al. provide some essential conditions that drive adversarial collaborations. I will share a few and add commentary.

First, collaborators must be willing to admit that they could be wrong. Epistemic humility—being humble about our assumptions and understanding—is essential. As Richard Feynman (1974) once noted: “The first principle is that you must not fool yourself, and you are the easiest person to fool.” Adversarial collaborations help us to avoid fooling ourselves and to act with the best information on hand while doubting that which we would like to be true (Erez & Grant, 2014). Such collaborations may be particularly helpful for developing PhD researchers (see also Schwab et al., 2023). As the great observer James Randi once noted in a public lecture:

When people get a PhD....there is a magical moment...as the paper hits the hand...a genetically engineered chemical goes into the flesh, into the bloodstream, directly into the brain, and paralyzes the part of the brain in the speech center...the part that enables that person up until that moment to pronounce two sentences: I was wrong and I don't know. (see <https://tinyurl.com/2c99n7z9>).

Second, collaborators must not dislike each other personally. This helps the two parties work together for the benefit of our science. This is striking at a time when scholars widely believe that open science,

although identifying meaningful challenges that we must overcome, has perhaps made us more skeptical and less trusting of each other. Although furthering our science benefits from organized skepticism (Castille et al., 2022), we must not let such skepticism prevent us from effectively collaborating so that we may jointly understand the world at work from a scientific perspective.

Third, collaborators must remain curious about the reasons for contradictory findings. Curiosity is important because studies are rarely reported with sufficient details for building replications that are constructive for the field (Köhler & Cortina, 2021), and these details may often only be unearthed via joint discussion with a trusted mediator.

This brings me to a fourth notable factor: the presence of a trusted colleague who can act as a mediator of the conflict. Such a mediator can help the two leaders resolve their differences over discussion and help design consensus-generating experiments. Leaders in our field can and (perhaps) should play a role in promoting such consensus-generating work so that our research can be put to wider spread use. Indeed, their work would answer a call for more adversarial collaborations in our science (Edwards, 2008). Such collaborations move us closer to the Popperian ideal of critical testing of falsifiable hypotheses via severe tests (Mayo, 2018). Such work would look much more like a progressive research program that identifies main effects, mechanisms, and boundary conditions (Lakatos, 1976).

What Bright Spots Should I Highlight in a Future *TIP* Entry of *Opening Up*?

As a proponent of open science who often looks outside our field for inspiration, I wonder what other open science gems I am overlooking in our field. What other exemplars exist, where we clearly are doing “science at its best”? Please share your colleagues’ work—or openly brag about your own contribution to illustrating our science at its best. If there are any that you think deserve mention, please share them with me (christopher.castille@nicholls.edu), so I can shine a bright light on this work.

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Academic's Forum: Principles of "Industrial Efficiency" From an Academic Mother

Nitya Chawla
Texas A&M University

When **Adriane Sanders** and I were emailing back-and-forth about the latest issue of the "Academic's Forum" column for the fall *TIP* issue and she mentioned her idea of the history theme "*From Hugo to AI*," I must admit that my first reaction was to suggest that I forego this issue's column and focus on the next one. After all, how could Hugo Münsterberg—one of the founding fathers of I-O psychology—inspire a discussion surrounding the life of a junior academic mother?! For days, my mind kept wandering back to how I could possibly write a column that aligns with the overarching theme and—more importantly (and frustratingly!) for me—why I was finding it so very hard to think of a connection.

It was during one of these days when I was naturally late driving Kabir to daycare and mentally panicking about all the ways our week was already a hot mess while he was babbling away about seeing a T-Rex on the trees (as one does) that I realized that the history of the field itself was the fundamental reason why this column felt so hard. Indeed, at its founding, the very principles of I-O psychology were based on how organizations can ensure worker productivity and efficiency. This workforce, however, was never intended to include women—and especially not working mothers. Indeed, in what many consider the foundational text of I-O psychology, Münsterberg identified three specific challenges for managers: (a) finding the "best possible *man*" for the job (*italics added for emphasis*), (b) facilitating the "best possible work," and (c) securing the "best possible effects" (Münsterberg, 1913). And, although I wish that by "men," Münsterberg *really* meant all working beings, this simply isn't the case—women, per Münsterberg and society writ large at the time, were largely expected to fulfill the role of stay-at-home wives and mothers (Cruea, 2005). In fact, it isn't lost on me (and others who have written far more deliberately on the topic; Koppes, 1997) that our field has overwhelmingly heralded the contributions of male, but not female, pioneers of I-O psychology.

I think it is fair to say that we have come a *long* way since the early 1900s—not only in terms of women's increased participation in the labor market but, equally importantly, in terms of having conversations surrounding how we can better support women through all stages of their careers *and* family lives. Although the same is certainly true of academia, the industry continues to pit women's maternal and health experiences at direct odds with traditionally held notions of "academic success," with our field unfortunately being no different. As we necessarily reckon with all the barriers faced by academic mothers and discuss our hopes for short- and long-term structural solutions, returning to the foundations of our field for this column prompted me to reflect on the more idiosyncratic and informal ways through which I have tried to cultivate some sense of productivity and efficiency over the past 2 years.

And so, with these in mind, I thought I would share just a few principles that have—in the fa-

mous words of Münsterberg—facilitated the “best possible work” and the “best possible effects” for this academic mama:

- **Recraft your collaborations and author teams.** Over the past 2 years, I cannot count the number of times I have had to send texts along the lines of “I can work on this after Kabir is in bed tonight”; “I am so sorry, I need to cancel our meeting—Kabir is home sick today”; or, “I can try to get the paper back to you by the end of this week, but Rahul is traveling, so it may be a few more days!” Although I have felt more embarrassed and guilt-ridden with every text, I am so grateful to have developed a group of coauthors who have *never* let these moments define me, my work, or our collaborative relationship.

Right before I graduated, I remember my advisor—**Allie Gabriel** (Hi!)—answering my question about how to form effective and long-lasting collaborations as a “trial and error process.” This has certainly rung true, but I will also add that the process itself, as well as its outcome, has looked different pre- and postmotherhood. As jarring as it may be, some of the coauthors that you thrived with during one particular stage may not be the same ones you thrive with during another stage. For me, my ability to work on research and enjoy the process has been a direct function of having coauthors who extend me grace and embrace the challenges of my nonwork life and maternal identity.

- **Cultivate your academic village.** The journey of being a tenure-track academic mother can not only feel impossible at times but also incredibly lonely. And, to some extent, it objectively is—for instance, when I was pregnant, there was only one other faculty member in the department who was also a mother of young kids *and* on the tenure track.¹ Yet, the challenges associated with your child’s formative years overlapping nearly perfectly with the tenure clock is highly unique, and there are few individuals who not only understand them but are also living (or have lived) them.

As small as it may be, building and holding on to this village is essential. These are the women who will help you figure out how to breastfeed and/or pump during teaching days, give you company via text or Zoom calls when you are up late trying to get some writing done, share various parenting resources, send you the most relatable toddler memes, and celebrate *you* as joyously as they celebrate your child on their birthdays.

