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Editor's Column: An Open Letter to Workload Inconsistency

Dear Workload Inconsistency,

I don't know how I feel about you. I hasten to clarify: I have many confident feelings about you, but I'm not sure up to what they all add. Perhaps, like so many things, you are better in moderation, but I have plenty of extreme experience with you, and even then the jury is out.

On the one hand, you enable me to explore and enjoy the world, partake in hobbies and journeys that are inaccessible to so many because of their limited vacation time. You nominally allow me to relax at times, though at the time of writing I can't remember what relaxation feels like, so I'll set that one in the "hypothetical" category. You also give me the satisfaction of some truly productive days, the joy of a job well done, the exhaustion that leads to profoundly deep sleep.

On the other hand, you are the great destroyer of emotional, cognitive, and physical well-being; the disruptor of consistent sleep, healthy eating, and exercise; the merchant of strained relationships. You lead to errors, restlessness, and anguish, and you help me do one of my least favorite practices: letting others down.

Some parts of you are outside of personal control—when the phone rings, or the contract begins, or the term starts, or the issue is due, I (act as though I) must act. Most of the parts of you that I experience, though, are frankly my own doing, and that, beyond all of the above drawbacks, really sticks in my craw. I'm not only referring to that great unfulfilled promise that becomes procrastination but also the deliberate planning of swings in workload. I chose to disconnect for essentially 3 months, and I chose to stuff work into little pockets—some earlier than necessary, some as late as I could manage—intending to take the intervening time to relax. But, too many times, my mind wasn't in that relaxation. Both of these are my fault, but what to do? Do I forego relaxation or simply forego such severe swings betwixt frenzy and torpor?

Some of the articles in this issue of *TIP* can help me answer these questions. From **Christy Nitttrouer's** example, I can consider how to set up my life well, to find balance, to set boundaries. From this edition of *TIP-TOPics*, I can think about setting boundaries, considering mental health systemically, and finding and implementing ways to recover (and to help others do likewise). From our Local Groups team's discussion of technology use and remote events, I can think about how to enhance flexibility in my work by using communication technologies and how to make that work more successful and enjoyable while doing so.

Of course, the members of SIOP had the solutions for the difficulties that I have with you. In the end, though, they have evidence of the most troublesome facts: that change is hard, that change fails, that what I'm likely to do in the future is etched in my past actions, and finally, that deciding what is best for one is often a result of the arbitrary selection of criteria. I still don't know what to make of you, but I know where to start looking.

Best wishes,

./Steven Toaddy

President's Column

Eden King

Hello SIOPers!

As I type these words, I feel connected to each and every one of you who is working quickly (feverishly?) and carefully (desperately?) to complete your submissions for the annual SIOP conference ahead of the impending deadline.

Believe it or not, I think about SIOP every day (even after the conference deadline). This is partly due to a task-management strategy: My "to do" list always has SIOP at the top. But my daily thoughts of SIOP are also a direct result of the extraordinary number of activities, initiatives, and ideas that are generated by our membership. Every day, SIOPers are working for the good of our profession. Sometimes it is elected portfolio officers or appointed committee chairs, sometimes it is staff in the Administrative Office, and sometimes it is student members who share their work with me and with SIOP. Observing this work and its benefits for SIOP is awe inspiring and will undoubtedly be a highlight of my time in office, and I'd like to share this experience with you!

Join me in basking in the reflected glory of a few examples of SIOPers who are working for the good of our profession:

- **Tiffany Poeppelman** (Membership Chair) is coordinating a huge team of enthusiastic volunteers to analyze and improve the experiences of members across career stages.
- **Julie Olson-Buchanan** (UN Committee Chair) and her committee are making connections and making an impact by bringing the science and practice of I-O to the United Nations.
- I-O social media influencers like @ScienceForWork and @WorkrBeeing are expanding the outstanding efforts of our Visibility (**Nikki Blacksmith**) and Electronic Communications (**Paul Thoreson**) Committees.
- Your representatives to the APA Council (**Tammy Allen, Jeff McHenry, Steven Stark, and Sara Weiner**) are working to amplify the voice of I-O psychology at APA.
- **Doug Reynolds** and **John Scott** are planning an exciting Leading Edge Consortium on Assessment for the 2020s (Atlanta, October 2019).
- **Alex Alonso** (GREAT Committee Chair) is coordinating several teams engaging in federal advocacy on I-O topics such as support for veterans' transitions to work and the future of work.

Awe inspiring, right?

I'm also inspired by the collective action of our members, who recently voted with overwhelming support in favor of an addition to our Executive Board: an officer for Diversity & Inclusion. This meaningful and enduring change to the composition of the board can have an impact on the future of our Society and our profession.

You can see why my thoughts of SIOP are not only frequent but also full of hope and gratitude.

