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## President's Column

**Tara Behrend**

You may not recognize his face, but you know his voice. For 25 years, Larry's Nader's booming introduction has kicked off our conference's opening plenary event in style. When not recording voice-overs for SIOP events, Larry has managed all things technology for SIOP for as long as we can remember: fixing an uncountable number of website bugs, MacGyvering solutions to A/V issues, and supporting SIOP volunteers in a million other ways. Now, Larry is retiring. We wish him all the best, but we can't imagine SIOP without him.

Larry has led SIOP through a period of dramatic change. It wasn't that long ago that the conference program was assembled by hand. We can remember the first time the conference accepted credit card payments. Every new innovation, from the Frank Landy 5K to the Consultant Locator, happened because Larry created the technology to make it happen.

Every past SIOP leader shares the same sentiments: Their job would have been less fun and probably impossible without Larry's wisdom, kindness, and enthusiasm. Larry finds a way to say yes to every request, and we can't remember a single instance when his good cheer failed.

The rest of the SIOP staff has been diligently preparing for this transition, and we will still put on an amazing conference. But the intro just won't be the same. Larry, we wish you a very well-deserved happy retirement, and we thank you for your profound influence on this organization.



Above left:

A pre-SIOP Larry at his radio station

Above right:

With Laszlo Bock at the 2016 SIOP Conference

Left:

At his retirement party.

Best wishes for your new adventures!

## Max. Classroom Capacity: On Stretch Teaching Assignments

Loren J. Naidoo  
California State University, Northridge



Dear readers,

Before we get into the topic for today, here's a quick update from my [last column](#). As you may recall, that column described a class learning exercise involving the development of a Hogan-aligned personality assessment. Imagine my surprise and delight when **Dr. Robert Hogan**, I-O psychology legend and founder and president of Hogan Assessment Systems, reached out to me in response. I am so grateful to him for his generosity in sharing his advice and giving my students free access to Hogan's suite of assessments, as well as support in understanding their assessment scores! This was incredibly nice of Dr. Hogan, and my students were absolutely thrilled to take the assessments. Those of you who are interested in conducting research on the Hogan personality assessments or would like your students to learn more about Hogan assessments should reach out to [Dr. Chase Winterberg](#), the director of the Hogan Research Institute. Dr. Winterberg noted their commitment to objective science, which includes the availability of free, single-item versions of HPI and HDS assessments. Thanks also to Dr. Peter Harms, who brought to my attention a recent [publication](#) that describes the development of these free versions.

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I have three boys who, for the last few years, have played in a basketball league at a facility called the "Sports Academy" in Southern California. It used to be called the "Mamba Academy" and was owned by Kobe Bryant, the late, brilliant, and controversial superstar shooting guard for the Los Angeles Lakers basketball team (RIP). As a result of his fame and the facility's proximity to the exclusive, gated communities of Calabasas, several Hollywood celebrities' kids also play in this league. Here's a very "LA" story: I coached a game where my youngest son was guarding one of Kim Kardashian's kids, and she and Canadian NBA basketball player Tristan Thompson (currently of the Cleveland Cavaliers) were watching from their seats directly across the court from me. Unless you are (a) a basketball fan, (b) a fan of the Kardashians, or (c) a reader of celebrity gossip magazines, you probably have never heard of Tristan Thompson. He has the fascinating distinction of apparently being the only player in NBA history to [switch his shooting hand](#). In 2013, he started shooting the ball with his right hand after having spent his entire life shooting with his left hand. Imagine being asked to switch your writing hand. Not easy!<sup>1</sup> Kudos to him for undertaking this challenge despite the likelihood of receiving very public ridicule should he fail.

Likewise, sometimes employees are asked to take on "stretch assignments" at work that require new tasks or responsibilities and represent a significant departure from employees' "comfort zones." Stretch assignments may provoke stress-related emotions as employees contemplate doing something that they don't feel qualified or competent to do, potentially resulting in job withdrawal or stunted professional development. On the other hand, employees for whom stretch assignments elicit positive emotions may experience the opposite effects.<sup>2</sup> As instructors, sometimes we are asked to teach classes that lie outside of our comfort zones. What should we do when offered stretch teaching assignments? As it turns out, I experienced this recently.

I work in a business school. I have [written](#) about the challenges and opportunities of moving from a psychology department to a business school in Max. Classroom Capacity. Although there are many things to love about life in a business school, I did not expect that teaching courses in *business* would be one. And by

*business*, I mean ALL of business: not just HR and management, but also finance, economics, operations, marketing, and so forth—many topics about which I know almost nothing! When I was asked to teach this course, I got very nervous—as a psychology BSc, MA, and PhD student, I had never taken a business class. Talk about imposter syndrome! What if a student asks me to explain *return on equity*? *Contribution margin*? *Product life cycle management*? Would I have any credibility, given that many students would have taken more business classes than I? This situation doesn't just happen to I-Os in business schools either. Instructors in psychology departments are sometimes asked to teach courses that are outside of their comfort zones. For example, I taught classes on Social Psych, Learning and Motivation, and Developmental Psych, all of which were a stretch for me, at least in part. Many of you likely have taught a MUCH broader range of courses than this. Moreover, academic jobs can be difficult to find, and I-Os end up in all kinds of odd nooks and crannies in institutions of higher ed, teaching all kinds of classes.

Although uncomfortable and scary, there's a lot to be gained from these "stretch" teaching assignments. It is now my 2nd semester of teaching this MBA-level Introduction to Business course. I am surprised to report that I am enjoying it, and for some reasons that I didn't expect.

First, I realized that few academics have expertise across all areas of business. Full-time faculty tend to be highly specialized, to put it mildly. If others have been successful teaching this class before, why couldn't I? Coming out of graduate school, where I was surrounded by successful and accomplished faculty and peers, my lack of experience was always very salient to me. If there was a consulting opportunity or someone from the media seeking an expert to comment on an issue, my first thought was of the people who I knew who knew more about that topic than me! It took me many years to realize that although invariably there are and always will be people with more expertise on any given I-O topic, I still know more about I-O psychology than 99.99% of people (if you are reading *TIP*, you are likely to be in the same nerdy boat), and usually those are the people asking for help. In sum, don't let *fear of not knowing enough* make you forget how much you *do* know. This realization has made me much more open to accepting stretch assignments, to my benefit, in my teaching, consulting, and research. Now I go out of my way to find work (e.g., teaching a course in business!) that pushes me out of my comfort zone because it's just so much more fun and interesting to face new challenges and learn and grow than it is to keep doing the same old things.

Second, I recalled a lesson learned early in my career. In the summer after my 1st year of grad school, I taught a developmental psych class with mostly nursing students, many of whom were older than me and had kids of their own. I quickly realized that I could not bluff my way through the experience. I remember exactly how this played out. The first class was a disaster! I was intimidated by these adult students who described years of experience working with kids or taking care of their own kids. I overcompensated by trying to present theories using very "academic" sounding language to show them how smart and in charge I was, and it just felt completely awkward and false! They asked me simple, practical questions in that first class that I couldn't answer because of my lack of experience with actual infants and babies. This could not go on! The next class, which was the very next day, I walked into the room and said to them, in so many words:

I'm a 25-year-old grad student studying I-O psychology. I don't have kids. Unlike many of you, I have neither work nor personal experiences with babies that I can talk about. However, I have taken several developmental psychology classes, I understand psychological theories, and I understand research. Here's what I propose: I will present theories and research on developmental psychology; you all will provide the examples and experiences that will bring the theories and research to life, and together, we are all going to have a great time learning from each other!

That class turned out to be one of my best teaching experiences! I think the students appreciated my candor and vulnerability. Maybe they took pity on me, too. But I also think that the strange circumstance that made clear to students that “this class won’t work without you” put the onus on them to take responsibility for their own and each other’s learning, which they did. I wouldn’t necessarily recommend this approach, but we made it work. I learned a lot about this group of students and stayed in touch with several of them for years afterward. We would get together every so often to grab a few beers at 69 Taps in Akron, Ohio. One student from that class, Curtis Walker Jr., went on to complete his PhD in I-O psychology. It was a great class! Key takeaway: You don’t have to know everything to teach successfully, but you do have to find ways to compensate for your lack of knowledge.

My third reason for enjoying teaching a business course is that I rely on guest lecturers<sup>3</sup> as a solution to the problem of needing to cover areas of business that are well beyond my expertise. Relying on the support of more knowledgeable and experienced colleagues is a great way to manage a stretch assignment. However, there are lots of reasons to contemplate bringing guest lecturers into your classroom, even when you aren’t teaching a stretch class.

- Outside experts bring different experiences and expertise that can enrich student learning.
- Guest lecturers who are practicing I-O psychologists or HR/OD professionals have experiences that may open a window into the world of work and provide students with helpful career guidance or inspiration.
- Students may appreciate hearing from different voices, views, and perspectives.
- Guest lecturers can change the social dynamics within the classroom and provide variety and zest.
- Bringing in a guest lecturer allows room for different modes of instructional delivery, such as an interview or debate.
- Guest lecturers may serve as inspiration for you as the instructor, highlighting new ways to frame issues, new perspectives on theories and practices, and different presentation skills and styles.
- Reaching out to guest lecturers is a great way to expand your professional network and build bridges with other academics, practitioners, community members, and others.
- You might learn something! I often pick up little nuggets of ideas from guest lecturers that help me rethink some of my own practices as an instructor or develop new research questions.

However, I have also encountered some practical challenges to consider when contemplating bringing in guest lecturers:

- Scheduling can be tricky. Teaching at night makes it much easier. Having a flexible schedule can make it easier to bring in busy professionals. However, reshuffling your syllabus to accommodate a guest lecturer can create continuity and sequencing problems with how you present material.
- Contingency planning is important. What will you do if there’s a no-show? From someone who has had guest lecturers cancel at the last moment, it’s a good idea to have a backup plan!
- It is important to articulate to the guest your expectations for their presentation, what they should expect in terms of student knowledge, experiences, ability to complete any preparatory assignments, and so on.

I always ask students for their feedback after each guest lecturer. This helps me to calibrate what I look for in a guest lecturer with students’ expectations and needs. It also helps when a guest lecture doesn’t go well and shows that you’re invested in students’ success.

I would love to hear from you about your stretchiest of stretch teaching assignments! Please write me with your thoughts, comments, and critiques: [Loren.Naidoo@CSUN.edu](mailto:Loren.Naidoo@CSUN.edu).

### Notes

<sup>1</sup> Counterpoint: As a “traditional big man,” Tristan Thompson is not known for taking a lot of [long-distance shots](#). However, he did shoot a lot of (15-foot) free throws, making about 50%, and you are never more on the spot as a basketball player than when the game clock has stopped and you are all by yourself shooting shots that are so undefended as to be called “FREE” throws.

<sup>2</sup> See Dong et al., 2014, for example.

<sup>3</sup> By guest lecturer, I mean an outside expert who can speak to a particular issue in your class, whether or not they do so by lecturing.

### Reference

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## 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, **Laura Fields, Sara Andrews, Matt Albar**, Erin Scheuer, and **Carter Gibson** discuss the impact of implementing Fit Finder, a tool designed to recommend available jobs to prospective candidates to find roles that align with their personality and work preferences. They describe the positive impact Fit Finder has had on the candidate experience and across business metrics, highlighting the importance of “pre-funnel” recruiting efforts.

### **Spectrum Drives Value by Letting Candidates Find Their Fit**



**Laura Fields, Sara Andrews, Matt Albar, & Erin Scheuer**  
**Spectrum**

**Carter Gibson**  
**HireVue**

### **Introduction**

As the labor market continues to outpace the availability of workers to fill jobs, attracting the best talent with the right skills is more competitive than ever. Once you attract someone to learn more about your company, how do you make them stay engaged with you and eventually apply for a role? Carpenter

(2013) emphasizes candidates' expectations of a positive experience; specifically, they expect a return on the investment of their time in the hiring process and want a bespoke experience personalized to them. The candidate experience has five stages: prerecruitment, recruitment, selection, job offer, and post-job offer (Doverspike et al., 2019).

Spectrum is a leading broadband connectivity company serving 32 million customers across 41 states, boasting a well-known consumer brand and a robust recruitment marketing strategy aimed at elevating the company's brand and value proposition. But how could Spectrum help job seekers know how their skills match our opportunities, especially in an unfamiliar industry with over 101,000 employees working across varied lines of business, including sales, installation and repair, customer service, corporate functions, journalism, and more? Even if a job seeker narrowed their interest to a sales role, Spectrum offers call center sales, direct sales, enterprise sales, and ad sales, just to name a few. Spectrum's Selection & Assessment team thought that selection science could help play a role in creating a positive candidate experience during prerecruitment.

Spectrum uses selection science to identify candidates for hire and has demonstrated success in predicting both job productivity and retention. Spectrum wanted to see if selection science could help candidates find a job in which they would be successful and stay longer than if they relied on traditional job search methods. Such a tool would be mutually beneficial for the job seeker and Spectrum, resulting in improved performance and retention. This is where Fit Finder, powered by the science at HireVue, came in.

Fit Finder is an inventory that asks individuals about their personality, work preferences, and styles, then recommends entry-level jobs that closely align with those inputs and provides links to currently posted entry-level jobs at Spectrum. Fit Finder is an "above-the-funnel" assessment, meaning that a job seeker does not need to complete an application to have access to this assessment. Instead, it is featured prominently on the external career site and in the signature of all Applicant Tracking System-driven emails. Additionally, Spectrum's Talent Attraction team regularly features Fit Finder on social media and email campaigns.

Upon completion of the brief 10-minute assessment, each job seeker receives a report that provides a work persona. This work persona is based on the career interests described in the Holland Occupational Themes taxonomy. This model describes six distinct types of vocational interests, which can be ascribed to an individual's personality and work preferences. These six categories are aligned with the U.S. Department of Labor's RIASEC model and are labeled Realistic (Doers), Investigative (Thinkers), Artistic (Creators), Social (Helpers), Enterprising (Persuaders), and Conventional (Organizers) (Holland, 1966). The Fit Finder report given to job seekers outlines their strength of match (high, medium, or low) for all six categories. The report also includes their top five job matches at Spectrum based on their work persona, along with links to active job postings at Spectrum.

### **Candidate Experience**

After completing Fit Finder, job seekers rate their reactions using a Likert scale, including whether the recommended jobs are interesting to them (85% agree/strongly agree), whether their results made them aware of jobs at this organization that were new to them (86% a/s.a.), whether their results will help inform their job search at this organization (89% a/s.a.), whether they would like to apply for one or more of these jobs (88% a/s.a.), and whether they learned something about their personality and interests by taking this inventory (89%). This feedback suggests that Fit Finder educates candidates about the available roles aligned with their style and interests.

In addition, open-ended candidate feedback included comments such as



- “So many assessment tests can be taken during a job search and the applicant never finds out the results. The fact that Spectrum instantly produces and shares the results is a great tool to enhance the job fit search. Very impressed by this recruiting tool.”
- “I wanted to see what options are available for me to have a long-lasting career here at Spectrum.”
- “Spot on!”
- “I really appreciate the assessment of the ‘Fit Finder.’ I have been out of the work force due to being a full-time caregiver for my mother. That role is over now but I love working in technology and have years of experience to share. Thank you, Spectrum, for the opportunity!”

### **Business Impact**

The goal of Fit Finder was to help engage job seekers and to give them information about themselves that could aid in their job search while also fostering positive impressions of Spectrum as an employer. However, after 55,601 Fit Finder completions resulted in 25,700 job applications, Spectrum found some additional unanticipated positive outcomes.

Improving the diversity of applicant pools is one of the most exciting aspects of Fit Finder. Spectrum has two historically male-dominated entry-level jobs: field technicians and direct sales. Traditionally, the applicant pool for field technician jobs is 6% female; however, women comprised 9.3% of applicants who applied to field technician roles after taking Fit Finder. Direct sales roles saw a 18.4% gain in female representation in the Fit Finder population. This suggests that job seekers may have preconceived notions about their fit for a job, driven by traditional gender stereotypes.

Improving the retention of hires is another exciting result for Fit Finder users. Hires who took Fit Finder have lower turnover rates across all jobs compared to new hires that did not take Fit Finder. For these job roles, we focus on retention at a hire’s 3-month mark (i.e., “quick quits”) and at their 1-year mark. The “quick quit” turnover rate for Fit Finder hires is 4.3% lower than the “quick quit” turnover rate for non-Fit Finder hires. The 1-year turnover rate for Fit Finder hires is 12.3% lower than the 1-year turnover rate for non-Fit Finder hires.

Fit Finder drives a tremendous amount of value for Spectrum, from providing a positive job seeker experience to improving person–job fit. Spectrum and HireVue continue to evolve this assessment over time and use selection science to help job seekers and current employees find long-lasting career paths at Spectrum.

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## **Gentle SIOP: A New Conference Approach**

**Haley R. Cobb & Rachel S. Rauvola**

For many, SIOP's annual conference is a respite from our hectic working lives, with much preparation and anticipation leading up to the event. Beginning in late summer and early fall, SIOP members and hopeful conference attendees prepare submissions for the upcoming proposal deadline, contemplating which new projects to highlight, contacting collaborators, and debating how to best position themselves for success. A few months later, we celebrate (or lament) the outcome of these proposals and begin brainstorming our presentations and delegating tasks. Toward the spring, there is a rush to complete presentations and square away travel plans. The series of events culminates with the annual conference, and attendees flock to a usually larger, exciting city in the US.

As much as we look forward to this time, the annual conference itself can also be stressful for conference attendees. Speaking from our own personal experiences as I-O psychologists, attendees, and individuals managing chronic illness and disability\*, we find it necessary to put forth a recommendation to all conference goers to take a well-being-focused approach to the annual conference. Within this framework of our own experiences—and given the number of workers managing work and other stressors on a daily basis (e.g., chronic health concerns and disability)—we introduce “Gentle SIOP.” This is our manifesto to consider a more compassionate approach to conference attendance, particularly one that is organized and implemented from the bottom up and is informed by the often overlooked and highly prevalent experiences of chronic illness and disability. We are guided by works such as *The Slow Professor* (Berg & Seeber, 2016) that call to question the academy's penchant for (or obsession with) productivity and urgency and empower individuals toward alternative pacing and priorities.