But, I would be remiss to not mention that my village consists of academics who not only have varying family structures and nonwork challenges but also are at various stages of our profession (e.g., associate professors and professors). They have each played such an essential part of my motherhood journey so far, from grounding me and giving me perspective as parents of older children to creating spaces that allow me to thrive as well as authentically nerd out without letting the “mom guilt” creep in. All in all, this village is eclectic and diverse, and I am so much better for it.

- **Be unafraid to ask for help (and ask often).** As an assistant professor trying to make her mark on the field, I am always hyperaware of the signals I am sending—ranging from

whether I am demonstrating my skills as an independent researcher to whether I am creating value in the department through teaching and service to whether I am doing my bit in terms of giving back to the field and developing junior scholars. In obsessing over these signals, however, I have so frequently chosen not to ask for help even when I have really needed it. After all, what would asking for help signal?!

Time and time again, however, I have realized how wrong this approach has been. Choosing not to ask for help only ever leads to greater levels of stress as I not only end up struggling to deal with the very thing I could have used help on but, simultaneously, begin wishing that I had asked for help sooner and then eventually worrying about how I now need to do a *really* good job given that I chose to forego assistance in the first place (welcome to my inner monologue—it is not pretty!).

In reality, however, members of a village are never concerned about the signals being sent. Rather, they are solely focused on using their resources to support and lift others up. And, although I am admittedly still working on this, there is so much to gain from re-framing asking for help as a signal of strength rather than weakness.

- **Invest in your relationships at home and outside academia, too.** At this moment, I am writing this column in relative darkness as Kabir insisted on taking his afternoon nap in bed with me. More importantly, however, Rahul is downstairs finishing up some chores and getting lunch prepped. Although I would love to say that a day like this is the exception rather than the norm, that wouldn't be true—although each day looks slightly different, each day that I can be productive involves a ton of effort behind the scenes from Rahul (even if he is traveling for work). We are also extremely lucky to have parents, siblings, and close nonacademic friends who are always willing to pitch in.

Akin to crafting trusting and successful collaborative teams, getting to this point has involved a series of trial-and-error arrangements. I suspect that this will continue to be the case as Kabir gets involved in more extracurricular activities and Rahul's job responsibilities change and grow. Yet, the errors that accompany the trials are often frustrating, exhausting, and take a significant toll on relationships. In these moments, we have found that investing time in regrouping, having difficult conversations about what didn't work, and figuring out what we each need goes a long way.

- **Prioritize yourself.** As someone who researches recovery and well-being, it would be particularly ironic to not highlight the importance of investing in yourself and different aspects of your identity. Yet, I will sheepishly admit that I almost chose not to include this principle because it is one I have struggled with the most and continue to do so. That said, just as the inspiration for this piece came as I was dropping Kabir to daycare, I know that my mind is clearer, more energized, and better at developing connections (or even mentally responding to reviewer comments!) when I am taking time for myself guilt free and/or allowing myself to enjoy the seemingly mundane responsibilities of childcare such as daycare dropoffs or watching *Cars* for the millionth time.

And so, while our field wasn't grounded on building workspaces that focus on the ways in which women and individuals of all gender identities can succeed, I do hope that we can use these moments of reflection to not only revel in how far we have come but also, how much further we can go. In regards to parenthood in particular, I hope that our conversations surrounding how we can create better informal and formal structures for academic mothers continue to evolve and develop such that, even if it is a little lonely in your department, you feel far from alone in our field more broadly. At the very least, please know that this academic mama's inbox and DMs are always open for advice, resources, and of course—toddler memes.

Note

¹ Of note, although I have moved institutions, the demographic makeup of this department has changed.

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What Can ChatGPT Tell Us About I-O Psychology?

Gordon B. Schmidt
University of Louisiana Monroe

Benjamin Biermeier-Hanson
Radford University

In late November 2022, ChatGPT was released to the public with great public attention (OpenAI, 2022). With it came discussion of how transformative this technology will be. Would it eliminate HR jobs (Thibodeau, 2023)? Would it make cheating rampant in all essay-based online class assignments (Naidoo, 2023; Surovell, 2023)? Would it do our research and write our papers for us (McAfee, 2023)? (That one sounds nice in a way, as long as it doesn't also take my job). Would it mean AI could replace I-O psychologists in the future (Frescoj, 2023)? (I don't like this one as much.)

With its release some I-O psychologists began to play with ChatGPT to see what it has to say about I-O topics, such as what I-O psychologists do (in iambic pentameter no less; Tadjbakhsh, 2023) and what would be a better name to make the field more accessible to the public (Schmidt, 2023).

So we decided to see what ChatGPT knows about our field. We asked ChatGPT several questions and offered our own analysis of the responses. These questions range from almost completely factual to primarily opinions. Through this process, we hope to better show and understand what ChatGPT provides, for better or worse. And perhaps we will learn something (accurate or not). As we think about the past of I-O psychology and *TIP*, ChatGPT represents something that may well impact our future. Our aim was to see how ChatGPT did with a variety of question types germane to our field while also having some fun!

All questions were asked on the same day (July 10, 2023) and in the order listed below to the free version of ChatGPT 3.5. Feel free to ask ChatGPT (or another program) the same or similar questions and compare the answers you get!

Theme 1: Basic Definitions

Question 1: What Is I-O Psychology?

Industrial-organizational (I-O) psychology is a field of psychology that focuses on studying human behavior in the workplace. It applies psychological principles and theories to various work-related issues with the aim of improving organizational performance and the well-being of employees.

I-O psychologists analyze individual, group, and organizational dynamics to understand and enhance various aspects of work, such as employee selection and assessment, training and development, performance appraisal, motivation, job satisfaction, work-life balance, leadership, team dynamics, and organizational culture.

Some common areas of focus within I-O psychology include:

Employee selection: I-O psychologists develop and implement methods for assessing and selecting job candidates. They design tests, interviews, and other assessment tools to identify individuals with the knowledge, skills, and abilities required for specific job roles.

Training and development: I-O psychologists analyze training needs, develop training programs, and evaluate their effectiveness. They aim to enhance employees' knowledge, skills, and abilities to improve job performance and organizational outcomes.

Performance appraisal: I-O psychologists develop performance appraisal systems and tools to assess and provide feedback on employee performance. They help organizations establish fair and effective methods for evaluating individual and team performance.

Organizational development: I-O psychologists work with organizations to improve their overall functioning and effectiveness. They may assist in areas such as organizational culture, leadership development, change management, and employee engagement.

Work-life balance: I-O psychologists examine ways to promote work-life balance and employee well-being. They explore strategies to reduce work-related stress, enhance job satisfaction, and create supportive work environments.

Diversity and inclusion: I-O psychologists study diversity and inclusion issues within organizations. They work to promote equal opportunities, reduce bias, and create inclusive workplaces that value diversity.

