TIP: The Industrial-Organizational Psychologist
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Editor's Column: From the Ashes

./Steven Toaddy

Isn't the myth of the phoenix interesting? A magnificent bird burning (spontaneously?) to ash only to be magically reborn, juvenile and uncertain and vulnerable but enthusiastic, from that ash. Like so many traditions, it can be twisted and shoehorned to fit our megalomaniacal metaphorical needs, sure, but that core concept is beautiful, no?

Let's twist and shoehorn away. Tara (our previous *TIP* editor) is still around—in fact, she's now the External-Relations Portfolio officer for SIOP—so the burning-to-ash part is missing. But the core of the myth of the phoenix seems to be about continuity, endings, and beginnings; Tara's time as *TIP* editor is ended; mine is begun; *TIP* continues. Tara was the magnificent version of the phoenix; I'm the blinking, confused, vulnerable one.

But the thing that is missing from the metaphor, as it pertains to this situation, is the many-component support crew that keeps this whole thing running regardless of the editor's involvement, who evidently prevent the ash pile from being swept away by a strong wind before the juvenile phoenix can be, what, hatched? My gratitude goes out to the personnel in the Administrative Office who put this issue together, Tara and her predecessors who gave me everything that I needed to succeed in this role, and the authors who take the time to pull together the content—*all* of the content—that makes *TIP* a valuable resource to the membership of SIOP and beyond. You folks show us how to be supporters of our discipline, and you don't get enough recognition for it.

Like Tara's were before me, my days are numbered in this cycle. Someone else will emerge from the ashes in 3 years' time. For now, though, there's some work to do, and this cycle is going to feel largely familiar but just a bit different. We should see more explicit connections between audience segments and content, starting with this issue's audience-specific Features articles. We're working on getting you each connected first with the content that you want to see (rather than just dumping the whole issue on you and letting you sort it out). We're asking questions about what people want to read rather than about what contributors want to write. We should see our new presidents' initiatives playing out in the content of *TIP*, starting with, for instance, the selection process that is behind our incoming team of TIP-TOPics columnists. From a truly staggeringly high-quality pile of applications, the selected team is well equipped to help make *TIP* more attentive to the perspectives and needs of more types of folks than it has ever been previously. I'm grateful to this team for the work that I expect to receive from them, just as I'm grateful to the outgoing team for the work that they have done in these past years.

We have some great content in this issue. Along with the typical array of recurring columns and valuable reports:

- All SIOP members are likely to find **Anna Erickson's** feature article about an exemplary local I-O group inspiring, and I can't think of a person who has attended SIOP annual (or who plans to in the future) who won't find satisfaction in learning about the SIOP-annual program-building process, this issue's inside-SIOP feature article courtesy of **Scott Tonidandel** and **Elizabeth McCune**.
- Practitioners may find an interesting read in **Juan Madera, Keli Wilson**, and **Mark Nagy's** (with **Kimberly Adams** and **Stephanie Zajac**, Eds.) feature issue of The Bridge concerning D&I

initiates, and **Lynn Collins** and **Mark Morris** deliver a great report on lessons learned from CHROs about how I-O folks can better serve organizations.

- Academics will enjoy and perhaps even be galvanized into action by **Tracy Griggs, Greg Thrasher, Charles Lance, Janet Barnes-Farrell,** and **Boris Baltes's** feature article on the special-issue editorial process, and **Loren Naidoo** has some thought-provoking (and perhaps motivating) thoughts to share about deliberately, systematically prepping (and revising) course content in this edition of Max. Classroom Capacity.

- Graduate students will want to take some notes on **Liberty Munson** and **Garett Howardson's** feature article highlighting SIOP award winner **Victoria Mattingly**, and may be called to action by **Andrew Tenbrink, Mallory Smith, Georgia LaMarre, Laura Pineault,** and **Tyleen Lopez's** self-introduction and preview as the incoming TIP-TOPics team.

From all of the folks who continue to put forth effort to bring you *TIP*: Thanks for reading, and we would that you continue to find value in these articles.

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President's Column

Eden King

It is a pleasure and privilege to serve as your president for the 2019–2020 term. With this responsibility comes the opportunity to share my observations of and hopes for SIOP. Here I will gladly take the opportunity—via our favorite I-O publication (*TIP*)!—to guide your attention to three particularly exciting SIOP happenings.

First, I want to recognize the continuing efforts of **Talya Bauer**, outgoing SIOP president, and to reinforce her assertion that we are **better together**. Talya led celebrations of science–practice and practice–science translations in her presidential address and in the theme track that she ideated and **Elizabeth McCune** created. Talya also helped to build SIOP's partnerships with the American Psychological Association and the Society for Human Resource Management with the help of SIOPers who are directly engaged with APA (e.g., **Jeff McHenry, Sara Weiner, Tammy Allen, Steve Stark**) and SIOP members at SHRM (e.g., **Alex Alonso**).

Second, building on the strength of our collective, I want to emphasize that it is together that *we* are **SIOP.** Now is the perfect chance for you to engage further with colleagues, friends, and strangers toward a shared goal of using science for a smarter workplace. I encourage each of you to consider volunteering to join a committee using the online volunteer system: http://www.siop.org/Membership/SIOP-Committees/Volunteer-System. You may not get your first choice, but you will get a chance to engage meaningfully with SIOPers who share a commitment to building the practice and science of I-O psychology.

Third, it is my sincere hope that everyone who attends our conference or joins our society finds a welcoming and inclusive professional home. I want to bake inclusion into not only the informal culture of SIOP (which we are working on through task forces led by **Lilia Cortina** and **Stefanie Johnson**), but also our formal governance structure. In line with this, the executive board unanimously supported a proposal that began with the thoughtful suggestions of committee chairs **Mindy Bergman, Ismael Diaz, Enrica Ruggs,** and others to create a new Portfolio for Diversity and Inclusion. All SIOP members now have the opportunity to vote for this profound change to the bylaws, and I urge you to do so.
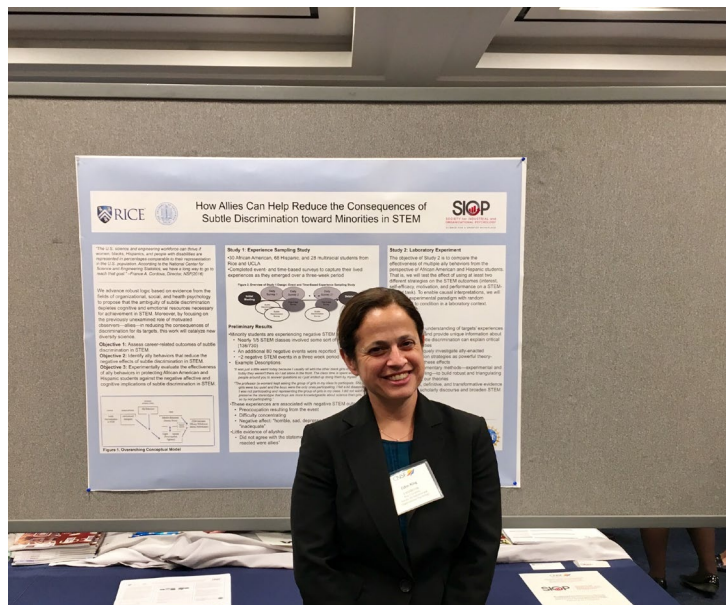
These represent only a few of the many exciting things happening in SIOP. I feel lucky to be part of it and will work to ensure that you feel the same.

Max. Classroom Capacity: On Preparing to Teach

Loren J. Naidoo
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Happy summer! I hope you are enjoying this spectacular season of BBQ, picnicking, swimming, vacationing, and (for some of us) working on our research with fewer interruptions! In addition to all of the above, summer is also a great time for instructors to take a step back, reflect on the classes that we've been teaching and are scheduled to teach in the upcoming academic year, revisit old course evaluations, and start planning classes for next year.

I haven't always taken enough time to think about how to create or modify my upcoming classes. I can remember being advised to instead focus on my research, and when it comes to your classes, if it's not broke, don't fix it—perhaps I'm not alone in this. This is unfortunate because, in part, I feel like I have a professional obligation to strive towards continuous improvement in my teaching. But, if I'm being honest, I also want to make my classes better because that will make everyone happier—I'll be happier that I'm a more effective instructor and because it's a lot more fun to teach a class that works well, and I hope students will be happier because my classes will be more interesting, impactful, and useful to them. So I'd like to discuss some ideas on how to prepare classes.

One useful way to think about preparing classes is articulated in the Understanding by Design (UBD) framework of McTighe and Wiggins (2012). They propose a process by which all curricula, regardless of the discipline or field, are designed and continuously improved upon. One important assumption of UBD is that instructors are responsible not just to teach or present information but to ensure that learning is actually happening—that meaning is being made and knowledge is being transferred successfully by students. As such, it's not enough to think about the content of the class or what you are going to present to students, one has to think about how to ensure that students are actually learning. In the UBD framework design happens "backward" in three stages, starting with the long-term outcomes that you want to see in your students, followed by assessments of this learning, and ending with instruction plans. This is backward in the sense that the starting point of the process is the desired end products of your class, and then decisions are "reverse engineered," working backward from those desired end products, and arriving at what you plan to do in the classroom.

1. *Desired Results*
The first UBD stage is to identify what you would like your students to know, understand, and do. This process involves instructors thinking about how they would want their students to use their learning from the class in nonschool settings. This, arguably, is one ultimate goal of education in any discipline, but is particularly relevant in applied disciplines such as I-O psychology. For example, if you are teaching a class on leadership, one desired result might be that students can construct and articulate a vision. For a statistics class, one desired result might be that students can choose, conduct, and interpret the statistical test appropriate to the hypothesis or research question and study design. For a personnel-psychology class, perhaps students should be able to conduct a job analysis. By the way, these *desired results* are also known as *learning goals*.

At this stage, it's also important to consider how your desired results fit with larger standards (e.g., accreditation standards) and curricula (e.g., what belongs in your course as opposed to other courses offered). In my experience this is latter issue is something that is not often thought about. While working on curriculum committees I have had the experience of realizing that identical content was being taught in several different courses. This is not necessarily a problem—sometimes redundancy in content across

courses is the best way to ensure knowledge retention and transfer. The main point is that this was unintended and for years nobody knew it was happening!

Although this is likely an obvious step when developing a completely new course, thinking about desired results is also a useful exercise when prepping a new class, or even when modifying a class you've taught many times before. Sometimes we inherit syllabi and materials from others that ease our preparation time but may lock us into suboptimal practices that we haven't fully thought through and may not make sense. Sometimes these materials have drifted far from the intended role of the course within the curriculum over time based on instructors' idiosyncratic preferences. Although thinking about desired results does take time and effort, it may be a worthwhile investment in your own and your future students' enjoyment and well-being.

2. Assessment

The next UBD stage is to determine how you will assess to what extent students have achieved the desired results or are capable of learning transfer. McTighe and Wiggins (2012) identify several ways in which students can demonstrate their understanding: (a) **explain** in their own words, teach to others, show their reasoning; (b) **interpret** text, data, models; (c) **apply** their learning in new contexts; (d) show **perspective** by recognizing different points of view and seeing the big picture; (e) display **empathy** through taking others' perspectives, and (f) have **self-knowledge** by reflecting on the meaning of the learning. These examples are meant to help guide the development of assessments.

The key issue in designing assessments according to the UBD framework is the alignment between the desired results and the assessments, and that *all* desired results are assessed. Personally, I think that this is an extreme view, and I worry that excessive focus on goals, assessment, and performance in the classroom can undermine student learning, as copious research on goal orientation (e.g., Payne, Youngcourt & Beaubien, 2007) and goal setting (e.g., Ordonez, Schweitzer, Galinsky & Bazerman, 2009) would suggest. Yes, focusing on learning goals and assessment in *planning* a course doesn't necessarily lead one to focus on them while *in* the classroom. Regardless, I think that much important learning can happen that is difficult or impractical to assess, and thus an excessive focus on assessment in designing a class can be detrimental by itself. First, numerous practical factors constrain what we can assess and how well we can assess it. Days-long assessment-center procedures with work samples and multiple raters may be among the best ways to assess learning transfer and may be the only way to assess certain forms of it, but it may be impractical to expect that an instructor will have the time, personnel, and training to run an assessment-center procedure, compile and analyze the data, and deliver the feedback (I actually tried to approximate this using a team exercise and peer raters, but it is resource intensive and was used more as a class activity than an assessment). Multiple-choice tests are much quicker and easier to administer but may not adequately assess learning transfer. If something is impractical to assess, does that mean that it is unimportant to teach? Second, some unknown or unknowable amount of learning may happen well after the class is over, as ideas from the class take on new life with exposure to the rest of the curriculum, and later, experiences in the workplace. Since assessments presumably must occur within the timeframe of the class, longer term desired outcomes may be dropped because they cannot be assessed, as might the learning activities that would otherwise lead to these desired results. In my view, such a narrow focus on assessment can undermine our potential impact as instructors.

Anyway, notwithstanding the arguments above, I do think assessment is important and necessary, and that we need to think more carefully about it! As assessment figures quite prominently in I-O psychology theory and practice, I won't go over the many, many assessment options available to instructors. Instead I will again note that assessment decisions involve practical considerations about the time and effort involved in administering and scoring assessments that cannot be ignored. For example, I can remember once realizing that it was a bad idea to assign three long essay exams to 60 students because it took me

several weeks to grade each exam, and by the time students received feedback from me, they had forgotten all about the exam and probably learned very little from the feedback I had spent weeks preparing for them! In this case, more immediate feedback may have led to better learning outcomes.

3. Instruction

The last stage in the UBD framework involves making decisions about how you, as the instructor, will support students and enable the achievement of the desired results. McTighe and Wiggins (2012) note that although many instructors focus on learning activities that target the mere *acquisition* of knowledge, true learning happens when students actively construct meaning and when given opportunities to apply their learning to novel situations.

One issue to consider at this stage is the resources you will make available to students to support their learning. This might include a traditional textbook. However, there are many alternatives to traditional textbooks available these days if you are concerned about their restrictive costs. First, there are all of the usual alternatives, including academic journal articles, more practitioner-oriented journals (e.g., *Harvard Business Review*), newspaper articles, popular-press books, and so on that are free or considerably less expensive than textbooks. Second, there are open educational resources available, a topic I wrote about in this this column in 2018. For example, Erdogan and Bauer (2019) have a module on I-O psychology available for free on the NOBA project. Third, one option that you may or may not have considered depending on your age and tech savvy is podcasts. Last year I started assigning my master's-level students the occasional podcast, including episodes from Adam Grant's worklife podcast and the Bribe, Swindle or Steal podcast (on ethical failures in organizations). Beyond the interesting content and entertaining format, my students seemed to enjoy being able to make good use of the many hours they spent commuting to and from campus through LA traffic. TED talks and similar short video presentations are numerous and freely available. Undoubtedly there are many other new forms of educational resources—e-mail me if you have ideas you'd like to share!

Aside from resources, the main decisions that need to be made at this stage concern what learning activities you will use to ensure that students are acquiring knowledge, actively constructing meaning from it, and applying their learning to new situations. Lecturing with PowerPoint slides, for example, may be part of this but probably shouldn't be all of it. In-class exercises, role plays, team-based learning, discussions, debates, think-pair-share, games, presentations, freestyle rap battles (haven't tried it), problem solving, flipped classrooms—all of the above and many more are tropical islands to explore! Some changes may be tactical based on feedback from course evaluations, assessment results, or conversations with students: Expand on topics and/or activities that seemed to work and reduce or remove those that didn't; assign a recent article from the popular press that illustrates a phenomenon from class. These can be fairly quick and easy changes to make but may have big impacts on achieving the desired results of the class.

As always, dear readers, please e-mail me with your questions, comments, and feedback: Loren.Naidoo@csun.edu. Wishing you a happy and generative summer!

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From SIOP Into the World: The SIOP United Nations International Team

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On September 25, 2015 the General Assembly of the United Nations (UN) adopted a landmark resolution titled "Transforming our World: The 2030 Agenda for Sustainable Development" (United Nations General Assembly, 2015). The first resolution adopted by the General Assembly during its 70th session, this document provides a plan of action in support of people, planet, and prosperity worldwide by outlining 17 Sustainable Development Goals (SDGs) to be accomplished in the years leading up to 2030.

There is no question that the world of work has the capacity to stimulate or impede the development of people, planet, and prosperity across the globe. SIOP has long recognized this, as have others within and outside of the UN. Accordingly, SIOP has been working hard to bring industrial-organizational (I-O) psychology theory, research, and best practices to the UN in support of its mandates. As many *TIP* readers are aware, SIOP's UN team has been devoted to this very mission for a number of years now. This team is enabled through SIOP's accreditation as an NGO with consultative status to ECOSOC, the UN's Economic and Social Council.

Historically, the UN team has consisted of five SIOP members (scientists and practitioners) as well as interns, whose badging privileges give them access to the UN's New York City headquarters, where most of their activity is focused. The work of this team has been well received and has been chronicled in regular *TIP* columns along the way.

In April 2019, at the opening plenary of SIOP's annual conference, President **Talya Bauer** announced an exciting new development in SIOP's efforts to effect positive change through the world of work: the global expansion of SIOP's UN team. In this article, we are pleased to tell you more about this development and introduce the team.

In October 2018, the SIOP UN team expanded its membership by creating and launching the SIOP UN International Team, with its badging privileges at the United Nations in Geneva. Since its formation, the International Team has been working on creating linkages between I-O psychology and the work of the United Nations, with an eye toward building connections with UN colleagues and initiatives outside of

North America. How could our expertise in I-O psychology benefit the work of the United Nations, particularly in realizing the UN Sustainable Development Goals? This is one of the questions at the forefront of the International Team's agenda. We also seek to create and disseminate information about opportunities available for I-O psychology at the UN's worldwide agencies. In this, we benefit greatly from the invaluable groundwork laid by the corresponding US-based team. Unlike the SIOP UN team in North America, and as the name suggests, the International Team includes SIOP members from around the world who share a variety of experiences working at—and with—the United Nations.

Aimee Lace, featured in the January 2019 column of *TIP*, is studying toward her PhD at Columbia University in New York City. Prior to that, she worked for the United Nations Institute for Training and Research (UNITAR) in Geneva, and she periodically consults on UNITAR projects alongside her studies.

Lori Foster, a member of both the North America and International teams, is professor of I-O Psychology at North Carolina State University and head of Behavioral Science at pymetrics. She recently completed posts as a Fellow with the Obama White House Social and Behavioral Sciences Team, and as a Behavioral Sciences Advisor to the United Nations.

Drew Mallory is a researcher and expert advisor for inclusion policy at KU Leuven. Prior to earning his PhD from Purdue University, Drew was an intern with SIOP's North America-based UN team. Like Lori, Drew is helping provide continuity between the North America and International Teams during these early days, to help realize synergies, and coordinate efforts.

Stuart Carr specializes in applying organizational psychology in poverty reduction and eradication. His career started at the University of Malawi and has brought him to a number of countries from there. He is now based at Massey University in New Zealand.

Finally, organizational psychologist Ines Meyer is holder of the National Research Foundation's South African Research Chair in Creation of Decent Work and Sustainable Livelihood at the University of Cape Town in South Africa. Prior to her role in academia, she worked for an NGO involved in strengthening the management capacity of community-based organizations in South Africa.

To date, the International Team has held monthly virtual meetings, carefully balancing multiple time zones and a small window of opportunity during which it is possible for all to meet outside the early hours of the night. The International Labour Organization's 6th Regulating for Decent Work Conference in Geneva will be the first opportunity for the team to get together face-to-face at the beginning of July 2019. Under the theme *Work and Well-Being in the 21st Century,* this conference brings together researchers from areas including economics, development studies, sociology—and this year, I-O psychology. Stuart Carr and his team will be presenting one way in which I-O psychology can inform national and international policy. Their work, conducted under the banner of Project GLOW (Global Living Organizational Wage), describes an alternative way of determining the income level individuals required to be able to live decent lives and work lives. The GLOW network is advocating for a move away from determining this amount econometrically, based on the cost of items considered essential. Instead, they have been able to show that it is possible to determine a minimum income amount required for individuals to prosper, based on individuals' subjective experiences of well-being. Human thriving and well-being, of course, are concepts at the heart of I-O psychology.