Although we frame Gentle SIOP as especially pertinent and beneficial for those with chronic illness and disability, and justify it through this lens, we want to underscore the utility of Gentle SIOP for all. Indeed, conference goers who are also juggling caregiving responsibilities or acute health-related or personal issues, as well as first-time attendees and students or trainees under pressure to (over)perform, will benefit from a gentler approach; the same can be said for anyone who simply wants to prioritize their own and their peers' health and wellness, perhaps in the hopes of returning home feeling refreshed rather than depleted. All can benefit from heeding our Gentle SIOP call and encouraging colleagues to do the same. To contextualize our recommendations, we begin with a brief overview of chronic illness and disability in the workplace and SIOP, including our own personal experiences. Next, we highlight some strategies that SIOP has implemented to address attendee health and well-being in order to highlight how Gentle SIOP follows from and complements such efforts. We end our article with our vision for “Gentle SIOP”—a new approach to conference attendance that prioritizes health, wellness, and connection to maximize gains from attendance and minimize stress and strain for all.

### **Chronic Illness and Disability in the Workplace & SIOP**

It is estimated that 26% (or 61.1 million) people in the US live with a disability (CDC, 2019), and about 21% of the United States workforce has a disability (Bureau of Labor Statistics, 2023). What's more, nearly half of all Americans are estimated to have a chronic illness, such as asthma, diabetes, heart disease, and hypertension (Boersma et al., 2020). Given these statistics, it is logical to consider that a sizable portion of the over 9,000 members of SIOP (SIOP, 2022) have a disability or chronic illness. Regarding the former category, SIOP collects data on disability status in its annual membership survey: Of the 779 survey respondents in 2023 (10.0% sample response rate), 15% reported having a disability (SIOP, 2023). Although we are

unaware of other available data speaking to chronic illness, it is reasonable to assume incidence rates comparable to the population exist within the SIOP community as well. As I-O psychologists, readers might be familiar with these facts and figures and are also likely familiar with the well-documented benefits of recovery—and the costs of overwork and fatigue (e.g., Bakker et al., 2014; Sonnentag et al., 2017; Steed et al., 2021). However, we may overlook the significance of the relationships between health and work in our own communities, perhaps even considering ourselves “immune” due to our knowledge of the topic.

In our own personal experiences, this could not be farther from the truth—we are certainly not immune to stress and strain simply due to our knowledge of the theories and research on worker well-being. Rather, managing our health and wellness is an ongoing process, though we are fortunate to be as informed as we are. While at the annual conference, organizations (such as SIOP), coworkers, and other attendees provide instrumental support and encouraging messages, but at the end of the day, we still experience strain and drain, which can be attributed to the overwhelming desire to maximize our conference attendance. Ultimately, we are responsible for maximizing our experiences and productivity while minimizing their adverse effects on our health. We carry this responsibility along with the pressure and desire to be fully present—whether at work or the annual conference—and the knowledge that doing so (in addition to not doing so) can come at great cost.

Individuals with chronic health issues and disabilities manage health and work responsibilities differently than the general population and do so daily. As we have already disclosed, our personal experiences with chronic health and disability have inspired us to write this piece, and the idea was borne out of one of the authors’ conflict between health and conferencing, resulting in her flying home from the conference earlier than planned. We are sure we are not alone in these experiences. On the day to day, we spend time and effort to find ways to function to the best of our abilities, and conferences can upend any stability, routine, and sources of support to which we typically have access. Not only is this strain unpleasant and painful, but it can also prevent us from getting what we want out of conferences. Additionally, part of the strain we experience may come from feeling pressured to hide rather than disclose our work–health conflicts, and part of our desire to put forth Gentle SIOP is to bring visibility to those who, like us, often struggle in silence. Varying levels of prospective regret and shame exist at both ends of this spectrum, as do disappointment, frustration, and fatigue: We want to show up fully for our health *and* for our work, and these desires are, at times, conflicting. Structural supports, such as those explored next, certainly help address these issues; however, we contend these supports will ultimately be most effective and utilized alongside a grassroots adoption of a gentler conference approach altogether.

### **Support From SIOP and the Annual Conference**

Whether due to physical limitations (e.g., environmental constraints, lack of access to needed spaces and resources), social pressures (e.g., norms around overbooking oneself, expectations to socialize and rest in the same location), routine disruptions (e.g., genuinely losing track of typical self-care practices), or some other set of causes, our typical level of self-care and well-being can often be inaccessible during the commotion of SIOP’s annual conference. Conference attendees with disability or chronic illness may experience added strain, such as exposure to triggers for chronic illness flare-ups, barriers to accessibility for those with disabilities, or compounding challenges for individuals juggling other demands more generally (e.g., those with caregiving responsibilities; see discussions in Tower, 2021; Walters, 2018). To address these challenges, greater attention has been paid in recent years to supporting conference attendees’ health and well-being.

A variety of inclusive conference practices have been implemented to reduce various barriers to attendance (e.g., financial, physical, cultural), such as the SIOP [Family Care Grant program](#), the ability to request accommodations for dietary and other needs, widespread dissemination of [accessibility guidance for presenters](#), and [inclusive conference design and planning](#) (e.g., spaces for reflection, prayer, and lactation; conference hotel tours; American Sign Language interpretation during the opening plenary). Conference attendees have also presented on topics like disclosing disabilities at work (Keating et al., 2018), work–health conflict (Fragoso et al., 2017), and autism and depression in workers (Lukaszewski et al., 2023). Additionally, there are several SIOP committees dedicated to supporting health and wellness, such as the Women’s Inclusion Network and the Disability, Inclusion, and Accessibility Committee. Clearly, the health and well-being of SIOP members and conference attendees are supported in many ways by the organization, and we hope to build on this effort with our individual and community-centered manifesto for Gentle SIOP.

Though we give special attention to individuals with disabilities and chronic illnesses, we recognize that all attendees can experience strain and poor self-care during the conference and that all attendees could benefit from rest during stressful, busy occasions. We hope that our manifesto prompts both those managing disability and chronic illness, as well as allies, caregivers, advocates, and other conference goers, to think about their well-being and the well-being of those around them. By reflexively applying our field’s own health expertise and experience and doing so with a bottom-up approach that complements existing top-down efforts and supports, we can create a more easeful conference experience for all.

### Introducing Gentle SIOP

Our primary inspiration for creating Gentle SIOP is derived from our personal experiences battling the conflicting needs of our professional and personal selves. We are also inspired by similar works such as *The Slow Professor* (Berg & Seeber, 2016). In discussing the academy’s obsession with time (and the grievance that there is simply not enough of it), the authors write:

For me, [the *Slow Professor*] means a shift from the dominant view of time as linear and quantifiable to time as a process of becoming. That is, rather than thinking of time as an accumulation of ‘lines on the CV’ (a phrase drilled into many of us in grad school), I am trying to think of time as an unfolding of who I am as a thinking being. (Berg & Seeber, 2016, p. 59)

This resonates with us in many ways. How often do we quantify a successful SIOP as one that was filled with networking, attending as many sessions as possible, and staying out late with new and old friends? While these experiences are certainly something to be remembered, they may not be driven by curiosity, understanding, and community. Productivity at SIOP is undoubtedly meaningful, significant, and impactful, but we hope this productivity is as important as our understanding and personal growth as I-O psychologists. We also hope that productivity does not preclude our own health and well-being, for without those things, we are quite helpless.

When we are unable to fill our calendars to the brim, we may feel ashamed or disappointed. We say, “If only I could be in two places at once, then I could see this symposium and this panel!” or “If I had enough time, I would have been able to have that coffee with the (former student, friend, colleague) who I haven’t seen in years.” We only have so much time when we are at the conference; rather than trying to fill that time with busyness that ultimately deteriorates our health and well-being, we suggest being intentional about how our time is spent. For conference attendees like us who may physically, emotionally, or mentally need to take conference attendance one minute at a time and those who would ultimately benefit from such an approach, intentional time allocation could alleviate a lot of the pressure we experience to

perform and produce. Focusing on curiosity and community rather than performance and productivity, we suggest that ways to support health and well-being are *NEAR*-er than we may tend to think. Our manifesto describes four actionable recommendations that we call “NEAR.” We are confident that this approach could benefit all conference attendees who need or aim to prioritize their health and well-being. Before or at the start of the conference, we recommend all attendees take the following steps:

1. **Nourishment**: We cannot successfully attend the conference without finding ways to stay nourished. For some, specific foods are necessary for physical or spiritual health, while food or drink that we cannot safely consume must be avoided. If we are rushed, it may be impossible to find adequate sources of nourishment. Planning ahead can help attendees find ways to stay nourished. Slowing down will also help to nourish one’s relationships with others and oneself. After all, it is wonderful to leave SIOP feeling refreshed and full of new ideas.
  - *Outline your preferences and create actionable plans for meeting your nutritional and hydration needs during the conference.*
2. **Exploration**: As much as we want to attend every session and meet every person, it is simply not possible. In fact, this approach may contribute to the perception of time scarcity and urgency, and prioritizing exploration at the conference may be beneficial. This could mean attending a session on a topic you are unfamiliar with or dedicating some time to wander around the area. If you leave the conference and want to remain mentally engaged, find a nearby park or coffee shop with a friend and mull over what’s sparking your curiosity. Exploring one’s mind can be just as useful as exploring the conference and surrounding city.
  - *Adjust your conference goals and scheduling to be more flexible and expansive rather than rigid and restrictive.*
3. **Accountability**: Find a person (or people) whom you trust, and disclose your health and well-being needs with them. Use this person to hold you accountable (and vice versa) to make sure you are taking time to drink enough water, stretch, or secure snacks; sit quietly with this person or in active dialogue or movement, depending on your mutual preferences.
  - *Identify and engage trusted peers to mutually support you in prioritizing wellness and need fulfillment at the conference.*
4. **Restoration**: An abundance of research belabors the importance of sleep. For individuals with chronic health issues and disabilities, inadequate sleep or rest can be particularly detrimental. We recommend sticking as closely as possible to one’s typical sleep schedule and routine and finding opportunities to rest during the day, too! Bringing earplugs, an eye mask, and a favorite white noise track or bedtime meditation can also help.
  - *Set clear intentions and bring aids for recovery during the conference, bearing in mind that conferences blur the lines between work, leisure, and vacation.*

## Conclusion

We hope that our manifesto will inspire and empower a gentler SIOP conference attendance for all attendees; we could all personally and collectively benefit from being thoughtfully slow and intentional with our time. A gentle approach to conference attendance is *near*, not some far-off, implausible dream. Ultimately, we wonder: What would happen if you gave yourself, your *health*, more time?

## Note

\* Both authors identify with the chronic illness and disability community, and we will occasionally speak from personal experience. We feel that this disclosure is important, as many chronic health issues and

disabilities are concealable and go unnoticed, often to our own detriment and leaving the responsibility of coping on the individual.

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## Practices for an Inclusive SIOP 2024 Conference

### The SIOP Conference Inclusion Subcommittee

SIOP's Conference Inclusion Subcommittee, under the leadership of **Soner Dumani**, brings together leaders from SIOP's inclusion-focused committees. Each year, the Inclusion Subcommittee determines specific goals to ensure that the annual conference is inclusive and accessible to all SIOP attendees.

Here are just some of the inclusive practices for the upcoming annual conference in Chicago.

#### DIAC

The results of recent member surveys estimate that over 10% of SIOP's membership reports living with a disability, including challenges such as sensory impairments, learning disabilities, long-term medical illnesses, mobility challenges, and mental health disorders. The Disability Inclusion and Accessibility Committee believes that SIOP's members strive to help make the SIOP conference as accessible and inclusive as possible for all attendees. The actions to take, though, are not always clear or top of mind. DIAC has been working on several initiatives to make these behaviors clearer and easier to implement. Here's what you'll find at this year's conference:

- *Presentation Accessibility Guidelines.* Formerly called the Presenter Toolkit, the [Presentation Accessibility Guidelines](#) feature general tips and explicit instructions for making your presentations or posters, whether online or live, more universally accessible. These guidelines range from font sizes to layout, captioning to descriptions of graphs, and more. Please consider these guidelines as you put together your materials and give your presentations.
- *Podium reminders.* Presenters and session chairs this year will find a quick-tip reminder at the podium for how to turn on captioning, always use the microphone, and to kindly move postsession conversation away from the front of the room to allow reasonable time for the next session to not be rushed.
- *Preconference tours.* After last year's successful preconference tour of the facilities, we have added one more! Tours will be on Wednesday from 4–5 pm and Thursday from 8:30–9:30 am. These tours are for anyone who has concerns about accessibility features of the venue, who is new to SIOP and would like to get the lay of the land, or any who would just feel more comfortable after walking around and getting familiar with things with a friendly group. We will highlight the sites of the main conference events, the elevators, escalators, and stairs, and various spaces that have been reserved for quiet, prayer, and lactation. Please see the website to sign up for a spot.
- *Reserved Seating.* There will be reserved seats for those who need them at the front and back of the session rooms.

#### LGBTQ+

SIOP's LGBTQIA+ Committee continues to grow every year and is thrilled to be fully engaged with this year's conference. As part of our collaborative work with the Inclusion Subcommittee, this year the registration desk will be equipped with pronoun stickers to include on your conference badge ([read more about pronouns here](#)) as part of ongoing efforts to foster inclusion. These are by no means required but are included as an option should conference attendees want to include them on their badges. These stickers should be readily available at registration where badge printing occurs.



## **WIN**

The SIOP Women Inclusion Network (WIN) is excited about seeing everyone again this year in Chicago! In collaboration with the Conference Inclusion Subcommittee, the WIN Committee will be providing a lactation room again at the conference center for our members to use. We made some improvements to the room based on the 2023 conference feedback we received from you. These updates include (a) a dedicated private space that is convenient for members to access, which will be located behind the conference registration area; (b) a visible “Lactation Room” sign next to the room that uses a more inclusive language; (c) extended access hours to all day on Saturday; and (d) improved the quality and usability of the room by providing items such as armchairs, pillows, blankets, and a mini fridge.

## **MVI**

The SIOP Military & Veterans Inclusion (MVI) Committee is happy to celebrate our inaugural year as an SIOP standing committee with everyone in Chicago! MVI has collaborated with the Conference Inclusion Subcommittee to ensure that everyone can find relief from the sometimes overwhelming feel of the conference by offering self-reflection/quiet rooms. These rooms will provide a respite from the hustle and bustle of the conference to those who may not feel comfortable in crowds, have anxiety or PTSD, or simply need to take a bit of time for themselves. These rooms will be open to everyone, but we do ask that “library rules” apply.

## **Research Translation Brief #1\***

### ***Making Daily Decisions to Work From Home or to Work in the Office: The Impacts of Daily Work- and COVID-Related Stressors on Next-Day Work Location*** **by Shao, Fang, Wang, Chang, & Wang, 2021**

The authors of the study examined decisions to work from home (vs. the office) in a sample of 127 information technology (IT) professionals in China. The study employs a longitudinal daily diary methodology covering the course of a single work week (i.e., 5 days). Through a review of the work stress literature and a qualitative pilot study, the authors first identified five types of stressors the pandemic has created for workers while working at home or the office: work–family boundary, technology, work coordination, workload, and COVID-19 infection-related stressors. Their hypothesized model (see Appendix) proposes the direct effects of the four aforementioned stressors and multiple moderating effects stemming from COVID-19 infection-related stressors on subsequent work location decisions (e.g., if this stressor happens today, how does that influence where I work tomorrow?). The majority, but not all, of the hypotheses were supported using multilevel modeling (five daily surveys nested within people).

The key findings of the study are

1. Employees are more likely to work in the office on the next day when experiencing interferences from family (work–family boundary stress) *or* difficulties coordinating with work colleagues (work coordination stress) the previous day, regardless of current concerns for COVID-19 infections.
2. Employees were also more likely to work in the office the next day when they experienced technology-related difficulties the previous day *and* they were not currently concerned about COVID-19 infections.
3. Conversely, employees were more likely to work at home if they experienced excessive workload the previous day *and* were currently concerned about high levels of COVID-19 infections. Workload stressors include having an increased workload due to coworkers being off-site and demands to participate in unexpected meetings.

### **Practical Implications**

The study's findings highlight that organizations should make efforts to reduce the four types of stressors and help employees navigate those stressor points so that they are more productive, whether working at home or the office. For example, organizations can help employees with technology difficulties while working from home by providing “help lines” for employees to call. They can help minimize coordination stress by encouraging all employees to communicate with each other in advance about which days they are working from home versus the office. For companies that want to encourage employees to work in the office, they should prioritize the reduction of workload stressors while at the office by ensuring that on-site employees don't have to “pick up the slack” for employees not on site that day. Further, a supplemental analysis conducted by the authors revealed that working in the office on a certain day was helpful in preventing or reducing further exposure to stressors (e.g., interference with family; technology-related difficulties) that same day, whereas working from home had no effects in terms of preventing the occurrence of any stressor. This provided initial evidence that working in the office (vs. home) may be more beneficial to employees during and/or beyond COVID-19 where people enter “flexible” work arrangements with little preparation.

## Limitations to Consider

Like all studies, this study has limitations. One limitation being generalizability to jobs where the option to work from home does not exist (e.g., most blue-collar jobs). A second limitation may be questions about whether the findings generalize to other samples; however, as far as we can tell, there is not much reason to think the results from this study would be different outside of China or outside of information technology workers. A final limitation, which could also be a future research direction, is whether the findings apply to employees whose location schedule varies weekly or monthly, rather than daily (e.g., an employee who works from home every Monday and Friday regardless of stressors encountered). Although this study took place during the COVID-19 pandemic, understanding how these stressors motivate employees to work from home or the office is important for organizations that continue to offer flexible work arrangements. Although the COVID-related stressors, in particular, may someday become irrelevant, the finding highlights that disruptive events occurring in society need to be considered when helping employees manage their work–nonwork interface.