I-O psychologists utilize research methodologies, data analysis, and statistical techniques to gather and interpret data for evidence-based decision making. They may work as consultants, researchers, educators, or practitioners in various settings, including corporations, government agencies, nonprofit organizations, and academic institutions.

Response to Question 1:

Overall, our first ChatGPT response is fairly good! ChatGPT hits on the basic definition (applying psychological principles to the workplace), lays out a breadth of I-O-related topics, emphasizes our scientifically driven approach, and sums up where we may work. If we had to nitpick (and we do, trust us), we did note that job analysis was notably omitted from the list of topics. Although some of the other topics are what we may consider our “bread and butter,” we were also interested that work-life balance and diversity and inclusion were included with the others. Although somewhat unsurprising, given the importance of these topics and their inclusion in the most recent SIOP Top 10 Workplace Trends, we nonetheless noted their inclusion with the others and take this as a first example of ChatGPT forecasting (rightly, in our opinion) that these will be/are now a “bread and butter” part of our field.

Theme 2: Can ChatGPT Give Good Advice on I-O Processes?

Question 2: How Do You Design an Effective Performance Appraisal Form for an HR Manager Position?

Designing an effective performance appraisal form for an HR manager position involves considering the specific responsibilities and competencies required for success in that role. Here are some key steps to design such a form:

Identify key job responsibilities: Start by identifying the primary responsibilities of an HR manager in your organization. This may include areas such as recruitment and selection, employee relations, performance management, training and development, compensation and benefits, HR policy development, and strategic HR planning.

Determine performance dimensions: Break down the HR manager role into specific performance dimensions or competencies that align with the identified responsibilities. Examples of performance dimensions may include leadership and management, communication and interpersonal skills, problem solving, decision making, employee engagement, and HR process knowledge.

Define performance indicators: For each performance dimension, define specific performance indicators or behaviors that demonstrate effective performance. These indicators should be observable and measurable. For example, under the leadership and management dimension, an indicator could be “Demonstrates the ability to provide clear direction and guidance to the HR team.”

Establish rating scales: Develop a rating scale that allows evaluators to assess the level of performance for each indicator. Common rating scales include numerical scales (e.g., 1–5), descriptive scales (e.g., “needs improvement,” “meets expectations,” “exceeds expectations”), or a combination of both. Ensure that the rating scale is clear and easy to understand.

Include open-ended questions: In addition to rating scales, incorporate open-ended questions or comment sections where evaluators can provide qualitative feedback or additional comments on the HR manager’s performance. This allows for more detailed and context-specific feedback.

Consider performance goals: If applicable, include a section for setting and evaluating performance goals for the HR manager. This helps establish performance expectations and allows for ongoing development and improvement.

Review and refine: Once the initial draft of the performance appraisal form is created, review it with HR professionals and relevant stakeholders to gather feedback and ensure its comprehensiveness, clarity, and alignment with organizational goals and values. Make any necessary refinements based on the feedback received.

Pilot testing: Before implementing the performance appraisal form organization wide, consider piloting it with a small group of HR managers to assess its effectiveness, identify any potential issues, and make further improvements if needed.

Training and communication: Provide training and guidelines to evaluators on how to use the performance appraisal form effectively. Communicate the purpose, process, and expectations of the performance appraisal to HR managers to ensure transparency and understanding.

Ongoing evaluation and updates: Regularly evaluate the effectiveness of the performance appraisal form, gather feedback from users, and make updates as necessary to ensure its continued relevance and usefulness in assessing HR manager performance.

Remember that an effective performance appraisal form should align with the organization’s performance management philosophy, provide clear and objective criteria for evaluation, and encourage ongoing communication and development between HR managers and their supervisors.

Response to Question 2:

Whereas our first question was quite general, we aimed to get more specific to see how much practical guidance ChatGPT could give to something more technical than Question 1. Performance appraisal design can be seen as a bread-and-butter kind of task asked of I-O psychologists by organizations.

We are somewhat more critical of the utility of this response. On the positive side, this lays out a reasonable template of what process is behind developing a performance appraisal. On the negative side, though, there are several key considerations, details, and nuances that are too critical to be left out in our opinion. Examples include (a) no discussion of competencies versus tasks/behaviors, (b) no mention of best practices (i.e., BARS) to guide development, (c) no mention of who evaluates or provides the data, and (d) no mention of context that may affect the job in question (i.e., big vs. small company, size of department, industry, etc.). In many ways, this felt more like a description of an HR department's roles rather than an HR manager's roles. When it comes to more specific, actionable guidance, ChatGPT appears to be better at generally laying out steps in the process rather than providing more specific "how-to" guidance, though more specific follow-up questions could potentially guide a user better.

Theme 3: Can ChatGPT Give Us Valuable Perspectives?

Question 3: What Are the Biggest Threats to the Field of I-O Psychology?

Although the field of I-O psychology has been growing and evolving, there are a few potential threats and challenges that it may face. Some of the significant threats include

Lack of awareness and understanding: One of the ongoing challenges for I-O psychology is the limited awareness and understanding of the field among the general public, as well as within organizations. This lack of awareness can hinder the recognition of the value and potential contributions that I-O psychologists can make in improving workplace productivity, well-being, and organizational effectiveness.

Technological advancements: Although technology can enhance various aspects of I-O psychology, it also presents challenges. Automation and artificial intelligence may automate certain tasks traditionally performed by I-O psychologists, such as data collection and analysis. This could require I-O psychologists to adapt their skill sets, focus on higher level interpretation and strategy, and embrace technological advancements to remain relevant.

Ethical concerns: As technology advances, ethical considerations become increasingly important. I-O psychologists must navigate issues related to data privacy, security, fairness, and potential biases in assessment and selection processes. Ensuring the responsible and ethical use of technology and data-driven insights is critical to maintaining trust and credibility in the field.

Globalization and cultural context: With organizations operating in a globalized environment, I-O psychologists face the challenge of understanding and addressing cultural differences and diverse work environments. They must adapt their theories, methodologies, and interventions to suit different cultural contexts, ensuring the relevance and effectiveness of their work across diverse populations.

Resistance to change: Implementing changes in organizational practices and policies based on I-O psychology research and recommendations can face resistance from organizational leaders, employees, and other stakeholders. Overcoming resistance to change and fostering a culture that values evidence-based practices requires effective communication, stakeholder engagement, and strong advocacy for the field.

Academic-practice gap: There can be a gap between academic research and its practical application in organizations. Bridging this gap is essential to ensure that the field of I-O psychology continues to address real-world challenges and provide practical solutions. Collaborations between researchers

and practitioners, as well as efforts to translate research findings into actionable practices, are crucial to closing this gap.

To address these threats, it is important for the field of I-O psychology to proactively communicate its value, educate stakeholders about its contributions, adapt to technological advancements, uphold ethical standards, embrace cultural diversity, and foster collaboration between academia and practice. By staying current, relevant, and responsive to evolving workplace needs, I-O psychology can continue to thrive and make significant contributions in improving organizations and the well-being of employees.