At this year's World Economic Forum, New Zealand's prime minister, Jacinda Ardern, announced that going forward her country's budget will no longer be informed solely by economic and fiscal concerns, but also by wellbeing concerns. Well-being indicators are being used to mark progress, weighing equally as strong as gross domestic product (GDP) in determining the country's advancement. This illustrates that the potential for I-O psychologists to provide important policy advice is growing, and with it our scope of work beyond the corporate environment.

Living wages are but one example of the areas that the SIOP UN-International Team is working to advance. Like the team's other priorities, this area relates directly to the UN's 2030 Agenda for Sustainable Development. Not only are living wages a component of SDG 8 (Decent Work and Economic Development), but they also connect to other SDGs, including but not limited to SDG 10 (Reduced Inequalities).

SIOP's UN International Team looks forward to the opportunity to build additional bridges between SIOP and UN initiatives around the world in the days to come. Any SIOP member interested in becoming involved with the work of the SIOP UN teams (North America or International) or with ideas about future focus areas for the teams can get in contact with us by accessing the "Volunteering" button on our homepage on SIOP's website (http://www.siop.org/Membership/Volunteering).

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Author Note

Top Tech: The Best Technology for Graduate School, as Rated by Graduate Students

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As we have discussed in previous columns, I-O graduate students take on a great deal of work, and many experience strain due to overload and/or poor work-life balance (see our column "TIP-Topics for Students: Do We Practice What We Preach? Maintaining Work–Life Balance as an I-O Graduate Student" from the Spring 2018 issue). It can be difficult to keep up with everything from coursework to teaching to conducting research, all while trying to stay on top of the field and the world at large. This column will present an overview of some of the essential tools and software that students can use to keep up with it all. We collected data from 166 I-O graduate students about what tools they use, how helpful they find them to be, and how these tools have impacted their lives. We will discuss tools for staying organized, for keeping up with the latest trends in the field, and for communicating with colleagues. In each section, we will provide info about the most commonly used and highest rated tools based on input we collected from students. In the end, we will break down how students feel about all of this tech use during grad school.

To better understand the purpose of this column, let us state some things that we will not be addressing. First, though this column will discuss some social media platforms, we will not address them from the perspective of how to use them to make an account, how to get followers, whom to follow, or anything along those lines. Additionally, we will not be focusing on best practices for using the tools we discuss. We aim to inform readers about available tools out there, but best practices or how to use them to best benefit the reader will be left up to each individual reader. Also, we will not be discussing design/analysis programs. As interest in other platforms like R and Python continues to grow, as well as new techniques for analysis (e.g., IRT methods) and study creation/administration (e.g., MATLAB, E-Prime, PsyToolKit, eye tracking), there is not enough bandwidth in this column to cover all of these topics. Finally, and most importantly, we will not advocate for any one tool/product over another. We are not looking to sell you on any one tool nor are we getting paid to do so. We seek only to help!

Staying Organized

Most Used Organizational Tools

Tool	Count
Calendar	144
Cloud-based File Hosting	135
To Do List	126
Reference Manager	59
Project Management Tools	17

Most Helpful Organizational Tools

Tool	Rating
Calendar	4.5
Cloud-based File Hosting	4.52
To Do List	4.34
Reference Manager	4.09
Project Management Tools	3.53
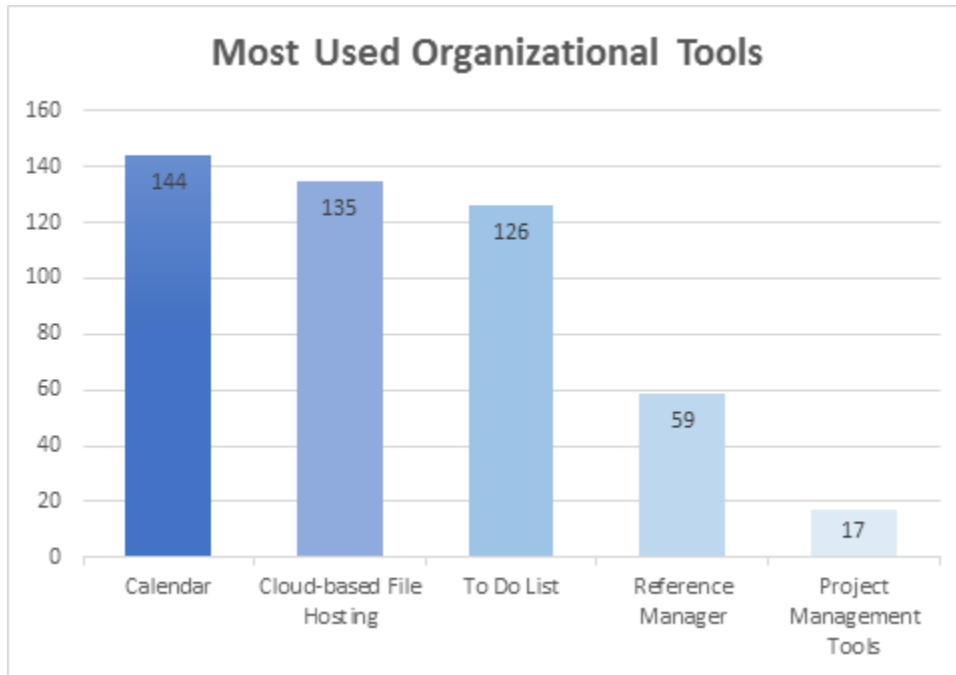
When it comes to staying on top of the many things you have to do in grad school, having a good way to stay organized is paramount. In this section, we will highlight the five methods that students said they use the most and identified as the most helpful. Also, keep in mind that the more tools you have in your toolkit, the better prepared you may be. The average participant indicated that they use four different tools to help stay organized.

Students said that the most commonly used and one of the most helpful tools for staying organized is a calendar. With 144 out of 166 respondents making use of a calendar, this was the go-to option for most of our sample. Some common calendars that students utilize include the Google Calendar app, calendars available on smartphones, and a good old-fashioned notebook or planner. Calendars provide an easy

way to keep track of deadlines, and many technology-based calendars allow you to set reminders before events so they do not sneak up on (or past) you. Better yet, they can sync across multiple devices so your calendar is always with you and always up to date, which is extremely helpful when you have to wear multiple hats (student, teacher, researcher, intern, partner, parent, etc.).

The second most frequently used tool was cloud-based file hosting services such as Dropbox or Google Drive. Overall, students voted that this was the most helpful tool to stay organized. Students appreciate the ability to upload files to a service that they can then access from anywhere they have an Internet connection or cell-phone reception, allowing them to read articles on the go and save from having to print everything out. Additionally, it often comes in handy when sharing files with others, as creating shared folders is a snap.

For Number 3, to-do lists. Especially when used in conjunction with some of these other tools, to-do lists allow you to keep track of the little things, or scaffold the bigger projects looming on your calendar. Some students said they make daily to-do lists, whereas others said they used them more like extensions of their calendars. To-do lists were also used in either electronic or paper-and-pencil/sticky-note form. Common options were Google Keep/Note, Google Assistant/Alexa/Siri reminders, Todoist, Things, another phone app, or planners.

Though used much less frequently than the top three options, reference managers were mentioned by 59 out of 166 participants. These include programs like EndNote, Mendeley, or Zotero. Although some programs must be purchased (i.e., EndNote), there are free programs as well (i.e., Mendeley, Zotero) that can also help you keep your citations organized. Reference managers provide you with a central location to manage the citations for all of the articles you have encountered. Many journal websites or article databases allow you to directly export a citation into a reference-manager program, but manual entry is also available. With some programs, you can also keep your notes about the article along with the citation, so you never lose track of your key takeaways.

Finally, project-management tools were used by 17 participants. These include tools like Teamwork, Teamgantt, or Slack that provide you with a central location to share tasks documents or to have conversations with members of your team. This provides a handy way to keep track of where everyone is on a team project or to quickly ask a question to all other members if you are not all physically together.

Aside from the five most common options, other tools for organization suggested by students were Trello, which allows you to create to do lists and track your progress; email batching (e.g., Boomerang) to choose when to receive all of your emails, instead of receiving a slow distracting trickle throughout the day; and Toggl, a time-tracking service.

Staying Informed

Most Used Tools for Staying Informed

Tool	Value
LinkedIn	109
Research Platforms	74
Podcasts	53
RSS Feeds	46
Facebook/Twitter	38

Most Helpful Tools for Staying Informed

Tool	Value
LinkedIn	3.46
Research Platforms	3.77
Podcasts	3.53
RSS Feeds	4.07
Facebook/Twitter	3.09
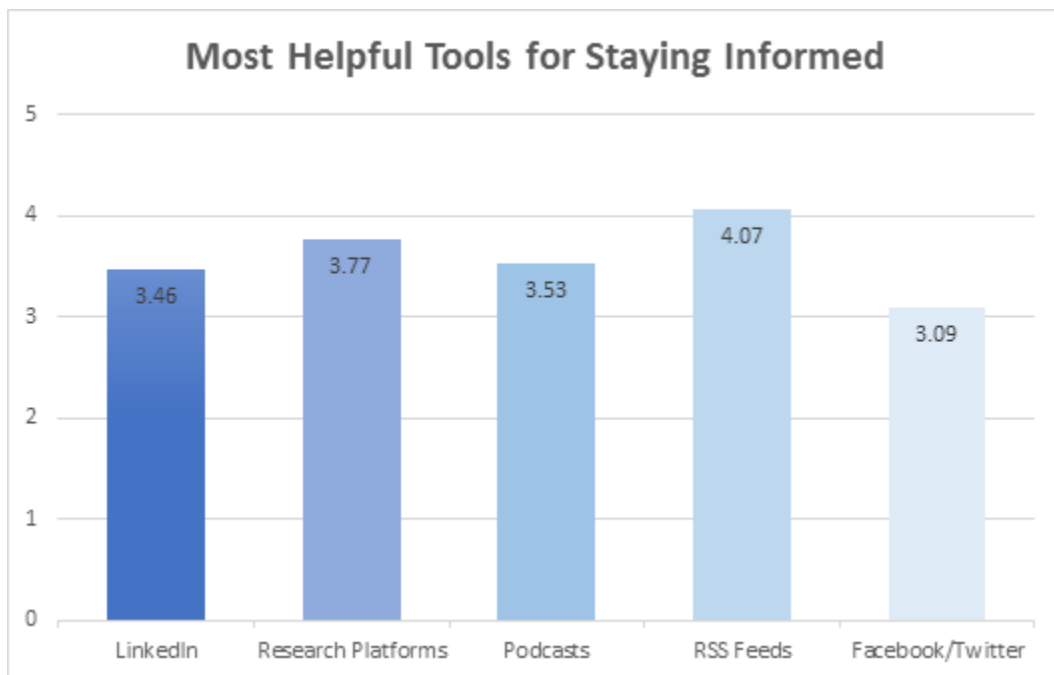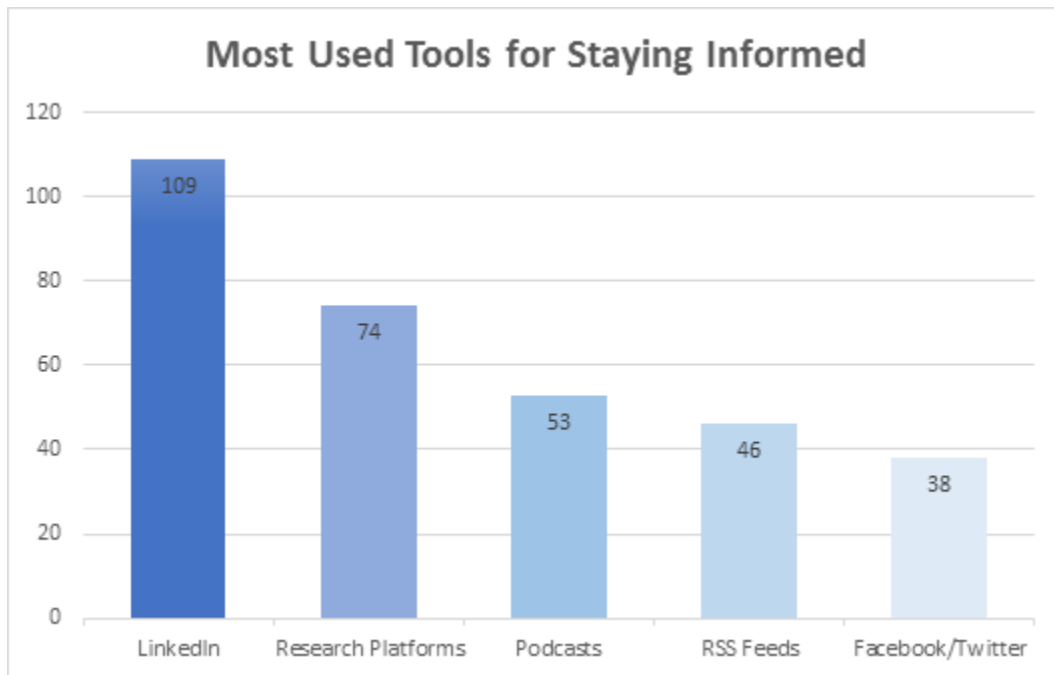
Organizations and occupations are constantly changing, and the field of I-O changes with them. As we continue to further our understanding of existing constructs and to discover new ones, it can be difficult to keep up with the latest findings in your area of interest, let alone in other topic areas. Students indicated that their most commonly used tools for staying informed are LinkedIn, research platforms, podcasts, RSS feeds, and a tie between Facebook and Twitter, with the average student utilizing at least three different tools to keep themselves informed. Interestingly, there are some differences between

rank orders for the most used tools and those considered most helpful, so perhaps some of these lesser used tools can be added to people's repertoires.

The most commonly used tool for staying informed was LinkedIn. LinkedIn provides a more professionally focused social-networking experience where you can share what amounts to an online résumé, find contacts, message others, and share articles or other writings. Having a strong presence on LinkedIn can not only help you stay up to date on the field, but it can also bolster your position as a passive job candidate.

Research platforms were the second most commonly used tool. Websites like ResearchGate allow you to create a profile and share your own articles, or to find those written by other researchers. You can set alerts to receive an email whenever a colleague or author of interest has a new publication. Ebscohost and Google Scholar provide quick and easy ways to search for research articles and also allow for alerts.

The third most frequently used tool was podcasts. There are several different I-O themed podcasts available, such as SIOP's own "The I-O Podcast," SIOP's conversation series, the HBR Ideascast, Work Life with Adam Grant, Mind on the Job, Department 12, Mind Your Work, Workr Beeing, and likely many others available or just getting started. Podcasts can provide perspective on a key topic of interest or be an interview with a leading researcher in the field discussing their own findings and future directions. Less than half as many students that use LinkedIn indicated that they listen to podcasts, but overall podcasts were rated more useful for staying informed, so this is a potential tool to which many students can turn.

RSS feeds were the fourth most common tool. Though used less often than other options, RSS feeds were actually rated the most useful tool for staying informed. An RSS feed allows you to keep track of multiple updates in a single location, such as through your email or an RSS aggregating website like Feedly. Most podcasts, blogs, and even journals contain an option to send updates to an RSS feed. This way, instead of having to manually go to each journal's website to search through new editions, or check their favorite podcast or sites like *Harvard Business Review*, users can be sent an email whenever new articles or podcasts are published. Similarly, sites like Google Scholar allow you to set up alerts based on key search terms (topics of interest, authors, journals) that will email you new articles that match your search terms.

Finally, there was a tie with Facebook and Twitter, with both being used by 38 students. Although some individuals like to use Facebook to keep up to date with others in the field, some may prefer to keep it tied to their private or social life. Some students responded that they like to use Facebook to keep in touch with others from their program or colleagues with whom they have worked or become close with from conferences. Twitter users, contrariwise, reported often using the platform solely in a professional manner, with some students saying they kept separate personal and professional accounts. I-O psychologists have a surprisingly strong presence on Twitter, and from personal experience we have found the community to be incredibly supportive and helpful with requests for information or for sharing interesting findings.

Outside of the top five options for staying informed were professional listservs, newsletters, BrowZine, and multiple mentions of the I-O psychology subreddit (reddit.com/r/IOPsychology/).

Communication

Most Used Tools for Communication

Tool	Value
Facebook	96
Video Conferencing Programs	80
LinkedIn	77
Event and Conference Apps	37
Twitter	35

Most Helpful Tools for Communication

Tool	Value
Facebook	3.35
Video Conferencing Programs	3.94
LinkedIn	3.48
Event and Conference Apps	3.59
Twitter	3.2
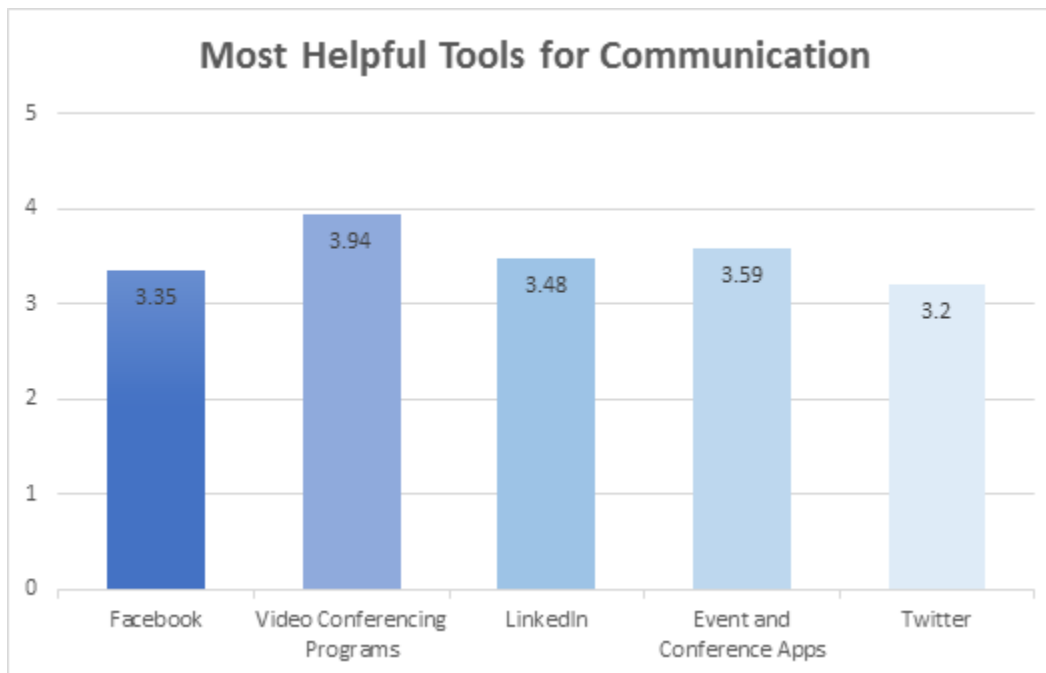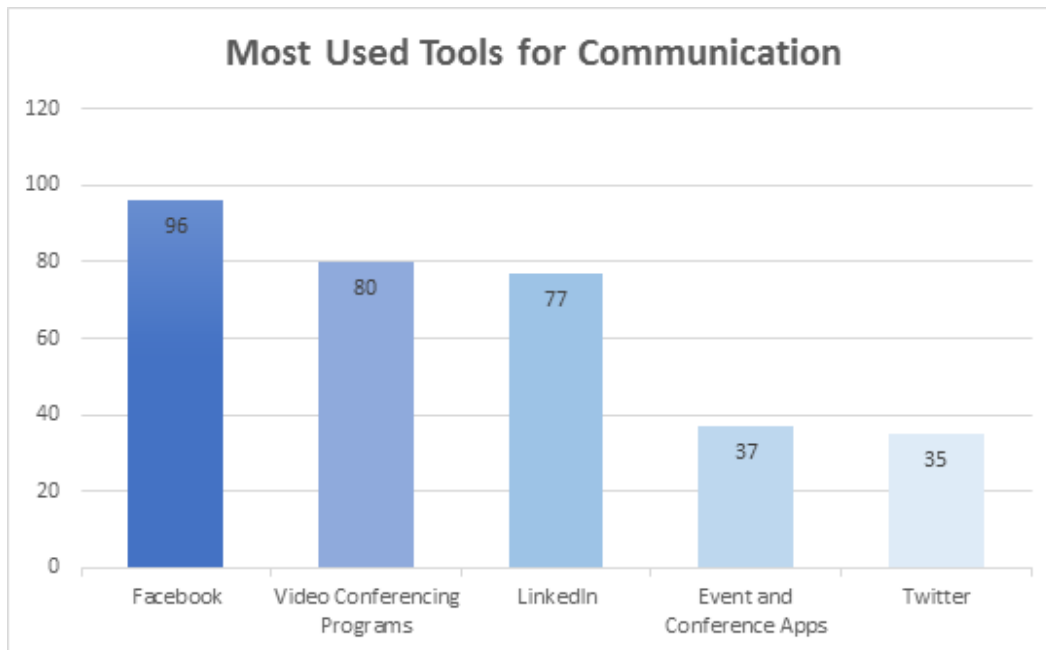
In all things, communication is key. Students must be sure to have a means of staying in touch with others in order to make new connections, find potential collaborators or new opportunities, or to simply meet and discuss ongoing projects. If anything like our students that completed the survey, the average person should use about three tools to keep the conversation going. Aside from the most common tools that most all of us use like email or texting, the most commonly used tools were Facebook, conference-call programs, LinkedIn, convention apps, and Twitter. Because there is some overlap between tools with the last section, we will focus on the new additions.