For more details, please read the full article:

Shao, Y., Fang, Y., Wang, M., Chang, C. H. D., & Wang, L. (2021). Making daily decisions to work from home or to work in the office: The impacts of daily work-and COVID-related stressors on next-day work location. *Journal of Applied Psychology*, 106(6), 825. <https://doi.org/10.1037/apl0000929>

## Note

\* This brief was written by members of the 2022–2023 Scientific Affairs Committee, **Jeff Conway**, **Maria Kraimer**, and **Lauren Moran**.

## Appendix

Figure 1 from original article (Shao et al., 2021)

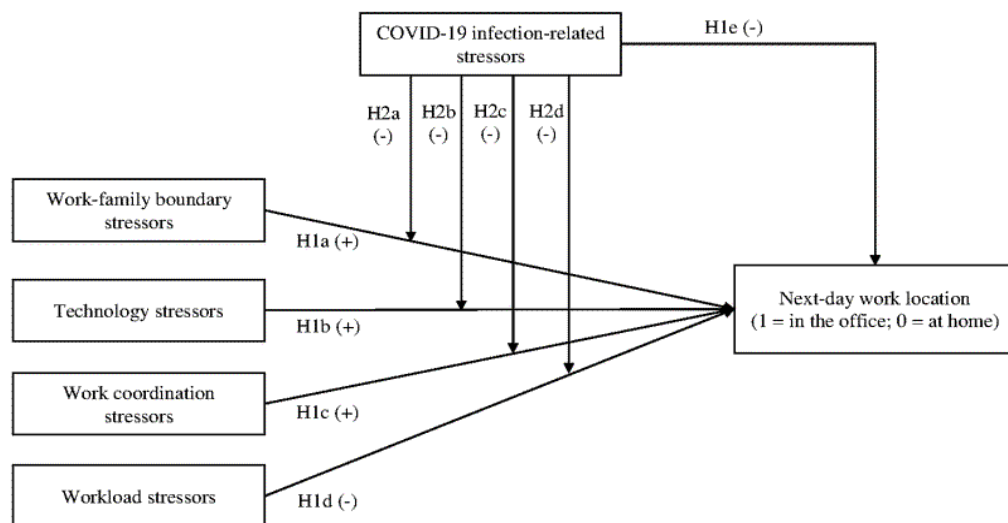


Figure 1. Note. H = Hypothesis.

**Research Translation Brief #2<sup>1</sup>**  
***The Effectiveness of Work–Nonwork Interventions: A Theoretical Synthesis and Meta-Analysis***  
**by von Allmen, Hirschi, Burmeister, & Shockley, 2023**

In recent years, understanding how to effectively manage the work–nonwork interface has become highly important to researchers, organizations, and individual employees alike. Effectively managing the work–nonwork interface involves improving work–nonwork balance (the extent to which employees evaluate the combination of work and nonwork roles as satisfying), minimizing work–nonwork conflict (when the demands of life roles are not compatible in some way), and promoting enrichment between roles (when experiences in one life role improve the quality of life in other roles). The authors of this study evaluated the effectiveness of different interventions and their ability to improve management of the work–nonwork interface in terms of strengthening balance, reducing conflict, and promoting enrichment (enrichment occurs when the experiences in one role improve the quality of life in other roles). To do so, the authors conducted a meta-analytic review of available work–nonwork intervention studies that compared an experimental intervention group to a control group that did not have access to the intervention. They chose to focus on this type of research design as it is the gold standard for providing stronger evidence of causation as compared to other methods, like a correlational study.

Their meta-analysis included 6,680 participants across 26 studies. The studies examined the effects of various interventions on employees' work–nonwork outcomes by comparing the pre- and postwork–nonwork outcomes among those receiving the intervention to those who did not (the control group). The authors examined the general effectiveness of work–nonwork interventions, along with two different strategies to improve work–nonwork outcomes: increasing personal resources and contextual resources. Contextual resources are located outside of the individual and originate from the social context. Examples of contextual resources include the autonomy one's job gives an individual over their work schedule and social support from colleagues at work. On the other hand, personal resources are resources that originate from within the individual, such as an individual's energy level and their time management skills. They further differentiated which life role these resources came from: work (e.g., increasing knowledge and work skills), nonwork (e.g., improving parenting skills), or boundary spanning (e.g., training on balancing both work and home demands).

**The key findings of the study are**

1. All work–nonwork interventions improved employees' overall management of the work–nonwork interface compared to employees in a control group with no intervention.
2. When comparing the different kinds of interventions, interventions aimed at improving *personal resources* (e.g., mindfulness training, stress management) were more effective than interventions that targeted improving *contextual resources* (e.g., giving more flexibility over an individual's schedule). Specifically,
  - Interventions targeted at increasing *contextual resources* were ineffective at reducing work-to-nonwork conflict.
  - Increasing *personal resources* reduced both work-to-nonwork conflict and nonwork-to-work conflict, increased work-to-nonwork enrichment, and increased work–nonwork balance. In particular, interventions targeted at improving personal resources in the *nonwork domain*, such as improving parenting skills, teaching stress management techniques, and increasing mindfulness skills, were more effective at helping people balance their work and nonwork lives than improving personal resources in the work domain (e.g., promoting resilience at work).

## Practical Implications

The findings of this meta-analytic study offer multiple important practical recommendations. Most importantly, organizations and practitioners should focus on *improving personal resources in the nonwork domain* to help employees better manage their work–nonwork interface. For example, organizations could offer training to improve employees’ abilities to manage daily stress and parenting skills. The findings in this study, that interventions for increasing personal resources are best for helping employees manage work and nonwork roles, are particularly important given that these interventions offer several key advantages for organizations. First, increasing personal resources in the nonwork domain does not require oversight and involvement by organizations and supervisors. This means any employee can engage in activities that improve their personal resources without an employer’s support. Second, personal resource interventions are highly flexible. They can be delivered across many different mediums, whether they be online or in person. This makes them easier to implement and more cost-effective than other interventions. For example, organizations could provide parenting skills training that employees could view on their personal phones at any time they pleased. Third, personal resource interventions aimed at improving nonwork resources can be applied across all organizations and job contexts, which increases the number of employees who can reap the positive benefits of these interventions. Within an organization, this context independence allows an organization to apply these personal resource interventions across many or all job levels and areas within an organization, also benefiting more employees.

## Limitations to Consider

This study’s findings should also be evaluated in the context of its limitations. One limitation is the relatively small number of studies ( $k = 26$ ) included in the overall meta-analysis, along with a smaller number of studies used in each individual analysis, limiting confidence in the generalizability of the findings. A second limitation is that the authors initially sought to examine interventions aimed at reducing personal demands (e.g., unreachable goals) and contextual demands (e.g., time spent working), along with interventions for increasing resources; however, there were not enough studies in the literature to meta-analyze the effects of demands reduction interventions. Thus, the results of this study should not be interpreted to mean that organizations should not provide contextual resources or reduce contextual demands but that nonwork personal resource interventions appear to be best at this time. As more studies are conducted that examine demands-reduction interventions, future research may be able to better estimate the effect of such interventions on employees’ ability to manage work and nonwork boundaries. That being said, the findings here regarding using interventions that increase personal resources may still hold true given that interventions that try to reduce contextual demands, such as reduced work hours, may not be practical or feasible for organizations or could possibly even be harmful to an organization’s goals.

**For more details, please read the full article:**

von Allmen, N., Hirschi, A., Burmeister, A., & Shockley, K. M. (2023). The effectiveness of work–nonwork interventions: A theoretical synthesis and meta-analysis. *Journal of Applied Psychology*. Advance online publication. <https://doi.org/10.1037/apl0001105>

<sup>1</sup>This brief was written by **Ryan Grant** and **Adam Meade**, members of the 2023–2024 Scientific Affairs Committee (chaired by **Maria Kraimer**).

**Research Translation Brief #3\***  
***Automated Video Interview Personality Assessments:  
Reliability, Validity, and Generalizability Investigations***  
**by Hickman, Bosch, Ng, Saef, Tay, and Woo, 2022**

This study examined the psychometric properties (reliability, validity, and generalizability) of automated video interview personality assessments (AVI-PAs) across different interview contexts. The authors focused on personality constructs because personality predicts job performance and is commonly assessed by current AVI vendors. The authors proposed a conceptual and operational model for understanding AVIs and assessing the construct validity of their scores, which can also be used to evaluate AVIs for measuring knowledge, skills, abilities, and other characteristics (KSAOs) beyond personality. Although the results of their study provided some validity evidence, in the interview context, for the use of AVI personality assessments that were trained with observer reports of personality rather than self-reports of personality, the authors highlight that organizations should proceed cautiously given some mixed findings.

### **What Are AVIs?**

Automated video interviews (AVIs) use machine learning algorithms to evaluate potential hires. Organizations employ AVIs due to their time and cost savings for the company. These algorithms analyze both what the interviewees say (verbal cues), how they say it (paraverbal cues), and how they act (nonverbal cues) during the interview. Because we can't directly see someone's innate personality traits, such as the Big Five (conscientiousness, openness, agreeableness, emotional stability, and extraversion), AVIs measure the way traits manifest in subtle behaviors during conversations. Thus, based on the assumption that individuals express latent constructs, in this case personality traits, via relatively similar behavioral manifestations, AVIs represent a potentially valid and consistent method for evaluating candidates' personalities, providing a promising tool for organizations aiming for a fairer hiring process.

### **Study Method**

The authors collected four samples of mock video interviews, all assessing the interviewee's Big Five personality traits based on self-reports and interviewer observations. The interviewee participants were MTurk workers in Sample 1 and undergraduate students in Samples 2 through 4. The research team conducted mock video interviews with participants in each sample (i.e., the "interviewees"). The interviewees responded to different interview questions across the samples and to a self-reported measure of personality. The interviewers also rated the interviewees' personality based on their responses during the interviews. Machine learning models were trained to predict interviewees' self- and interviewer-reported personality traits in the first three samples. Models trained on Samples 1–3 were then applied to Sample 4 to assess interviewees' personality. As such, the machine learning models could be employed to predict the self- and interviewer-reported personality traits (representing the criteria) by analyzing the interviewees' responses to the different interview questions (representing the predictors). To do this, the authors employed R software (R Core Team, 2021) with its "caret" package (Kuhn, 2008), and nested *k*-fold cross-validation was used in these samples to assess validity evidence. The nested *k*-fold validation is a technique used in machine learning for model evaluation and parameter tuning. The researchers also explored the specific verbal, paraverbal, and nonverbal cues contributing to AVI personality assessments and examined the relationship between AVI personality assessment and the student participants' academic outcomes (Samples 2–4).

The key findings of the study are

1. **Reliability:** Although these models show promise, there's variability in reliability across different traits and methods. On average, both self-report and interviewer-report models showed similar test–retest reliability. By trait, the highest reliability for self-report models was emotional stability, and the highest reliability for interviewer-report models was extraversion and conscientiousness.
2. **Validity:** Overall, the AVI assessments of personality had better validity when trained on interviewer observations, rather than self-report assessments, of personality.
  - Convergent validity (the association between similar constructs/variables) varied based on the trait being measured and the model used. Among models trained on self-reports, the evidence was mixed; however, interviewer-reported models generally had superior convergence, indicating a significant association between AVI personality assessments and interviewer-rated personality traits.
  - Linking traits to academic outcomes: In the student samples, the AVI assessment of personality traits correlated with academic outcomes consistent with previous research findings on the relationship between personality and academic performance. For example, conscientiousness was positively correlated with high school GPA, SAT, and ACT scores. Further, the AVI scores often provided incremental validity beyond self- and interviewer-reported traits.
3. Most models trained on interviewer reports favored verbal behavior (i.e., length of responses) over paraverbal (i.e., pitch, loudness) or nonverbal behavior (i.e., facial expressions and head pose). The models included theoretically relevant indicators (i.e., predictors that are regarded as being informative for a specific underlying personality trait) across multiple samples, which explains why the models remained valid when applied to new interview questions. For example, the AVIs from Samples 1–3 judged interviewees as more extraverted for using a higher volume, speech rate, and more smiles. The three AVIs judged interviewees as more conscientious for using longer words and fewer assent words (e.g., “OK,” “yes”), as well as more agreeable for talking about helping people.

### **Contributions and Practical Implications**

This study contributes to bridging the practice–research gap in our understanding of AVIs, bringing empirical scrutiny to an area that has seen widespread adoption by organizations without corresponding scientific evaluation, standards, or best practices. The results of this study indicated that AVI assessments of personality had stronger construct validity (the extent to which a measure accurately represents and assesses the theoretical trait or theoretical concept it is supposed to measure) and generalized to new interview questions when the machine learning models were trained with interviewer reports, rather than self-reports, of personality. This key finding has several direct implications for the world of HR, recruitment, and selection:

- Although this study provides initial evidence that AVI-PAs can be valid for some traits, the evidence is mixed. Thus, organizations should proceed cautiously with using AVI-PA. The authors of the study recommended that AVIs be developed to assess more visible traits, such as agreeableness and extraversion, to enhance the availability of relevant cues during the implementation of AVIs.
- If the goal of using AVI-PAs is to overcome the limitations of using self-reported personality traits in selection, then AVI-PA machine learning models should be developed to predict interviewer reports, rather than self-reports, of personality.
- Although standardizing interview questions might enhance psychometric properties, the flexibility of using various questions might still be justifiable. The study results suggested that the psychometric properties of AVI-PAs are relatively consistent (for some traits) when models trained on one set of questions are used to assess interviewees who were asked a different set of questions.



### Limitations to Consider

The conclusions of this study should be considered in light of a few limitations. One is that the study did not examine the relationship between AVI-PA and work-relevant outcomes, such as job performance, a key criterion in personnel selection. It also needs to be recognized that AVI-PA may not be appropriate for every job role; HR managers would need to ensure that personality traits are relevant criteria for any given job based on job analysis. This study also did not address issues of potential bias. Future research is needed to investigate whether AVI-PA results in any adverse impact on underrepresented demographic groups to ensure the legality and ethicality of using AVI-PA. As organizations become more reliant on AVIs, they must ensure the tools used are not only reliable and valid but also fair, unbiased, and transparent. The current investigation provides a preliminary illustration of how AVIs can be developed and validated; however, this study relied primarily on student samples in mock interviews. Thus, additional research that includes actual interviewees being considered for job openings in organizations with established selection criteria is needed.

For more details, please read the full article:

Hickman, L., Bosch, N., Ng, V., Saef, R., Tay, L., & Woo, S. E. (2022). Automated video interview personality assessments: Reliability, validity, and generalizability investigations. *Journal of Applied Psychology*, 107(8), 1323–1351.

### Note

\* This brief was written by members of the 2023–2024 Scientific Affairs Committee, **Andrei Ion**, **Lauren Moran**, and **Maria Kraimer**; ChatGPT was used to develop the preliminary draft.

**Research Translation Brief #4<sup>1</sup>**  
***Emotional Exhaustion Across the Workday:***  
***Person-Level and Day-Level Predictors of Workday Emotional Exhaustion Growth Curves***  
**by Lee, Diefendorff, Nolan, & Trougakos, 2023**

Emotional exhaustion refers to a person's diminished emotional resources and is related to outcomes such as employee job performance, turnover, and well-being (Lee et al., 2023). The authors of the study investigated how emotional exhaustion changes differently throughout a workday for different people (i.e., person level) and for the same people on different days (i.e., day level) in a sample of 64 call center and 50 service industry employees. The participants, who worked 30 or more hours a week, completed at least 3 full days of an experience sampling study (i.e., collecting survey measures from the same people multiple days in a row). For this study, participants completed three surveys a day: at the beginning, middle, and end of their shift.

The emotional exhaustion of participants was explored in two ways: Their emotional exhaustion at the beginning of the workday and their emotional exhaustion growth rate throughout the workday. Lee et al. (2023) found that emotional exhaustion tended to increase over the typical workday, but there was wide variability in this workday trajectory across people and across days. The authors proposed and tested three "person-level" (i.e., an individual difference that varies across workers) and three "day-level" (i.e., a work-related factor that varies from day to day for the same worker) predictors of workday emotional exhaustion (see Appendix for their three-level model of emotional exhaustion). The person-level predictors included *supervisor support*,<sup>2</sup> *autonomous motivation*,<sup>2</sup> which reflects one's interest and identification with their work, and *controlled motivation*,<sup>2</sup> which reflects one's perceived pressure to work due to external influences. The day-level predictors included *prior evening work detachment*,<sup>3</sup> which reflects one's perceived ability to disconnect from work while not working, *customer mistreatment*,<sup>4</sup> and *coworker socialization*.<sup>4</sup> The results of a multilevel modeling<sup>5</sup> analysis supported most of the hypotheses.

The key findings of the study were

1. On average, the *greater* an employee's perceived autonomous motivation reported at the beginning of the study, the *less* perceived emotional exhaustion they reported at the beginning of each workday during the study period.
2. On average, the *greater* an employee's perceived controlled motivation, the *more* perceived emotional exhaustion they reported at the beginning of each workday during the study period.
3. On average, the *greater* an employee's perceived supervisor support reported at the beginning of the study period, the *slower* their perceived emotional exhaustion typically (on average) grew throughout their workdays during the study.
4. On a day-to-day basis, the *greater* an employee's perceived prior evening detachment, the *less* perceived emotional exhaustion they reported at the beginning of the workday, but the *faster* their perceived emotional exhaustion grew throughout their workday. Thus, employees with lower prior evening detachment started the workday with higher levels of emotional exhaustion that remained elevated throughout their shift (i.e., slower growth rate), but employees with higher prior evening detachment started the workday with lower levels of emotional exhaustion that then increased throughout their shift (i.e., faster growth rate).
5. On a day-to-day basis, the *greater* an employee's perceived customer mistreatment on a given day, the *faster* their perceived emotional exhaustion grew throughout their workday.

6. On a day-to-day basis, the *greater* an employee's perceived socialization with coworkers on a given day, the *slower* their perceived emotional exhaustion grew throughout their workday.
7. There were occupational differences within the sample such that call center employees, compared to service workers, reported higher emotional exhaustion at the start of the day (which was maintained throughout the day).