Max. Classroom Capacity: Needs Improvement: Teaching Feedback With Feedback

Loren J. Naidoo
California State University, Northridge



Just the other day I heard a story about a colleague of mine. A newly hired assistant professor, she had agreed to teach a class that she had never taught before in a new program. She e-mailed her syllabus to the director of the program, whom she had never met. During a break in a heavily attended college event she was approached by the program director who introduced himself, then quickly started to critique her syllabus both for its content and formatting, in an oblique way, without really engaging in a substantive discussion of his concerns. She left the interaction feeling confused, attacked, and upset that this awkward conversation had happened in front of a large group of colleagues in a public setting without any warning.

As I-O psychologists, we know from decades of research and practice that feedback is important, yet I'm sure we can all think of challenges that we have experienced either in receiving or delivering feedback. Effectively delivering *and* receiving feedback are both very important and difficult, and by extension, they are important skills to build in students of I-O psychology. There were two main questions I considered in preparing this column. First, what are some critical lessons learned, according to experts versed in the science and practice of feedback, that we should try to incorporate into our classrooms? Second, what can we do in the classroom to prepare our students to effectively deliver and receive feedback in their future professional lives?

To help answer these questions, several experts generously agreed to speak with me about feedback: **Paul Levy**, the chair of the psychology department and former chair of the I-O doctoral program at the University of Akron, who has published extensively on feedback and performance management; **Rob Silzer**, managing director of HR Assessment and Development, Inc. and doctoral faculty in the Baruch College, CUNY, I-O psychology doctoral program; and **Brodie Riordan**, senior manager of Partner Learning and Development at McKinsey & Company. What follows is a *highly* condensed version of my conversations with these three luminaries—they each had a lot more to say than I could fit in one column, sadly!

I started by asking them about key principles for effective feedback delivery. By the way, there is a whole lot of literature on performance feedback that I won't try to reiterate here (a great starting point is Kluger and DeNisi's classic 1996 *Psychological Bulletin* article). There was a lot of agreement among the experts, and several key themes emerged. First, according to Riordan, we should "make [feedback] specific and evidence based. Always give feedback on things you can see with your eyes, not based on opinions or assumptions. One of my favorite ways to structure feedback, which I learned from [Center for Creative Leadership] a decade ago is the situation–behavior–impact framework. When offering feedback—positive or negative—describe the situation, the specific behavior you observed, and the impact—why it matters. Using this framework is also helpful because it encourages people to pause and think about what they want to say ahead of time and why." Similarly, Silzer noted that feedback based on evidence often carries more weight for the receiver: "Is the feedback data based? Do you have any credibility in giving this feedback? You should use behavioral data as much as you can. One of the things I often do in assessments or coaching is I will interview a dozen folks who work with the person and collect lots of behavioral data and feedback, which is very powerful information. It gives me great insight into the individual, but it also gives me a solid platform to stand on to help the person understand their own behavior. If half of these folks see the same behavior, then the individual will start to listen to the feedback."

Second, feedback should be interactive and based on two-way communication, and its effectiveness is dependent on building positive social relationships. “I see it as a two-way communication process,” said Silzer. “If you are oblivious to the other person, then you wind up *telling* or *directing* or *declaring*, and those approaches are rarely effective.” Similarly, “the top-down authoritarian approach just usually doesn’t work as well as a more open approach that is based on active listening and a true dialogue,” noted Levy. “Credibility and trustworthiness are really important as we are talking about interpersonal dynamics.”

Third, feedback should be timely, but it’s important to pay attention to the context in which feedback is delivered. From Riordan: “Provide feedback as soon as possible after the event or behavior occurs. This not only shows that you care, it also ensures the situation is fresh in the other person’s mind. If you’re in a public setting (e.g., in a team meeting or a public cafeteria—yes, I have seen awkward feedback conversations in the office kitchen), wait until you can be in private!” Echoing that sentiment, Silzer believes that we should consider “Is this the right time, the right location, the right time of the week, the right setting—all sorts of context issues can have a huge bearing on whether the feedback is going to be effective and received well.”

Maybe none of the above was new to you—at worst, I hope it was a quick reminder of some best practices in performance feedback. But it does set the stage for the next questions, which are, as educators: (a) How do we model the practices of effective feedback in the classroom? Do we practice what we preach when it comes to grading students? and (b) How do we teach feedback skills to students? In other words, (a) refers to our own practices of delivering and receiving feedback as part of normal classroom activities (e.g., assigning grades and delivering other performance feedback), whereas (b) refers to teaching practices we can use to prepare I-O psychology students to effectively deliver and receive feedback at work. Levy and Silzer have both sought to answer these questions, and I’ll share some of the things I’ve tried in my classes as well.