The most commonly used tool by students was Facebook. Note that this does not mean that students used Facebook the most for academic conversations, and in fact, most indicated that they do not use it for professional purposes. That being said, it is an easy platform to use to speak with colleagues through the built-in messenger or by commenting on their posts, and to keep up with what others are doing.

Number 2 in use was video conferencing programs like Skype, Google Hangouts, appear.in, or gotomeeting. These programs provide a quick, easy, and usually free way to do audio or video conferencing with multiple callers simultaneously. With the additional option of sharing your screen, you can host a presentation or have a discussion with a project team without anyone needing to be in the same room. Different programs have different features and different max simultaneous callers, so readers can look into different options to find what best fits their needs.

LinkedIn was the third most commonly used tool. As discussed in the previous section, LinkedIn is used by many students like a more professionally geared version of Facebook. With a similar structure, it provides an easy way to message others and keep track of their most recent works. Additionally, if you have the LinkedIn app and are next to someone else with your phone's location services active, you can search for nearby users and instantly send them a request to add them to your contacts.

The fourth most commonly used tool for communication was event and conference apps. If you attended SIOP in April, you either used or at least heard about Whova, the phone app for the conference. These apps provide you with the full conference agenda and allow you to create your own personal agenda. It will even send you reminders before events if you would like. Aside from that, the app will tell you who is presenting in each session. Clicking on the person's name gives you a bio (if they filled one out) and a way to directly message or email that person, making communication quick and easy. The app also includes a message board for people to create discussions about anything they would like. This past SIOP even had a Dungeons & Dragons recruitment discussion up on Whova.

Finally, Twitter came in at Number 5. This is another tool that was discussed previously. Though it is ranked as the least helpful, perhaps due to the character limit and the difficulty some people have with getting started with tweeting, it is still a useful platform for reaching out to others in the field. If you do not use it, you may be surprised at how many leading scholars in the field are on Twitter and may be even more surprised when they follow or retweet you.

Technology: Boon or Bane?

This column has focused on different tools that I-O grad students can use, as recommended by other I-O grad students, to stay organized, informed, and in communication with others. We focused on the many benefits that these tools provide toward achieving those three outcomes. But is all of this technology a good thing?

Overall, students highlighted many benefits to having all of these tools at our disposal, with several students attributing their success in graduate school to the technology they use. Some of the tools that exist today make staying organized clean and simple, whereas others provide easy access to more information than ever before. Collaboration is easier than ever, and keeping in close (and quick) contact is a cinch. Many students contrasted their graduate-school experience—with the above tools available—with the experiences of previous generations of students who did not have these options, noting that

everything today is quicker and more convenient, and with far less printed paper involved. One student went as far as stating that "I honestly don't know how people got advanced degrees before technology."

However, not all feedback from students was praise. Students had several complaints about going through graduate school with all of these tools at their disposal. Regarding social media like Facebook, Twitter, and LinkedIn, many students discussed the challenges of trying to promote one's brand or professional image on these platforms. Also, these platforms were often pointed out as being highly distracting. Students discussed difficulties with psychologically detaching when more information was always trickling in, with one student labeling this "Tech FOMO" (fear of missing out) if not constantly checking social media, RSS feeds, emails, and all other sources of information. There were also issues due to the amount of tools available, because not all tools sync across one another. This can lead to data getting lost in the transitions from one tool to the next, or can leave you stuck repeating work. The biggest complaint overall, though, was the negative impact on work-life balance. Although all of these tools can provide more information than ever before, faster than ever before, and allow you to communicate with others instantly, many students found that constant connectedness also led to higher expectations, making it difficult to ever feel like they were off duty or that their work was done. With these negatives in mind, we suggest moderation where possible. Many of these services aggregate data for you, so there is no need to be constantly refreshing and hoping for more. Unplug every once in a while; the information will all be waiting for you when you get back. It is also essential to turn off all of the notifications during periods when you need to concentrate and work efficiently. Last, even though all of these tools can be helpful, we would be remiss to recommend that they ever completely replace good old-fashioned face-to-face communication from time to time.

We would like to express our thanks to all of the students who completed our survey and provided data for this column. We could not have written this without your valuable feedback! Additionally, we would like to thank everyone for reading our TIP-TOPics columns for the past two years. We have been honored to write for the column and are excited to see the work of the next authors.

Stefanie Gisler is a PhD student at Baruch College and The Graduate Center, CUNY. She received her BA from Bucknell University and an MS in I-O Psychology from the University of Central Florida (UCF). Her research interests include occupational health psychology, diversity, and selection. After earning her PhD, Stefanie would like to pursue a career in academia.

Bradley Gray is a PhD student at Baruch College and The Graduate Center, CUNY. He obtained a BA in Psychology from Wake Forest University in 2010 and an MA in Clinical Psychology from Towson University in 2012. He researches occupational health psychology, with an interest in the relationship between supervisors and their employees, and is also interested in culture change and executive development.

Jenna-Lyn Roman completed her MS degree at Baruch College, CUNY in May 2018 and began her PhD studies at the Georgia Institute of Technology in August 2018. She is interested in work–family research with an emphasis on nontraditional workers and understudied populations (e.g., military families), as well as occupational health psychology and gender parity topics. Jenna would like to be a university professor specializing in work–family topics.

Ethan Rothstein is a PhD student at Baruch College and The Graduate Center, CUNY. Ethan obtained his BA in Clinical Psychology from Tufts University in 2013. His primary area of research has been the inter-

face between work and family, but he has also conducted research on motivation, leadership, team processes, and occupational health psychology. After he graduates, Ethan would like to pursue an applied career in both consulting and industry.

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SIOP Launches Inaugural Advocacy Bootcamp at the 2019 Annual Conference

Alex Alonso, Bill Ruch, and Jack Goodman

On April 2, SIOP conducted its inaugural Advocacy Bootcamp training to equip SIOP members with the knowledge and experience to advocate for inclusion of I-O principles in evidence-based policymaking. Advocacy Bootcamp participants were selected from the SIOP Executive Board, GREAT, and various advocacy committees. The Bootcamp participants met in Washington, DC for a morning of presentations and panels on the appropriations process to determine federal agency funding, federal science policy, the structure of congressional offices and committees, and how to conduct effective meetings with policymakers.

In the afternoon, Advocacy Bootcamp participants headed to Capitol Hill for a series of meetings with committee and member offices of importance to SIOP's advocacy mission. The participants divided into three tracks; one group focused on I-O's role in assisting veterans' transition into the workforce and met with the House and Senate Veterans Affairs Committees. A second group, focused on I-O's role in equipping the technology-enabled workforce and the future of work, met with staff for the House Education and Labor Committee; the Senate Commerce, Science, and Transportation Committee; and Rep. Dan Lipinski (D-IL), a leader in artificial intelligence and machine-learning policy who sits on the House Science, Space, and Technology (SST) Committee. The final group focused on SIOP priorities more broadly and met with the House SST Committee and the House Committee on Oversight and Reform to discuss team-science implementation at federal agencies and issues affecting the federal workforce.

All of the meetings focused on furthering SIOP's advocacy goals in priority areas such as veterans' transition and the tech-enabled workforce, two areas where SIOP has recently established new Advocacy Area working groups. Congressional staff in the meetings were very receptive to learning about SIOP's expertise and asked for input on upcoming legislation regarding veterans' workforce transition, algorithmic bias in selection and promotion, and a national artificial-intelligence-and-machine-learning initiative. One immediate result of these meetings and engagements with congressional offices was the inclusion of language offered by SIOP members and Lewis-Burke to ensure that I-O expertise is properly conveyed in the Growing Artificial Intelligence Through Research (GrAITR) Act, a bill to promote federal AI research and development. SIOP and Lewis-Burke are eager to build on these connections to support the full House SST Committee's goals to establish a cross-cutting strategy for American leadership in AI.

Overall, the meetings greatly helped to raise SIOP's profile among congressional policymakers and established connections that can be leveraged in the future to ensure that I-O principles are incorporated in evidence-based policymaking while building a stronger base of internal advocacy experts to advance SIOP messaging for years to come.

SIOP Participates in Coalition for National Science Funding Exhibition and Meetings on Capitol Hill

On April 30, **Dr. Eden King,** SIOP president, traveled to Washington, DC to meet with congressional staff on the importance of I-O in policymaking as part of the annual Coalition for National Science Funding

(CNSF) Exhibition on Capitol Hill. Dr. King discussed I-O's critical role in selecting and training the 21st century workforce and broadening participation in STEM fields. Dr. King met with Majority and Minority staff in the Senate Health, Education, Labor and Pensions (HELP) Committee to discuss opportunities for inclusion of I-O principles in the *Higher Education Act* (HEA) and the *Workforce Innovation and Opportunity Act* (WIOA). She also met with staff in the office of Rep. Lizzie Fletcher (D-TX), who is on the leadership of the House Science, Space, and Technology (SST) Committee, to discuss increasing diversity in the STEM workforce. The staff enjoyed hearing about SIOP's expertise in these areas and expressed interest in including I-O principles when developing future evidence-based policy.

After the meetings, Dr. King presented her research before members of Congress, federal agency officials, congressional staff, and other policymakers at the 25th Annual CNSF Exhibition. The exhibition is an opportunity for CNSF members, including SIOP, to display and discuss National Science Foundation (NSF)-funded research and allows the research community to highlight the importance of continued investment in NSF. SIOP's booth at the exhibition featured Dr. King's research on how allies can help reduce the consequences of subtle discrimination toward minorities in STEM.

Visitors to Dr. King's poster included NSF officials such as Dr. Arthur Lupia, assistant director of the Social, Behavioral, and Economic Sciences (SBE) Directorate, and other program officers. Congressional staffers from the House SST Committee and several members' offices, including Rep. John Ratcliffe (R-TX), Rep. Will Hurd (R-TX), and Rep. Jim Cooper (D-TN), also stopped by the poster and asked questions regarding her research. Conducting meetings with congressional offices and committees, and participating in the CNSF Exhibition help elevate SIOP's profile among the scientific community and display I-O's importance to policymakers in Washington.

CNSF is an alliance of over 140 organizations that support the goal of increasing the national investment in NSF research and education programs. SIOP joined CNSF in the fall of 2014 and participated in the past four exhibitions. Through SIOP's government relations activities, like the CNSF Exhibition, the Society is able to highlight the value of I-O research to federal agency program managers and policymakers, and promote SIOP as a prominent and credible stakeholder in the science community's government-relations priorities.

House Appropriations Committee Proposes $8.64 Billion for NSF, Encourages Implementation of I-O-Based Concepts

On May 22, the House Appropriations Committee approved its fiscal year (FY) 2020 Commerce, Justice, Science (CJS) bill, which would provide robust funding increases to the National Science Foundation (NSF), among other agencies. The bill would provide $8.64 billion to NSF for FY 2020, an increase of $561 million, or 6.9%, over the FY 2019 level. The Research and Related Activities account would be funded at $7.1 billion, an increase of $586 million, or 9.0%, above the FY 2019 level. SIOP had submitted testimony to the House Appropriations Committee urging Congress to support $9 billion in funding for NSF, as well as provide strong support for the Directorate for Social, Behavioral, and Economic Sciences (SBE). In an explanatory report accompanying the bill, the House Appropriations Committee directs NSF to fund SBE at no less than the FY 2019 level. The report also notes "the fundamental importance of [SBE's] research for advancing our understanding of human behavior and its application to a wide range of human systems, including public health, national defense and security, education and learning, and the integration of human and machine."

Additionally, SIOP's submitted testimony urged Congress to direct NSF to invest in research into and implementation of the Science of Team Science, noting that "taking additional steps to ensure evidence-based team science is considered in multi-partner initiatives would improve communication between researchers, productivity, efficiency and cost-effectiveness." SIOP specifically requested the following language be included in the committee's report:

> The Committee encourages NSF to continue to seek ways to implement the science of team science as the agency develops new models and approaches for funding large-scale and cross-disciplinary science. In particular, the Committee encourages NSF to ensure that it is implementing the recommendations from the 2015 National Academies of Sciences, Engineering, and Medicine report, *Enhancing the Effectiveness of Team Science.*

Although this language was not directly included as compromises were made among staff, the final report stated that "NSF is encouraged to improve the understanding of scientific collaboration and how scientists work together." This is a clear nod to the science of team science and acknowledgement of efforts by Lewis-Burke, GREAT, and individual SIOP members, including **Dr. Steve Fiore, Dr. Steve Kozlowski,** and others, to encourage policymakers to apply this I-O concept to improve wide-scale federal initiatives.

The CJS bill now awaits a vote before the full House of Representatives. The Senate Appropriations Committee has not yet announced when it will release or consider its version of the CJS bill.

GREAT and Lewis-Burke Support Member-Driven Advocacy Sessions at SIOP 2019 Annual Conference

As part of a larger goal to harness the Annual Conference's proximity to Washington, DC, Lewis-Burke participated in more panel discussions on advocacy at the 2019 Annual Conference than any previous SIOP conference. Presentations included a WIN/CEMA/LGBT/GREAT session submitted by **Lisa Moore** and **Alex Zelin** on member-driven advocacy, a session on "Effective Advocacy Strategies for I-O Professionals" submitted by **Gabrielle Blackman**, and a discussion led by GREAT Chair Alex Alonso related to federal funding opportunities. Lewis-Burke and GREAT helped members by reviewing these submissions, providing ideas for content, and participating in panel discussions.

Most of the sessions were well-attended with engaging conversations about what it means to advocate as individuals, how to participate in official SIOP advocacy, and strategies for tailoring political messaging to ensure your voice is heard. Lewis-Burke and GREAT have recognized that there has been a steady rise in enthusiasm among SIOP members to ensure I-O is being protected and leveraged by decision makers to develop evidence-based policy. Through these interactions, SIOP members were able to learn about the impact of SIOP's investment in government relations, the legislative and regulatory processes, and how they can be agents of change in their own communities.

Local I-O in the Capital City

Anna Erickson
SHL

In the heart of our nation's capital, amid all the political actors and bureaucrats, hundreds of I-O psychologists are diligently working to drive efficiency and to prepare a new generation of I-O scientists and practitioners to do the same. With no fewer than *five* I-O psychology graduate programs, the greater Washington DC area also employs I-O psychologists in the countless businesses, government agencies, NGOs, and consulting firms headquartered here. It's no wonder that the Personnel Testing Council of Metropolitan Washington (PTCMW) is home to one of the oldest and strongest local I-O groups.

Established in 1977, this local I-O group fosters professional dialogue and supports career growth through a variety of events held throughout the year. With nearly 300 professional and student members, the group has an impressive membership base and its list of past presidents reads like a "who's who" of I-O thought leadership. Within this "City of Magnificent Intentions," PTCMW provides an oasis for professionals, researchers, and students to share ideas, facilitate learning and networking, and advance the science and practice of I-O psychology and related fields.

If you are currently active in a Local I-O Group or are trying to start one, I can predict what you're thinking right now: "Ha. It's no wonder they have a strong group. Location, location, location, right? Our group would be strong too if we were living in the mecca of I-O psychology. We just don't have as much to work with here."

While there is a nugget of truth there, don't assume that what PTCMW does is easy. Despite the number of professionals living and working in the area and the rich culture for research and learning, it

can be challenging to persuade busy I-Os to come to a professional meeting at the end of a long, exhausting day. So, although there are no shortages of talent, ideas, or people, like many local groups around the country PTCMW can struggle to maintain day-to-day engagement of its membership. Everyone is busy and time is at a premium.

PTCMW President **Lorin Mueller** offered some advice for engaging members to ensure a thriving local group and provided some examples that we could all learn from.

Make it easy to join and to participate. Like many of the successful Local I-O Groups we've talked with around the country, PTCMW has a very *__inclusive__* membership policy. You do not need to be an I-O psychologist or even have an advanced degree to join. The group's hundreds of members include not only I-O practitioners, faculty and graduate students, but also attorneys, statisticians, human-resources professionals, and EEO specialists from government, business, consulting, and academia. There are no educational requirements to join, although about 92% of the membership have a graduate degree, and about 64% have a PhD or equivalent.

Annual membership fees are low – just $30 for professionals and $15 students. You don't even need to live in the area to participate in PTCMW programing. Most of their events and speakers are available via webcast for a nominal fee (free for students!) So, although about 75% of their members live and work in the District of Columbia, Maryland, or Virginia, another 25% of the membership base lives outside the area and are spread throughout the country.

Provide meaningful learning experiences. PTCMW hosts a variety of events throughout the year focused on supporting continuous learning and career development. Monthly educational events cover a range of topics including recent relevant research, career issues, and examples of cutting-edge applied work. For example, on July 24 **Gilad Chen** will be presenting a research review of recent influential I-O topics during his presentation: "The State of I-O Psychology Research: Where We Have Been, and Where are We Going?"

Liberty Munson (Microsoft), David Dorsey (HumRRO), and Seymour Adler (Aon) discussing Cutting Edge Technology at PCTMW's fall event.

In addition to the monthly meetings, the organization sponsors several targeted events that support learning among professionals. In June they host a half-day workshop that usually focuses on a key technical skill. This year, **Eric Dunleavy**, **Martha Hennen**, and **Don Lustenburger** will be leading a workshop entitled "The Diversity Characteristics that Affects Us All… Eventually: A Primer on Contemporary EEO Issues Related to Age."

In the fall PTCMW plans a larger event that entails a presentation by a well-known I-O professional or panel, focusing on timely issues in the field. This year the speaker will be **Steven Rogelberg** presenting on how the lessons from his new book "*The Surprising Science of Meetings*" can be leveraged by I-Os to make the most of their meetings.

Encourage student participation. According to **Lorin Mueller**, PTCMW benefits greatly from the work of students. "We do a lot with the local I-O schools to ensure that their students have leadership responsibilities within the group. Student volunteers are essential!" Student involvement not only benefits the organization, but also provides unique opportunities for those just starting their career. By recruiting students into leadership and volunteer roles, PTCMW helps students build their résumés while supporting the Local I-O Group's sustainability, effectiveness, and efficiency.

PTCMW has also established learning events targeted specifically toward graduate students. Each year in February or March, PTCMW hosts a career panel for local I-O students. The panel typically includes a range of successful I-O practitioners who provide practical advice on preparing for and navigating through the first few years of an I-O career. The organization also sponsors a "Consulting Challenge" every fall. Interested students can register via the website. Event coordinators assign students to teams that balance work and school experience, research expertise and schools. Teams then compete to create the best response to a simulated Request for Proposal, working over the weekend to develop a brief response and presentation. The event is sponsored by a local consulting firm that serves as the author of the RFP and judge of the presentations. The winning team takes home $1,250, and all participants receive free membership to PTCMW.

Facilitate networking. Enough about learning; where's the party? In addition to the more intellectual events listed above, PTCMW sponsors several social events per year that better support networking. These are typically happy hours hosted at a local restaurant and tend to be well attended. In addition to bringing people together to share ideas and insights, these events allow members to catch up with old friends and make new ones. They can also be a great way to learn about new opportunities for research, career growth, and job openings.