### Practical Implications

Because emotional exhaustion has been linked to employee job performance, turnover, and well-being in past research, it is important for organizational managers to understand the dynamic nature of emotional exhaustion throughout the workday and the factors that relate to employees' emotional resources. The findings of this study indicate that managers should address factors that drain employees' emotional resources (i.e., customer mistreatment and external work pressure); potential options for solutions include training in coping strategies (e.g., mindfulness, perspective taking) and emphasizing personal rather than external control at work. Emphasizing personal control (autonomy) at work may involve supporting employee participation in decision-making processes (where possible), offering choices within structured options, and soliciting and acknowledging employee input. Managers can encourage employees to detach from work when not working as a way to lower their emotional exhaustion at the start of the day but also realize that additional within-day buffers may be needed to buffer employees from emotional resource loss by cultivating a social environment that facilitates effective and honest communication between coworkers (coworker socializing) and between employees and supervisors (supervisor support). Finally, regarding optimal timing and scheduling of job demands, the results of this study suggest that it may be best to schedule difficult tasks at the start of the day when employees' emotional exhaustion tends to be lower.

### Limitations to Consider

This study is one of the first to examine daily emotional exhaustion trajectories. However, the novel work has limitations that impact the understanding of the dynamics of emotional exhaustion. For example, the authors of the paper suggest that emotional exhaustion may have a more complex workday trajectory (rather than a simple linear increase) throughout the day, which may not have been captured with only three measurements of emotional exhaustion during the workday. Additionally, the study only sampled from two occupations, call centers and service providers, and given they found differences in emotional exhaustion between the two occupations, more research needs to be done on how sample characteristics influence changes in daily emotional exhaustion. Another limitation included the time frame in which prior evening detachment was measured. In the study, participants reported their prior evening detachment in the morning of the following day, which may be susceptible to recall biases. Finally, the inclusion of additional predictors (e.g., sleep quality) and outcomes (e.g., job satisfaction) in this study may have increased the practical implications of the findings for organizational decision making. In conclusion, although this novel study of emotional exhaustion dynamics has limitations, its contributions to the understanding of how emotional exhaustion levels change throughout the day can help organizations develop efficient and effective interventions.

For more details, please read the full article:

Lee, F. C., Diefendorff, J. M., Nolan, M. T., & Trougakos, J. P. (2023). Emotional exhaustion across the workday: Person-level and day-level predictors of workday emotional exhaustion growth curves. *Journal of Applied Psychology*, 108(10), 1662–1679. <https://doi.org/10.1037/apl0001095>

## Notes

<sup>1</sup> This brief was written by members of the 2023–2024 Scientific Affairs Committee, **Jolynn Nelson** and **Enzo Novi Migliano**.

<sup>2</sup> Measured one time at the beginning of the study prior to any other measures.

<sup>3</sup> Measured once daily on the “before shift” surveys.

<sup>4</sup> Measured twice daily on the “midshift” and “end-of-shift” surveys and averaged across these assessments.

<sup>5</sup> Daily measures (i.e., level 1) were nested within people (i.e., level 2).

## Appendix

Figure 1 from original article (Lee et al., 2023)

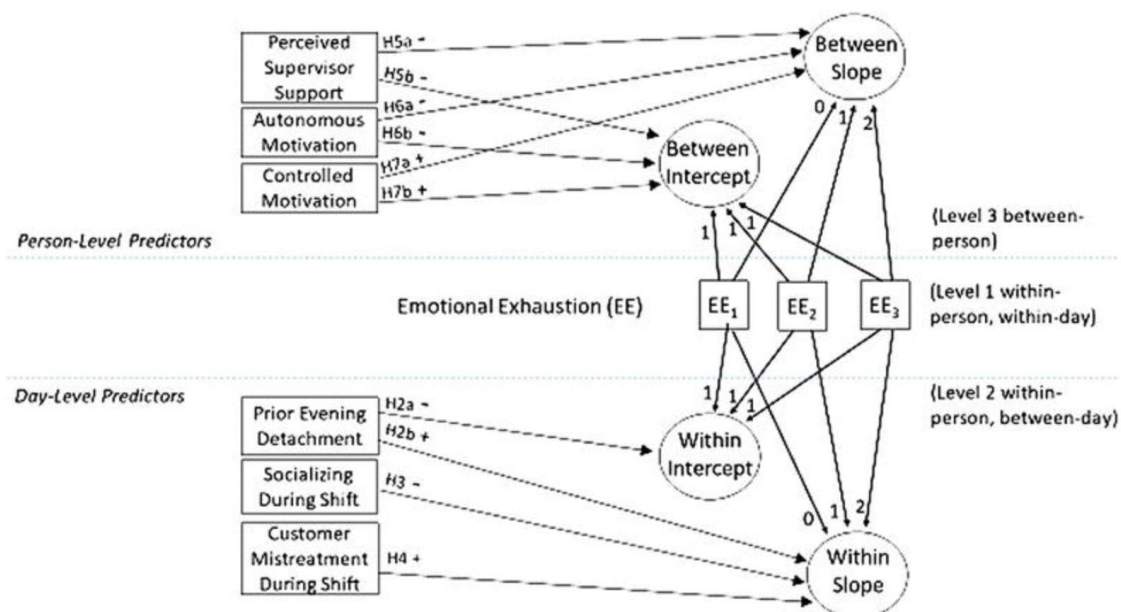


Figure 1. Note. H = hypothesis (e.g., H1 = hypothesis 1). See the online article for the color version of this figure.

## Research Translation Brief #5\*

### ***Double Challenges: How Working From Home Affects Dual-Earner Couples' Work–Family Experiences*** by Hu, Chiang, Liu, Wang, and Gao, 2023

The authors investigated questions about how dual-career couples (i.e., committed partners who both work) manage their home and work responsibilities, and each other, as a result of working from home (WFH) versus at the office. The authors were specifically interested in how WFH affected couples' work task completion, family task completion, and the effects of work-to-family conflict and family-to-work conflict on psychological withdrawal from and feeling guilty toward either work or family. Two studies were completed to explore these effects.

The sample for Study 1 included 165 Chinese married heterosexual couples with at least one child (married an average of about 11 years) located in mainland China who worked in a variety of industries. The sample for Study 2 included 57 couples from South Korea (both with and without children and married an average of 8 years). Both the husband and wife in each couple completed an initial survey that collected their demographic information, plus two surveys a day for 14 days asking questions about their WFH status that day, work and family task completion, work–family conflict, guilt toward family, and psychological withdrawal from work.

### **Summary of Findings**

There are several main takeaways from the two studies.

1. Across both studies, the results indicated that for both husbands and wives, working from home, as opposed to at the office, increased one's *own* family task completion (measured as the number of family tasks completed that day). Neither study showed a significant relationship between wives' working from home and their work task completion (measured as the number of work tasks completed that day), and only Study 1 found a significant relationship for husbands.
2. When wives worked from home, husbands completed fewer family tasks. Interestingly, this effect was not found for wives: When husbands worked from home, there was no effect on the wives' family task completion.
3. As they completed more work tasks, they were more likely to perceive greater work-interfering-with-family conflict (WFC), which also led to increased withdrawal from family among husbands and wives and feelings of guilt toward family among wives.
4. Similarly, for husbands and wives who worked from home, completing more family tasks led to greater perceptions of family-interfering-with-work conflict (FWC) and increased withdrawal from and guilty feelings towards work.
5. Last, Study 2 showed that whether one's spouse had a flexible work schedule (measured as whether they could determine their own workload and schedule that day) influenced their work in interesting ways. Wives completed more work tasks when WFH when their spouse had a flexible schedule that day (but this pattern was not shown for husbands). However, husbands completed more family tasks when wives had less work flexibility when WFH (this effect was not shown for wives).

### **Practical Implications**

These studies had several practical implications for both workers and employers. On WFH days, the studies supported that workers could complete more family tasks that day, which may help employees better balance work and family responsibilities. However, this effect can also increase feelings of guilt

toward work. Knowing this may help dual earner couples understand how to mentally prepare for working from home, and how spouses can work together to support both work and family task completion. If couples have flexibility to determine when they can work from home, they can better offer support to each other during periods when work or family commitments are greater. From an employer perspective, these studies may help organizations understand the pressure dual earner couples face when trying to balance both work and family tasks along with the corresponding negative emotions that can be felt, such as guilt. Employers may be interested in determining ways to help workers navigate these pressures through flexible work options because these are persistent challenges dual earner couples face. Additionally, in line with the finding noted above in Point 5, employers could provide and encourage more flexibility for their male employees to offer more support to their families especially when their wives are working from home.

### Limitations

There were some limitations with this research that should be recognized when interpreting the findings. First, the authors intend for the effects of their studies to apply to dual earner couples with and without children; however, only Study 2 included heterosexual couples without children, and it was a relatively small sample size. In addition, the two studies were conducted during the COVID-19 pandemic, but at different stages, which could have impacted outcomes as many nonessential businesses were open during Study 2 but not Study 1. Last, the samples collected were from more collectivistic cultures (China and South Korea), which may not be generalizable to more individualistic cultures, such as in North America. For example, research by Wang and colleagues (2004) found that WFC has a stronger positive effect on employees' job withdrawal intentions in individualistic cultures, whereas FWC has a stronger positive effect on job withdrawal intentions in collectivistic cultures suggesting that cultures differ on the value placed on family versus work.

### For more information, please read the full article:

Hu, J., Chiang, J. T. J., Liu, Y., Wang, Z., & Gao, Y. (2023). Double challenges: How working from home affects dual-earner couples' work-family experiences. *Personnel Psychology*, 76(1), 141-179.

### Note

\* This brief was written by **Nichelle Carpenter** and **Abbey Davis**, members of the 2023–2024 Scientific Affairs Committee (chaired by **Maria Kraimer**)

### Reference

Wang, P., Lawler, J. J., Walumbwa, F. O., & Shi, K. (2004). Work-family conflict and job withdrawal intentions: The moderating effect of cultural differences. *International Journal of Stress Management*, 11(4), 392–412. <https://doi.org/10.1037/1072-5245.11.4.392>

## **Research Translation on Person-Centered Research**

**Hannah Valley, Brianna Camacho, Amanda Kellaris, Maxwell Cain, & Jeff Conte**  
**San Diego State University**

This research translation is for professionals with backgrounds in I-O who would benefit from being aware of and understanding an important development (person-centered research) in our science. A growing trend in psychology is to take a holistic view and focus on the whole person using an approach called person-centered psychology. In contrast to the prevailing paradigm in psychology that focuses on variables and relationships among variables, the person-centered approach focuses on people and attempts to identify profiles or groups of individuals who are similar (Conte & Harmata, 2023; Woo et al., 2024). In this research translation, we summarize studies in four distinct areas (burnout, personality, commitment, emotional labor) in which person-centered research has been examined in recent years. In each of these areas, we describe a few research studies that used the person-centered approach, and then we discuss potential applied implications of these person-centered studies.

### **Burnout**

Burnout, a state of emotional exhaustion, cynicism, and reduced efficacy, is a pervasive issue in workplaces today (Maslach et al., 2001). Burnout affects not only individual employees' well-being but also organizational performance (Schaufeli et al., 2017). Although traditional, one-size-fits-all approaches to addressing burnout have been implemented, their effectiveness has been limited. By shifting focus from a general understanding of burnout to individualized experiences, the person-centered approach offers valuable insights into the diverse ways that individuals cope with burnout. Research by Mäkikangas and Kinnunen (2016) and Kinnunen et al. (2019) highlights the significant variations in how individuals respond to stressors and resources, leading to distinct burnout profiles and trajectories. This understanding underscores the need for interventions and strategies tailored to the specific needs and vulnerabilities of each individual. The limitations of traditional approaches are further emphasized by Ahola et al. (2014). Their research suggests that generic interventions may not effectively address the varying underlying factors contributing to burnout. This highlights the need for I-O/HR practitioners to move beyond standardized solutions and embrace a more personalized approach. Gameiro et al. (2020) provide a compelling example of this person-centered approach by proposing a novel interpretation of the job demands-control model. This model is reinterpreted through a person-centered lens, allowing for tailoring interventions based on individual differences in job demands, perceived control, and coping resources.

The importance of identifying vulnerable groups within specific contexts is another crucial aspect of the person-centered approach. Sandrin et al. (2022), for example, examine the unique challenges faced by fire station workers and the specific ways burnout manifests within this population. Similarly, DeFreese and Smith (2020) explore the dynamic relationship between burnout and stress in athletes across a competitive season. These studies demonstrate the vital role of considering the specific occupational demands and individual vulnerabilities within different groups to effectively address burnout.

Equipped with this knowledge, I-O/HR practitioners can implement a range of strategies to foster individual well-being and mitigate burnout. Conducting person-centered assessments is the first step. This involves utilizing tools and techniques to identify individual differences in burnout experiences, personal vulnerabilities, coping mechanisms, and resilience factors. By understanding these individual profiles, I-O/HR professionals can then develop targeted interventions tailored to address specific needs. These



interventions might include mindfulness training to enhance emotional regulation, cognitive restructuring to address negative self-talk, or skill development to encourage effective coping with stress. Furthermore, facilitating personalized support plays a crucial role in addressing burnout. This can be achieved through coaching or mentoring programs that provide individual guidance and support in managing burnout challenges. By taking these initial steps and embracing the person-centered approach, I-O/HR practitioners can drive significant change within organizations. By transitioning from generic interventions to personalized solutions, I-O/HR professionals can create a more supportive and sustainable work environment that fosters individual well-being, optimizes performance, and ultimately contributes to the overall success of the organization. By recognizing the unique experiences and needs of each employee, I-O/HR practitioners can move beyond limitations of traditional frameworks and create a future where burnout is not simply managed but effectively prevented and ultimately overcome.

### **Personality**

Utilizing personality measures has been a common practice for selecting candidates in organizations (Cascio & Aguinis, 2018; Sackett et al., 2017). Popular personality measures often use the five-factor model, which categorizes personality into five factors: openness to experience, conscientiousness, agreeableness, extraversion, and emotional stability. By shifting focus from the traditional variable-based approach to the person-centered approach to personality, this may help I-O/HR practitioners to view personality in a more holistic way. This approach allows researchers and practitioners to identify shared attributes of individuals in a group or work setting and categorize them into groups of people who share these similar personality traits/characteristics. Previous researchers have utilized the person-centered approach to personality to discover how categorizing individuals into personality profiles may be able to predict specific outcomes.

Researchers have used the person-centered in the organizational context to predict work-related outcomes. For example, Honkaniemi and colleagues (2013) used the person-centered approach in a sample of job applicants. They identified four personality profiles in the sample. After identifying these personality profiles, the researchers investigated how each profile related to perceived fairness in the job selection process. The personality profiles labeled as “resilient” and “bohemian” had higher perceptions of fairness compared to the others. Conte and colleagues (2017) used the person-centered approach in a sample of U.S. Army recruits in an attempt to categorize individuals into personality profiles and predict job performance and attrition. Five personality profiles were identified in their sample, and those in the resilient profile demonstrated higher job performance and lower attrition rates than those in the overcontrolled and undercontrolled profiles.

The studies discussed above provide empirical evidence that personality profiles are associated with work-related outcomes. Utilizing a more holistic approach allows for better understanding of personality and implementation in the work environment. For example, consider an organization that is interested in utilizing the person-centered approach in their selection system. I-O/HR practitioners may assess job applicants using a personality measure and identify possible personality profiles identifiable in the sample of job applicants. After identifying personality profiles, practitioners may assess which personality profiles may be preferred or more useful for the specific open role. In a similar way, this approach could be utilized for selecting leaders or developing teams of individuals.

Personality profiles may additionally provide insight into the performance of existing employees at an organization. If existing employees are assessed and determined to be categorized into high-achieving personality profiles, this could assist I-O/HR practitioners in identifying top performers who may be

likely to be promoted or possible candidates to add to their succession planning. Alternatively, individuals may also be categorized into lower or average-achieving personality profiles. This could assist I-O/HR practitioners in identifying potentially low-achieving individuals and recommending appropriate training programs to increase performance. An additional intervention that could potentially use a person-centered approach of personality is team building. For organizations that structure cross-departmental teams for long-term projects, it may be beneficial to identify specific personality profiles that work well with one another. After identifying possible personality profiles, practitioners can identify individuals from various departments who fall within these profiles to recruit for the existing teams and projects.

### **Commitment**

Commitment, a psychological and emotional attachment that an individual feels to an organization, plays a crucial role in driving productivity and fostering team cohesion (Meyer et al., 2002). In recent years, there's been a notable shift toward leveraging a person-centered approach to understand organizational commitment better. This innovative approach is rooted in the belief that commitment mindsets (otherwise called the three-component model, such as affective, normative, and continuance commitment along with commitments to various entities like the organization, occupation, supervisor, or team) can manifest differently among individuals (Meyer & Morin, 2016).

The primary aim of the person-centered methodology is to pinpoint subgroups within a given sample that showcase shared configurations or profiles concerning these commitment mindsets and targets. Once these subgroups are identified, researchers can further analyze them on various factors, including those believed to influence or result from commitment. This holistic perspective allows for a deeper understanding of the complex interaction among different commitment mindsets and targets—a complexity that might remain overlooked when using more traditional, variable-centered approaches (Meyer & Morin, 2016; Meyer et al., 2013).

Previous studies have focused on finding and analyzing different combinations of mindsets and targets, and ultimately concluding with evidence that can be beneficial toward both the organization and the individual. More specifically, Meyer et al. (2019) examined teachers based in Canada and identified five different profiles in the sample. The five profiles were a mix of commitment mindsets, two targets (occupation and organization), as well as the level of commitment toward the target (weak, moderate, and fully committed). They found that teachers grouped in the first profile (having continuance commitment toward the organization and weak continuance commitment toward the occupation) had feelings of being trapped in school and the occupation, resulting in negative outcomes. Another profile, which had individuals who were fully committed to the organization and the occupation, had the highest levels of positive affect, job satisfaction, and engagement, as well as the lowest levels of burnout and negative affect.