Response to Question 3: This response immediately raised the question in our mind: What is a threat compared to normal challenges inherent to working as an I-O psychologist today? Although “resistance to change” might make it harder to do a successful intervention, the fact that change is difficult is part of the reason people need I-O psychologists. If things were easy, companies wouldn’t need us, they would just need emails from CEOs telling employees what to do and when.

Perhaps we were hoping for something more dramatic when we posed this question (an asteroid that wipes out only I-O psychologists, for example). We found that these suggestions, although important, are mostly things that we should be, and have, been thinking about for years as a field. To nitpick further, ChatGPT does not explain why or how these are threats. What are the consequences of not addressing these? Is the threat more significant to those in practice versus academics? Taken together, ChatGPT’s ability to provide deeper insight or to forecast potential future issues is limited. We can, however, at least pat ourselves on the back as a field a little that we are, according to this response, fairly on the ball as to what to be concerned about (until the asteroid, of course).

Theme 4: I-O-Related Brainstorming

Question 4: Give Three Examples of Explanations of I-O Psychology That Would Help a Person of any Age Understand What It Is.

Sure! Here are three explanations of I-O psychology that are easy to understand for people of any age:

For kids: “I-O psychology is like having a superhero at work! It’s all about understanding how people think and behave in jobs and how to make workplaces better. Just like superheroes help solve problems, I-O psychologists use their superpowers to make sure people are happy, work well together, and feel appreciated in their jobs.”

For teens: “Think of I-O psychology as the science of work and people. It’s like having a secret formula to make workplaces awesome! I-O psychologists study how to choose the right people for jobs, how to make sure employees are treated fairly, and how to create a positive work environment where everyone can do their best. They help companies become successful by making sure employees are happy, motivated, and working together as a team.”

For adults: “I-O psychology is a field that focuses on understanding and improving the workplace. It’s like the ‘people’ side of business. I-O psychologists help organizations by figuring out the best ways to hire, train, and support employees. They also look at how to make work environments fair, productive, and satisfying. Whether it’s selecting the right person for a job, improving teamwork, or designing effective training programs, I-O psychologists play a crucial role in making work better for everyone involved.”

Response to Question 4: Now we are getting back into a territory that ChatGPT seems to do well in, namely explaining concepts at a broad level. The response for children, in particular, highlights ChatGPT's ability to tailor a response for a particular audience. We would feel very comfortable using the response for kids as an age-appropriate explanation that focuses on emotions and relationships (and superheroes!) rather than more complex issues. The responses for teenagers and adults were also strong, escalating in complexity and remaining relatively age appropriate as well. Do note, however, that our question was "people of any age." ChatGPT made its own judgment to target it at kids, teens, and adults. If we wanted one message for all ages, or really cared about different age ranges of adults, then this answer would not be helpful. A more detailed prompt would be needed for those situations.

Question 5: What Is a Good Slogan for I-O Psychology?

"Unlocking Potential, Driving Success: I-O Psychology at Work"

"Elevate Performance, Empower People: I-O Psychology in Action"

Response to Question 5: We ended up asking this question a second time out of sheer curiosity and found both responses strong given what we asked. Although these slogans do not necessarily capture the complexity or breadth of what we do, they are certainly catchy enough to capture the spirit of it while remaining brief enough to put on a coffee mug. Note they are in exactly the same format. So if you are looking to do multiple slogans, watch out for them ending up sounding similar in cadence and structure.

Question 6: In 10 Words, What Is the Most Important Thing I-O Psychology Should Know About Using ChatGPT?

Validate and interpret ChatGPT outputs carefully to ensure accurate understanding.

Response to Question 6: This response captures our feelings on ChatGPT perfectly after conducting this exercise. We've learned that ChatGPT, while providing a broad understanding of topics and providing general guidelines, is (a) not entirely accurate and (b) often needs further questioning and interpretation. To this, at least, we can add that it is self-aware enough to warn us of this.

So feel free to go out and test ChatGPT for your own uses. Experiment. But don't expect it to replace your support staff (or you!) all that soon.

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Alexander Alonso, Lorin Mueller, & Eric Dunleavy: A Partnership Forged Over Years of SIOP Conferences

**Alexander Alonso, SHRM-SCP
Chief Knowledge Officer
Society for Human Resource Management**

Below are pictures from 3 different SIOP conferences—2010, 2019, and 2023. In each case, we (Eric, Lorin, and I) connected as friends and as a network of peers. Although the three of us worked in one for a year, our careers took us in different directions. Ironically, each of these events led to some innovative research in each others' work.

In 2010, Eric and I had a seafood dinner where the service was so bad we ended up writing about selection in the restaurant industry.

In 2019, we went to a ball game and ended talking about taboo topics and how they taint the culture of organizations. That led to a book by Alex.

The last one was a recognition of the career partnership, that Lorin and I are forever brochachos!



SIOP 2010: Eric & Alex. Bad service leads to good science!

SIOP 2023: Alex, Jeff Cucina, Eric. Still going strong!





2019 SIOP: Mark A. Smith, Eric, Lorin, Alex.

Alex and Loren, Brochachos Forever!



Top 5 *TIP* Articles Shaping My I-O Psychology Journey

Bharati B. Belwalkar

As someone deeply invested in the dynamic field of industrial-organizational (I-O) psychology, which I am sure most of you *TIP* readers are, I find it both challenging and rewarding to stay abreast of the myriad trends, research, and conversations shaping our profession. In a discipline as ever evolving as ours, keeping up can be quite a task, and finding resources that consistently provide thought-fodder are invaluable. Among the various such resources that are at my disposal, I consider *The Industrial and Organizational Psychologist* (*TIP*) a delightful mix of serious and fun pieces.

My Connection to *TIP*

Perhaps, at first, having two of my professors serving as *TIP* editors (**Lisa Steelman** and **Steven Toddy**) and reading the “On the Legal Front” column as an assigned reading for a graduate class may have turned me to *TIP*, but over the years, its influence on my academic and professional life has only grown.

With the current issue’s theme of ***From Hugo to AI***, I get to look back at some of my memorable *TIP*-reading experiences. I, therefore, find it both a pleasure and a privilege to share my Top 5 list of *TIP* articles.

To put things in perspective, I must mention that I have been a fairly regular *TIP* reader (and a sporadic contributor to *TIP*) since my entry into the I-O world, so my Top 5 list has outranked *at least* 25 other *TIP* articles (if not more)!

#5: *The Supreme Court Ruling in Ricci v. DeStefano*. They say, “in the library of life, the first chapters hold ink more indelible than any that follow.” At Number 5, therefore, is the first *TIP* article I ever read.

My journey with *TIP* began in the spring of 2010 when I had to read **Arthur Gutman** and **Eric Dunleavy’s** article for a *Personnel Law* class. The article was in a regular *TIP* column titled “On the Legal Front,” which was about the 2009 U.S. Supreme Court ruling in *Ricci v. Destefano*. As challenging as that article was to read, I remember learning a key piece of information: Disparate *treatment* is different from disparate *impact*! Perhaps it sounds trivial now, but as a first-year I-O master’s student, it was the beginning of a desire to deftly navigate the intricacies of personnel law—a subject that I found rather opaque then.