One of the most common forms of performance feedback in the classroom is grades. Let’s each take a moment to consider to what extent we deliver grades that are behaviorally specific and evidence based, in a two-way communication process that is not top down or authoritative, and in a way that is sensitive to the social context of each receiver. I suspect that many of us fail to follow at least some of these principles in delivering performance feedback in the classroom, and there are probably good reasons for this. “I think [treating grades strictly as performance feedback] questions the way we ‘do’ higher education and the way in which we ‘qualify’ people for jobs or whatever the next step is,” said Levy. “Yes, the emphasis on grades is heavier than it should be, but grades are how the system evaluates success. I think there is merit here, but I do wish we could focus less on grades and more on detailed, diagnostic feedback. I think all good professors try to do that—I invite (beg!) students in my undergrad I-O class to come meet with me and go over their tests, but they seldom do. I usually find that if anyone comes to see me, it’s the student who expected an A and received a high B or even the A student who wanted an even higher A. I’m not sure how I can impart the kind of feedback I’d like to impart without doing it in class when I have a captive audience, but that’s not very feasible.” In fairness, having more than a handful of students makes it impractical for most instructors to deliver one-on-one feedback to every student. I’m not sure how many managers have 60+ direct reports at a given time, but I would guess that most of them wouldn’t be able to deliver effective feedback to all of their employees either.

However, we can (and probably should) try to create as many opportunities as possible to have constructive one-on-one conversations with students about their grades. According to Levy, “My experience

with faculty is that we tend to discuss grades in a reasonable way. Most of my conversations with other faculty and with students suggest that conversations about grades are usually forward looking in terms of opportunities (e.g., you can still improve your grade a lot) with some firm ideas about how to improve. I remember a conversation with a student who asked me, point blank, ‘How would you study for your tests?’ I thought that was a great question and I told her. She did what I suggested and then came back to me at the end to tell me that it worked—this was a very good day!! But what works for one won’t for all. I do find that the current undergrads (the Gen Z folks) get more comfortable asking questions with me as the semester progresses. Back to those relationships again; if I can build that and they trust me (and even enjoy chatting with me—this isn’t always easy), I can give useful feedback and they may even seek it out.”

Although we may fail as instructors in modeling best practices in performance feedback when it comes to grading, there are ample opportunities to teach feedback in a more direct way. For example, Silzer focuses on teaching feedback skills in his highly innovative coaching and assessments doctoral courses: “In both of these courses, learning how to give feedback is a core part of being a good assessor or being a good coach. We do go over feedback skills, but most importantly we let them practice those skills, and we give them feedback on the practice.” Silzer guides his students through the process of collecting data on three “client” individuals, integrating the data, and delivering the feedback to each individual: “They collect data on three different people—on a peer and on two undergraduates. The data in the individual assessments course include a role-play exercise, in-basket exercise, cognitive testing, personality testing, and interest testing; so it is a full assessment battery. I teach them how to interpret all of that data and integrate it. Then they have to sit down with their ‘client’ individual and provide an integrated feedback session. They also get a feedback reaction from their client to their feedback. This usually also involves building a development plan for the individual.” For Silzer, this is a resource-intensive process: “I will sit down with each graduate student individually for several hours, on each client case. They have to present their integration sheet and analysis on the individual and describe their assessment conclusions. I give them feedback and critiques about how they interpreted the data, how they integrated the data, and how well they captured and understood the individual, and so on. So, I am demonstrating to them how to give feedback to others.”

I think there’s a lot of value in this kind of intensive training for I-O psychology doctoral students. However, I also think that we can teach feedback skills in a less intensive way in many I-O psychology classes, be they at the undergraduate, MS, or PhD level. As an example, in my undergraduate leadership skills class, I present some of the key best practices in feedback delivery, and then I ask students to engage in several role-play exercises in groups of three. One student, assigned to the role of manager, is given simplified performance evaluation notes and is asked to deliver this feedback to a subordinate. The second student, the subordinate, is instructed to be resistant to this feedback. The third student observes and takes detailed notes on the relevant behaviors of both the manager and the subordinate. Once the interaction is over, the student observer shares his or her detailed, behavioral feedback on how the feedback conversation went. Then, students rotate roles and repeat the exercise with new sets of performance evaluation notes. In one set of performance notes the key issue is the poor personal hygiene of an employee at a fast food restaurant. This seems to be a memorable challenge for many undergraduate students because of the delightful awkwardness of trying to deliver this kind of performance feedback, even in a role play, and the practical relevance of the scenario. Several different students with experience working in food services have since described to me, in gory detail, examples where they had to cope with just such a situation. At least, I think role play leads students to appreciate that delivering performance feedback requires preparation, forethought, and sensitivity.