Similarly, when Meyer et al. (2015) examined the commitment toward the organization and supervisor, they also discovered five distinct profiles and similar mindset patterns in three of the five profiles, suggesting that supervisors are frequently perceived as representatives of the organization. Additionally, employee perceptions of organizational support and supervisor support significantly influenced their commitment profiles, with positive perceptions of organizational and supervisor support being associated with a stronger commitment to both targets. Moreover, profiles with a stronger commitment to both organization and supervisor exhibited lower voluntary turnover rates.

Based on the above findings, I-O/HR practitioners may be able to leverage a person-centered approach in the organizational context to more accurately predict work-related outcomes. Results from the person-centered studies indicate that employees with different commitment profiles may respond differently to organizational initiatives, changes, and leadership styles (Meyer et al., 2013). Meyer et al. (2019) suggested that managers could provide tailored support to their employees instead of a universal fit approach, considering that employees with profiles that suggest weak commitment could benefit from different interventions compared to employees with profiles that suggest strong commitment. Moreover, Meyer and Morin (2016) recommended that instead of using traditional performance evaluations, managers can conduct more comprehensive assessments that consider employees holistically and that if managers and supervisors can identify subgroups of profiles, they will be more likely to better tailor strategies to help those subgroups.

### **Emotional Labor**

Emotional labor is something most customer-facing employees have to deal with daily. For example, emotional labor occurs when a situation forces an employee to display emotions that they may not naturally display or feel. A specific example of this could be expecting employees to smile and say “Welcome to our store!” whenever customers enter a door. There are generally two ways an employee will display emotional labor, either through deep or surface acting (Gabriel et al., 2023). Deep acting occurs if the employee tries to feel those positive emotions, so their outward appearance matches the company’s expectations. Surface acting occurs when an employee displays the expected emotions and masks their true feelings. Generally, these two approaches are viewed as mutually exclusive, with surface acting having more negative work outcomes, whereas deep acting is associated with more positive work outcomes (Grandey & Gabriel, 2015).

With the advent of person-centered research, emotional labor has been examined from a new perspective. A traditional take on emotional labor had surface and deep acting being diametrically opposed, with employees using only one method when presented with emotional labor. Gabriel et al. (2015) first attempted to see if surface and deep acting truly were separate techniques using latent profile analysis. They sampled multiple occupations and found five separate profiles: nonactors, regulators, low actors, surface actors, and deep actors. Surface and deep actors reinforced the idea that some people use mainly one technique. However, discovering the other three profiles provides interesting insight into why person-centered research is useful. Nonactors and low actors used either no or few emotional labor techniques, respectively, and regulators used both methods quite regularly. These findings were replicated by Nguyen and Stinglhamber (2020), further supporting this five-profile model.

These five profiles have some distinct work outcomes associated with them. Deep actors and nonactors showed higher job satisfaction, affective commitment, and lower turnover intention and emotional exhaustion than the other three profiles (Nguyen & Stinglhamber, 2020). These findings line up with common thinking that if an employee must use an emotional labor technique, then deep acting is preferable. Alternatively, organizations could lower the expectations of displayed emotions for employees so they do not need to use emotional labor. The findings become interesting because surface actors and regulators were the two generally worst profiles regarding work outcomes, with their associated outcomes the opposite of deep actors and nonactors. Given that regulators use surface and deep acting, this challenges the notion that if someone uses deep acting, they benefit from the positive work outcomes it brings (Nguyen & Stinglhamber, 2020). As such, this finding helps broaden our understanding of emotional labor.

An extension of the previous two studies, Burić et al. (2021) used deep acting as well but split surface acting into two separate dimensions: faking emotions and hiding feelings. Faking emotions is the part of surface acting in which an employee fakes the desired emotions, whereas hiding feelings is the act of suppressing their actual emotions. This study was conducted with a sample of 2,002 teachers and found similar findings to Gabriel et al. (2015) and Nguyen and Stinglhamber (2020). The main additions to those two studies were the identification of a new profile in true deep acting and the finding that the suppression of true emotions (faking emotions) was the true detrimental aspect of surface acting.

Investigating emotional labor using a person-centered approach can help provide specific practical advice for I-O/HR practitioners. For example, one takeaway from using this approach is to be clear with employees that they should only be using deep acting when they may have been using both deep acting and surface acting. The Burić et al. (2021) study also found that suppressing emotions is the most hurtful aspect of acting. Minimizing this aspect might entail starting meditation classes to reduce the emotional load of work. It also may entail lowering emotional labor expectations if poor work outcomes are to be avoided and the job does not require such emotional suppression. An organization could also inform employees that suppressing emotions can be detrimental to their overall work.

Overall, research using the person-centered approach is still relatively new, but this approach provides promising and innovative ways to investigate and apply I-O psychology expertise in the workplace. We hope that this research translation on the person-centered approach provides alternative ways of thinking about I-O research and how that research might be applied to the workplace.

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## **Considering Compensation and Disabilities: A Summary of Current Research**

**Julie Zhu & Diana R. Sanchez**

The U.S. Census Bureau from 2017 shows that the median annual salary for disabled employees is almost \$6000 less than salaries for employees without disabilities. Pay inequities and other parts of the compensation process, such as pay negotiations, have been largely ignored in research pertaining to disabled workers. Disability research to date has largely focused on selection decisions, recognition, and supervisor perceptions. In response to this research gap on the compensation of disabled employees, Speach and colleagues (2023) designed three studies to understand pay differences for job candidates with disabilities. This article will first summarize the three studies (Speach et al., 2023) and then explain the practical implications of this research.

The studies summarized here are rooted in the expectancy violation theory along with common stereotypes toward people with disabilities. Expectancy violation theory outlines how people react to counter-stereotypical behaviors. Disability-related stereotypes, such as the perception of low competence, are used in the studies to demonstrate the ramifications of stigmatization toward individuals with disabilities.

### **Study 1: Initial Salary Rates**

The first study examined initial salary rates offered to job applicants with a disability status and compared those to the initial salary rates offered to job applicants without a disability. Participants were 500 working adults recruited from Prolific who were asked to assume the role of a hiring manager and review application information for a fictitious job candidate. They were randomly assigned a candidate from one of five disability statuses: general disability, autism, hearing impairment, wheelchair use, and a control group. Participants were provided with information about the job task for the position (i.e., office clerk), the average salary for the position (i.e., \$33,000), and qualitative comments that indicated the fictitious job candidate's disability status. For the last step, the participants were asked to offer the job candidate a starting salary between \$29,000 and \$37,000. Results indicated that job applicants with a disability status were offered a statistically similar initial salary to those without a disability.

Study 1 provides evidence that the difference in compensation between employees with disability status and those without is likely not rooted within the initial salary offering stage of the compensation process. Although this demonstrates that the job applicant's disability status does not affect hiring managers' initial salary offering, it remains a question whether this finding is consistent throughout the compensation process. Hence, follow-up studies were conducted to further investigate the next stage of the compensation process: negotiation.

### **Study 2: Rate Negotiations**

Study 2 examined whether job candidates with a disability status negotiated a lower final salary than those without a disability. This stems from past findings that suggest stigmatized individuals tend to internalize social expectations and conform to their stereotypes to avoid negative reactions (i.e., the backlash effect), which in turn impacts the efforts they exert in achieving goals, in this context, the final negotiated salary. To test this, two groups, 122 participants with a disability and 170 participants without a disability, were recruited from Prolific and assigned the role of a job candidate. Participants then negotiated their final compensation with a computer over a maximum of six rounds, which they believed was with a real person. The results of this study showed that participants with a disability negotiated lower

final salaries than those without. Furthermore, this relationship was found to be influenced by participants' perceptions of how society viewed those with disabilities. Specifically, participants negotiated lower final salaries when they perceived higher disability-related stereotypes.

Study 2 reveals two meaningful results, first, the compensation difference between individuals with and without a disability appears to begin in the negotiation process, and second, job applicants' perceived disability discrimination and self-stigma seem to play an important role in mediating this difference. Aligning with the theoretical ground of this study, the findings here echo attention to the job applicant's awareness and experience of the negotiation process. For example, organizations can play an active role in mediating self-stigma and stereotypes for those with disabilities in the negotiation step.

### **Study 3: Hiring Manager Perspectives**

In Study 3, the perspective and influence of the hiring manager in the negotiation process were explored. The study first investigated whether job applicants with a disability were offered a lower negotiated salary than those without. Second, to integrate the expectancy violation theory, the study examined whether job applicants' perceived likability was influenced by their disability status following a negotiation. Furthermore, expanding on the expectancy violation theory, the authors examined whether perceived negotiation likelihood played a role in the job candidate's disability status and the final negotiated salary. Applying a similar procedure as Study 2, the 1,266 participants recruited from Qualtrics were assigned the role of a hiring manager and were instructed to negotiate a final salary offer with the job applicant, who had one of the five conditions. Overall, results showed that hiring managers are more likely to offer lower negotiated salaries to job applicants with a disability than those without, and this relationship was mediated by the hiring manager's expectation of how likely the job applicants will engage in negotiation. A notable mention is that no significant difference in the final negotiated salary was found in the wheelchair-use condition. Furthermore, there was no effect found in the perceived likability of the job applicants based on their disability status.

With Study 2 and Study 3 examining both parties' perspectives in the negotiation process, the results reflect disadvantageous circumstances faced by job applicants with disabilities. As negotiation begins, those with disabilities encounter the challenge of being influenced by their perception of how society views them. The higher their perception of discrimination, the lower their final negotiated salary. In addition, if job applicants with disabilities engage in salary negotiation, they face the risk of contradicting hiring managers' biases, resulting in lower final negotiated salaries. Given these findings, some practical implications based on perspectives from both job applicants and hiring managers are discussed in the section below.

### **Practical Implications**

The first study indicates that the salary disparity between job applicants with and without a disability persists beyond the initial salary proposal. This suggests that the issue is likely not confined to the early stages of the compensation process but is ingrained in the subsequent phase. This research warrants further evidence and scrutiny. Findings of the second study underscore the significance of disability status during the negotiation process, illuminating a salary gap of 5–9% for individuals with disabilities. This difference poses potential long-term economic consequences for employees with disabilities, particularly when compounded by higher perceptions of discrimination from the job applicants. The study highlights the negotiation process as a potentially crucial stage where the salary gap begins to widen, emphasizing a need to encourage job candidates with disabilities to actively engage in negotiations and to alleviate the apprehensions that individuals with disabilities may have about negotiation. This can be



achieved through organizational actions such as revising materials and training hiring managers to promote equity and inclusion in the compensation process. Organizations can position themselves in a more active role toward combating salary disparities by bringing awareness to some biases hiring managers commonly hold for job applicants and quantifying their impacts (e.g., lost in revenue through salaries, bonuses, retirement, wages). Simultaneously, organizations are also encouraged to promote fair and equitable salary negotiations internally, as revealed by Study 3. It emphasized the importance of motivating hiring managers to adopt unbiased negotiation practices, as hiring managers were found to offer lower final salaries for job applicants with disabilities. An example of promoting unbiased practices may be incentivizing fair negotiations using workplace rewards, conducting policy analyses to identify effective strategies for countering challenges faced by both job candidates and employees with disabilities, or reevaluating the compensation process by surveying current employee experiences.

### Conclusion

Overall, the studies presented here found that job applicants with a disability negotiated lower compensation than those without, and their perceptions of disability discrimination moderated this relationship. Furthermore, the studies' findings demonstrated that hiring managers tend to offer lower negotiated salaries partly because the act of negotiation with job applicants with disabilities was counterintuitive for them.

As one of the first papers to examine disability and compensation, Speech and colleagues (2023) provide valuable insights into the salary negotiation process. The theoretical framework and social phenomenon of these studies highlight the repercussions of social stereotypes toward job applicants with disabilities and how they translate into long-term economic disparities. To mediate this inequality, organizations can make profound impacts by addressing it from the perspectives of both the hiring manager and job applicants. As a collective, organizations can promote awareness of fair negotiations among hiring managers and job applicants, incentivize unbiased practices through workplace rewards, conduct policy analyses, and proactively assess and improve compensation processes.

You can find further details on the summarized studies here:

Speech, M. E. P., Badura, K. L., & Blum, T. C. (2023). Everything is negotiable, but not for everyone: The role of disability in compensation. *Journal of Applied Psychology*, 108(4), 571–594.  
<https://doi.org/10.1037/apl0001039>

## Balancing Science and Practice: Reflections From the Current and Past Presidents of METRO

Comila Shahani-Denning

The goal of the Local I-O Group Relations Committee is to create a strong connection between SIOP and locally operated I-O groups and focuses on strengthening and connecting local I-O communities around the globe (<https://www.siop.org/Membership/SIOP-Committees/Committee-Descriptions>). Many local I-O groups are self-run and entirely staffed by volunteers who typically hold full-time jobs. Managing programming by selecting speakers and topics that balance science and practice while ensuring member engagement is sometimes as demanding as another full-time job!

METRO (New York Metropolitan Association of Applied Psychology), fondly known as the “grandma of all local I-O groups” (<https://www.siop.org/Membership/Local-I-O-Groups>), predating SIOP, has often been featured in past *TIP* articles. METRO is also well-known for consistently putting forth an engaging and informative speaker series that offers best practices in both I-O industry and academic research. As any president of a professional organization can attest to, developing a speaker panel can be one of the most challenging, exciting, yet daunting tasks. Presidents for METRO serve a 4-year term, starting as secretary, then moving on to treasurer, vice president, and finally president. METRO has a robust membership pool that possesses varied interests and professional backgrounds, and encouraging involvement across the diverse audience (students, academics, independent practitioners, consultants, internal, I-O, as well as HR) is critical to maintaining member engagement. As soon as I started on the executive board as secretary, I began to think about a potential speaker/topic panel. Not only was I thinking about how to best balance the focus of science versus practice and the level of audience engagement, but also how to attract the best speakers without bankrupting METRO. Although METRO does not typically pay a speaker fee, we offer to pay travel and lodging expenses for out-of-town speakers. As I moved through the executive board positions, SIOP conferences (2017, 2018, 2019) were an invaluable resource as attending a wide range of sessions maximized my exposure to potential speakers and topics. I started building a speaker list at that time. I also spoke with potential speakers at SIOP to ask if they had plans to visit NY in order to slot them in (thus minimizing the cost to METRO). As president, there was nothing more exciting than a speaker presentation that was so oversubscribed that we had to scramble to find extra seating or have audience questions prompting thoughtful discussions that significantly exceeded the time allotted for the event. During my term as president, COVID-19 struck, and we had to quickly move to virtual meetings. I was lucky enough to have two wonderful speakers, both well-known to the I-O academic and applied community, who presented virtually. Whereas **Kristen Shockley** had already been scheduled to speak, **Richard Landers** graciously agreed to do a virtual presentation in May. Notwithstanding the pandemic, those were some of the best attended sessions at METRO during my tenure on the board.

For this article, I reached out to METRO presidents over the past 5 years to discuss member engagement strategies. **Katherine Bittner**, president when I was secretary, discussed how she carefully considered the needs of the METRO audience. Over the 3 years prior to serving as president, she assessed which speakers at METRO generated the most attendance, received the most questions from the audience, and were the most engaging and charismatic presenters. She selected both applied practitioners and academicians to present on topics such as leadership, teams, selection, assessment, and coaching. When selecting applied practitioners, she invited psychologists who were steeped in the latest research, and when selecting academicians, she included psychologists who also practiced with clients in the real world. Doing so ensured that the audience (whether academicians or practitioners) would learn both new research and cutting-edge techniques (Bittner, personal communication). Rania Vasilatos received

suggestions from others on the executive board and considered current trends in the fields, the science–practice balance, and logistics (travel, expenses, etc.) (Vasilatos, personal communication).

**Anthony Boyce** described similar strategies. He considered both “Eminent I-Os” (e.g., top academic publishers, current/past SIOP presidents), “influencer” practitioners, as well as up-and-coming academic I-Os publishing innovative work with both academic and practical implications (Boyce, personal communication). Boyce stated that his operating assumption was that I-O researchers focusing heavily on more basic academic/theoretical work would be less interesting broadly across METRO membership. He also focused on senior internal/external practitioners with visible brands at SIOP and recent presentations on innovative topics. Boyce described his approach when choosing speakers to balance presentations along the academic-to-practitioner continuum (e.g., strong academic research requiring net new science to strong practitioner perspectives involving synthesizing new ideas but less rigorous science) in roughly equal measures AND balancing across topics falling roughly into the one-third assessment and selection, one-third leadership and development, and one-third broader I-O topics (e.g., surveys, well-being, OD, emerging technologies). He emphasized the importance of building and maintaining a trusted network of engaging speakers who could pinch hit for those tough-to-fill spots or last-minute cancellations but could always be counted on to deliver an interesting and informative product.

**Christina Fleck** identified and prioritized events based on two criteria: (a) trending topic areas and (b) variety in topics and speaker backgrounds (Fleck, personal communication). She considered the topic areas that were identified by METRO’s End of Year Survey from the year prior and SIOP’s Top Workplace Trends, which led to topics like employee sentiment and assessments. The reason for these criteria was to ensure members were learning more about areas they were interested in and critical to the field from speakers who provided different experiences and perspectives. **Jared Weintraub**, current president, also heavily relied on the end of year survey from members. He utilized both the annual survey and personal research to ascertain what topics were relevant and trending and in which members were interested (Weintraub, personal communication). He complemented these efforts with practical thinking about METRO members who could be good speakers, who were in his professional network, and ideally local because the organization is “NY METRO.” Additionally, he tried to balance the number of academic researchers versus applied practitioners with varied backgrounds.

Although audience engagement was a primary focus area for all the presidents cited in this article, other common themes expressed include the need to balance scholarly research with cutting-edge applied practices and the importance of having speakers from varied backgrounds and at different career-life stages. Running a local group takes significant effort, and presidents are constantly thinking about the most effective way to utilize resources to maximize member engagement. Although there are different methods and approaches to success, all presidents are actively weighing these factors to assist in fostering a thriving professional group.