To me, the article was a long but masterful bridge between esoteric legal imperatives and I-O psychology. As an introduction to *TIP*, it set the stage for what I had come to understand as the publication’s remarkable scope and utility.

#4: *Data Analysis “Back in the Day”: The Early Career Experiences of Nine I-O Psychologists*. I have a strong interest in history and enjoy understanding how things have changed over time to become what they are today. This interest extends to dissecting the incremental advancements I-O psychology has made, leading to the systems, technologies, and methodologies we encounter today. At Number 4, therefore, is a walk down memory lane with nine seasoned I-O psychologists sharing their data analysis experiences “back in the day.”

This *TIP* “History Corner” article by **Jeffery Cucina** and **Nathan Bowling** provides a fairly thorough history of data analyses in the predigital and early digital ages, particularly as it pertains to academic research. The article covered various tools and methods researchers used, ranging from manual calculators to the

advent of desktop computers and the “then powerful” software packages. I particularly liked how the narrative was peppered with relevant images (e.g., a Lexitron word processor, punch-card machines). The article ends by hinting at how much easier things are today and left me wanting more. Perhaps (out of scope), but I would have loved to read more on how these historical struggles have shaped current practices in data analysis.

#3: *Technology, Organizations, and Work in the 20th Century*. I must mention that reading the previous article got me curious about much older *TIP* issues and what they offered to the readers. So Number 3 on my list is a product of my sleuthing for interesting reads in the *TIP Archives*.

This article was interesting to me for two reasons. First, it focused on technology—the area I had just begun taking an interest in as an early career scientist practitioner. And second, the article, because it came out in 1997 as the world was on the brink of the 21st century, holistically explored how technological advancements led to seminal changes in both organizational functions as well as the nature of work. The author, Philip Craiger, provided valuable insights into how these shifts will likely influence the future I-O practice, making it an essential (and seminal) reading for anyone interested in the intersection of technology and work.

#2: *On Using Personal Experience for Research Inspiration*. Number 2 on my list is a bit of an oddball because it not only borders on the informal side of *TIP* but also offers a serious and thoughtful take on research ideation and conceptualization. Reading the author’s thoughts on using personal experience for research inspiration was really validating! Having experienced a cross-cultural transition (due to being born/brought up in India but having moved to the US for higher education/work), I often anecdotally drew inferences about relationships among constructs in cross-cultural psychology. And empirically testing such relationships got me interested in empirical research at first.

The article struck such a chord that I emailed the author, **Allison Gabriel**, congratulating her on writing such a wonderful piece. Her anecdotal references throughout the article made reading it very interesting and enjoyable. And her writing did a great job of making the narrative personal yet keeping it professional.

Although I worked in a purely applied I-O space back then, I had (and still do have) an affinity for I-O research/teaching and frequently read her “Academic Forum” column. Besides this article, I remember enjoying her “unplugging” and postelection conversation articles too.

#1: *What Is Your Orientation: Are You an I or an O?* Here I come to Number 1: my most favorite *TIP* article of all time! I think the biggest inside joke or running gag within our profession is the friendly “rivalry” between the *I* (industrial) and *O* (organizational) aspects of I-O psychology. This article shares statements from 12 SIOP members who were invited to share their “I-O orientation,” exploring how and why they came to align themselves with one side or the other. The article, through their statements, humorously debates which side is more “scientific,” which is more “applied,” or even which has the greater impact on organizational effectiveness.

I remember laughing out loud when I read it the first time. And the article has had me in splits every time I have read it since then. I have heard that humor has an element of surprise, so if something can make you laugh *repeatedly*, it must have a sort of enduring wit. And I think this article does have it. Just take this for example, the author, **Paul Muchinsky**, at the end of the article states, “*I am not now, nor*

have I ever been, a political activist. However, if someone will draft The Equal O Amendment to the SIOP bylaws, I will support it.” (p. 60). Isn’t that funny?

Jokes apart, for those within the field, this I vs. O banter could serve as a lighthearted way to appreciate the diverse range of skills and foci that we I-O psychologists bring to the table.

Concluding Thoughts

In an age where information is abundant but not always accurate or insightful, *TIP* has consistently served as a reliable guide while I navigate the I-O landscape as a student then and as an I-O research practitioner now. From legal nuances to thought leadership, *TIP* has not only enriched my understanding of the field but also equipped me with actionable insights that have informed my practice and broadened my view of what our field can achieve.

In closing, I encourage everyone to explore the treasure trove that is *TIP*’s back issues. Who knows? You might just find the next article that changes your perspective, enhances your practice, or even shapes your career.

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Highlights of 2023 APA Conference and August Council of Representatives Meeting

Jeff McHenry

APA Conference

The American Psychological Association held its annual convention in Washington, DC, on August 3–5. There were several outstanding sessions of interest to SIOP members and featuring SIOP speakers. These included

- Main stage event on flourishing at work moderated by Derek Thompson, writer for *The Atlantic*, and featuring Amy Edmondson of Harvard University, APA CEO Arthur Evans, and SIOP members **Courtney Bryant Shelby** of Simply You Solutions and **Vivian Woo** of CultureAmp. The session was high energy and well-attended. It was an outstanding forum for sharing workplace psychology and science with over 1,000 APA members from a wide spectrum of psychology disciplines.
- A presidential keynote address by SIOP President **Tara Behrend** on the future of work.
- Numerous sessions on organizational resilience and workplace well-being. This was a wonderful opportunity to share I-O science and best practices with psychologists in leadership roles across a wide range of settings (healthcare, national security, law enforcement, academia, research institutions) who are eager to learn from us about leadership and organizational effectiveness.
- Many other excellent sessions on coaching, ethics, vocational counseling, and other topics, many developed in partnership with allied disciplines and APA divisions.
- A poster that was cosubmitted by SIOP members **Leslie Hammer** and **Jenn Dimoff** was selected as the APA overall 1st place poster submission.

Mohr, C. D., Hammer, L. B., Dimoff, J., Lee, J. D., Arpin, S., Umemoto, S. K., Allen, S., Brockwood, K., Bodner, T., Mahoney, L., & Dretsch, M. N. (2023, August). *Supportive-leadership training: A key component of a national strategy to reduce loneliness*. Poster presented at the annual meeting of the American Psychological Association.

Kudos to SIOP's APA Program Chair **Alyssa McGonagle** for organizing a wonderful program.

Next year's APA Convention is in Seattle on August 8–10, 2024. The Program Chair will be **Jennifer Wessel** (jwessel@umd.edu). If you have ideas for the program, she welcomes your suggestions.

APA Council of Representatives Meeting

APA's Council of Representatives is APA's policymaking body. It functions similarly to the U.S. Congress. It includes 187 members total. SIOP's 2023 representatives to APA Council are **Tammy Allen**, **Gary Carter**, and **Jeff McHenry**.