You Zhou, Semret Yibass (PTCMW Recorder), and Hailey Chen enjoy networking at the fall event.

Partner with universities and local employers

Finally, PTCMW credits much of the organization's sustained success to the partnerships they've maintained with local universities, consulting firms, and key employers. The organization solicits support in the form of event sponsors at various levels to help defer some of the cost associated with holding these activities. Sponsors also do a great deal to maintain a professional service culture among their staff, leading to increased numbers of volunteers and organization leaders. By the same token, partnering with universities increases involvement from students and faculty. Finally, both consulting firms and universities often offer up space to host meetings and other events.

Event Sponsorship has been a key contributor to PCTMW's success.

For more information about Personnel Testing Council of Metropolitan Washington or to participate in one of their stellar events, check out their website: http://www.ptcmw.org/events.

The Bridge: Connecting Science and Practice

Kimberly Adams
Independent Consultant

Stephanie Zajac
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"The Bridge: Connecting Science and Practice" is a *TIP* column that seeks to help facilitate additional learning and knowledge transfer to encourage sound, evidence-based practice. It can provide academics with an opportunity to discuss the potential and/or realized practical implications of their research as well as learn about cutting-edge practice issues or questions that could inform new research programs or studies. For practitioners, it provides opportunities to learn about the latest research findings that could prompt new techniques, solutions, or services that would benefit the external client community. It also provides practitioners with an opportunity to highlight key practice issues, challenges, trends, and so forth that may benefit from additional research. In this issue, we explore best practices and lessons from the field in the space of diversity and inclusion (D&I) initiatives with Juan Madera, Keli Wilson, and Mark Nagy.

D&I Initiatives: Best Practices and Lessons From the Field
Juan Madera, Keli Wilson, and Mark Nagy
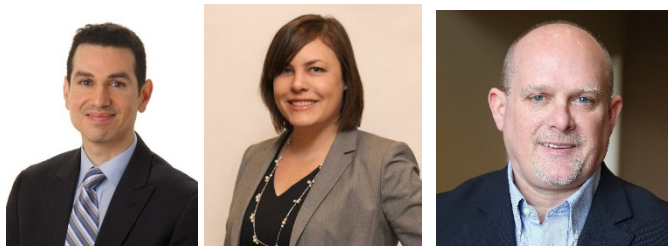
Juan M. Madera, PhD, is an associate professor at the University of Houston (UH). He is the author of more than 60 peer-reviewed journal articles, trade articles, and book chapters. His research focuses on diversity and inclusion management in the hospitality industry. He also serves as a research fellow for the UH ADVANCE Center, funded by an NSF grant awarded to the university. His research examines biases against women in the academic selection process, such as biases in letters of recommendations for assistant professor positions, how demographic characteristics of search committees affect diversity in applicant pools, and biases in the promotion process. He has published this research in journals such as the *Journal of Applied Psychology* and has been featured in outlets such as *Inside Higher Ed*.

Keli Wilson, MA, is a senior manager of EEO Compliance and D&I, principal consultant skill level, with DCI Consulting Group, Inc. (DCI). Keli manages a team of associate principal and senior consultants who assist contractors with compliance needs, such as affirmative action plan development, pay equity analyses, strategic audit advice, and training support. She leads the diversity and inclusion work through metrics driven services. She writes blogs and papers, presents at local and national conferences, and cohosts a podcast, *The EEO Studio,* on diversity and

compliance driven topics. Keli received an MA degree in industrial and organizational psychology from Xavier University and BA degree in psychology from West Virginia University.

Mark Nagy, PhD, is the director of the Industrial-Organizational Psychology Master of Arts graduate program at Xavier University. He has over 40 national conference presentations and 18 published articles in several journals, including *The Psychologist-Manager Journal, The Industrial-Organizational Psychologist*, the *Journal of Occupational and Organizational Psychology,* and *Applied HRM Research*. He has provided consulting services on a variety of organizational projects, such as developing and analyzing employee assessments, conducting training needs assessments, providing statistical consultation, and creating and analyzing employee surveys, including an employee survey that had been distributed nationally across the Veterans Health Administration for a number of years. His current interests include employee engagement surveys and civility in the workplace, and he has recently created and validated a multidimensional assessment of workplace civility.

Introduction

The current article draws from a series of SIOP panels and interactive fishbowl sessions on learning and development for workplace diversity and inclusion (D&I). The sessions represented a collaborative partnership by bringing together scholars and practitioners to address current trends, best practices, and future directions for D&I initiatives. The output of these sessions, including pressing questions and the collective knowledge of SIOP members practicing in the field, was captured via a live audience response platform. Here, leading experts in the field pull together and expand on key themes.

Q&A With the Experts

1. **How do you effectively integrate diversity training into your workplace? How do we move beyond check-the-box D&I training?**
   - *Incorporate action planning and accountability into D&I training initiatives.* This theme converges on the fact that D&I training should not be an isolated initiative, a training that ends after course completion. The success of D&I training should be viewed as a continuous process with action planning, post-training activities, and program evaluation built into the training design. To do so, there must be accountability from leadership to assure that D&I goals are being met. For example, creating executive positions related to administrating D&I initiatives is commonly cited in the literature (Richard, 2000). These positions are responsible for monitoring D&I outcomes in organizations (e.g., recruitment and retention rates of women and ethnic minorities as well as their promotion into leadership positions). Both practitioners and scholars argue that direct involvement in D&I training from top leaders can serve as a signal to employees about an organization's commitment to D&I.
   - *Embed D&I into other processes.* D&I training should be part of broader HR initiatives such as talent acquisition, learning and development, and talent management.

In other words, D&I training should not be introduced as a training program that employees are required to complete during orientation or on a yearly basis. Stand-alone D&I training that focuses on legal and compliance issues is often viewed as check-the-box training. Instead, training should be discussed as part of the broader learning and development initiatives that organizations offer. This observation by the panelists and fishbowl participants reflects research that shows that employees have positive reactions toward D&I training when it is integrated with other learning and development programs (Bezrukova, Jehn & Spell, 2012).

- *Integrate D&I into the culture and values exhibited in daily tasks.* By integrating D&I into the corporate mission, value statements, and performance expectations, organizations signal to employees that D&I is part of an organization's culture. D&I initiatives should not focus strictly on employee training, but rather the principles should be reinforced and supported throughout an employee's tenure. To do so, build a performance management system that clearly defines D&I expectations across all levels of the organization.

- *Expand D&I initiatives to encompass workplace civility.* Employees do not have to agree on everything, but they must respect one another for any D&I initiative to be successful. Any successful D&I initiative starts, and ends, with respect among employees. Organizations need to identify a common goal for each of their functional workgroups and then determine how those workgroups will work together cohesively. Boundaries of appropriate and inappropriate behaviors must be created within workgroups, as norms for mutual respect are best determined at the local level. With the support of upper management, once those boundaries are established and understood, each workgroup member can hold others accountable for instances of disrespectful behavior. In this way, organizations will begin to transform their culture into one of mutual respect, which, practically by definition, involves acceptance of diversity and inclusion.

2. **What challenges have practitioners faced in implementing D&I training strategies that could be used to inform future research questions?**
   - *Backlash from majority groups with a preconceived narrative against D&I training.* One of the biggest challenges that practitioners face during D&I training is backlash from majority groups. This challenge is evident in the literature and observed by practitioners (Brannon, Carter, Murdock-Perriera & Higginbotham, 2018; Dobbin & Kalev, 2016; Kidder, Lankau, Chrobot-Mason, Mollica, & Friedman, 2004). One potential reason for backlash is that D&I training can highlight group differences, bringing to light in-group and out-group dynamics. A related potential reason for backlash is D&I training that is delivered in a manner that blames majority group members. Discussions of power and status differences among groups (e.g., the majority of organizational leaders are White men) can prime feelings of blame and shame, stereotypes that can explain differences, or resentment. Instead, practitioners should focus on minimizing discussions, activities, and methods that can bring forth backlash.

- *Fear of communicating any diversity related messages that are not perfect.* Another theme around backlash centered on fear of not having a perfect message. Organizational leaders who want to support D&I training initiatives might hesitate to articulate their support because of fear of saying something that can be perceived as negative. An example is how former Starbucks CEO Howard Schultz was criticized for saying "I don't see color" in response to a racial profiling incident involving two African American men at a Starbucks in Philadelphia. Although his intentions were good, his message reflected the privilege of not having to worry about his own skin color in social interactions. Other organizational leaders might view this type of scrutiny as a rationale for the fear of using the wrong words. As such, D&I practitioners might want to work alongside leaders to help them develop strong messages, which will help alleviate this fear.

- *Identifying/measuring behavior change.* When developing and implementing D&I training, practitioners often face the challenge of identifying outcomes; should training merely create positive reactions, or change behaviors and attitudes? A recent meta-analysis of D&I training outcomes found that D&I training had larger outcomes for reactions to training and cognitive learning as compared to behavioral and attitudinal learning outcomes (Bezrukova, Spell, Perry & Jehn, 2016). Cognitive learning remained stable over time. The short-term effects on attitudes and behaviors suggests that D&I training should be a continuous process, a sentiment that many D&I practitioners shared during the sessions. Another theme that emerged is the idea that outcomes depend on the goal of the D&I training. The measurement of outcomes should reflect the strategic goals of D&I training.

- *Establish ROI of D&I programs via similar constructs.* Until it can be shown that D&I initiatives can make a positive impact on the bottom line, many organizations will be reluctant to spend a great deal of resources on D&I training. Although much of the research on the effectiveness of D&I programs is mixed (Kulik, Pepper, Roberson & Parker, 2007; Roberson & Park, 2007), research in areas related to D&I has shown the investment can pay dividends. For instance, research (Nagy, Warren, Osatuke & Dyrenforth, 2007) has demonstrated that hospitals with below-average civility scores spent more than twice as much on Equal Employment Opportunity (EEO) complaints than hospitals with above average civility scores. This same research found that hospitals with above average civility scores saved at least $120 per employee on sick leave usage than hospitals with below average civility scores. Additional research needs to be conducted to show the monetary benefits of increasing D&I in the workplace.

3. **What advice do you have for organizations just beginning their D&I journey? What's low hanging fruit? Quick wins?**
   - *Promote proactive interest and support by leadership.* Companies can be at different starting points in terms of resources, budget, and time dedicated to D&I initiatives. A helpful starting point is to understand why the organization is beginning their journey and identify the stakeholders. Leadership interest in being a "best practice" em-

ployer and competitive in the market is a common theme for engaging in a D&I program. There are companies seeking this proactive stance and commitment to inclusive work environments. CEOs are recognizing the importance of D&I and are publicly pledging commitment to build trust through difficult but necessary conversations, provide education on unconscious biases, and share best practices between organizations to enhance diversity and inclusion strategies (Feloni & Turner, 2017). Common allies in the D&I journey tend to be leadership, legal, talent acquisition, compensation, and HR/compliance.

- *Be cognizant of federal compliance requirements.* Another reason for companies to initiate D&I programs is due to federal enforcement agencies, such as the U.S. Equal Employment Opportunity Commission (EEOC) and the Office of Federal Contract Compliance Programs (OFCCP), that are equipped to investigate employment practices. At an increasing rate, federal, state, and local governances are issuing laws that impact company practices. For example, a hot topic right now in the D&I space is pay equity and some state laws now ban companies from asking for prior salary. Companies need to be ready as new laws emerge to assess policies and procedures and make changes that are legally sound, as well as meet internal diversity initiatives to be inclusive and provide equal employment opportunity.

- *Start with a similarity focus to increase acceptance.* Many D&I programs focus on differences, not similarities, yet we know from social psychology that people tend to engage in the similar-to-me bias. In other words, we tend to like others who are similar to ourselves, so emphasizing differences is not a great place to start. The truth is, we have much more in common with each other than differences. Consequently, to assist in the acceptance of a D&I initiative, more attention should be placed on emphasizing our similarities than our differences. Organizations can start by focusing on the common goals or mission of the organization. For instance, if an organization's mission is to provide the best widget at the most affordable price, the organization should identify the role of all employees in accomplishing that common goal. By focusing a D&I initiative on those similarities first, organizations can set the stage to be more accepting of differences later.

- *Consider a reactive stance to garner support for D&I initiatives.* Finally, it is possible that D&I is a reactive effort to address concerns with public relations (e.g., public backlash from an employment-discrimination finding), employment engagement findings, or applicant and employee complaints. Starbucks again is a great example of reactive efforts when they closed their stores (roughly 8,000 stores) for a "racial bias education day" after an employee called the police on two African American men. Data analytics could be a quick win for stakeholders in terms of identifying and mitigating such workplace barriers and therefore the need for a reactive stance (e.g., adverse impact, survival analysis, pay equity study). A best practice would be to seek legal counsel and privilege when conducting such analyses.

4. **There are a lot of D&I training programs available with various components (design features, content). What do you believe to be the key components that make a difference?**

- *Leveraging legal frameworks.* From a practitioner standpoint, federal statutes, such as Title VII of the Civil Rights Act of 1964 and Executive Order 11246, have been the foundation of D&I training programs. Case law helps create the framework for developing best practice policies and programs for attracting, selecting, retaining, and promoting talent. This seems to be a starting point for diversity awareness and a means for corrective action in the workplace. Further demonstrating the connection of legal issues and D&I training, researchers found that 40% of the high-profile employment-discrimination lawsuits studied had court-mandated diversity-related training (Hirsh & Cha, 2017). The researchers discuss the increase in managerial diversity through accountability-driven policies, for example affirmative-action plans or targeted recruitment (Hirsh & Cha, 2017). It may not be training alone but an action plan with accountability that creates a movement of change in the organization.

- *Incorporating alternative training formats and topics.* An evolving focus by the EEOC is to find more effective training strategies to shift workplace cultures toward prevention of workplace harassment. The EEOC created a Select Task Force to study workplace harassment and identify new training models that the EEOC Training Institute can adopt. The EEOC Select Task Force noted bystander intervention training and civility training to be two encouraging programs to help prevent harassment in the workplace (USEEOC, 2016). A variety of discrimination-prevention-training opportunities and resources are provided on their website.

- *Avoiding blame and focusing on the future.* It may sound obvious, but a D&I program must be inclusive. It must be careful not to place blame on a certain demographic group for past transgressions. Importantly, a D&I program must not look at the past but, rather, must concentrate on the future. A D&I program must emphasize how the organization wants all employees to treat others in the future. Finally, a D&I initiative must have the full support of upper management and that support includes disciplining any employee, no matter the organizational level, if the employee engages in inappropriate conduct.

Conclusion

We draw from DiversityInc, a leading organization focused on raising awareness of the benefits D&I brings to companies, to offer some concluding remarks. Their annual list of the top 50 companies for diversity includes multiple *Fortune* 500 organizations that can inform and motivate D&I scholars and practitioners to think about D&I goals and strategies to ensure that D&I initiatives are successful. The common elements among these organizations include (a) senior leadership commitment, (b) mentoring, (c) inclusion of women in all levels of management, (d) employee resource groups, and (e) supplier diversity. It is no surprise that all of these organizations promote D&I at every level of the organization, starting with senior leadership, such as CEOs who communicate the importance of D&I. The importance of leadership and embedding D&I in all levels of an organization were central themes we discussed in our panels. In order for D&I to be successful, it should not be planned, developed, and delivered in a vacuum, as a one-time training that includes checking off a box. Instead, our discussion and organizations from DiversityInc's top organizations point to the importance of incorporating D&I into continuous

onboarding initiatives, employee learning and development programs, appraisal and promotion systems, and into the culture of an organization.

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A Behind the Scenes Look at the Special Issue Editorial Process

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Have you ever considered submitting your work to a Special Issue (SI)? How about organizing one? If this seems like one of those experiences you wait to consider until you are a seasoned, tenured professor, we implore you to reconsider. If you are an experienced reviewer or a junior faculty member, the practice of editing a SI can be both developmental and perfectly appropriate given your expertise and experience.

What Is a SI and How Does it Differ From a Typical Issue of a Journal?
Depending on the journal and the topic, SIs may be treated differently, but in the field of psychology, a SI usually includes 5–10 articles on same topic, all published in a single issue of the journal. The purposes of SIs may include any or all of the following: (a) introduce new theories or methods to the field (e.g. see *Organizational Research Methods* for examples of this), (b) provide a state-of-the-science review of some topic, (c) present a coherent stance or position on some issue, (e.g., importance of null results in research; see *Journal of Business and Psychology*), (d) present a point–counterpoint debate on some issue (e.g., the usefulness of formative vs. reflective indicators in *Structural Equation Modeling*), (e) introduce new or ignored areas for research to the field (e.g., as we did in our recent SI on eldercare in the *Journal of Business and Psychology*), and more.

Benefits of SIs to Authors, Journals, and Editorial Teams
SIs have benefits for authors, journals and the editorial team. First, SIs give researchers and practitioners an outlet to consider publication of niche interests and to gain visibility for their research among other like-minded scholars and practitioners in the field. Benefits for the journal include greater exposure to a larger readership, potential new reviewers, and potential increased interest in the journal. And finally, there are a number of potential benefits for the editorial team. Particularly if you are a junior faculty member, this is one of the best ways to get a behind-the-scenes glimpse into the life cycle of the scientific publication process, a chance to read the latest research on a topic, and the benefit of working with senior colleagues to produce a volume that includes high-quality research. There are many opportunities for learning and development from senior editors along the way. This is great preparation for editing a book, joining editorial boards, and stepping into associate editor (AE) and editor roles in the future.

A Chronology of How Our SI Developed

Our SI began at SIOP 2017 where our guest editorial team all met as presenters in a work–family symposium on eldercare. Although we were all presenting on eldercare that day, I do not think any of us would have labelled ourselves as "eldercare experts." What we did all have in common was an understanding that this research is important, that people are already beginning to work on it, and that emerging research on the topic did not yet have a home. We thought, "*There really needs to be a place for all of this work to come together!*" Because a specific space for this topic hadn't been established, we decided to create one through the development of a special journal issue. Based on post symposium discussions over lunch at the hotel restaurant, we decided on a few possible outlets for our SI. We pitched the idea somewhat informally to the editor and we were invited to put together a formal proposal. The written proposal was well received by both the editor and members of the journal editorial board who agreed that we were highlighting an important yet understudied area. We were off!

Over the course of the next 2 years we moved from an idea, to proposals, to revisions and resubmissions, and finally on to acceptances and a finished, published product. We ended our process where it all began, with a SIOP session. Our 2019 SIOP session brought together a selection of our accepted papers to present on their cutting-edge eldercare research. This was followed by a brief panel from our guest editors highlighting many of the lessons learned in creating the SI, also discussed in this *TIP* article.
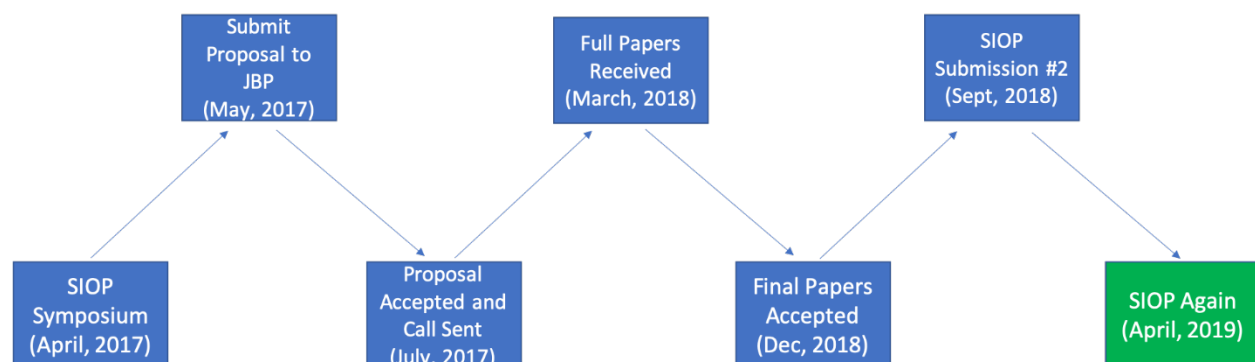
Figure 1. A SI's journey from SIOP to journal and back to SIOP.