## Translational Science, Open Science, and Accelerating Practical Impact

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Connecting science and practice, an essential of I-O psychology, is being aided by two complementary movements: translational science and open science. Although these twin movements influence how research is conducted, together the two have much to offer that is good for I-O, making for better science and strengthening links between science and practice. Further, for research conducted in organizational settings, there is a science-to-practice catalyst: The large organic databases now commonly found there can enhance both science and practice when principles of translational science and open science are adopted. With this entry into *TIP's Opening Up* column on all things open science, we explain the background for our optimism and the ways we see these developments strengthening I-O's science–practice bond. We begin by explaining what translational science is, then connect this movement to the broader open science movement, and clarify how these twin movements support.

### What Is Translational Science?

Translational science arose as a response to the need in biomedical research to shorten the path from findings to action. Imagine white lab coated bench scientists prolifically publishing new findings that are immediately consumed by journal-reading peers, but findings with implications that remain, for far too long, out of reach of users such as health care providers and therapy developers. Historically, the translation of biomedical research discoveries into novel, drugs, devices, diagnostic tools, or therapies takes on average about 17 years (Pitzen et al., 2020). Navigating clinical testing and approval processes can slow the conversion of innovation to practice. However, translational science aims to reduce this time lag in several ways, including by supporting teams of scholars and using the science of team science (Pitzen et al., 2020). Although I-O psychology certainly is familiar with matters of linking science and practice, as with other disciplines, it too can experience long intervals between the appearance of new research findings in our journals and their applications in practice.

One part of the solution, perhaps not surprisingly, is better communication of findings to user audiences. But the much bigger part of the translational science solution lies in changing the research process itself—the way in which research gets done. To that end, it has developed principles, summarized in Table 1, designed to accelerate the movement of findings to practice. These are “big picture” principles to guide strategic research choices about such things as objectives, research team staffing, and project direction all with the shared objective of getting research results into action with speed. We invite I-O researchers to consider how the principles could influence their own work.

**Table 1**  
***Translational Science Principles\****

Principles	Comments
Prioritize unmet needs	Scientific needs and practice needs
Seek generalizable solutions to common and persistent challenges	Research that can create solutions to multiple problems

<b>Emphasize creativity and innovation</b>	Increase research impact by being free to diverge from normative methodologies and approaches
<b>Leverage cross-disciplinary team science</b>	Engage multiple disciplines in the research process to hasten the conversion of findings to implemented solutions
<b>Enhance research efficiency and speed</b>	Remove barriers, create organizational conditions that reward efficiency and redirection of resources; project management excellence
<b>Utilize cross-boundary partnerships</b>	Collaboration among researchers and end users; remove organizational boundaries that impede
<b>Use bold and rigorous research approaches</b>	Aim for big advances in knowledge and practice; generate replicable research results
<b>Prioritize diversity, equity, inclusion, and accessibility</b>	Maximally leverage available expertise and awareness of all population segments affected

\*Adapted from National Center for Advancing Translational Science (2024)

Our high-level summary of how Table 1 applies to I-O research is encapsulated in three themes.

- First, **go big!** Target research at major theoretical and practical issues simultaneously and/or address several issues at once to command from multiple stakeholders an appreciation of the value and complexity of evidence-based practice. Such work aims at both expanding our understanding beyond its current limits while also focusing on practical matters. Well-known examples include the work of John Maynard Keynes, physicists who were part of the Manhattan Project, Louis Pasteur, and molecular biologists. Keynes wanted to understand *and to improve* how economies functioned. Physicists working on the Manhattan Project wished to understand *and to harness* nuclear fission. Molecular biologists want to understand *and to alter* genetic factors. Pasteur wished to understand *and to control* the process of fermentation. Indeed, to quote Pasteur's famous dictum: "there is not pure science and applied science but only science and the applications of science" (see Stokes, 1997). "Go big" doesn't mean addressing issues as grand as these, but it does call for research with the intention of delivering findings that advance science and practice simultaneously. As an example, consider "Project AI," a consortium with a very ambitious effort to thoughtfully guide the application of AI in assessment practices (Oswald, 2024).
- Second, **be interdisciplinary!** Building off our previous example with the Manhattan Project, Robert Oppenheimer, director of the Project, initially used the following kind of organizational structure. There were five key divisions in the enterprise: theory (T), experimental physics (P), chemistry (C) (and later chemistry and metallurgy [CM]), ordinance and engineering (E), and administration (A) (Hughes, 2002). No doubt our I-O readership can probably spot a problem with this structure: silos quickly form! As such, Oppenheimer had to reorganize the Manhattan project to bust through silos that had formed and create a more interdisciplinary work arrangement (Hughes, 2002). This example reveals how important a close connection between theory and experimentation is for bringing about useful applications. Collaborating in all phases of a project is key, from planning through data collection and analysis, with members of other disciplines and with representatives of user groups to enhance research quality and acceptance of implications for practice. Returning to Project AI, it can be a valuable "think tank" ecosystem whereby I-O and OB scholars partner with professionals in applied statistics, computer science, philosophy, as well as industry partners that include test vendors, HR professionals, and other industry partners (see Oswald, 2024). Such an interdisciplinary collaboration allows a variety of issues to be considered simultaneously (e.g., accommodating for disabilities in AI assessments, revisiting validation strategies, placing guardrails on AI assessments) with a consideration for applied use (e.g., by testing vendors).

- Third, **be free!** Let the nature of the theoretical and practical issues as well as context determine research methods, rather than current methodological conventions or fads, while maintaining rigor and reproducibility for impact. Table 1's principles were formulated specifically to up the pace at which research goes "from bench to bedside" in the vernacular of biomedical fields and early evaluations show favorable evidence of impact on research reports, theories of diseases, and pharmacologic solutions (e.g., Vogel et al., 2021). The spirit and principles of translational science have now transcended biomedicine and are influencing the sciences broadly. Returning again to Project AI, as AI is such a disruptive force that is garnering much attention, pooling our resources via interdisciplinary collaboration allows us to maintain relevance and have the support for being rigorous in addressing important questions.

## **The Role of Open Science of Translating Science Into Practice**

Open science is a widely influential movement for elevating the quality of scientific research and the trustworthiness of its findings. The UNESCO Recommendation on Open Science defines open science broadly as encompassing different movements and practices aimed at making scientific knowledge openly available and accessible to anyone, reusable by any parties (e.g., methods), to make science a more collaborative enterprise. Such activities facilitate creating new knowledge and sharing information for the benefit of science and society (UNESCO, 2021). As such, open science can aid the process of turning research findings into practice.

Research and publications in I-O are slowly being influenced by open science. Although open science practices have been on the rise in the social sciences generally (Christensen et al., 2019), gaps exist between its ideals and what appears in the literature both in what our journals support and what scholars actually practice (Aguinis et al., 2020; Torka et al., 2023). Given the effort involved in implementing all open science practices in any single study (see Hostler, 2023), it is likely there will always be gaps. That said, we believe that there is value in each scholar finding their small win while they aim to go big (see Castille et al., 2022). This can be something as small as making sure any claims are reproducible in principle (e.g., getting the summary statistics right; see Murphy, 2021) or placing all of your analytical code online.

Open science ideals will not always align well with the nature of organizationally based research and organic data. For example, public research reports are unlikely to be able to fully disclose details or share data due to concerns for risk, privacy, intellectual property rights, and competitive advantages. However, open science qualities of disclosure, transparency, shared data, and collaboration often characterize, quite extensively, projects within the walls of an organization. That is, open science in these respects is "lived locally" and their benefits to the process of linking results to practice can be real. Also, in organizationally based research with multiple stakeholders who have a voice and numerous sources of available organic data, research plans can shift and new data introduced midstream, events that run counter to the fully preplanned research encouraged by open science. A challenge for I-O psychology, then, is to appreciate the elements of open science embedded in organizationally based research without letting the pursuit of open science ideals stand in the way of appreciating scientific advances made by research in organizations (Guzzo et al., 2022).

## **Organic Organizational Data as Catalyst**

Organic organizational databases are a special kind of I-O researcher's resource: "massive datasets capturing human behavior" (Zhang et al., 2022, p. 124). Many such databases are available in organizations. One that is a very rich source for I-O research is the HRIS database. It contains extensive facts about individual employees, jobs, performance, careers, work groups, reporting relationships, workplace characteristics,

organization structure, management practices, and more. Other I-O research-relevant databases include those created by technologies that capture applicants, training and development activities, emails and other app-driven communications, calendaring, customer interactions, production processes, and sensor data (see Guzzo, 2022, for further details and implications). The term “organic” indicates that variables in these databases are the natural products of everyday technologies and procedures, and they stand apart from “designed” research variables which are those created for research by researchers and their instruments such as tests, questionnaires, games, and wearable sensors (Zhang et al., 2022).

When used on its own or in complement with designed data, organic organizational data can serve as a catalyst to the process of connecting research to practice by activating many of the features of translational science (TS) and open science (OS) that accelerate linking results to practice. It can be a catalyst in several ways.

- **Organic organizational data are shared data that facilitates cross-boundary partnerships.** Not all such data are accessible by everyone in an organization, of course, but there is a strong element of data democratization in organizations as evidenced by self-service access to databases to query, create reports, update facts, and do research. Further, many constituencies within an organization have interests in, and detailed knowledge of, available data and know where to go for them internally for use in research that serves business interests. Consequently, data sharing facilitates partnerships for research that cuts across internal organizational boundaries such as those of function, geography, and line of business. Shared data and partnerships are factors that benefit connecting research to practice. (OS, TS)
- **Data access and use are interdisciplinary.** Especially in larger organizations, individuals with training in research and data analysis from a variety of disciplines have access to databases. Additionally, organizations’ “people analytics” teams with research responsibilities often are intentionally staffed by researchers from diverse professional backgrounds. There is thus a baseline of resident interdisciplinarity that can be leveraged to support efficient transitions from findings to practice. (TS)
- **Transparency with organic data is a requisite.** Transparency engages stakeholders, fosters clarity and acceptance of findings, and helps stakeholders visualize connections between findings and their implications for practice. Researchers’ “analysis datasets” typically are data-wrangled extractions and combinations of one or more original raw organic databases, and the point at which the analysis dataset comes into existence is a good time for a data validation review involving researchers and an organization’s community of interested parties. Such review, which is a routine part of the first author’s experience when working with organic organizational data, double-checks data accuracy, builds trust in forthcoming findings, and prevents fraud, as happened when faked data were added to authentic data provided by an insurance company for a study of honesty. Incredibly, one of the study’s authors asserts that very few researchers who do field studies double check the data (Bartlett, 2024). This case illustrates what can happen when researchers “take the data and run” from an organization. Adopting open science and translational science principles means keeping organizations engaged. (OS, TS)
- **Organic organizational data enables replication.** Organic organizational datasets can be very large and contain many relevant variables. They can capture large sample sizes. They can contain information from multiple places and over extended periods of time. Characteristics like these make it possible to perform replications—across settings, samples, different operationalizations of constructs, and so forth—as part of a single study. Replication research is thought to be conducted undesirably infrequently in organizational research (Advancement of Replications in Management Research, 2024). Research reports from organizationally based studies using organic data that contain replications of core findings are an effective way of quickly building a literature of trustworthy, sustainable findings. (OS, TS)

- **Organic organizational data helps research go big and bold.** One part of “big and bold” in transformational science is delivering replicable research, as discussed above, and the other part is trying for major advances in knowledge and practice. Organic organizational data can help make this possible, in a few ways. They can inform a broad range of issues simultaneously, thus expanding the scope of topics addressed beyond that attainable with only researcher designed data because of the costs and intrusiveness of designed data collection compared to the low-cost, unobtrusive accumulation of organic data. Further, organic organizational data can be relied on to introduce researchable issues that are highly important to organizational practice, which when included in a research project that may originate with purely theoretical interests heightens the organization’s interest and stake. Anticipating and answering an organization’s “so what” questions is crucial to bridging findings and implications. (TS)

## Conclusion

One of I-O psychology’s unique aspects is its dual emphasis on science and practice. The open science and translational science movements together help the field achieve those dual goals by changing how research is done. Hopefully, our call to embrace principles of these two movements is not regarded as yet another burden to “do more”—more sharing, more disclosing, managing research projects with more involved parties and such—that raises the demands on researchers’ time and skills. More is asked of researchers, for sure, but the benefits to a project’s scientific and practical impact are immediate and potentially large. This is especially so for research in organizations using organic data, where the opportunity exists to do more with more. Enhancing scientific quality and practical impact is the goal.

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# Navigating the Landscape: Key Findings From the 2022 Practitioner Needs Survey

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## Executive Summary

The Practitioner Needs Survey is conducted every few years by SIOP's Professional Practice Committee, which is a branch of the broader SIOP Professional Practice Portfolio. The purpose of this survey is to gather information from SIOP members who are involved in I-O practice about

1. SIOP resources they currently find helpful and additional resources that could be helpful to them
2. Their engagement and commitment toward SIOP

This information is then used to inform the SIOP Practitioner Portfolio's work to best serve practitioner members.

## Key Results

- Today, a substantial percentage of respondents are **not aware of all the resources SIOP offers** (range = 0% to 46%)
- In general, we see **good commitment to SIOP**
- The two most prevalent themes from the open-text feedback were **lack of visibility/communication about resources** and **perceived distinction between scientists and practitioners**

## Background

The Practitioner Needs Survey is administered to SIOP members who self-identify as practitioners every few years to gauge the engagement with and value of current practitioner resources offered by SIOP, as well as general satisfaction with the organization. In addition to collecting data on practitioners' views on current initiatives, the survey also aimed to understand the impact of the COVID-19 pandemic on practitioners' careers and experiences.

## Introduction

According to the 2023 SIOP membership survey, more than half (59%) of all SIOP members are currently employed in industry. As such, it is essential that SIOP maintain a pulse on the needs and engagement of I-O psychology practitioners. This most recent survey was launched in December 2022, the results of which are summarized in this article.

In order to fully understand the current needs and engagement levels of I-O psychology practitioners, the survey and this corresponding report are broken down into several sections. First, we measured practitioner overall engagement to get a broad overview of current practitioner sentiment and to identify major barriers to practitioner engagement in SIOP. We also explored practitioners' commitment to SIOP as an organization.

Next, we sought to explore practitioners' perceptions of the resources that SIOF provides. Specifically, we sought to identify which resources practitioners perceived to be most valuable and which resources might be underutilized by practitioners (e.g., due to lack of awareness).

Following perceptions toward resources, the committee saw a unique opportunity to identify the impact that the COVID-19 pandemic may have had on the lives and work of I-O practitioners. Finally, we explored the open-ended feedback that we received from practitioners on the ways SIOF can better support its practitioners.

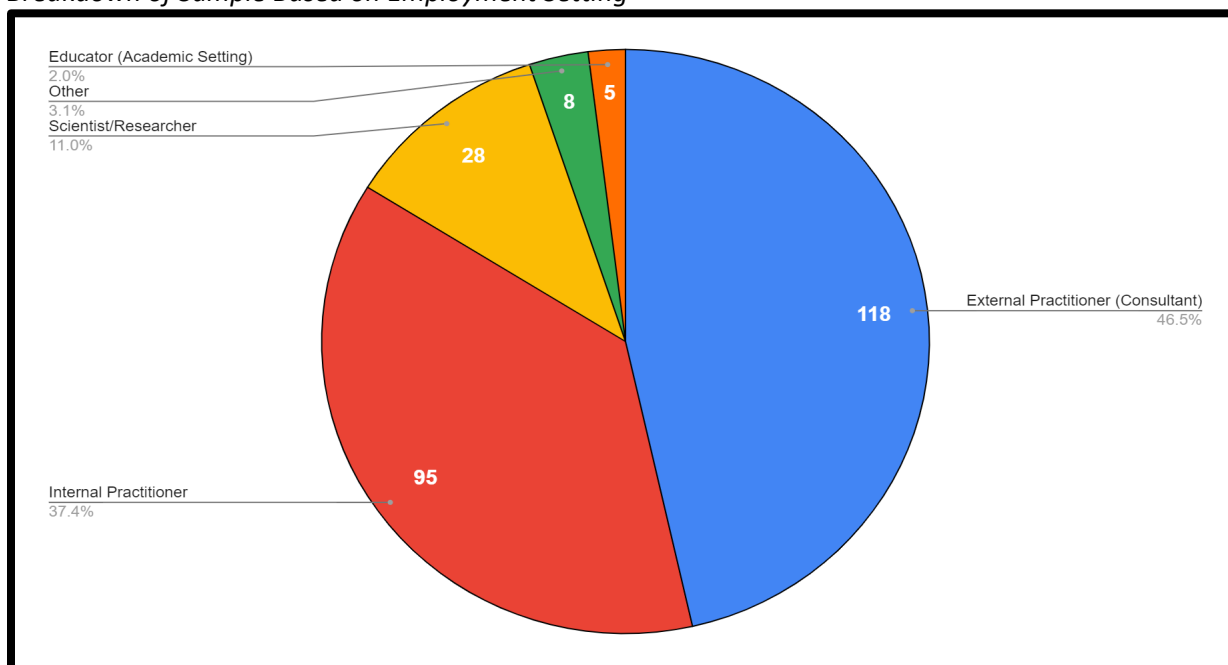
## Methods

In March 2022, the survey team began developing the survey by examining questions included in previous versions of the survey and identifying additional topics that would be relevant to practitioners. Two sections from previous surveys, the value of practitioner-oriented SIOF resources and practitioner satisfaction with SIOF, were retained. In addition to these, new scales related to the impact of the COVID-19 pandemic on practitioners' work, their commitment to SIOF, and barriers to their engagement with SIOF were added. In December 2022, this survey was sent to 2,480 professional members of SIOF, who indicated their primary employment as "practitioner." The response rate was 11.70%, with 291 valid responses obtained. This is slightly higher than the response rate for the 2014 survey (10%) but lower than that of the 2008 survey (36%).<sup>1</sup>

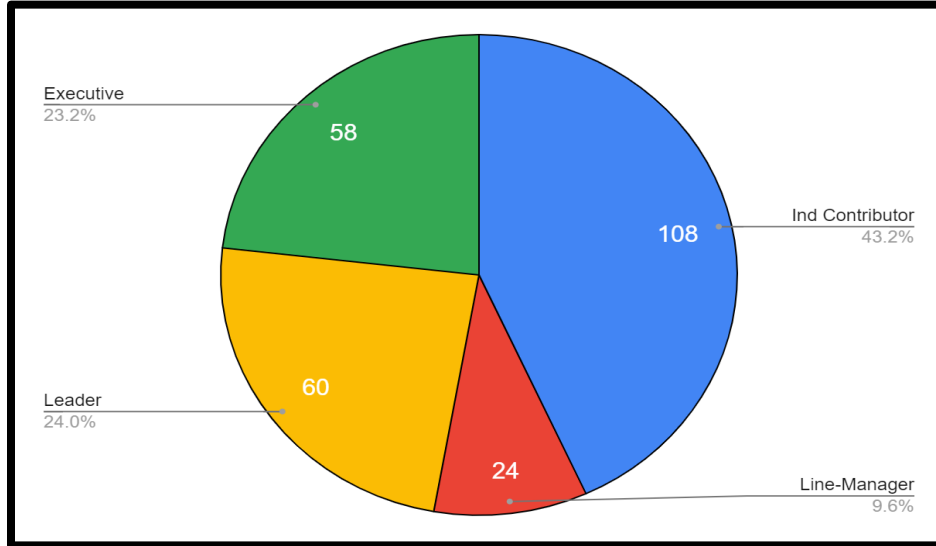
Figures 1.1 and 1.2 show breakdowns of the sample according to employment setting and employment level. Although the sample size may seem small, the figures reveal that demographic groups within these categories were satisfactorily represented by the data obtained. With respect to membership status, a clear majority were full Members (76%), with some Associates (12.20%) and Fellows (8.70%) and a small percentage of Retirees (1.60%) and Students (1.60%).