Council met August 1–3, 2023. Several resolutions of interest and relevance to SIOP were on the agenda:

- *Child and adolescent employment*. Because of labor shortages, many states are considering laws that would significantly weaken child labor laws. The [proposed changes](#) being considered and promoted in some instances by restaurant and other industry groups would permit children as young as 14 to work in meatpacking plants, remove limits to overtime work for children, and allow 16- and 17-year olds to work at construction sites. Meantime, the Department of Labor has

seen a surge in employers [illegally hiring migrant children](#) to do physically demanding and dangerous work. Unfortunately, there is remarkably little research on the impact of work on children or guidance for employers on how to make work a positive, healthy experience for children, but there is of course much evidence that many children experience significant stress from the many demands placed on them, especially those living in precarious economic situations. The resolution passed by council calls for states to proceed cautiously and make children's health and well-being a primary consideration as they consider new laws. It also calls for support for additional research on the impact of employment on school-age children. Mary Ann McCabe (mamccabe@apaboard.org), who is a member of APA's Board of Directors, welcomes input and support from SIOP members with expertise and interest in child labor.

- *Standards for operational psychologists.* Operational psychologists work in military and national security and public safety settings. They assess individuals being hired into safety and security roles, participate in investigations and interrogations, help monitor and guide teams engaged in high-stress operations, and support individuals who have participated in traumatic activities. This is a long-standing specialty. Many events that have taken place during the past 2 decades have highlighted the need for guidelines. During the debate over the guidelines, some council members expressed concerns about past abuses by some operational psychologists in interrogations and torture and whether the guidelines provided sufficient ethical guidance on how operational psychologists balance between concern for individual and societal well-being. Despite these concerns, the guidelines were passed by a two-thirds vote.
- *Equitable and inclusive admissions in higher education.* In light of the recent Supreme Court ruling that outlawed race-based admissions practices, council approved a resolution supporting inclusive admissions practices. The resolution called for an end to legacy admissions and exploration of (research on) holistic admissions practices that would support equitable and inclusive admissions criteria and practices.
- *Agenda Planning Committee.* Each spring, APA holds an in-person meeting of all boards and committees that report to the Board of Directors. The purpose of this meeting is to enable boards and committees to work together in-person on items of mutual interest. The agenda for that is developed by an Agenda Planning Committee that includes a representative from each board/committee. During the last year, APA has approved two new committees, including the Committee for the Advancement of General Applied Psychology (CAGAP). The establishment of CAGAP provides an avenue for increasing the influence of applied psychology in general and I-O psychology in particular within APA. Many SIOP members were deeply involved in the proposal to create CAGAP, and the initial nine-person committee will include two SIOP members (**Gena Cox** and **Vivien Lee**). Council approved a change to association rules to provide for a CAGAP representative to participate on the Agenda Planning Committee.
- *Fellowship.* During the vote to approve new APA Fellows, the council agreed that current APA bylaws regarding council review and approval of master's-trained Fellow nominees are intrusive. The council asked the Membership Board to study and recommend a streamlined, less intrusive process.
- *APA Strategic Plan.* APA updates its strategic plan every 5 years. The current strategic plan, adopted in 2019, called on APA to increase its efforts to communicate what our science has to say about key social issues and advocate for science-informed policy decisions. The strategic

plan also called for greater engagement with applied psychologists, noting that many are studying issues and practicing in settings that are critical to society (e.g., well-being and performance in work organizations, impact of social media and advanced technology on individuals). APA is scheduled to adopt a new strategic plan in 2024. We received an update on the many surveys, focus groups, and studies that have been conducted thus far. If you're an APA member, it's likely you will be asked to provide input to the strategic plan in the next 3–6 months. Council Rep Tammy Allen is on the Strategic Plan Advisory Group and welcomes feedback and thoughts from SIOP members.

Finally, we were delighted to join in the celebration of former APA President **Sandy Shullman** when she received APA's Raymond D. Fowler Award for Outstanding Contributions to APA. The award recognizes an APA member who has had a significant and enduring impact on APA as an organization and who has shown a clear dedication to advancing APA's mission. Sandy has been very active in the Society for Consulting Psychologist and is also a SIOP member. She has been an extremely strong advocate for greater inclusion of I-O and other applied psychology disciplines in APA. Many of us in SIOP have had the opportunity to work closely with her on a wide range of issues: inclusion of I-O psychology in textbooks, standards for executive coaches, the science of DEI, and how APA can help prepare society for the future of work. We congratulate Sandy on this well-deserved honor.

I-O Psychology and the Sustainable Development Goals (SDGs): An Interview With Mahima Saxena

Jenna McChesney & Walter Reichman

Welcome to the first interview of our new series featuring SIOP members dedicated to advancing the United Nations Sustainable Development Goals (SDGs)! For this issue, we were honored to speak with **Mahima Saxena**, an assistant professor at the University of Nebraska and the recipient of the 2020 SIOP Humanitarian Award. Her research primarily centers on areas such as decent work, worker well-being, and employee health, with a particular focus on workers living in poverty, highly skilled individuals in the informal economy, and those facing occupational health challenges in their jobs.

During this year's annual conference, Mahima actively participated in the symposium titled "Achieving the United Nations Sustainable Development Goals," where she shared her expertise in applying I-O psychology to achieve the sustainable development goals. In this interview, we continue the conversation by delving into her thought-provoking presentation at SIOP and her insights on how each of us can make a difference in the lives of workers worldwide.

When asked to summarize her presentation and how it related to the UN SDGs, Mahima explained, "I wasn't focusing on any one SDG in particular. Instead, I aimed to amplify the growing cause for increasing I-O representation in sustainable development activities. I made a case that I-O has much to contribute to and gain from research and practice in this area. My presentation included examples and field notes from my own research, providing insights, best practices, and information about previous projects. I wanted to showcase how psychology can be effectively applied to sustainable development."

Elaborating on the challenges she addressed in her presentation, Mahima shared, "I specifically focused on methodological and logistic barriers faced during *nonorganizational* research in rural and remote areas. Factors like language, climate, and cultural differences can pose challenges, and it may require an ethnographic or an alternate perspective to overcome what appear to be barriers initially." She discussed a research project that applied I-O psychology research methods (e.g., experience sampling method) to public health via investigating the spread of an infectious disease, Japanese encephalitis, as an occupational health hazard for low-income agricultural workers. She discussed the data collection process in this research project that occurred during monsoon season in India, exposing the team to peak biting periods, linguistic challenges, and the necessity of collaborating with the right people to ensure both researcher and participant safety.

Mahima's passion for integrating I-O practices with sustainable development goals shone through when she discussed her hope for the impact of her presentation. "My hope would be that I-O professionals become excited about this type of research and that my presentation inspires them to think about how their work can contribute to sustainable development globally," she said. "While we do a lot of good for organizations and employees already, we can be more intentional about the prosocial goals of I-O, speaking to the greater good beyond organizational purposes. It's a lofty goal, but with the potential we have to bring about positive changes, I believe it's well worth pursuing."