How to Propose a SI to a Journal Editor

When presenting your idea for a SI to a journal editor, it is worthwhile to pull together a formal proposal. We prepared a 5-page proposal, which included a strong case for research in this area. We suggest that your proposal include the following:
o   the relevance of your SI topic to the journal's targeted readership (think about the topics typically covered in the journal, and to how your topic may fit with these and other topics in the discipline)
o   important questions that need to be answered related to your topic
o   a list of known researchers and research centers conducting research on the topic (to show potential to attract quality proposals)
o   a general plan for your editorial process
o   a list of qualified reviewers from whom you will solicit help

One Model for Managing Manuscripts for a SI

1. **Develop a process or workflow with key events and a timeline for completion of each stage.** You will want to discuss the general manuscript process and timeline ahead of time. This is ours:

Time between steps		Activity at this step
		Obtain review, feedback, and approval of proposal by the Editor and Board Members
2	*T1 + 2 months*	Contact listservs and profession organizations to distribute call, inviting 1000-word proposals
3	*T2 + 1 month*	Build an expert review board
4	*T2 + 3 months*	Receive 1000-word proposals
5	*T4 + 1 month*	Review 1000-word proposals as an editorial team. Select and invite full submissions
6	*T5 + 3 months*	Accept author full submissions and send to reviewers
7	*T6 + 1 month*	SI editors to review comments from reviewers, make decisions on initial manuscripts and provide invitations for R&R or rejection letters to authors
8	*T7 + 3 months*	Accept revised submissions and send to reviewers
9	*T8 + 2 months*	SI editors to review 2nd submissions along with reviewer comments and make decisions on manuscripts. Provide summary letters to authors
10	*T9 + 2 months*	Accept final R&R submissions from accepted papers
Total time from advertisement to final submission of accepted papers	***18 months***	At this point papers will be processed and copy edited by the journal. *Depending on arrangement with the editor, you may wish to write a summary or introduction to the SI, which can be submitted with the final papers in the issue.

2. **Assign roles for guest editorial team (e.g., AEs, a logistics manager)**
   ● We had five guest editors, so we assigned four to 2-person teams of action editors (AEs) and the fifth team member served as our logistics manager, keeping us on task, handling most of our communications with the journal editor, and with authors, regarding deadlines.

3. **Develop criteria for selection of proposals**
   Consider the following as a potential guideline:
   ● *fit with the mission of the journal*
   ● *theoretical, conceptual, and practical relevance to your topic in the context of work*
   ● *importance and incremental contribution*
   ● *methodological rigor*
   ● *expectation that the project could be completed within your established timelines*

4. **Solicit expert reviewers** for the SI (give them timeline and ask for a commitment for one to two reviews over the duration of the project). Reviewers that are invested in the topic, engaged, and knowledgeable are essential to running on a tight timeline.

5. **Advertise your Call for Papers**. Be sure to include individuals, groups, labs and centers working in the area, as well as SIOP and Academy divisions, special interest groups, or other conference networks that may want to publish the call on their websites or across their network email.

6. **Receive proposals by email.** Be sure to confirm receipt by email and keep records of submissions.

7. **Review proposals.** Use the criteria to rank the proposals. You may want to bucket proposals into "definites," "maybes," and "unlikelys" before meeting to discuss and rank as a group.

8. **Invite full submission based on the proposals** that show promise according to the submission criteria you set for the SI.

9. While you wait for full paper submissions, **assign reviewers to manuscripts** according to their expertise and background (e.g., if you anticipate a manuscript that uses a new methodological or analytical technique, make sure the reviewers assigned to review the paper are a good fit and have the expertise to fairly evaluate it).

10. **Assign AE teams to groups of manuscripts**. We split ours evenly between two 2-person editorial teams. Both teams included one senior faculty member and one junior faculty member. Our fifth editor served as a tie breaker and a third-eye consultant for to the two AE teams, when needed.

11. **Use the journal's online editorial system, if possible, to manage the entire submission process.** This will save much time and energy and provide credibility to your process. If you are working with a journal that does not manage manuscripts online, you can accept manuscripts and assign them to reviewers manually by email. Keep records of everything, organized into folders in your email, hard drive, and so on. Records of correspondence with the editorial team, but also with authors, reviewers, and journal editors comes in handy over the long duration of this process.

12. **When reviews come in, AE teams should read manuscripts and reviews and work together to make decisions** about whether a paper should be invited for a revision or rejected. Then, a letter will need to be written from the AE team to the authors informing them of the decision and next steps, if applicable. Make sure to state deadlines explicitly in the letter as some online manuscript portals will leave the revision deadline set to a default (e.g., 90 days). In some cases, you can override this default manually. It's key to be clear about due dates.

13. **Receive revised manuscripts**, send them out for review, and repeat the process of AE reviews on revised manuscripts. Write a letter to authors about your decision to accept, review again, or reject.

14. Once reviewers and AEs are satisfied with the state of a paper for publication, it can be **sent to the journal for processing**. Articles may be published online as soon as they are processed and before the SI is technically in print.

15. **Prepare an editorial piece** summarizing the contributions of the SI.

16. After the manuscripts are in press, consider repeating the promotional steps you took when you released the call. Consider social media marketing of the SI by **announcing the SI** on Twitter, Facebook, LinkedIn or other social media outlets, by email, in newsletters, blogs, or your own personal website. If you don't have a date for publication, you can list the month or season readers can expect it.

Lessons Learned in Creating This SI

We would like to leave readers with a few of our biggest takeaways about organizing a SI. Among these takeaways are activities that we believe contributed to a successful and valuable experience for everyone on the editorial team.

1. **Pair up junior and senior editors**. Perhaps one of the greatest lessons we take from this process is the success of the mentor model for guest editors. Our editorial process paired one senior and one

junior faculty together as a guest editorial team with each team responsible for approximately half of the papers being reviewed. Our fifth (senior) editor handled all communications, including updates, deadline reminders, and logistical details with both the authors and the *JBP* editor. This fifth editorial member also served as a third set of eyes on papers and provided input in cases where reviewers or the primary editorial team were divided in opinion. This format worked well for several reasons. First, having two guest editors on each paper gave our group a chance to consider multiple perspectives and guaranteed that four experts reviewed each paper. This lightened the editorial workload and increased the quality of the final papers in the issue. Second, junior editors were able to work under the guidance of more experienced senior editors who could provide advice and mentorship related to editorial protocol. Although many junior faculty and practitioners have experience with reviewing papers, the editorial role is relatively unfamiliar to most researchers until one is invited to serve on an editorial board. We see this pairing of junior and senior editors as a win–win for the editors, the authors, and for the journal.

2. **The most ambitious SI will take well over a year to complete**. Unless you are creating a SI from conference proceedings, the process will take some time. Be ambitious but realistic about timelines, baking in time for late submissions, late reviews, and even late editorial decisions. Our timeline, from the date that our call went out until the final paper was accepted for publication, took right at 18 months. Our rule of thumb was to leave 8–2 weeks between submissions and review decisions, knowing that our reviewers would only be given 4 weeks to review but that some of them would ask for extensions. We considered due dates carefully, with other big dates like holidays, conference deadlines, and conference travel dates in mind. For instance, we built in extra time when we knew that many of our reviewers would lose over a week to the 2018 SIOP conference.

3. **Appoint someone with some personal fortitude to play logistics manager.** Although it might seem obvious, assigning someone on the editorial team to play the role of logistics manager is quite important if you wish to stay on top of deadlines. We worked within the online editorial management system used by *JBP*, which sends out automated emails to authors and reviewers regarding agreed-upon deadlines for reviews and (re)submissions, but separate, personal emails to authors regarding upcoming deadlines were a nice way to stay in touch with authors, field questions, and handle the inevitable exceptions that authors might ask for regarding deadlines, page limits, and general concerns regarding the process. For a SI to come together, the papers must be finished at the same time. Let's face it, life happens. Things come up which might delay authors, reviewers and editors. We are grateful to Chuck Lance for playing this role and for extending grace where it was needed but generally holding a hard line regarding deadlines, which allowed us to stay on target for the entire duration of the project.

4. **Conference calls save time, keep everyone engaged, and eliminate confusion.** In the course of creating this SI, five editors logged roughly 10 hours of conference calls just for the sake of planning and decision making related to the SI. A free conference call number can be obtained from freeconferencecall.com. Of course, there were also many more hours devoted to reading and reviewing proposals and submissions, meeting as AE teams, crafting and writing letters and feedback to authors, and learning to use *JBP*'s online editorial management system to communicate officially with authors (which in retrospect was quite painless). But, we estimate that in the end, conference calls saved valuable time in planning as opposed to trying to plan and decide everything by email.

5. **Take advantage of file-sharing options.** From the start of the SI, we used Dropbox cloud storage to stay organized. With folders organized by process steps, it was never difficult to find what we needed. We also appointed a note taker for every phone call to keep records of our decisions

and our planning process. A long time occurs between some stages in the process and referring back to your notes about why you made decisions can be useful.

6. **Ethical considerations when editing a SI.** Perhaps it goes without saying that confidentiality is important and that AEs should avoid conflicts of interest during the review process. As one example, in the case that you are proposing a SI on a topic for which you are conducting scholarship, you may wish to have your own work reviewed for possible publication in the issue. For the sake of transparency and fairness, you should not serve as AE on your own submission and your reviewers should be blindly assigned by another AE. If the reviews or the assigned editorial team are not unanimous in their decision, a fifth member of your editorial team, or a member of the journal's AE board, should serve as a nonpartisan tiebreaker. These practices prevent team members from feeling a conflict of interest and ultimately yield a more transparent and fair process for all involved.

7. **Thank your reviewers.** Perhaps the biggest take-away from this process is how much time and energy is required from multiple stakeholders to create a quality publication of high-quality scholarship. There is simply no way to calculate how many hours are spent pulling together a single issue, but you will want to extend your sincere gratitude to all the scholars who submitted their work, to the journal editor for their support, and to the *ad hoc* editorial board for their invaluable support of your efforts toward producing the SI.

Conclusion

The experience of putting together a SI has been invaluable for both our senior and junior editorial members. Our junior members are especially grateful to Chuck Lance, Janet Barnes-Farrell, and Boris Baltes for their senior leadership and support as we learned the ropes of the editorial process from them. If you are interested putting together a SI of your own, we hope you will be so lucky to find mentors like these.

Meet Victoria Mattingly:
Leslie W. Joyce and Paul W. Thayer Graduate Fellowship Award Winner

Liberty J. Munson

Garett Howardson
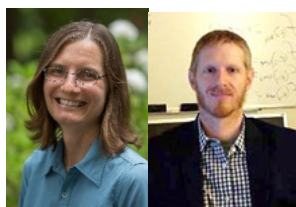
As part of our ongoing series to recognize SIOP award winners, this quarter, we are highlighting one of SIOP's Fellowship Award winners—Victoria Mattingly. Whereas many of the people we interview answer the questions in writing, Victoria actually chatted on the phone. Below is the story of how she won this fellowship and how it led to her completing her dissertation by doing research that reflects a one of her true passions. Let's jump in.

Victoria is a senior solutions designer at Mind Gym, and before that she was a Learning and Development consultant at DDI. She earned her PhD from Colorado State in May 2018. This fellowship is given to graduate students whose coursework and research specialize in either selection or learning and development. Winning this fellowship gives recipients the flexibility to pursue their research interests without worrying (as much) about funding. In Victoria's case, she attributes winning this award to not only the quality of her research but also to perseverance.

For the research sample component of her application, she submitted findings from a meta-analysis she conducted on the trainability of emotional intelligence. Ultimately, she wondered "Can EI be trained?" The short answer is that it can be trained. The results showed a moderate positive effect for training, regardless of design. Effect sizes were relatively robust over gender of participants, and type of EI measure (ability v. mixed model) and were in line with other meta-analytic studies of competency-based training programs. EI is at the root of all soft-skills training, and the last contribution of her meta-analysis is that it showed that training can help organizations move the needle on these issues. During the process of doing this research, she also realized that she wanted to build a career on training these softer skills that made people into better human beings—but more on that later. Let's talk about the perseverance element and other advice for graduate students applying for this fellowship...

When asked **what advice she would give other graduate students applying for this award**, she suggested the following:

1. Be persistent. Don't give up. She actually applied for the fellowship twice. You can, too.
2. Internships help show your ability to apply the skills you're learning in grad school and the relevance of selection or learning and development to your career specialization. At the time she applied the second time, she could include an internship with Amazon and one with DDI on her application.
3. Be sure to highlight those experiences on your application. This is critical!

4. Although the recommendation letters must come from graduate faculty members, getting them to include testimonials from your internship manager(s) is a great way to include the industry/practice element in the recommendation process.
5. The spirit of this award is based on the strong mentoring relationship between Paul Thayer and Leslie Joyce. Having a similarly strong mentoring relationship with one of your nominators builds a strong case for your application, especially if that comes through in the nomination letter and your "career goals and aspirations" statement. Victoria has a wonderful relationship with her advisor—**Kurt Kraiger**, who has provided great emotional support and career guidance and has been her biggest ally, helping her achieve her goals. With his support, she was able to have a child while in grad school, still graduate on time, and finish her last year working remotely in Pittsburgh.

Now that you have the tips and tricks for applying for this fellowship, let's take a closer look at the research that winning it has allowed her to do. As a result of winning, she has been able to pursue her passion for leadership and development that started growing during an internship at Amazon where she became increasingly aware of the way technology is changing how organizations grow leaders, the importance of data-driven decisions, and the simple fact that technology companies needs help on the people front.

She took that passion to DDI, where she built the training program "Men as Allies" that became the basis of her dissertation. This was the perfect opportunity for her to explore her passion for learning and development because DDI was just building their women-in-leadership practice, helping women build their leadership careers. Victoria noticed that the program was just for women, but given that leadership pipeline progressively becomes male, she wondered "what can men do to create a more gender-inclusive environment" and foster diversity and inclusion at the highest levels of leadership within an organization? A more holistic approach was needed that focused on that what men and women can do together to get more women into that leadership pipeline.

So, she went to work. She built a "Men as Allies" training course and found a client that was willing to provide a treatment and control group. The training was conducted, and a follow-up survey completed 3 months later that included not only the managers who went through the training but also their direct reports. Although it was a small sample size, she found that men who attended training were more likely to speak up about gender equality and engaged in more inclusive leadership behaviors (e.g., mentoring and sponsoring). So impressed was the client that they are looking to expand to 400 leaders. Her research showed that it's possible to train people to be allies and create more inclusive environments.

As our interview wrapped up, we ended the way we always do with a fun fact (something that people may not know). Hers is that she has sung the national anthem at a professional sporting event and has done additional singing "gigs" in Ireland, Seattle, Portland, Colorado, and Pittsburgh.

Finally her words of advice to graduate students:

- Do research that you really care about; we have a unique opportunity to make the world a better place through the work that we do—make the work that you do your passion.
- Find someone more senior who is doing research in that area and ask to collaborate with them—offer to do the grunt work to get research done/manuscripts done—show that you're a good collaborator. Little steps like this can lead to big rewards. Remember that the answer is always no if you don't ask.
- Be involved in SIOP. It's a great way to make amazing connections, be influential in our field, build your network, and so on. Victoria is the current chair of SIOP's Events Subcommittee, a part of the broader Visibility Committee.

About the authors:

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

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

Garett Howardson is the founder and principal work scientist at Tuple Work Science, Limited and adjunct psychology professor at both Hofstra University and at The George Washington University. Most of his work focuses on quantitative, psychometric, and/or computational issues to better understand the psychology of modern, technical work writ-large (e.g., aerospace technicians, computer programmers).

Garett is also an avid computer geek. In fact, he has a degree in computer science, which he avidly applies to his research and work in pursuit of one deceivingly simple goal: better integrate I-O psychology and the data/computational sciences to understand work.

Peering Behind the Curtain of the SIOP Program Building Process

Scott Tonidandel, SIOP 2020 Conference Chair

Elizabeth McCune, SIOP 2020 Program Chair

The purpose of this article is to shine some light on various aspects of the program building process so there is more transparency about what actually happens. We have organized this article around a series of questions that we are often asked in our roles as conference chair and program chair.

How does the acceptance decision get made?

Each year, the SIOP program is assembled by the SIOP Program Chair executive committee, which consists of the outgoing program chair, the current program chair, and the incoming program chair. This committee sets cut-score thresholds based on the reviewer ratings for the different submission types (types are symposiums, panels, debates, etc.). These cut scores are established to balance a variety of constraints, such as the amount of available program time, need for 50 versus 80-minute sessions, desire to have a diversity of formats, etc. Once those cut-scores are established, any session above the cut-score for that submission type will be accepted, and any submission below that score will be rejected. No other factors are considered in making the acceptance decision. This ensures a certain degree of fairness in the process as all submissions of the same type are treated equally. Importantly, the program chairs don't have any discretion to accept individual sessions that are below the cut score. In the end, the acceptance decision comes down to whether the session was evaluated favorably by reviewers.

The reviewers' comments seem positive; why was my session not accepted?

The acceptance decision is entirely driven by the reviewers' ratings and not the comments themselves. With over 1,400 submissions and 6,000 reviewer comments, it is impossible for this three-person committee to individually vet submissions and reviewer comments. Our hope is that reviewers provide constructive comments to the submitters that also reflect their numerical ratings, but in terms of the acceptance decision, the reviewers' numerical ratings drive that process.

What sessions don't go through the peer review process?

There are a very limited number of invited sessions that do not adhere to the above process. The incoming program chair is responsible for organizing the five sessions that comprise the presidential theme track. Similarly, there are separate committees that are responsible for the 6 Friday seminars, the 12 communities of interest, and a special sessions committee that is allocated 5 hours of program time. The Alliance of Organizational Psychology (a strategic partnership between SIOP, EAWOP, and ICAP) is granted 4 hours of program time, and the SIOP Executive board can use up to 6 hours for sessions related to the business of SIOP (e.g., conversation hour with SIOP leadership). Finally, the distinguished award winners are given program time. Though these sessions don't go through the same review process as a regular submission, they are all vetted by a committee. What is important to recognize here is that with over 900 accepted submissions and 450+ hours of programming over 3 days, these sessions represent a tiny fraction (approximately 3%) of the conference program.

How can I participate in an invited session?

Outside of the invited sessions that are reserved for award winners, anyone is welcome to contribute ideas for any of the session categories above. The process for doing so would be to contact the program

chair who could then connect you to the appropriate subcommittee chair. However, what is important to realize is that these sessions are often determined well in advance of the submission deadline. All of these committees actually started their work at the conclusion of the prior year's conference. These sessions are largely pinned down by the time the call for proposals is released in July. If you have an idea for a session that you want to contribute for the next SIOP conference, you must begin those conversations well in advance of the typical submission cycle (usually during or soon after the SIOP conference from the prior year).

Because submissions are accepted based upon reviewers' scores, how are reviewers assigned?

Four reviewers are assigned to every submission, and no more than one student reviewer is assigned to a submission. There is always one expert reviewer on each session. Reviewers are assigned based on session content match to reviewer background (as indicated by the reviewer upon registering to volunteer for this service).

Why are there so many sessions on topic X, but so few sessions on topic Y?

The program is not designed to have a certain level of representation of content areas. Acceptance decisions are driven entirely by reviewers' ratings of submissions and are independent of the content area. If reviewers provide high ratings to lots of sessions on a particular topic, those sessions will be accepted regardless of how many other sessions on that topic are also accepted. If there aren't very many sessions in the program on a particular topic, this means that we either didn't receive very many submissions on that topic or that the submissions received low ratings by the reviewers. Essentially, the SIOP audience (the submitters and reviewers) determine the overall content of the program.

Why was I put in that room?

When sessions are assigned to rooms, an attempt is made to match room size to perceived demand. Reviewers, when rating submissions, are asked to indicate whether a session should be placed in a small, medium, or large room. The conference meeting spaces are similarly categorized as small, medium, and large, and attempts are made to match the reviewers' ratings to the size of the spaces.

Why did I get that timeslot? Why are there two or more sessions on a similar topic at the same time?