**Figure 1.1**

*Breakdown of Sample Based on Employment Setting*



**Figure 1.2**  
*Breakdown of Sample Based on Employment Level*



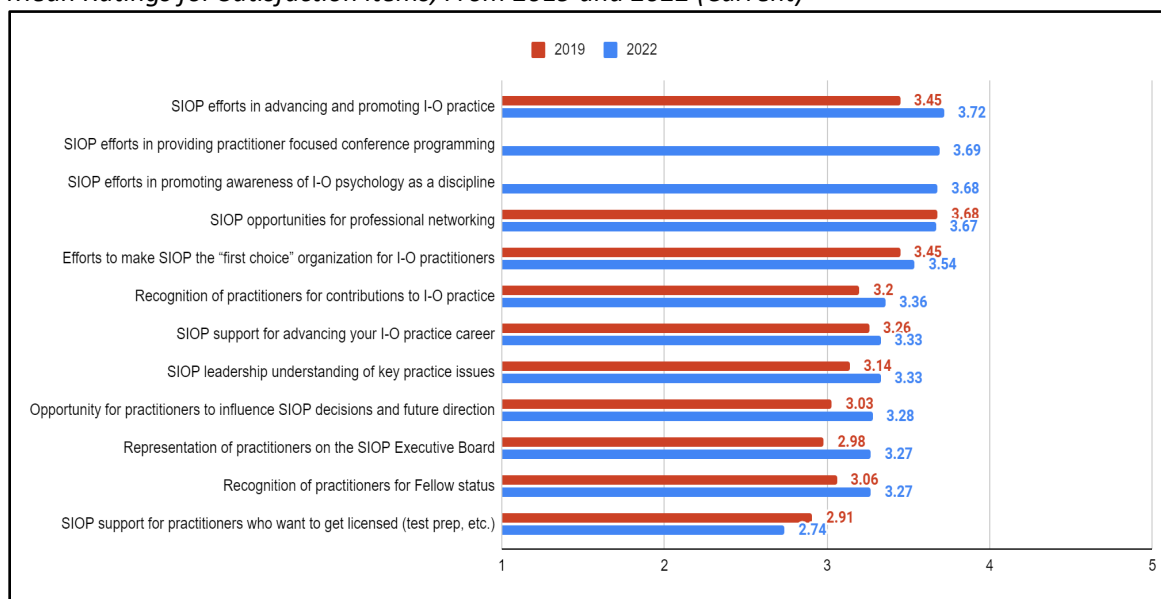
## Results

### Overall Perceptions of SIOP

#### *Satisfaction*

To gauge satisfaction with different aspects of SIOP, respondents were asked to rate the 12 items shown in Figure 2, on a 5-point Likert Scale (1 = *very dissatisfied*, 5 = *very satisfied*). Mean ratings for each of these items are displayed in Figure 2, alongside means from the 2019 administration of the survey. Except for the item regarding *support for licensing*, all other items were rated on average higher than the scale midpoint (i.e., 3 = *neither satisfied nor dissatisfied*).

**Figure 2**  
*Mean Ratings for Satisfaction items, From 2019 and 2022 (Current)*



*Note:* The second and third items were only in the 2022 survey, not the 2019 survey.

It is noteworthy that satisfaction with **SIOP's support for advancing members' I-O practice careers** has increased over the last decade. This item was rated very low in 2008 and 2015 ( $M = 2.77$  for both). Ratings increased to 3.26 in 2019 and 3.33 in 2022.

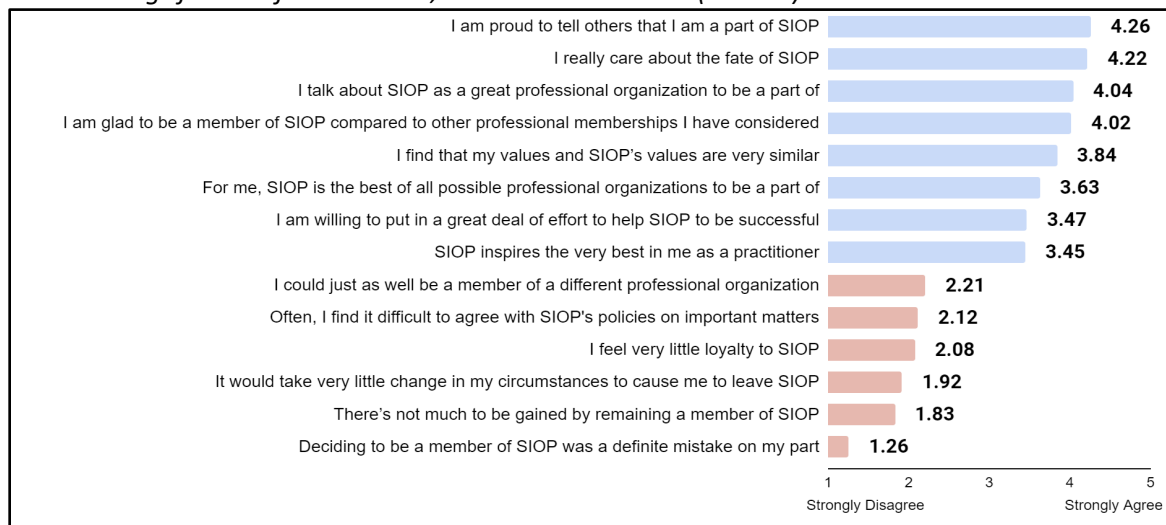
Additionally, **support for licensing** is the only item for which mean satisfaction has reduced since the 2019 survey. Here, it should be considered that 140 respondents (48%) indicated that the licensing item does not apply to them. This suggests there might be a specific subgroup within SIOP practitioners who are particularly interested in getting licensed and unhappy with the efforts made in this area by SIOP so far.

### **Commitment**

A modified version of the Mowday and colleagues (1979) organizational commitment scale, which consists of a mix of positively and negatively phrased items, was used to measure commitment to SIOP. Each item was rated on a 5-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). Overall, respondents feel committed to SIOP, with positively worded items being rated higher than the scale midpoint (i.e., 3) and negatively worded items rated lower than the scale midpoint on average (see Figure 3).

**Figure 3**

*Mean Ratings for Satisfaction Items, From 2019 and 2022 (current)*



*Note:* The blue bars represent positively worded items, and the red bars represent negatively worded items.

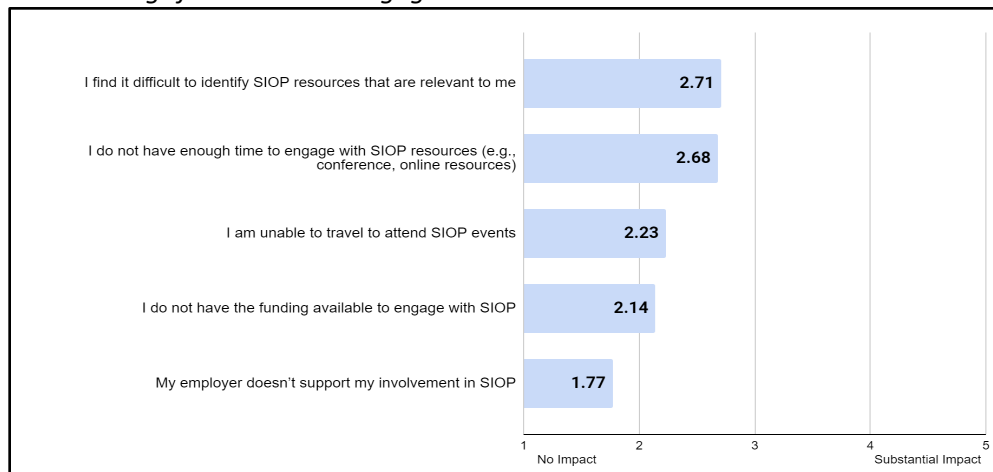
Further, an overall commitment score was generated for each respondent by reverse-coding the negatively phrased items and then calculating the mean of ratings for all items. An examination of group-level differences based on tenure/years since graduation, employment level, degree, and organization type revealed fairly high commitment to SIOP across all categories, with means ranging from 3.21 to 4.08. All group means were above the scale midpoint (i.e., 3), with the only exception being the "bachelor's degree" category, within degree type. However, there was only one respondent in that category, so sound inferences could not be drawn.

### **Barriers to Engagement**

The survey team generated a list of potential barriers that could limit how much practitioners are able to engage with SIOP. Respondents were asked to rate the extent to which these barriers affected their engagement on a scale ranging from 1 (*no impact*) to 5 (*substantial impact*).

As shown in Figure 4, all the barriers were, on average, rated below the scale midpoint (i.e., 3). The two biggest barriers appeared to be **time** and **difficulty in finding resources**. A breakdown of responses based on employment level (individual contributor, leader, executive, and line manager) and tenure (i.e., years since graduation: 25+ years post degree, 5–14 years post degree, 15–24 years post degree, <5 years post degree) revealed that these two were the top two barriers for all subgroups within these demographic categories.

**Figure 4**  
*Mean Ratings for Barriers to Engagement*

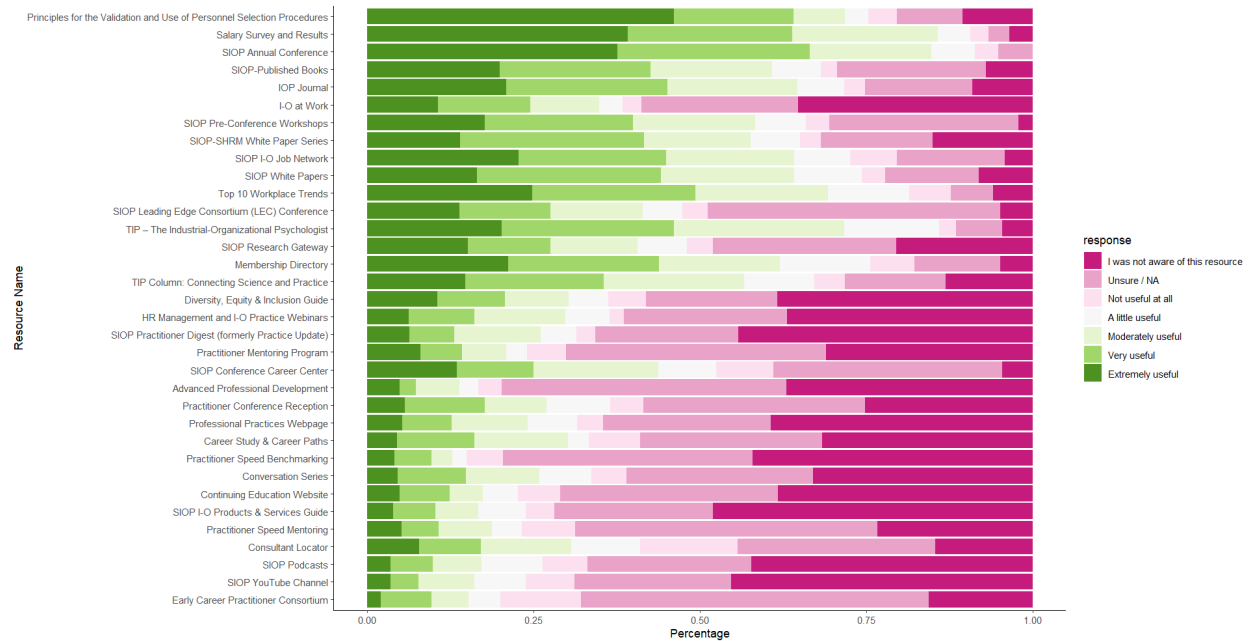


## **Resources**

Participants were presented with a list of practitioner-oriented resources provided by SIOP and asked to rate how useful they found each resource. They were also given options to indicate whether they were unsure or unaware of the resource. Figure 5 shows the proportion of practitioners who chose each response option. The individual resources are ordered from most to least valuable based on average ratings.

**Figure 5**

*Proportion of response options chosen by practitioners for each resource, rank ordered by average value rating*



In terms of value, the highest and lowest rated resources are presented in Table 1.

**Table 1**

***Top 5 Most and Least Valuable Resources, Based on Average Ratings***

Most valuable		Least valuable	
Resource	Mean rating	Resource	Rating
<i>SIOP Principles for the Validation and Use of Personnel Selection Procedures</i>	4.23	Early Career Practitioner Consortium	2.46
Salary survey	3.99	SIOP YouTube channel	2.64
SIOP Annual Conference	3.96	SIOP podcasts	2.72
SIOP-published books	3.71	Consultant locator	2.74
<i>IOP journal</i>	3.71	Practitioner Speed Mentoring	2.86

Analyses from this section of survey data also reveal that a substantial percentage of respondents are not aware of all the resources SIOP offers (range = 0% to 46%). When ranked in terms of percentage unaware, the top three resources were SIOP I-O Products & Services Guide (46.23%), SIOP YouTube Channel (44.18%), and SIOP Practitioner Digest (formerly Practice Update; 42.81%).

Table 2 lists resources that are rated as moderately useful on average (above a rating of 3), but low on awareness (more than 30% unaware of the resource). In other words, these are resources that are not widely known, but practitioners who do know about them find them valuable. This suggests practitioners could potentially benefit from these resources being advertised more or placed in areas of the website that give them greater visibility.

**Table 2**

***Resources That Are Rated as Moderately Useful (Above 3.00) but Low on Awareness***

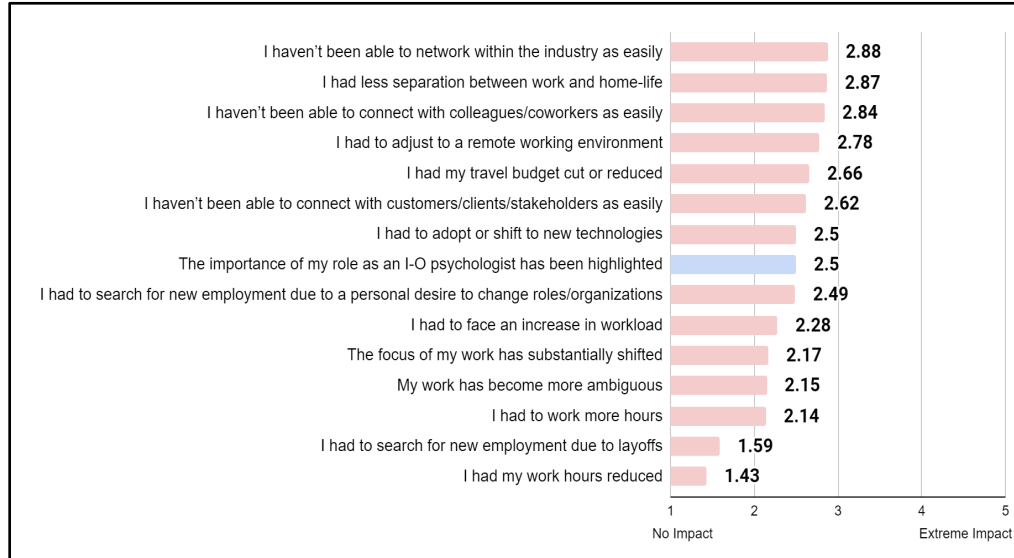
Resource name	Mean value rating	Not aware
I-O at Work website	3.63	33.90%
<i>Diversity, Equity &amp; Inclusion Guide</i>	3.34	37.33%
HR management and I-O practice webinars	3.30	35.96%
<i>SIOP Practitioner Digest</i> (formerly <i>Practice Update</i> )	3.25	42.81%
Practitioner Mentoring Program	3.24	30.48%
Advanced Professional Development	3.12	36.30%
Professional Practices web page	3.08	38.01%
Career Study & Career Paths	3.05	30.82%
Practitioner Speed Benchmarking	3.03	41.44%
Conversation Series	3.03	31.85%

### **COVID-19 Impact on Work and Engagement With SIOP**

To understand the impact of the COVID-19 pandemic on practitioners' work and engagement with SIOP, the survey team asked respondents to rate the items shown in Figure 6.1 on a scale of 1 (*no impact*) to 5 (*extreme impact*). The biggest impacts to practitioners' work throughout the COVID-19 pandemic were (a) difficulty connecting and networking with others, and (b) having less separation between work and home life due to remote work environments.