In response to the question of why psychologists and members of the Society for Industrial and Organizational Psychology (SIOP) should be interested in the SDGs, she said, "If there's any area of psychology that can significantly contribute to sustainable development and address the grand challenges we face today, it's psychology! We, as I-O psychologists, already care about well-being, the meaning of work,

and the impact of work on individuals. We can lead the way for SDG implementation because we're already doing so much that aligns with the broader goals of sustainable development."

Regarding concrete ways to get involved, Mahima emphasized the importance of explicit prosocial considerations in academic research. "Researchers can look at their work within the context of the SDGs and examine how their findings contribute to the greater good," she suggested. "In academia, we can integrate discussions of the SDGs and humanitarian work into introductory textbooks and training programs. For practitioners, promoting a prosocial mindset within organizations and engaging in voluntary programs supporting sustainable initiatives can be effective steps."

Finally, when discussing her upcoming projects related to SDGs, Mahima revealed her excitement, saying, "I'm currently working on projects focused on workers in the informal economy. One fascinating aspect is exploring the concept of 'psychologically sustainable work' in marginalized communities." Her research found that even in abject poverty, workers experienced a sense of vigor and positive affect while working. She is currently trying to understand how such intrinsically meaningful work can inform sustainable livelihoods and the future of work going forward.

Mahima's presentation at this year's conference offered an inspiring and enlightening perspective on the potential of I-O psychology to contribute meaningfully to the global pursuit of sustainable development. Her passion for creating positive change was evident throughout the interview, serving as a call to action for I-O professionals to embrace SDGs and work toward a more sustainable future.

Stay tuned for more interviews with other remarkable SIOP members in our upcoming issues!

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

Jack Goodman
Lewis-Burke Associates LLC

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

SIOP Wraps Up Inaugural Advocacy Academy, Launches Second Cohort

This spring, SIOP wrapped up the end of the inaugural Advocacy Academy program. Throughout the program, cohort participants attended monthly webinars from Lewis-Burke experts providing insight on the legislative process. The cohort was divided into groups based on geographic region, with each group assigned several congressional offices in that region to engage. The groups scheduled and conducted meetings with the staff, highlighting SIOP priorities such as funding for I-O research at the National Science Foundation, graduate student support from the Department of Education, and inclusion of I-O psychologists on state Workforce Development Boards. Going forward, SIOP and Lewis-Burke will continue to find opportunities for the graduating cohort to utilize their advocacy skills on SIOP's behalf. The second cohort is set to begin in the coming weeks.

SIOP Meets With New DOJ COPS Director

SIOP President **Tara Behrend**, GREAT Chair **Kristin Saboe**, and SIOP's working group provided an intimate briefing with Colonel Hugh Clements, director of the Department of Justice's Office of Community Oriented Policing Services (COPS Office). Director Clements was appointed by Attorney General Merrick Garland after years of service in the Providence Police Department. The briefing provided an opportunity for the working group to provide the background of SIOP, I-O findings as they relate to policing, and efforts to date to support the COPS Office through the Society's ongoing memorandum of understanding (MOU). The COPS Office provides direct support for state and local law enforcement agencies to improve police-community engagements, as well as support hiring and other workforce concerns.

Director Clements was pleased to learn more about I-O psychology and was appreciative of the years of SIOP member work in policing fields and the policing initiatives' partnership with the COPS Office. He pointed to recruitment, retention, and proper community engagement as key priorities and offered to use his office to connect SIOP with stakeholders in need of I-O guidance and support.

SIOP Submits Public Comments on Artificial Intelligence, Cybersecurity, and NSF Research Priorities

Over the past few months, SIOP has taken advantage of several opportunities to provide input on federal agency activities and priorities by responding to requests for information (RFI) or submitting public comments on agency rulemaking. SIOP responded to an RFI from the White House Office of Science and Technology Policy (OSTP), "[National Priorities for Artificial Intelligence](#)," which sought feedback on safe deployment of AI, impacts to national security, equity considerations, economic benefits and harms, and other broad topics. SIOP's response referenced the [Principles for the Validation](#)

[*and Use of Personnel Selection Procedures*](#) and the [*Considerations and Recommendations for the Validation and Use of AI-Based Assessments for Employee Selection*](#) and focused on the need for AI-based systems to meet the same standards for traditional hiring and assessment systems. SIOP also submitted public comments to an updated draft of the National Initiative for Cybersecurity Education (NICE) Workforce Framework for Cybersecurity released by the National Institute of Standards and Technology (NIST). SIOP submitted several suggestions on how the NICE Framework defines work roles and the associated “tasks, knowledge, and skills that are needed to perform cybersecurity work performed by individuals and teams,” can be improved or expanded based on I-O research findings.

Finally, SIOP responded to a National Science Foundation (NSF) RFI regarding [*research and funding priorities*](#) for the new Technology, Innovation, and Partnership (TIP) Directorate. SIOP highlighted key areas of I-O psychology expertise that the TIP Directorate should invest in to meet pressing workforce challenges in emerging technology areas, including workplace disruption due to automation and AI and industry-relevant training and reskilling needs. SIOP’s response additionally focused on efforts to broaden diversity, equity, inclusion, and accessibility (DEIA), particularly in emerging STEM fields.

2023 Exit Survey

SIOP Member Committee Survey Subcommittee: Katye Griswold, Cameron Klein, Rushika De Bruin, Kelsey Byerly, Harry Kohn, Kat Defilippi, and Erik Zito

To better understand why SIOP members decided not to renew their membership with SIOP, members who did not renew by the June 30, 2022 deadline ($N = 2,388$) were surveyed by the SIOP Membership Committee Survey Subcommittee June 6–19, 2023.

Of those who decided not to renew, **59 people responded to the survey**, so caution should be used when interpreting the results provided below.

Demographics

- Of those who responded, 42% were SIOP Members, 37% were Students, and 12% were Associates at the time their membership expired
- Gender breakdown: 55% women; 38% men; 7% prefer not to respond
- Race and ethnicity breakdown: 59% White; 13% Black or African American; 9% Asian; and 6% Hispanic, Latino/a, or Spanish; 13% prefer not to respond

The online survey was sent by email and consisted of five quantitative questions, four write-in questions, and two demographic questions. The SIOP Survey Subcommittee conducted the analysis and generated the full report, which can be found on the SIOP [Survey website](#).

Our focus in this article is to share a high-level overview of the results and any key emerging themes. Upcoming articles will focus on actions that are planned and underway as a result of this survey.

Overall Findings

- Respondents most often cited “the cost of SIOP dues being too high” as the reason for not renewing (47%), whereas 39% indicated that “the SIOP membership benefits were not meeting their needs.”
- Approximately 54% of respondents who decided not to renew their membership had been members of SIOP for 5 years or less, and another 10% had been members for 21+ years.
- Most respondents reported they were unsure if they would rejoin SIOP (38%), while 34% reported that they would rejoin either within the next year or at some point in the future.