Outside of a few obvious exceptions (theme track, Friday seminars, etc.), the process of assigning sessions to time slots is largely pseudo-random. A computer algorithm assigns all of the accepted sessions to time slots with the constraint that there cannot be any presenter conflicts. This algorithm also considers other variables (e.g., reviewer estimates of how large an audience the session may draw, matched to appropriate room size) when doing the assignments, but the only constraint that is strictly enforced is the presenter-conflict constraint. The program chair committee does screen for obvious content conflicts and tries to reduce them when possible, but it is impossible to eliminate all content conflicts. For example, with over 100 accepted sessions on diversity and inclusion, there is no way to create a schedule that doesn't have multiple diversity-and-inclusion sessions happening at the same time. Additionally, though we may wish to relocate a session, oftentimes we are unable to because moving it would conflict with other features of the program such as presenter conflicts, room requirements, and so on.

Why are there so many sessions at the same time?

Having multiple sessions at the same time serves two primary goals: it maximizes the number of sessions that are accepted, which in turn helps to increase the likelihood of a diverse range of sessions.

Every year, the SIOP conference sets a new record for conference submissions. Moreover, SIOP attendees seem to be more diverse in terms of their backgrounds and interests. In order to accommodate the increasingly large number of submissions and to try to balance the very different interests of our attendees, we offer a large variety of sessions throughout the day.

Why wasn't my special request approved?

When considering requests from submitters (e.g., a specific room layout), one of the guiding principles is fairness. We want to make sure that we treat all submitters equally. Thus, a request from the SIOP president will be treated identically to a request made by a first-time SIOP submitter (sorry, Eden). There are a few notable factors that sometimes restrict our ability to honor particular requests. One factor is the clarity of the request provided by the submitter in the submission form. Given the volume of the submissions, we need to rely on what is in the submission form, and at times the request cannot be approved simply because what is being requested is not clear. Another factor is budget. For example, the cost of changing the configuration of a single room is exorbitant. Yet another factor may be our contractual obligations with the hotel and/or audiovisual services. We can assure you that the program chair carefully considers these requests and makes every effort to approve those that are clear and within the bounds of our budget and contracts.

What is being done to accommodate the increasing number of SIOP attendees?

The process of selecting a conference site usually happens 6 years in advance of the conference. As we have seen, attendance at the conference has grown considerably. Although SIOP tries to forecast the anticipated growth of the conference, these attendance estimates are far from perfect. Attendance is expected to grow, but there is considerable year-to-year variability driven by a host of factors (conference location, time in April the conference is held, state of the overall economy, etc.). Because the conference sites are chosen so far in advance, it is impossible to adjust to more recent changes in demand, which sometimes results in space constraints at the conference. These new demands on space can be taken into account when selecting future sites, but because of how far in advance sites are chosen, it will take years for attendees to see these changes implemented.

Because of the continual growth in conference attendance, the site selection committee has started to consider other type of venues (such as conference centers) to hold the conference. SIOP 2019 was a great example of such a venue. The Gaylord National had an attached conference center that was able to easily accommodate what was one of the largest SIOP conferences.

Are data from the Whova app used in conference and program planning?

SIOP 2019 was our third year using the Whova app and usage has grown each of those years. As usage continues to increase and as we are able to customize the app to meet the unique needs of SIOP, the session attendance and rating data coming from Whova will be particularly valuable, but to date are not being used in the creation of the program. As of now, Whova is a great tool for conference attendees to manage their schedules, connect with other conference goers and stay updated on conference events and notifications, and we look forward to leveraging the data in the future to make improvements to the conference experience. We would encourage everyone to consider using the Whova app at SIOP 2020 in Austin!

2019 Frank Landy SIOP 5k Fun Run Results

Liberty J. Munson

Editor's Note: Special thanks to Liberty as well as Linda Lentz and everyone else in the SIOP Administrative Office who helped put on the 2019 Frank Landy 5k Fun Run! ./

Thanks to everyone who ran the 2019 Frank Landy 5k Fun Run in National Harbor in the RAIN!! Congratulations!!

Top 10 Women			Top 10 Men		
Name	Time	Place	Name	Time	Place
Leonie Theis	19:34.3	1	Thomas Bussen	17:58.0	1
Deborah Powell	21:37.5	2	Jake Gale	18:05.0	2
Christine Nittrouer	21:59.3	3	Dylan Sorman	18:18.3	3
Colby Nesbitt	22:39.8	4	Daniel Kurtzman	18:37.9	4
Janai Wallace	23:37.1	5	Eric Day	20:08.2	5
Carly Salerno	23:52.0	6	Thomas O'Neill	20:58.3	6
Melanie Standish	25:14.8	7	Tyler Slezak	21:06.7	7
Soohyun Lee	25:57.7	8	Matthew Sloan	21:29.0	8
Gabrielle Metzler	26:17.1	9	Merrill Levitt	21:41.2	9
Liberty Munson	26:25.6	10	Miguel Quinones	21:41.8	10

Age Group Winners

Men <30		Women <30	
Jake Gale	18:05.0	Leonie Theis	19:34.3
Dylan Sorman	18:18.3	Colby Nesbitt	22:39.8
Daniel Kurtzman	18:37.9	Carly Salerno	23:52.0

Men 30-39		Women 30-39	
Thomas Bussen	17:58.0	Christine Nittrouer	21:59.3
Thomas O'Neill	20:58.3	Janai Wallace	23:37.1
James Beck	21:43.0	Kate McInnis	26:27.8

Men 40-49		Women 40-49	
Nathan Kuncel	23:35.3	Deborah Powell	21:37.5
Charles Scherbaum	24:20.0	Liberty Munson	26:25.6
Marco Behrmann	24:42.1	Tanja Bipp	27:54.1

Men 50-59		Women 50-59	
Eric Day	20:08.2	Cristina Gibson	28:55.7
Miguel Quinones	21:41.8	Mary Jo Ducharme	34:52.6
Mark Poteet	24:29.3		

		Women 60-69	
		Joyce Bono	30:58.8
Men 60-69		Pat Sackett	43:25.7
Paul Sackett	31:54.1		

Men 70+	
M. Peter Scontrino	34:52:00

Scientist/Practitioner
    James Beck/Phil Walmsley   0:47:38
    Katie O'Brien/Jason Randall   0:58:28

Four-Person Teams
    University of Minnesota   1:31:29
    University of Florida   1:34:13
    We are <.05   1:41:51

Advisor/Advisee
    Leonie Theis/Tanja Bib   0:47:28
    Thomas Bussen/Joyce Bono   0:48:56

Mixed Doubles
    Zac Gibson/Cristina Gibson   0:51:19
    Yuliya Cheban/Manuel Gonzales   1:05:55
    Paul Sackett/Pat Sackett   1:15:20

Complete Finishers List

RANK	NAME	TIME	PACE
1	Thomas Bussen	17:58.0	5:47
2	Jake Gale	18:05.0	5:50
3	Dylan Sorman	18:18.3	5:54
4	Daniel Kurtzman	18:37.9	6:00
5	Dehlia Mahoney	18:39.1	6:01
6	Taylor Nicole Jones	18:40.0	6:01
7	Leonie Theis	19:34.3	6:18
8	Aidan Johnson	19:43.2	6:21
9	Eric Day	20:08.2	6:29
10	Thomas O'Neill	20:58.3	6:46
11	Tyler Slezak	21:06.7	6:48
12	Matthew Sloan	21:29.0	6:55
13	Deborah Powell	21:37.5	6:58
14	Merrill Levitt	21:41.2	6:59
15	Miguel Quinones	21:41.8	7:00
16	James Beck	21:43.0	7:00
17	Christine Nittrouer	21:59.3	7:05
18	Zac Gibson	22:23.6	7:13
19	Casey Giordano	22:33.4	7:16
20	Jason Randall	22:34.6	7:17
21	Stephan Ledain	22:34.7	7:17
22	Colby Nesbitt	22:39.8	7:18
23	Steve Gibson	23:05.5	7:26
24	Timothy Bromley	23:29.6	7:34
25	Nathan Kuncel	23:35.3	7:36
26	Janai Wallace	23:37.1	7:37

27	Oren Shewach	23:39.1	7:37
28	Desmond Leung	23:44.7	7:39
29	Reed Bramble	23:46.7	7:40
30	Carly Salerno	23:52.0	7:41
31	Kevin Wynne	23:52.6	7:42
32	Levi Nieminen	24:08.7	7:47
33	Charles Scherbaum	24:20.0	7:50
34	Mark Poteet	24:29.3	7:53
35	Marco Behrmann	24:42.1	7:58
36	Todd Baker	24:45.4	7:59
37	Melanie Standish	25:14.8	8:08
38	Doug Reynolds	25:23.8	8:11
39	Zhiqing Zhou	25:44.3	8:18
40	Jakob Hull	25:46.6	8:18
41	Philip Walmsley	25:55.7	8:21
42	Daniel Gandara	25:56.7	8:22
43	Soohyun Lee	25:57.7	8:22
44	Francois De Kock	26:16.4	8:28
45	Gabrielle Metzler	26:17.1	8:28
46	Liberty Munson	26:25.6	8:31
47	Kate McInnis	26:27.8	8:32
48	Erik Zito	26:39.1	8:35
49	Kyle Lundby	26:41.9	8:36
50	Erica Barto	26:44.8	8:37
51	Jeremy Dawson	26:50.6	8:39
52	Brennan Cox	26:51.4	8:39
53	Yifan Song	27:11.4	8:46
54	Phil Dillulio	27:16.2	8:47
55	Crystal Nye	27:38.4	8:54
56	David Shar	27:43.6	8:56
57	Tanja Bipp	27:54.1	8:59
58	Elliott Larson	28:07.5	9:04
59	Sean Baldwin	28:08.6	9:04
60	Nathan Iverson	28:12.1	9:05
61	Martin Kleinmann	28:15.0	9:06
62	Manuel Gonzalez	28:27.2	9:10
63	Salvatore Sciortino	28:38.1	9:13
64	Jamie Strong	28:41.2	9:14
65	Cristina Gibson	28:55.7	9:19
66	Paul Mastrangelo	29:07.6	9:23
67	Jackson Podolsky	29:38.1	9:33
68	Tyler Robinson	29:43.8	9:35
69	Alexandria Klema	29:45.3	9:35
70	Claire Podolsky	29:50.2	9:37
71	Lisa Halter	30:07.5	9:42

72	Allison Pingel	30:12.2	9:44
73	Vivian Woo	30:49.9	9:56
74	Joyce Bono	30:58.8	9:59
75	Zoe Ellis	31:05.1	10:01
76	Catalina Flores	31:06.9	10:01
77	Abby Phillips	31:11.2	10:03
78	M. Gloria Gonzalez-Morales	31:16.3	10:04
79	Joseph Chimienti	31:20.2	10:06
80	Mark Podolsky	31:40.6	10:12
81	Shannon Cheng	31:44.1	10:13
82	Allison Traylor	31:44.5	10:13
83	Paul Sackett	31:54.1	10:17
84	Augusta Wong	31:57.7	10:18
85	Bethany Bynum	32:00.7	10:19
86	Juliet Aiken	32:08.5	10:21
87	Sarah Keen	32:21.8	10:26
88	Erica Manento	32:43.6	10:33
89	K Adams	32:43.8	10:33
90	Beth Melillo	32:46.1	10:33
91	Gustavo Sanchez	32:49.8	10:35
92	Alyssa Gibbons	32:50.3	10:35
93	Cathleen Swody	33:08.3	10:40
94	Logan Watts	34:16.5	11:02
95	M. Peter Scontrino	34:52.5	11:14
96	Mary Jo Ducharme	34:52.6	11:14
97	Cady Holmes-Muskovin	35:29.9	11:26
98	Andrew Pepper	35:32.2	11:27
99	Katharine O'Brien	35:53.7	11:34
100	Adam Beatty	36:36.2	11:47
101	Sarah Melick	36:41.3	11:49
102	Alessa Natale	36:42.3	11:49
103	Yuliya Cheban	37:27.7	12:04
104	Pat Sackett	43:25.7	13:59

Why SIOP Members Should Attend the Leading Edge Consortium

Nikki Blacksmith
U.S. Army Research Institute for Behavioral and Social Sciences

Doug Reynolds
DDI

John Scott
APT*Metrics*

Technology-enhanced assessments for selection and development have flourished over the past several decades. Sophisticated assessment programs that weren't possible even a few years ago can now be assembled and launched on a global scale to measure almost any attribute in any language with greater realism, efficiency, and precision than ever before. As a new generation of technology-driven applications comes of age, new issues and opportunities have emerged that require assessment professionals to respond with an informed perspective that balances return on investment and appropriate professional and scientific rigor.

The field of assessment is at a critical stage in its evolution. The intersection of new technologies, globalization, and market shifts among assessment providers has created significant tensions for both science and practice that require ongoing vigilance and creativity. Few forums exist to integrate the advancements in practice fueled by these trends and the streams of research that might inform their course of development. This is why SIOP is hosting the 2019 Leading Edge Consortium (LEC):

Advancing the Edge: Assessment for the 2020s

Lowe's Hotel-Atlanta
October 25-26, 2019.

The 2019 LEC is focused on bringing together a diverse group of thought leaders who explore the evolving state of practice and related science and frame out practical solutions for managing the disruption and incorporating new insights and technologies into organizational assessment programs.

We have a full program planned! Below are just a few highlights:

Keynote Speakers Include:
Darko Lovric, Incandescent
Taking a Venture Capitalist Perspective on People Analytics

Thomas Dimitroff**,** General Manager, Atlanta Falcons
An NFL General Manager's view on Assessment and Talent

Robert Hogan, Hogan Assessment Systems
Personality Measurement: Yesterday, Today & Tomorrow

Paul Sackett, University of Minnesota
Putting the Pieces Together: Reflections on the Next Chapter of Assessment Progress

Main Program Topics & Speakers

Advances & Trends
Nathan Mondragon (HireVue) - *Whole Candidate Evaluation With AI: Prediction of Job Success Without the Bias*
Robert Gibby (IBM) - *AI-Based Assessment Methods*
Daly Vaughn (Shaker) - *Social Media and Selection*
MQ Liu (Amazon) - *Leveraging Unstructured Data Sources*
Ken Lahti (SHL) - *Innovations in Mobile Assessment Of Talent*
Seymour Adler (Aon) - *Technology and Simulation Design: Opportunities and Cautions*
Richard Landers (University of Minnesota) - *Reflections on Advances & Trends*

Regulations/Principles & Standards Update
Nancy Tippins (The Nancy T. Tippins Group) - *Update on SIOP* Principles *revision*
Jenny Yang (Urban Institute) – *A Perspective on Equity and the Algorithmic-Driven Hiring Process*
Kate Andresen, Esq. (Nilan Johnson Lewis) - *Data Privacy and GDPR*
Kathleen Lundquist (APTMetrics) - *Reflections on Legal & Standards Updates*

Advances in the Science of Assessment
Fritz Drasgow (University of Illinois) - *Faking-Resistant Personality Assessments*
Adam Meade (North Carolina State University) – *Rapid Response Measurement: Reliable, Faking-Resistant Measurement in Less Than 20 Seconds*
Scott Tonidandel (UNC-Charlotte) – *Leveraging Text Data for Assessment Using NLP and Machine Learning*
Neal Schmitt (Michigan State University) - *Reflections on New Measurement Advances*

Can Assessment Help Us Grow?
Jessica Parisi (BTS) - *High-Fidelity Assessments, Top Performers, and Transformers*
Erin Laxson (Hogan) - *Using Personality Assessments to Guide Development of Effective Leaders*
Sarah Stawiski (CCL) - *Bringing on the Proof of Development Assessment Centers*
Evan Sinar (Better-up) - *Coaching-Centric Assessments: Deep Data to Fuel Guided Growth*
Jose David - Facilitator (Merck)

Featured Presenters
The Commercialization of Assessments: Managing the Risks
Adam Klein, Esq., Outten & Golden LLP
Ken Willner, Esq., Paul Hastings, LLP

High-Impact Practitioner Talks

As part of the 2019 LEC conference, we are featuring brief, high-impact talks by a diverse group of experienced practitioners who will share case studies to explore new insights into traditional views of assessment and selection practices. These talks will generate thought-provoking ideas for managing the disruption associated with new technologies, evolving business processes, and market shifts among the major providers. More information will follow soon on these high-impact talks and will be posted on the LEC website.

Preconference Workshops
AI x AI: Let's Talk Assessment Innovation and Artificial Intelligence
Robert Gibby (IBM), Faisal Ansari (Knockri), Matthew Neale (Revelian)

Technology advances, including artificial intelligence and gaming, are creating new possibilities for more engaging, efficient, and predictive assessments. This workshop will focus on innovations for screening, cognitive ability and soft skill assessments, as well as applications for interviews. The workshop will go beyond the demos and user experiences to unpack the science and analytics underlying these next-generation assessments to help attendees make informed decisions.

What Do We Know, Think We Know, and Know We Don't Know? Insights From the Latest Multidisciplinary Research on Assessment
Ann Marie Ryan (Michigan State University), Anthony Boyce (Amazon)

This workshop will highlight research from multiple disciplines relevant to the assessment space. The workshop will provide a brief update on recent research for "Old School Assessment" tools and approaches, as well as dive into the latest research on top assessment trends, such as ondemand video interviews, multimedia simulations, modularization, gamification, mobile, and so on, and discuss the impact of research in other disciplines. Besides summarizing what is new, the workshop will identify key gaps in our knowledge and discuss how multidisciplinary research can help broaden our thinking about the future of selection.

Validation Meets Innovation: Doing Selection Right in the 2020s!
Nancy Tippins (The Nancy T. Tippins Group), Fred Oswald (Rice University), Mort McPhail

This workshop will explore issues related to job analysis, test development, criterion development, and validation as they apply to new assessment tools (e.g., selection procedures based on artificial intelligence, facial recognition, and performance in games) that are emerging in our field. The content of this workshop is designed to refresh practitioners' skills, expand their knowledge base, and highlight areas in which best practices have not yet been defined and will be grounded in existing legal and professional guidelines.

Why should you attend?
Well, aside from the awesome speaker line up, there are many other benefits to attending! Attendees will:
- Gain a deeper appreciation for the changes occurring in selection and assessment practice
- Learn how new technologies, evolving business processes, and market shifts are disrupting assessment
- Be equipped to critique new innovations that balances business's ROI priorities with sound science
- Understand opportunities associated with emerging technologies
- Have the opportunity to provide input on the future of assessment
- Extend their professional network

The LEC is only as successful as the group of people it brings together. We invite anybody with an interest in assessment, technology, or the future of work to join us.

If you want to learn more, please visit the LEC website or send an email to comms@siop.org

How Can We as I-Os Better Serve Organizations? Lessons Learned From Esteemed CHROs

Lynn Collins and Mark Morris

A critical challenge for I-Os is the need to better understand and serve the C-suite, first-hand intelligence from these senior executives is uncommon. CHROs reflect most I-O related topics at senior executive meetings, represent our field, and set the talent agenda, so we knew if we could get to that group we could gain valuable insights. We put together a Town Hall session at SIOP with that ambitious goal, to aid and deepen our understanding of how I-Os can better serve organizations. We hand selected five highly esteemed CHROs who have a PhD in I-O and can speak to our audience.

The session was a big success—the massive room held 600 seats, and few were empty. Few left before time was up and the line to meet the CHROs was huge. We expected the interest level; the Whova app showed that over 400 people were interested in attending. One tweet summed it all up, stating: "The CHRO Town Hall is the best session I've ever been to. All five CHROs have PhDs in #IOPsych and started in traditional I-O roles before taking on HRG positions." #SIOP19@SIOPtweets

A special thanks is due to each of them: **Peter Fasolo** (Johnson & Johnson), **David Rodriguez** (Marriott), **Carol Surface** (Medtronic), **Belinda Hyde** (SPX), and **Rich Cober** (MicroStrategy) for their gift of time, thoughtful insights and very important take-aways!

The session kicked off with audience participation via a real-time interactive digital poll of how well we are doing in key I-O areas. The range of scores on these practitioner topics ranged from 4.3 to 7.8 on a 10-point scale with an overall mean of 6.4 (See Table 1). Scores reflected a healthy but realistic skepticism, which gives us a chance for sober reflection and to target our own areas for development!