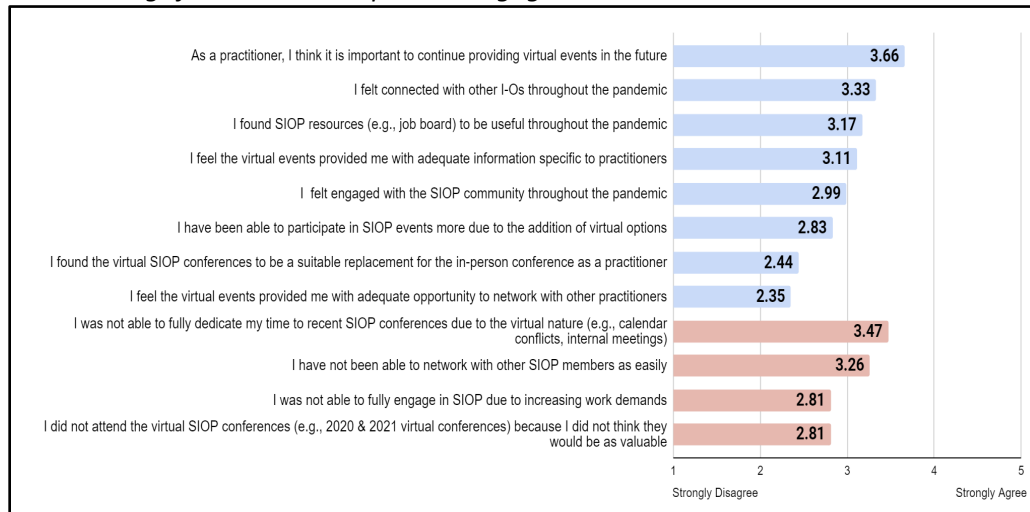
**Figure 6.1**  
**Mean Ratings for COVID-19 Impact on Practitioners' Work**



*Note:* The bar in blue represents the only item that is positively worded in this scale.

In addition to their work, participants were asked to rate how COVID-19 impacted their engagement with SIOP (see Figure 6.2). Results suggest that I-O practitioners have a desire to keep having SIOP virtual events. At the same time, they reported finding it difficult to fully commit their time to the virtual SIOP conference events and may desire more effective ways to network with other SIOP members during the virtual events.

**Figure 6.2**  
**Mean Ratings for COVID-19 Impact on Engagement With SIOP**



*Note:* The blue bars represent positively worded items, and the red bars represent negatively worded items.

## Qualitative

Notably, several comments revealed positive sentiments toward SIOP. For example,

SIOP is one of the most professional and resourceful organizations that I am aware of. My role as an IO practitioner has benefited as a result of my SIOP membership. I will continue to do what I can to help SIOP succeed.

Here, we chose to focus more on constructive comments in order to generate action items. These constructive comments revealed two key themes. First, several comments pointed to **a lack of visibility of resources targeted toward practitioners**. Comments under this theme also revealed that **practitioners are unaware of many of the resources** offered and **even known resources are difficult to find on the website**.

There were a lot of resources listed in the survey that I didn't know about. The website needs a complete re-do so we can see and then find all those resources easily.

It is extremely complicated to figure out what resources and where I should spend my time. The site and resources are too complex and confusing.

Resources to help me solve work-related, real-life challenges—white papers, discussion groups, mentoring, etc. This may all be available but I have not committed the time to look for them.

Second, some respondents felt there seems to be an **association between having a master's degree and being a practitioner and having a PhD and being a scientist**. This goes against the ideal of all I-O psychologists, regardless of degree type, being both scientists *and* practitioners. Linked to this perceived distinction, some comments indicate **a belief that SIOP tends to exclude those who primarily consider themselves practitioners or have master's degrees**.<sup>2</sup> This trend was noted in the 2015 survey as well.

Let MA folks be full members, not associates...sends the message that practitioners literally are not on the same level as researchers.

I have been a member for 50+ years. But even after a very successful career as an I-O psychologist, I'm still only an Associate Member.

As a practitioner, and one who has not had the luxury of also doing research and writing, I feel I'm still a second-class citizen.

## Discussion

In general, the respondents tended to be satisfied with SIOP and trending upward compared to 2019 results, with all but one item being rated between *neither satisfied nor dissatisfied* and *satisfied*. The highest aspects of satisfaction were SIOP efforts in advancing and promoting I-O practice, SIOP efforts in providing practitioner-focused conference programming, SIOP efforts in promoting awareness of I-O psychology as a discipline, and SIOP opportunities for professional networking. Also, satisfaction with SIOP's support for advancing members' I-O practice career has increased over the last decade.

SIOP support for practitioners who would like to get licensed remains the lowest aspect of practitioner satisfaction; however, it should be noted that almost half of the respondents indicated this item is not applicable to them, indicating perhaps there is a specific subgroup of practitioners within SIOP who are interested in becoming licensed but are dissatisfied with SIOP's efforts in the area to date. SIOP has established the [Licensing, Certification & Credentialing Committee](#) to actively work toward finding a solution in this area.

Overall, respondents reported feeling committed to SIOP (e.g., “I am proud to tell others that I am a part of SIOP” and “I really care about the fate of SIOP”), regardless of demographic group (i.e., tenure/years since graduation, employment level, degree, and organization type).

The two main barriers to practitioners’ engagement with SIOP were time and difficulty in finding resources, regardless of employment level or tenure. We recommend that SIOP continue its efforts in organizing and sharing the various resources available to its members (e.g., updating the website, refining communications), as well as highlighting the value of SIOP membership. Based on these results, initial actions have been taken by SIOP committees to streamline the portfolio of resources available to practitioners. Future iterations of this survey should investigate barriers to commitment and inclusion for SIOP practitioners.

In terms of how valuable respondents found SIOP resources, the [SIOP Principles for Validation and Use of Personnel Selection Procedures](#) was rated as the most valuable, followed by the [salary survey](#) (also rated most valuable in 2019) and the annual conference. The least valuable resources were the Early Career Practitioner Consortium and the [SIOP YouTube channel](#), the latter also being rated low in the 2019 survey.

Responses also reveal that a substantial group of respondents were unaware of some of the resources SIOP offers; the top two resources respondents were unaware of are the [SIOP I-O Products & Services Guide](#) and the [SIOP YouTube Channel](#). Additionally, of particular note, the [Professional Practices web page](#) was unknown by over a third of respondents (the intended audience for this web page), highlighting a need for better communication and organization of information. We recommend SIOP work to advertise the various resources offered to members in more targeted ways to offer the greatest value.

Based on the data collected on the impact of the COVID-19 pandemic on work and engagement with SIOP, one challenge during the pandemic for respondents was networking within the SIOP community and the industry. We recommend SIOP committees continue efforts to provide virtual opportunities to network, such as offering the [Work Smart series](#) that was initiated during the pandemic. Additionally, respondents desire virtual events and programming options but may have trouble being fully engaged in these virtual opportunities. A potential remedy could be sharing expectations and tips for success when attending virtual events to ensure attendees get the most value from these opportunities. Further, practitioners may appreciate resources to manage work–life separation as changes to work, and hybrid work arrangements in some cases, continue.

Respondents’ comments revealed two themes. First, specific comments highlighted the lack of visibility of resources targeted toward practitioners previously discussed. The second theme that emerged from the comments was a feeling of an implicit association between having a master’s degree and being a practitioner and having a PhD and being a scientist. As such, SIOP should continue its important work of branding, supporting, and training all I-O psychologists as scientist–practitioners, as well as building an inclusive community welcoming of all I-O psychologists through opportunities related to the annual conference, leadership roles, and committee participation.

The survey team is currently planning for a session at the 2024 SIOP Annual Conference to discuss actions taken as a result of this survey. We encourage all interested members to attend and share their input. In addition, the SIOP Professional Practice Committee is reviewing these recommendations for improvement, which will be highlighted in upcoming communications.

## Notes

<sup>1</sup> The response rate for the 2019 survey was not available.

<sup>2</sup> SIOP has recently updated the membership requirements to provide pathways from Associate to Full Member. Click [here](#) to learn more.

## For Further Reading

- Ferro, M., Porr, B., Axton, T. & Dumani, S. (2015). Results from the 2015 Practitioner Needs Survey. *The Industrial-Organizational Psychologist*, 53(3). <https://www.siop.org/Research-Publications/Items-of-Interest/ArtMID/19366/ArticleID/833/Results-From-the-2015-Practitioner-Needs-Survey>
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- Solberg, E. & Porr, B. (2019, September). What do practitioners want? Practitioner Survey results revealed! *The Industrial-Organizational Psychologist*, 57(2). <https://o-www-siop-org.library.alliant.edu/Research-Publications/Items-of-Interest/ArticleID/3179/ArtMID/19366>

## Letter to the Editor

Reminder: All *TIP* submissions, including Letters to the Editor, are peer reviewed before acceptance for publication. All accepted submissions are subject to editor revisions for clarity, formatting, length, and adherence to [TIP policies](#), while maintaining the spirit of the original submission. Opinions expressed are those of the writers and do not necessarily reflect the official position of the Society for Industrial and Organizational Psychology or *TIP* unless so stated.

### The Value of Nontraditional, Remote Education: Response to Behrend (2024)

David W. Bracken and Richard A. Mendelson  
Keiser University, I-O Psychology

Thank you, President Behrend, for raising an important question regarding I-O psychology graduate programs, and for asking for comment ([Behrend, 2024](#)). As faculty at a remote program, we would like to offer a somewhat unique perspective.

In fact, we (NCSU vs. Keiser) debated this very topic at the 2019 SIOP Conference, “Traditional vs. Online I-O Graduate Programs: Can They Coexist?” moderated by **Milt Hakel** (Bracken et al., 2019), where the consensus was that they can, indeed, coexist. The traditional brick and mortar program typically serves the applicant transitioning from undergrad to grad school, probably in their early 20s who likely has little applied work experience. Conversely, the average applicant in our remote program is around 40 years old and is almost always currently employed with many years of experience. Remote programs are more likely to have veterans transitioning to a second career with varied backgrounds that are of value to employers (Fain, 2021) and some transitioning through other major life events. Importantly, within this student cadre we have many professionals whose plan is to leverage their newly gained competencies in their current position and/or with their current employer, a kind of infiltration of I-O perspectives using embedded experts often in senior positions. Some get a promotion upon conferral of their degree.

Remote universities<sup>1</sup> typically enroll much more diverse student bodies than the typical traditional program (Hamilton, 2023). But that is only one aspect of DEI. Addressing inclusivity, remote programs serve a population that has limited flexibility to relocate to a campus due to employment, spousal/partner mobility, or even family demands (e.g., elder care, children). These are qualities that we would expect to be valued by an organization such as SIOP that places so much emphasis on DEI initiatives (Hamilton, 2023). We challenge other programs to state how aggressively they are promoting DEI in their admissions.

As for the consumer, we believe that all I-O programs should use the *SIOP Guidelines* (SIOP, 2016) to design their curriculum. But no program can address all the SIOP competencies. Some programs triage the competencies with the assumption that graduates will serve in an applied setting as opposed to academia (though some do go on to teach in community colleges and at the undergraduate level). In another recent *TIP* article (Kay & Sijan, 2024), Sophie asks why students are learning sophisticated research methods/tools that may exceed the utility in a business setting where more basic techniques will suffice. This practitioner (DB) can confirm that elegant analyses are lost without an understanding of the audience and the ability to deliver the message effectively, skills that are not in our competency models.

Our opinion is that many traditional programs are designed to train academics, which begs the question of who our consumer actually is; that is, universities seeking the next generation of prolific academics or

corporations (including consulting firms) seeking qualified and capable individuals for roles in their organizations in which they will “do the work” of I-O as opposed to propelling the research of the field forward through membership in The Academy.

Many remote programs are not for profit, but we wonder if they are viewed through the same lens as the “predatory” programs you (and we) denounce. Better efforts must be made to separate the views of “for profit” institutions from those of “remote” institutions. Remote programs are a community of learners, admittedly in a different way than the traditional program, relying more on technology and social media. But remote programs with full-time faculty can succeed, as supported by prior research (Roman et al., 2018), where remote programs scored well in areas such as engagement and relationships with faculty.

Pappas (2023) provided an overview of the recent SIOP initiatives to promote diversity in our ranks, pointing to the creation of conferences, networking, and mentorships directed toward underrepresented populations. **Enrica Ruggs** is quoted in this article, offering, “It’s important to build programs that provide the structural change and to sustain them... If we want to see increased diversity, we really have to put some teeth to it.” We would propose that remote programs provide exactly that type of solution—one that is structural, sustainable, and accessible.

We would hope that your overview of ways we can deliver the training that our students “deserve” can be broad enough to include solutions such as those remote programs can deliver.

### Note

<sup>1</sup> Editor’s note: “Remote programs” are not synonymous with “remote universities”. Many remote programs are housed within “traditional” departments/universities.

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## 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 SIOP members. These are member media mentions found from Dec. 3, 2023, through March 10, 2024. We share them on our social media and in this column, which you can use to find potential collaborators, spark ideas for research, and keep up with your fellow I-O colleagues.

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

#### Leadership

**Tacy Byham** on the impact of empathy on leadership: <https://medium.com/authority-magazine/dr-tacy-byham-5-ways-empathy-will-affect-your-leadership-729f88f7cff5>

**Laurie Cure** on the impact of empathy on leadership: <https://medium.com/authority-magazine/dr-laurie-cure-5-ways-empathy-will-affect-your-leadership-c04b2066914f>

#### Workplace Toxicity

Tacy Byham with warning signs that indicate that you might be a toxic boss: <https://www.forbes.com/sites/bryanrobinson/2024/02/10/5-signs-youve-reached-toxic-boss-status-and-how-to-save-your-career/?sh=5f64b5d75615>

**Mindy Shoss** on the effects of toxic workplaces: <https://www.shrm.org/topics-tools/news/inclusion-equity-diversity/black-employees-discuss-effects-of-hostile-work-environments>

**Heather Myers** on toxic positivity in the workplace: <https://www.themuse.com/advice/toxic-positivity>

#### Workplace Burnout and Workaholism

**Ken Matos, Michael Leiter, Jacqui Brassey, and Melissa Doman** on how some people have successfully avoided workplace burnout: <https://finance.yahoo.com/news/people-high-stress-jobs-avoid-170437384.html?guccounter=1>

**Malissa Clark** on workaholism: <https://www.forbes.com/sites/rodgerdeanduncan/2024/02/20/are-you-a-workaholic-dont-wear-it-as-a-badge-of-honor/?sh=f9bec6349fea>

#### Misc.

**Steven Rogelberg** on flexibility and balance in the workplace: <https://www.msn.com/en-us/money/careersandeducation/making-your-job-suck-less-means-upending-the-workplace-as-we-know-it/ar-AA1leRrs?ocid=finance-verthp-feeds>

**Kevin Hoff** on the similarities and differences in men's and women's career interests: <https://msutoday.msu.edu/news/2023/msu-study-explores-gender-gaps-in-career-paths>

Melissa Doman on how to make going freelance full time work: <https://www.fastcompany.com/91002160/10-tips-how-to-freelance-full-time-2024>

**Megan Leasher** on how to know when it's time to quit your job:

<https://nypost.com/2024/01/07/lifestyle/new-year-blues-how-to-know-when-its-time-to-quit-your-job/>

**Christopher Wiese** on the idea of compensating workers for their commute:

<https://www.nprillinois.org/2024-01-16/should-workers-get-paid-for-their-commute>

**Denise Rousseau** and **Anthony Klotz** on the end of workplace loyalty:

<https://markets.businessinsider.com/news/stocks/loyalty-employee-employer-job-security-broken-work-companies-bosses-2024-1>

**Julianna Walsh** on authentic, feminine leadership: [https://medium.com/authority-magazine/leading-](https://medium.com/authority-magazine/leading-with-heart-julianna-walsh-of-leadherself-on-the-power-of-authentic-womens-leadership-a57943038132)

[with-heart-julianna-walsh-of-leadherself-on-the-power-of-authentic-womens-leadership-a57943038132](https://medium.com/authority-magazine/leading-with-heart-julianna-walsh-of-leadherself-on-the-power-of-authentic-womens-leadership-a57943038132)

Steven Rogelberg on effective meetings:

<https://www.forbes.com/sites/rodgerdeanduncan/2024/01/23/skeptical-of-meetings-heres-one-that-can-be-a-key-to-your-success/?sh=78389bb622ff>



## IOtas

**Jenny Baker**  
Sr. Manager, Publications & Events

## Books



Retired SIOP Fellow **George Bearnard Graen** and Julio C. Canedo published *The Intelligent Startup: A New Model of Coordination for Tomorrow's Leaders* in May 2022. Drawing on both quantitative and qualitative metrics, the authors describe a framework to encourage results-oriented cultures around high-functioning teamwork.

**Marc B. Sokol** and **Beverly A. Tarulli** are the editors of the latest Professional Practice Series offering: *Strategic Workforce Planning: Best Practices and Emerging Directions*. This book discusses best practices on the process of workforce planning across a wide range of settings and companies, and includes practical case illustrations by seasoned practitioners.



## Honors



**Robert Baron** and **Michael Frese** have received the Global Award for Entrepreneurship Research for expanding the psychological foundations of entrepreneurship and enabling a vibrant stream of evidence-based research on the microfoundations of entrepreneurship.

Congratulations to SIOP Fellow **Malissa Clark** and SIOP Member **Ludmila Praslova** on being named to the Thinkers50 Radar Class of 2024, a cohort of 30 up-and-coming thinkers whose ideas are predicted to make an important impact on management thinking in the future.





**Erik Zito** was named one of the *Philadelphia Business Journal's* 40 under 40, recognizing him as one of the region's up and coming leaders.

### **Service and Education**

SIOP Fellow **Fred Oswald** recently participated in an AI House Davos event designed to connect industry leaders, tech founders, researchers, companies, investors, and policy makers to discuss the impact of AI on the world. His contribution focused on how I-O psychology can play a critical role when enacting US and EU AI legislation in the hiring context.