Review of the Comments

Qualitative responses regarding reasons for not renewing, intentions to rejoin, and membership appeal were reviewed and synthesized into two main themes.

Topic	Example	Count
Membership dues not meeting current benefits	<i>I would like to join, but I am not sure if I would want to pay the high cost. I am sure the price is only going to go higher and I do not want to get caught into the rising price.</i>	29

	<i>If I can clearly understand the value and see real benefits to being a member, then I'll rejoin.</i>	
Focus and re-sources not relevant	<i>Focus more on practitioners in various settings (e.g., higher education administration) and possibly differing membership categories with less or more benefits.</i> <i>Not a lot of activities during the year, limited benefits for non-academics, primary focus on and for academics.</i>	13
<i>*Some comments had multiple categories</i>		

Priority Areas Suggested Based on Results

The annual exit survey is one way the Membership Committee garners insight for retaining SIOP members. Based on the feedback received from respondents, we recommend SIOP consider the following priority areas to achieve greater membership retention.

Membership Dues not Meeting Current Benefits

High membership dues continue to be the top primary and secondary reason individuals decided not to renew their membership, with several respondents expressing that the benefits of their membership did not justify the cost. This was especially prevalent with Student members, for whom cost was the top primary reason for not renewing, and those early in their career. Those who reported cost as a potential secondary reason elaborated that the resources available are not applicable across different industries and career stages. This is tied with employers not subsidizing or reimbursing employees for renewing their membership or attending the conference. We hope that as SIOP's prominence continues to grow, more employers may be willing to cover the cost of employees' dues.

We recommend SIOP provide better communication of benefits in relation to the cost of membership to improve perceptions of membership value. Additionally, respondents suggested that SIOP create tiered membership, where higher dues are associated with access to more benefits and resources.

Practitioner–Academic Collaborations and Resources

Survey results also demonstrated dissatisfaction with both practitioner- and academic-focused resources, with some reporting that the resources are not relevant across different careers. For the latter group in particular, this translates to nonrenewal when they change careers. We recommend SIOP continue to seek feedback about how to better align relevant resources with the needs of the membership community as a whole.

Some respondents also indicated that SIOP primarily focuses on academia, as evidenced by what is presented at the annual conference. SIOP has taken strides to encourage content geared toward practitioner–academic collaboration in an effort to attenuate the scientist–practitioner gap and enhance practical application of I-O research.

The Membership Committee seeks to create an inclusive membership for all I-O-related professionals and focuses on the attraction, selection, and retention of all SIOP members. For additional feedback or questions, please [contact](#) our Survey Subcommittee.

Call for Special Issue Proposals

The *Industrial and Organizational Psychology* journal will continue to feature focal articles and commentaries but will also broaden its focus. Accordingly, the journal is currently soliciting proposals for special issues that address content, method, or other thematic topics.

Proposals for special issues should be submitted to Editor **Tori Howes** (satoris.howes@osucascades.edu), by **November 1, 2023**, containing the following information:

- Proposed topic and approach
- Rationale and potential contribution to science and practice in, and beyond, industrial and organizational psychology
- Proposed timeline (e.g., proposed deadline for manuscript submissions and anticipated turnaround time for editorial decisions) and any special review criteria (beyond those typically seen for such submissions)

Proposals should be no more than three double-spaced pages in length and should be accompanied by a one-page summary of the special issue guest editors' qualifications and editorial experiences.

Proposals will be reviewed for fit with the journal, editorial qualifications, potential contributions to the Society for Industrial and Organizational Psychology's strategic goals and more generally to the science and practice of industrial and organizational psychology, potential contributions beyond industrial and organizational psychology, and the feasibility of generating high-quality submissions.

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 June 4, 2023, through Sept. 3, 2023. 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 mentions, please email them to astark@siop.org.

Future of Work

Veronica Schmidt Harvey and **Kenneth P. De Meuse** on rethinking the future of work:

<https://blog.oup.com/2023/06/rethinking-the-future-of-work-an-interview-with-veronica-schmidt-harvey-and-kenneth-p-de-meuse/>

John Kello on adjusting to the future of work: <https://community.thriveglobal.com/paulette-ashlin-dr-john-kello-on-how-we-need-to-adjust-to-the-future-of-work/>

Timothy Golden and **Cathleen Swody** on the future of remote, hybrid work:

<https://www.northcarolinadaily.com/news/273914607/can-employers-force-teleworking-americans-back-to-the-office>

Health and Well-Being

Cathleen Swody on return-to-work anxiety: <https://www.worklife.news/culture/rto-return-to-office-anxiety/>

Christiane Spitzmueller on work stress and how it can take a toll on you and your kids:

<https://www.fatherly.com/life/your-work-stress-could-be-affecting-your-kids-health>

Marcus Credé on why some military veterans may be more at risk of PTSD symptoms:

<https://medicalxpress.com/news/2023-06-military-veterans-at-risk-ptsd-symptoms.html>

Nancy Doyle on toxic femininity at work: <https://www.msn.com/en-us/news/us/the-movie-barbie-has-put-the-phrase-toxic-femininity-back-in-the-news-here-s-what-it-means-and-why-you-should-care/ar-AA1eXeGp?ocid=Peregrine>

Mindy Shoss on AI anxiety and identity: <https://www.shareandstocks.com/ai-can-threaten-your-personal-identity-but-it-doesnt-have-to/>

Diversity, Equity, and Inclusion

Lisa Steelman on inclusivity at NASA: <https://wdctv.news/more-than-a-tagline-its-a-push-for-equity/>

Colin Willis on changes in hiring processes for candidates with autism or other conditions:

<https://www.shrm.org/resourcesandtools/hr-topics/behavioral-competencies/global-and-cultural-effectiveness/pages/creating-the-ideal-interview-setting-for-neurodivergent-candidates.aspx>

Misc.

Bradley Brummel on navigating Slack: <https://vigourtimes.com/the-top-3-slack-habits-that-cause-the-most-stress-to-co-workers/>

Suzanne Bell on the challenges of the one-year Mars-like simulation: <https://abc13.com/nasa-chapeau-mars-simulation-at-johnson-space-center-travel/13426531/>

Gena Cox on how to answer, "Why should we hire you?":
<https://money.usnews.com/careers/interviewing/articles/how-to-answer-why-should-we-hire-you>

Ronald Riggio with three practices to become a better leader:
<https://www.psychologytoday.com/intl/blog/theyre-driving-me-nuts/202308/3-practices-to-becoming-a-better-leader>

Deniz Ones on unexpected connections between our cognition and our personality traits:
<https://player.fm/series/mornings-with-simi/the-link-between-personality-and-brain-power>

IOtas

Jenny Baker
Senior Manager, Publications and Events



SIOP Fellow Carol T Kulik (University of South Australia) and SIOP Member Elissa L Perry (Teachers College, Columbia University) have published the second edition of *Human Resources for the Non-HR Manager* (Routledge, 2023).

Share your latest accomplishments with SIOP colleagues! Send items for IOtas to Jen Baker at jbaker@siop.org