Below are the highlights from the CHROs panelist, an edited version of their comments:

What are the top priorities for CHROs?
- **Employee engagement/customer satisfaction**. There is a lot of focus on employee engagement and that welfare of employees leads to customer satisfaction. We need to know how to create an employee experience (engagement)/ a place where team members are excited to come in, where they feel like they have the tools to be their best selves at work. Creating and fostering a healthy culture is one of our top priorities.
- **Leadership in a changing world of work**. How does leadership need to develop to adjust to fast-changing environments? Leaders are the direct way to how team members experience the organization, they are really important in everything. Therefore, leadership development is a key leverage point.
- **Strategic work force planning**. Marriage of humans and machines, how to transition lower level employees as more work gets automated. Building capabilities for the future (innovation, creative marketing) that support strategy.
- **Maximize performance**. To enhance the performance of individual, teams and the whole organization. All workstreams need to be working in harmony toward achieving our strategy.

Where can we as I-Os have the greatest impact?
- **Predictive Analytics**. We have the power to use data and analytics to support advocating a person or a role. We are uniquely equipped to identify the jobs that add the most value (e.g., revenue, profit,

customer retention, engagement) and predict and identify who is most likely going to be the most successful person in whatever role that is.

- **Program Evaluation – Determine What Works**. To have the right level of analytics to be able to say with certainty that this is the outcome you will likely achieve and deconstruct the logic of why. We can provide outcome-focused answers, on how to find the best talent, how to engage talent, and how to increase profitability. We need to demonstrate that the investment is worth it, with either quantitative or qualitative data. We should get data to support, confirm and deny what's working and why. This type of program evaluation is key to driving organizational effectiveness.
- **Accelerate Diversity and Inclusion**. This goes beyond doing the right thing, it helps retain top talent. We can make compelling data-based arguments showing that Leaders who build more diverse/inclusive teams have more innovation.

What is not working, and what is not having the impact it should?
- **Branding**. We are not doing a good enough job communicating about the skills and benefits of I-O psychologists. There's a proliferation of data scientists getting into some of our space. Their skillset misses what we bring with the organization context and behavior.
- **Speed.** We need to shorten the cycle time going from hypothesis, to the research, to the application. We're operating in a world that is moving faster. Traditional methods of job analysis are not going to work. How do we hack our own research methodologies?
- **Agilit.** We as a field need to be more responsive to what is going on in organization. We need more actionable research with a primary focus on solving problems, and secondary focus on getting behind the science and learning. Consultants struggle to work at that speed; we need to succeed fast.
- **Relevance:** We each need to firmly understand how your firm makes money and connects to customers. We can be technically right but lose the audience. We need to learn how to influence and how we add value to stakeholders.

We ended the session with Q&A and we asked the audience what they believe I-Os need to do to most effectively serve organizations-see Exhibit 1 below for more. Hopefully, we'll see more workshops, advanced development, and sessions in SIOP 2020 that connect directly to senior business leaders to continue to help I-Os hone these skills!

Table 1

On a scale of 1-10, how would you rate the effectiveness of industrial organizational psychologists (as a field) in:	Mean (*SD*) (*N*-=158)
Compensation	4.3 (2.2)
Change management	5.5 (2.2)
Succession and workforce planning	5.8 (1.8)
Coaching	6.2 (2.1)
Improving quality of life in organizations	6.5 (2.4)
Performance management	6.7 (2.0)
Training and development	6.9 (1.9)
Data analytics and insight	7.8 (1.7)
Selection	7.8 (1.5)

Exhibit 1
Themes on "What I-Os need to do to most effectively serve organizations"
Themes:

- Drive talent to align with business culture and strategy
- Build credibility
- Know how to influence and persuade stakeholders
- Deeply understand the business case to solve problems
- Make data-driven decisions
- Focus on practicality
- Speak business not science
- Collaborate with HR professionals of different backgrounds

What do you believe I/Os need to do to most effectively serve organizations?

Getting I-O into Intro Textbooks (*GIT* SIOP) Task Force: A Year in Review

Nick Salter
Ramapo College of New Jersey

Jennifer Lee Gibson
Fors Marsh Group

Roni Reiter-Palmon
University of Nebraska at Omaha

Georgia Chao
Michigan State University

Deborah DiazGranados
Virginia Commonwealth University

Joseph A. Allen
University of Utah

At the 2018 SIOP Conference, then-President **Talya Bauer** presented to SIOP members the ongoing, perennial challenge faced by I-O: the lack of awareness of I-O and its absence in Intro to Psychology textbooks. Over the years, various committees have worked to make incremental gains on this front. Building off of this previous work, President Bauer launched the "Getting I-O into Intro Psychology Textbooks (GIT SIOP) Task Force" with the charge to coordinate distinct levers toward the goal of increasing coverage of I-O content in Intro to psychology textbooks and awareness of I-O among early psychology learners. This article summarizes the efforts of the GIT task force over the past year and points to opportunities where SIOP members can get involved in this meaningful effort.

The GIT Blog: Reflecting on What We've Been Doing

In August of 2018, the committee decided to create the GIT Blog in an effort to be transparent in our efforts (http://www.siop.org/GIT-Blog). The goal of this blog is to provide information on a regular basis to inform the SIOP community what the committee is working on and the progress it has made toward its goal of increasing awareness of I-O Psychology in Intro to Psychology textbooks and classes. Moreover, it provides a platform for SIOPers to help us broaden our message and our efforts. Our goal is for the blog to serve as one of a few ways we communicate to the broader SIOP community what we are doing and how the community can be a part of the team, spreading the word about I-O, and getting I-O into Intro to Psychology texts and classes. Many SIOP members believe strongly in the goals of GIT, have ideas about how we can accomplish those goals, and the blog has already inspired many to reach out to members of GIT to share those ideas and suggestions. Since the first post, the feedback has been positive, and the posts have been regular!

In September, the blog highlighted things every SIOP member could do to help get I-O into Intro to Psychology classes. After the premier post of the blog in August, a lot of SIOP members reached out to task force members to express excitement over this work – and interest in helping. Three suggestions were made: (a) Talk with faculty who teach Intro to Psychology about working I-O into their curricula, (b) offer to guest lecture or present in an Intro to Psychology class, and (c) start conversations with other

psychologists about this topic. Some of these seem simple, but they can have big effects, particularly if many members do this over time. We as I-O psychologists often just take it as fact that our field isn't covered in Intro to Psychology classes, but there are simple and easy things we can all do to rectify this!

The October 2018 post talked about I-O content that is freely available for all to use. Members of the SIOP Education and Training committee authored a complete chapter (http://www.siop.org/Events-Education/Educators/I-O-Resources-for-Teachers) on I-O psychology that could be included in any Intro to Psychology class. In addition, one-page summaries of many major I-O topics were written (and updated) and can also be used by authors and publishers looking to add specific I-O content but who have limited space. These materials are covered under a creative commons license, which means they can be used or modified freely by any individual or commercial entity as long as credit to the license is given as well as notification of any changes made. These resources will be very helpful for everyone,especially for instructors who want to include the topic in their class but might not have extensive personal experience with I-O topics.

The November blog post highlighted an interview GIT task force member Nick Salter did with the Department 12 Podcast (https://department12.com/nick-salter-on-getting-io-into-intro-psych). Department 12 is a website all about I-O psychology, including articles and podcasts on news, updates, opinions, and thoughts about our field. In the podcast, Nick talked about why GIT was started, what its goals are, and what its plans for the future are. This podcast is helping further the GIT goal of getting people talking about I-O psychology and Intro to Psychology textbooks.

In December, another interview was highlighted – this time with Isaac Lindquist. Isaac is a current I-O graduate student at the University of Nebraska at Omaha. Isaac's story is exactly the type of student story GIT wants to share in order to promote the inclusion of I-O into Intro to Psychology textbooks: he first learned about I-O in his Intro to Psychology class and found it to be such an interesting experience that he decided to pursue it as a career. In his interview, Isaac talks about how his interests originally were in business, but learning about I-O in his Intro to Psychology class helped him to see that there are other avenues besides pursuing a career in business that may be better suited for some people. Any exposure to I-O is beneficial to students, whether they decide to enter into the field or if they just use what they learned to inform them in their future job.

In the first blog post of 2019, an exciting new initiative aimed at high-school psychology students was highlighted. APA has established National Standards for High School Psychology Curricula but this document does not include I-O. However, the APA Council of Representatives recently decided to revise this document, and two SIOP members (Joe Allen and Traci Sitzmann) were approved to serve on the Advisory Panel as expert reviewers. By being on the panel, they will be able to ensure that I-O has a voice at the table and can help inform others of the importance of including I-O in Intro to Psychology classes – including at the high school level.

The February blog post issued a call for help: Join the [Bridge Builders committee](#)! Bridge Builders is a subcommittee of the SIOP Education and Training committee aimed at educating students at all levels (high school, undergraduate, and graduate) about I-O psychology. They hope to accomplish their broad goal in many ways, such as creating a directory of SIOP members who would be willing to speak in high-school or college Intro to Psychology classes about I-O and identifying dual-enrollment programs that allow high-school students to earn credit for taking college-level classes as well as those that offer AP-psychology courses. This committee will do a lot of great work to connect with the population we most want to reach: students.

Finally, the latest post on the GIT blog highlights two recent articles SIOP member Clemente Diaz wrote for the APA Psych Learning Curve website about including I-O in Intro to Psychology courses. The two articles are about why I-O should be included (http://psychlearningcurve.org/why-i-o-psychology-should-be-included-in-introductory-psychology) and how to incorporate the topic into classes (http://psychlearningcurve.org/incorporating-i-o-psychology-into-introductory-psychology). These articles are exciting for many reasons! One big reason is the audience these articles reach. This website is part of APA and therefore reaches out to the broader psychology community (and not just SIOP). In our field, we already know including I-O in Intro to Psychology courses should be done, but talking to APA members directly can help move our goal forward.

What's Next for GIT?

As the second year of the task force gets underway, we invite all SIOP members to check out our blog (http://www.siop.org/GIT-Blog) and "GIT" involved. Try some of the simple things suggested in the posts, reach out to the Bridge Builders committee chair (Roni Reiter-Palmon, rreiter-palmon@unomaha.edu) to get ideas on how to share I-O with early learners in your local community, or send your ideas to further the work of GIT SIOP to the task-force chair (Joe Allen, josephallen@unomaha.edu). Also, if you have ideas about what GIT could do, let us know! We are always open to suggestions. As we work together, we can create a groundswell of interest in I-O and GIT I-O into Intro to Psychology texts and classes!

Speed Benchmarking at SIOP Annual 2019

Jerilyn Hayward

To facilitate networking for mid-late career practitioners, the Professional Practice Career Development Committee created a session called Speed Benchmarking at SIOP. At this year's event, 40 experienced I-Os got together to share their experiences around featured topics. Attendees were able to benchmark with each other and our team of expert table facilitators: **Rorie Harris, Elizabeth Kampf, Tracy Kantrowitz, Ted Kinney, Erin Laxon, Liz Lentz, Carl Persin,** *and* **Dale Rose**.

See below for the highlights of this year's discussions:

What's happening now in **Evolving Hiring Contexts: Selection, Assessment, Validation:**
- The labor market is impacting assessment perception and usage, and users are pushing back.
- Assessment considerations like ROI, turnover reduction, ease of administration, length, face validity, and data privacy are top of mind for assessment consumers. Assessments that are "hyper" short run the risk of poor candidate reactions if they do not perceive an opportunity to demonstrate their suitability for the job.
- New techniques like AI, asynchronous video interviews, and organizational network analysis are gaining interest. Measures of competencies like integrity, agility, and adaptability are gaining interest as our jobs change.

What's happening now in **Performance Management Reform:**
- Organizations are investing resources to revise their performance management processes, most focusing on simplification (rating scale, rating labels and focus, frequency of check ins, and reducing administrative steps that are not value add).
- Feedback continues to be an important focus, and the inclusion of peer feedback is gaining popularity. Key lessons learned include providing set times for providing feedback (vs. open and continuous) and considering the culture of the organization when deciding if feedback is shared anonymously (vs. fully transparently).
- Change management continues to be a challenge, especially around separating performance management and pay decisions.
- Regardless of what unique changes an organization is making, accountability will continue to be important.

What's happening now in **Leadership Development:**
- The focus of leadership development is increasingly directed toward leader fundamentals specific to midlevel management. Organizations are no longer targeting development only at the senior/ executive level.
- Organizations are responding to learner preference by providing more in-person and 1:1 learning opportunities to build leadership capacity.
- Organizations are using testimonials to highlight real-world examples of how leader development has solved specific individual/organization challenges.
- Successful leadership-development programs are driven from the top of the organization, and many are focused on retaining high potentials. Program evaluations and ROI remain a challenge.

What's happening now in **Engagement Surveys/Lifecycle Surveys**:

- Despite a clear intention to survey throughout the employee lifecycle, how to best do so is still ambiguous.
- Concern about fatigue from typical survey methods is resulting in organizations exploring innovative ways to connect with employees throughout the lifecycle using alternative methods/mechanisms such as bots and site intercepts.
- How best to analyze lifecycle data is another key question: Given that the surveys tap into different constructs and different things, is there utility in conceptualizing analysis as lifecycle or is it better to conceptualize and analyze surveys separately according to their purpose?

<u>Please join us next year in Austin!</u>

Top Five Reasons to Come to This Year's APA Convention: August 8-11 in Chicago

Clair Reynolds Kueny
APA Program Committee

Registration for this year's APA convention is now open! SIOP's APA Committee is pleased to announce a fantastic program for the 2019 APA Convention! We have a wide range of programming (invited addresses, symposiums, panel discussions, conversation hours, skill-building sessions, etc.) offered by researchers and practitioners from around the world. Here are some highlights:

1. Phenomenal invited speakers

    - **Eden King:** *New Insights From the Science and Practice of I-O Psychology*
    - **Jeff McHenry:** *Enabling Leaders to Learn More Effectively From Experience: Everyday Learning Disciplines*
    - **Suzanne Bell:** *Composing Teams for Mission to Mars*
    - **Lilly Lin, Andres Tapia, & Tom McMullen:** *The Two-Headed Angel: Pay Equity and Diversity & Inclusion*

2. Thought-provoking conversation hours, symposia, and skill-building sessions

    - **Dana De Nault & Gaye Clemson:** *Attentive Leadership and Agile Strategy Execution for Organizational Transformation*
    - **Mark Whitmore, Mary Hogue, & Maraya Smith:** *Under Representation of Women in High Tech*
    - **Kristin Koetting O'Byrne & Heather Rasmussen:** *Creating a Culture of Gratitude in the Workplace: How Leaders Can Harness the Power of Thanks*
    - **Mark Whitmore & Colleagues:** *Focus on Leaders in Tech Companies: Use of Development Centers and Findings*
    - **Alexander Wind & Colleagues:** *Innovations and Applications of Stealth Assessment for Selection, Education, and Research*
    - **Mindi Thompson & Colleagues:** *Internships as a Form of Work-Based Learning: Implications for College Students*
    - **Tammy Allen, Jeff McHenry, Stephen Stark, & Sara Weiner:** *What's Happening at APA and SIOP? Q&A With Division 14/SIOP Council Representatives*
        - **Possible special appearance by APA President-Elect Sandy Shullman!**

3. Fascinating collaborative proposals and interdisciplinary talks

    - **Stephen Bowles & Colleagues:** *Operational Psychology Support in Aerospace, Military, and National Security Arenas* (cosponsored with Division 19: Society for Military Psychology)
    - **Stewart Cooper:** *Practicing at the Cutting Edge: Telepsychology Trends, Issues, and Essential Competencies* (collaborative programming with Divisions 12, 17, 42, & 46; see below for a link to the APA page on division numbers/identities)

- **Michael Kim & Maria Lara:** *Mastering the Force of Habit: Applied Behavioral Coaching Methods for Accelerated Behavior Change* (collaborative programming with Divisions 12, 38, & 25)
- **Nathan Ainspan:** *Military Culture for Non-Military Psychologists* (collaborative programming with Divisions 12, 17, 18, 19, 56, & 55)
- And more! See https://convention.apa.org/program-highlights

4. Over 50 competitive posters and talks from SIOP members on topics ranging from leadership strategies to freelance employee behavior to work-life balance… plus hundreds of papers on measurement, group dynamics, personality, and more from other APA divisions!

5. A social event planned with the local area I/O Professional group – Chicago Industrial Organizational Psychologists! There are typically over 100 attendees at these social events, and drinks and appetizers are provided! Details on the time and place of the social hour will be released as they are finalized.

It's also not too early to start thinking about next year's convention in Washington DC!

How about putting together a collaborative program? A collaborative program pulls together multiple perspectives on a significant issue for psychologists and society at large, involves more than one core area of psychology (e.g., science, practice, education, public interest), and reflects interdisciplinarity and relevant aspects of diversity. The deadline for submitting collaborative programming is in October. Collaborative proposals:

- should be 1- or 2-hour session proposals that highlight collaborative ideas and integrative approaches;
- must have at least two participants and a chairperson (individual presentations (paper/poster) will not be considered);
- are encouraged that
    o incorporate innovative presentation formats;
    o include participants across all career stages, settings, and fields; and
    o integrate psychological science and practice

Collaborative proposals are evaluated on the following criteria: broad appeal, importance of work, current and timely topic, originality and innovativeness, interactive/creative format, scientifically/empirically based, and attention to diversity.

Divisions you might want to consider collaborating with include:

- Div 1: Society for General Psychology
- Div 2: Society for the Teaching of Psychology
- Div 5: Quantitative and Qualitative Methods
- Div 8: Society for Personality and Social Psychology
- Div 9: Society for the Psychological Study of Social Issues
- Div 12: Society of Clinical Psychology
- Div 13: Society of Consulting Psychology
- Div 18: Psychologists in Public Service

- Div 19: Society for Military Psychology
- Div 20: Adult Development and Aging
- Div 21: Applied Experimental and Engineering Psychology
- Div 35: Society for the Psychology of Women
- Div 38: Society for Health Psychology
- Div 41: American Psychology-Law Society
- Div 42: Psychologists in Independent Practice
- Div 44: Society for the Psychology of Sexual Orientation and Gender Diversity
- Div 45: Society for the Psychological Study of Culture, Ethnicity and Race
- Div 49: Society of Group Psychology
- And many more! Check out the listing of divisions here: https://www.apa.org/about/division

If you are interested in putting together a collaborative proposal, we can help you find collaborators! Please contact myself (Clair Kueny, kuenyc@mst.edu) or our incoming Program Chair **(Malissa Clark**; clarkm@uga.edu). Congratulations, Malissa!

See you in Chicago!

SIOP Membership Committee: An Inside Look

SIOP members,

For those I haven't met, my name is Tiffany Poeppelman, and I'm delighted to be stepping into the SIOP Membership Committee chair role this year. I'm looking forward to having the opportunity to partner with many SIOP members who share the same passions and goals to help drive SIOP's mission. Massive thanks to **Jill Bradley-Geist** (former Chair) and all of the committee members for their efforts over the past year.

As I've been ramping into the role, I wanted to share some fun facts about our SIOP membership, reveal tips on our SIOP benefits, shed some light into the Membership Committee goals, and shamelessly aim to recruit a few of you to the committee!

SIOP Membership Facts: Did You Know?

Our society is governed by an executive board of 16 people, operated by 11 incredible full-time employees in the Administrative Office (AO) and supported by over 1,500 volunteers annually, which means it takes each one of us to help drive SIOP's efforts forward.

In terms of size, the SIOP membership surpassed 10,000 members during the past year! Below is a breakdown of our membership from largest to smallest contributing membership type:

Member type	
Student	43.0%
Member	33.3%
Associate	17.4%
Fellow	3.2%
Retired (*Fellows, Members, & Associates*)	3.1%

Additionally, some interesting trends: 60% of all new members over the last 4 years (since 2015) have a degree in I-O Psychology, with the next closest group being other Psychology majors at about 10% and Organizational Behavior with about 9%.

SIOP Member Benefits: Always a Good Reminder!

It's clear that our society fosters an amazing community, both at the annual conference and through social media and/or virtual events. Our field also offers us networking with many professionals internationally, who value and drive the core research and practices that make up our field.

When many of us think about the SIOP membership, we quickly think about the annual conference and other events where we get discounted rates, but it's easy to forget all of the benefits we have at our fingertips. In fact, there are many sustained values that we derive from the society above the annual event, including resources like our I-O professional subscriptions and publications (*TIP, IOP, SIOP Newsbriefs*), the fantastic Consultant Locator, key job resources like I-O Job Network, career info on average salaries, graduate school insights, and even book discounts!

If I could offer advice to our student members and early career professionals, it would be:

- **Consider a [SIOP Research Access (SRA)](#) subscription** to access journals and research publications. Not only is the fee very small but the subscription will allow you to stay current by regularly accessing research. More than 10% of our field leverages it today.
- Explore the opportunity to **volunteer in a committee** to build a wider network in the field and develop core skills for your career. Interested? [Sign up here NOW](#)!
  - Interested in helping develop training guidelines for new I-O psychologists? Join the Education and Training committee!
  - Passionate about raising the visibility of our society - Join the Visibility Committee!
  - Do you want to focus on practice issues? Join the Professional Practice Committee! And there are so many more.
- **Explore the available grants and awards** to help fuel your research efforts or post-degree work. For more details, review the [SIOP Awards & Grants site.](#)
- For those who have recently received a doctoral degree in psychology: **Immediately apply to upgrade your membership status** so you can vote for our board officials, serve as a Chair, and more!
- Similarly, **for those with a master's degree, be sure to convert to Associate as soon as possible** so you can begin accumulating years of service toward full membership.
  - How it works: After 5 years of good standing as an Associate, and fulfilling other criteria, you can apply to be full Member. See here for the [Path to Member criteria.](#)

Membership Committee Sneak Peek:

I also wanted to offer a glimpse into the Membership Committee, which sits within the Membership Portfolio, under the leadership of **[Allan Church](#)**. Below is a short overview of the committee's focus areas:

1. **Support the membership application evaluation process,** which includes a timely turnaround time for applicants. Did you know: The AO and committee processed over 850 applications in 2018, which is a 32% YoY increase!
2. **Understand membership growth opportunities through our annual surveys** (all past survey summaries and reports can be found on the [SIOP Surveys page](#).)
a. For anyone who missed it: Check out this fantastic *TIP* [summary](#) by our 2018–2019 President **Talya Bauer**, which summarized five key trends from the survey and the relevant activities underway to solve these challenges.
3. **Drive SIOP exit surveys to uncover retention strategies** to keep our members engaged. These are run on a biennial schedule and our next one launched this month so keep an eye out for the findings report this spring. Past reports can be found on the [SIOP Surveys page](#).
4. **Cultivate membership experience through the SIOP Ambassador program**. Last year the Ambassador program served over 265 Newcomers at our annual conference! Massive thanks to all of the members who supported our Newcomers.
5. **Drive a clear membership experience** across the full year, including and beyond the annual conference. Currently, our team is analyzing membership trends to gain a clear picture of our demographics so that our solutions are aligned.

Over the past month, the committee and I have been digging in to determine core areas of focus that we will embark on to drive our membership strategy forward in partnership with our incredible AO Membership lead, [Jayne Tegge](#), newest Member Relations Specialist, [Michelle Zavaleta](#), our fearless

portfolio officer [Allan Church](#), and executive board. This year we are also adding a chair-in-training role to the committee.

Top Membership Committee initiatives in 2019-2020 will include:
- Establishing a new Membership Application subcommittee, review process, and dedicated support team to ensure a quick turnaround time to applicants and who will be looking for trends over time
- Completing a deep-dive of our membership analytics to establish a baseline for our membership strategy through current metrics and our exit interviews
- Redefining our Ambassador program experience from signing up to the matching strategy and SIOP conference support
- Identifying the best member experience efforts to focus on in the coming 12 months including a new approach to onboarding our members
- Creating a new approach for providing summaries and outputs based on survey data that is provided by you - the member!

Interested in joining the Membership committee and being part of our exciting mission?
Email me or sign up through the SIOP Volunteer System (SVS), which is now live.

Tiffany Poeppelman
SIOP Membership Committee Chair
Proud member since 2009

Any feedback or suggestions on our SIOP membership efforts, let's connect!

[Tiffany Poeppelman](#)
[@TRPoeppelman](#)

TIP-TOPics for Students: Introducing the New Team!

Andrew Tenbrink, Mallory Smith, Georgia LaMarre, Laura Pineault, and Tyleen Lopez
Wayne State University

It is with great excitement and gratitude that we address TIP-TOPics readers for the first time as the incoming columnist team. As graduate students, we strongly believe in the importance and impact our collective voice contributes to the SIOP community. In our view, this column represents a unique outlet for graduate students to engage with one another and with professionals in our field.

We are a team of five students from Wayne State University (Detroit, MI) with varied backgrounds in terms of research interests, applied experiences, and academic training. Andrew Tenbrink, Georgia LaMarre, Laura Pineault, and Tyleen Lopez are all full-time PhD students, and Mallory Smith is completing her first year of Wayne State's part-time master's program in I-O psychology.

During our 2-year term as columnists, we aim to promote dialogue among readers at all stages of education and involvement with the field—including master's and doctoral students in traditional I-O programs, management students with I-O interests, undergraduates considering graduate programs in I-O, faculty mentors, and others who influence graduate-student life. With input and feedback from TIP-TOPics readers guiding our authorship, our objectives are to:

- Provide insight into the life of an I-O graduate student and build a network of resources to support our peers,
- Increase visibility of underrepresented contributors in the SIOP/I-O communities,
- Enrich the discourse within our field through inclusion of a diverse range of perspectives.

As students at an urban university with the most diverse campus in Michigan, Wayne State's mission is part of what drives our commitment to incorporating the theme of diversity and inclusion in our approach to this column. Our program benefits from the mentorship of non-White and female faculty members, and boasts a PhD program rich with religious, ethnic, age, and gender diversity, as well as representation from working students and students with children. We hope to leverage this diversity to generate column topics and conduct interviews with minority and nontraditional students and faculty. We feel our appointment is well-timed in this respect, as we share Dr. Eden King's presidential mission to promote inclusivity within the SIOP community. It is our hope that TIP-TOPics can be one of many platforms used to make this vision a reality, particularly by giving a voice to those student members who may have felt marginalized in the past, such as master's students, teaching-oriented doctoral students, international graduate students, and so on.

Our vision as columnists is to provide a dynamic, representative, and reliable resource for graduate students in I-O psychology. Our primary goals include generating quality content that furthers SIOP's agenda to bridge the science-practitioner gap, distribute information that is useful to current and prospective graduate students at all stages of their studies, and promote a culture of reciprocity with column readers by engaging with TIP-TOPics' diverse audience through a variety of media. Although we have several ideas for interesting and relevant content for this column, we acknowledge that there are many perspectives and topics of interest outside of our collective experiences and expertise. For that reason, we think it's important to approach TIP-TOPics as an ongoing conversation between authors and readers, breaking stride with our habit as graduate students to be on the receiving end of one-way academic discourse. Though columns are published quarterly, we hope to use social media to call on the feedback and opinions of our readers more frequently to gain new insight, perspectives, and direction on different topics. This will not

only enrich the material generated for column but also foster a community of support and professional connections that will be beneficial as students enter the field and shape the world of I-O.

However, we cannot achieve these goals alone! We are depending on you, our readers, to work alongside us in building a SIOP graduate student community through TIP-TOPics. Throughout our term, we encourage you to introduce yourself to us, provide feedback on our columns, and make your voice heard in the larger SIOP community, whether that be by sending us an email, sharing our columns on social media, engaging with our team members on Twitter (@LPineault; @mallorycsmith; @AndrewPTenbrink), or striking up a conversation with us at SIOP. We are eager to hear your thoughts and opinions regarding graduate-student life.

Now that you have a sense of who we are and what you can expect from us as columnists (and what we are expecting of you as readers), here are some topics we intend to address in future columns:

- Strategies to achieve success in graduate school and to develop skills vital to work as I-O practitioners, including topics about:
    - Writing in graduate school;
    - Conducting interdisciplinary research; and
    - Exploring tools and resources useful for scholarly and applied work in I-O.
- Contemporary issues that I-O graduate students contend with in both their academic lives and in a larger societal context, such as:
    - The impact of #MeToo on the experiences of I-O graduate students; and
    - Balancing the demands of graduate school while maintaining good mental health.

We would like to thank *TIP* editor **Dr. Steven Toaddy** for the opportunity to represent I-O graduate students in this column. By leveraging the knowledge and experiences of each of our team members, as well as integrating feedback and perspectives from our audience and from experts in our field, we hope this column will be a resource that is interesting, relevant, and impactful. Stay tuned for more information on how you can get involved in the TIP-TOPics conversations.

Team Bios:

Andrew Tenbrink is a third-year PhD student in I-O Psychology. He received his BS in Psychology from Kansas State University. His research interests include selection, assessment, and performance management, with a specific focus on factors affecting the performance appraisal process. Starting this fall, Andrew will begin a one-year internship working as a research, development, and analytics associate at Denison Consulting in Ann Arbor, MI. Andrew is expected to graduate in the spring of 2021. After earning his PhD, he would like to pursue a career in academia. andrewtenbrink@wayne.edu.

Mallory Smith is pursuing a Master of Arts in I-O Psychology. She earned her BA in Psychology and German from Wayne State University in 2017, and is employed full-time at the university providing support for academic technologies. Her interests include factors influencing employee attitudes, efficacy, and perceptions of justice during organizational change. Following graduation, she is interested in an applied career in the private sector—ideally in a role where she can help employees and businesses anticipate, prepare for, and navigate periods of uncertainty. smithy@wayne.edu.

Georgia LaMarre is a second-year PhD student in I-O Psychology. Originally from Canada, she completed her undergraduate education at the University of Waterloo before moving over the border to live in Michigan. Georgia is currently working with an interdisciplinary grant-funded team to study the workplace correlates of police officer stress in addition to pursuing interests in team decision making, workplace identity, and paramilitary organizational culture. After graduate school, she hopes to apply her I-O knowledge to help solve problems in public-sector organizations. georgia.lamarre@wayne.edu

Laura Pineault is a third-year PhD student in I-O Psychology. Her research interests lie at the intersection of leadership and work–life organizational culture, with emphasis on the impact of work–life organizational practices on the leadership success of women. Laura graduated with Distinction from the Honours Behaviour, Cognition and Neuroscience program at the University of Windsor in June 2016. Currently, she serves as a quantitative methods consultant for the Department of Psychology's Research Design and Analysis Unit. Laura is expected to graduate in the spring of 2021. After graduate school, she hopes to pursue a career in academia. laura.pineault@wayne.edu.

Tyleen Lopez is a first-year PhD student in I-O Psychology. She received her BA in Psychology from St. John's University in Queens, New York. Her research interests include diversity, inclusion, and leadership—particularly regarding Latinas in the workplace. Tyleen is currently a graduate research assistant and lab manager for Dr. Lars Johnson's Leadership, Wellbeing and Productivity Lab at Wayne State. Tyleen is expected to graduate in the spring of 2023. After earning her PhD, she would like to pursue a career in academia. tyleen.lopez@wayne.edu.

Call for Proposals: Organizational Frontiers Series

Kevin Murphy and Angelo DeNisi

Since 1983, the Society for Industrial and Organizational Psychology (SIOP) has published a series of books as part of its *Organizational Frontiers Series.* The purpose of the series is to make scientific contributions to the field, by publishing books on the cutting edge of theory and practice in industrial and organizational psychology as well as related fields. The underlying goal of this series is to inform and stimulate research for SIOP members as well as scholars in related fields such as organizational behavior, human resource management, and labor and industrial relations, as well as scholars in other subdisciplines of psychology.

Past volumes have dealt with more traditional I-O psychology topics such as motivation, training and development, selection, and leadership, as well as research methods, negotiations, using big data, and discrimination; recent volumes have also dealt with diverse topics such as the self at work, politics at work, and autonomous learning.

We have just taken over the editorship of the series from **Richard Klimoski**, and we are looking for ideas for new *Frontiers* volumes. As we hope you can see, there is a wide variety of topics and issues that can be part of the series, and we are hoping to inform as broad an audience as possible, so new and different topics are really important for us to identify.

Therefore, we are seeking ideas for future volumes. The topics should be of interest to organizational scholars, and they must be based on a body of research. But the volumes need to go far beyond simply reviewing what has been done in the past. An important aspect of these volumes is to push scholars in new directions and to introduce them to new ideas and issues. There is a formal review process, but the first step is to simply contact us to let us know about your ideas. We can then provide feedback and potentially ask for a short prospectus which will be reviewed by the entire editorial board, before asking for a formal proposal leading to a contract. The current editorial team consists of **Hannes Zacher, Jing Zhou, Derek Avery, Jill Ellingson, Susan Jackson, Paul Sparrow,** and **Franco Fraccaroli.**

Please let either of us know (Kevin at krm10@me.com or Angelo at adenisi@tulane.edu) if you have any ideas for future volumes. Thank you.

Membership Milestones

Jayne Tegge

Please welcome these new SIOP Members!

Upgrade from Associate to Full Member

Peter Morelli

Jessica Thornton

New Professional Members

Olivia Adams	Sara Farrell	Annika Meinecke
Jalyn Allen	Jie Feng	Danielle Melton
Danielle Alsup	Raymond Flaig	Ryan Meyer
Helene Aronson	Ferry Fleurimond	Valarie Miller-Green
Robert Artigiani	Jill Frack	Hanyi Min
Turcu Asan	Jeanne Fu	Kevin Mlodzik
Stacy Astrove	Vanessa Gaskins	Thivia Mogan
Richard Ayers	Amber Gettis	George Montgomery
David Azofeifa	Samantha Gleaves	Joseph Mroz
Edie Bamberger	Kimberly Goodwin	Yon Na
Raquel Barlow	Diane Govern	Chantele Napper-Miro
Amy Baxter	Elisa Grant-Vallone	Matthew Neale
Janet Bayer	Hannes Guenter	Gwyn Nguyen
Brianna Berkley	Erika Hall	Michelle Nodiff
Adam Bidegary	Arman Hamamah	Kathryn Ostermeier
Madelyn Blair	Michael Harris	Kimberly Owens
Melissa Bleiberg	Beatrix Hayes	Taylor Page
Amanda Boelke	Erika Heilman	Jared Pahl
Elena Bonner	Catherine Hoepner	Peregrine Parkinson
Jennifer Bragger	Julia Howell	Swadeep Patel
Sharon Brehm	Joseph Hudson	Stacy Pattison
William Brice	Kara Huettl	Melissa Pearson
Julia Brown	Amy Johnson	Andrew Pebley
Christa Bupp	Maurice Johnson	Wei Ming Jonathan Phan
Anna Bussler	Cecely Jones	Catherine Plunkett
Chunhui Cao	Lena Justenhoven	Ryan Powley
Jason Casazza	Binna Kandola	Alexandrea Rather
Abbie Caudill	Sejin Keem	Sharon Richards
Jacqulyn Cavanaugh	Alex Kinney	Zachary Roberts

About SIOP Membership:

Katrina A. Burch, PhD

I became a student affiliate of SIOP back in 2012 as I was starting my PhD program at the University of Connecticut, and recently became a member after finishing my program in June 2018. I enjoy being a member of SIOP because it's a mechanism with which I can connect with fellow academics and practitioners, alike. I enjoy socializing and getting to know fellow SIOP members at the annual conference, and I always leave filled with a new appreciation for the ways in which SIOP advances the science of industrial-organizational psychology.

James Taylor

Michelle Thackray

Tanya Thampipop

Dennis Thomas

Nicole Thompson

Anna Tornello

Erin Ung

Sarah Vahlkamp

Erica Valiente

Kathleen Van Bremen

Lebena Varghese

Rachel Viegas

Ramona Voight

Julie Vu

Kelly Wadsworth

Brandon Webb

Caroline Cavin

Stefanie Chicks

Joo Choi

Jay Colker

Lorna Cortés Urrutia

Brandon Crosby

Allison Dachner

Erin Davis

Sumona De Graaf

Alex de Voogt

Tobias Dennerlein

Giovanni DePaula

Dwayne Devonish

Linda Duxbury

Christiana Ellis-Morris

Sarah Estacio

Duncan Evans

Andrew Eyberg

Melissa Fakler

Shreya Kirolikar

Anthony Klotz

Shai Kopitnikoff

Robert Kopp

Amanda Krulis

Marc-André Lafrenière

Priya Lall

Lidia Lazaro-Arroyo

Riza Leak

Ellen Leggett

Katie Levine

Jennifer London

Natalia Lorinkova

Dave Luvison

Allister MacIntyre

Brian Marentette

David Mast

Fiona McIntosh

Alexander McKay

Arielle Rogers

Zachary Rosch

Catarina Santos

Scott Schaffer

Tessa Seidler

Ravi Sharma

Lynne Sherman

Alina Siemsen

D. Annie Simpson

Robert Slabik

Samantha Smith

Michael Stowers

Matthew Stringer

Greg Talkington

Shevon Talley

Guiyao Tang

Kerri Tarvin

Justin Taylor

Chelsea Taylor

Tara Weber

Frankie Weinberg

Maximilian White

Deborah Windsor

Du Bois Winford

Kelsey Wise

Augusta Wong

Kevin Wynne

Ellen Yama

Rena Yi

Semret Yibass

Ashley Youngs

👁 1   Rate this article: No rating

Awareness of I-O psychology has been on the rise thanks to articles written and featuring our SIOP members. These are member media mentions found from April 15, 2019 through June 30, 2019.

We scan the media on a regular basis but sometimes articles fall through our net. If we've missed your or a colleague's media mention, please send them to us! We push them on our social media and share them in this column, which you can use to find potential collaborators, spark ideas for research, and keep up with your fellow I-O practitioners.

Gender & Diversity Issues

Madeline Heilman says women in so-called masculine occupations are considered either capable or likeable, but rarely both.

Popular Press Topics

Adam Grant says productivity is about attention management.

Marla Albertie shares how to create your career.

David Costanza says there is no research that backs up the idea that Millennials or Gen Xers are a distinct group.

Rich Cober asks what it takes to fill the job of a data scientist.

Adam Grant explains the three-step process to remember anything you really want to remember.

Sy Islam says investing in support for nurses, such as new technologies, can reduce burnout.

Robert Redfearn explores if being highly sensitive is associated with stress and burnout in the nursing field.

Jeffrey Conte says type-A people are often on time for their flight. Type Bs usually arrive later.

Adam Grant reveals why you don't have to be original to be creative.

Richard Boyatzis encourages you to think over your life and career and consider who were the people who helped you the most in your development.

Employee Management, Motivation, and Turnover

Adam Grant says being of service to others is a huge source of motivation.

Alicia Grandey says employees who fake positive emotions at work are more likely to report heavy drinking.

Greg Barnett says as workers retire, industries must follow important steps to overcome staffing shortages and attract talent.

David Jones says ads that focus on what employers can provide job seekers result in [better employee-company matches.](#)

Adam Grant says [the higher your expectations,](#) the more disappointed you are by everything you don't enjoy about a job.

Rebecca Brossoit shows [improved worker safety](#) is linked to a good night's sleep.

Employee Burnout, Work-Life Balance

Michael Pratt shares how people [redirect their careers](#) after getting laid off.

Sabine Sonnentag found that separating from work while not at work helps [bounce back from stress](#).

Eden King, Kristen Jones, and **Sabrina Volpone** share signs that a workplace culture [supports working mothers.](#)

Wayne Cascio, Joel Brockner, and **Rebecca Bennett** share ways to cope with the [stress from layoffs.](#)

Michael Leiter and **Christina Maslach** uncover signs of [job burnout.](#)

Valentina Bruk-Lee shares three tips to [beat stress at work](#).

Leadership, Management, and Organizational Culture

Jay Finkelman explains a [psychologically healthy workplace.](#)

John Scott and **James Scrivani** share thoughts on [building better leaders](#).

Steven Rogelberg says [snacks at meetings](#) are a good predictor of positive feelings about meetings.

Liu-Qin Yang says employers should [conduct regular trainings](#) to help supervisors improve communication and management skills when interacting with employees.

Ronald Riggio shares [four mistakes](#) people often make when giving feedback.

Sharon K. Parker and **Daniela Andrei** explain why managers make [jobs more boring](#) than they need to be.

J. Ibeh Agbanyim lists three ways leaders can [ensure a healthy work environment](#) for their employees.

Danielle King says it's important for leaders to [show understanding](#) when communicating with employees.