I use a slightly more intensive exercise in terminal-master's-level classes. I created a team decision-making simulation exercise in which half the class was assigned to participate in the exercise, and the other half were each assigned to observe and take notes on one participant during the exercise. Later, the roles were switched so every student is both a participant and an observer. The simulation involved teams formed of members with different and often conflicting roles, information, and motivations who must come together to make strategic decisions in a high-pressure environment—ramping up the pressure is key to making it very difficult for students to stay on their best behavior, which increases the realism of the simulation and provides more data for the observers. Following the simulation, each observer wrote a detailed behavioral report on the participant's performance in the simulation on multiple dimensions and then presented this feedback to the participant in a feedback session, while a third student observed this interaction. That third student then shared his/her feedback on the delivery and reception of the feedback during the feedback session.

In sum, feedback is important. Grades, including how we deliver them, are often not terribly consistent with what we know about effective feedback, but I hope that I've shared some ways that we can help build critical feedback skills in our students.

As always, dear readers, please email me with your questions, comments, and (timely, specific, data-based, considerate, and contextually appropriate) feedback: Loren.Naidoo@csun.edu.

Many thanks to Drs. Levy, Silzer, and Riordan for their generosity in contributing to this column!

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Using Technology to Engage Remote Members in Your Local I-O Group

Anna Erickson, Donna Sylvan, Naz Tadjbakhsh, and Ginger Whelan

What do the local I-O groups in Kansas City, Los Angeles, Washington, DC, and Atlanta have in common?

We thought you'd never ask!

Each of these groups are exploring ways to use technology to make their meetings more appealing, especially for participants who must attend remotely. Whether it's due to traffic, meeting times that aren't ideal, or last-minute family or client demands, we've learned that one challenge for keeping a local I-O group viable is finding ways to make it easy for members to attend remotely. In today's *TIP* article, we explore the unique ways in which a few different local groups are addressing this issue.

KCAP, Kansas City, Missouri: Testing technology in a smaller market. Kansas City Applied Psychology Society (KCAP) supports a smaller I-O market, which places a demand for addressing the needs of every member. There's no easy answer according to **Kenton Kloster** (current KCAP president) and **Deb Mitchell** (former KCAP president). They have explored a number of options in order to facilitate participation and networking including:

- **Website** with basic information about the group and contact
- **Utilizing LinkedIn** private groups and **Facebook** to create discussions among members
- **Email** for announcements and job sharing
- **Skype** meetings to host board meetings
- **Google docs** to share organization documents with board members

Current KCAP President Kenton Kloster added, "I would like to emphasize that I think technology has been helpful for us as a board. It seems we have received more engagement since moving to virtual meetings (with Skype). Additionally, we are able to maintain our records with Google docs, and these can be easily handed down to future boards."

But the group is beginning to explore using technology to host virtual member meetings, which could boost attendance for this small group. Kloster continued, "After next week we will have tested two virtual presentations for our members. The first had about seven attendees. I think this may work for our group going forward." However, each platform they've tried has its own advantages as well as challenges.

Kloster offers the following considerations when selecting technology to support remote member meetings:

- **Free is better.** Many people are familiar with Google Hangouts.
- **Easy to set up.** If it takes more than 2 minutes to set up or requires creating an account, it tends to have a major chilling effect.
- **Reliable and accessible.** Ensure that everyone has tested the software before the meeting.
- **Internet speed.** Internet speeds are critical, especially for video conferencing.

The Practitioner Lab, Los Angeles, CA: More high touch than high tech. One might assume a big city like LA would embrace technology at the outset. The leadership group for The Practitioner Lab, a local I-O group in Los Angeles, has pondered this issue several times since it first commenced its meetings in fall

2016. At the time, there were many different paths to explore when it came to integrating technology into a local I-O group's events.

Because The Practitioner Lab was a new group, cofounders Naz Tadjbakhsh and **Melissa Steach** decided to double down on building the grassroots community with high-touch, high-impact meetings in person, and then would reconsider the use of technology later down the line once they had established stronger membership and if there were enough requests from members. Although there were a few requests about utilizing technology to host virtual meetings, the overwhelming majority of members preferred that they continue to be focused on building the community in person.

Therefore, for The Practitioner Lab, leadership has continued to focus on incorporating feedback that is most prominent across members. Nevertheless, the group has experimented with social media such as utilizing Facebook and Instagram Live. Exploring virtual meetings is something that might need to be addressed in the future but is not a priority right now. It is evident that each local I-O group will need to evaluate and make decisions that most closely align with its priorities and the needs of its members.

PTCMW, Washington, DC: Technology as part of the annual planning process. Local groups like the Personnel Testing Counsel of Metropolitan Washington (PTCMW) have been using tools like WebEx and other technology to include remote access to members. President of PTCMW **Lorin Mueller** now includes technology as part of their strategic planning process. He says, "Investing in technologies that allow our members to interact with us remotely is an increasingly important focus of our budget and strategic planning. This year we replaced all of our webcasting equipment—we were lucky to be in a financial position to do that, but we'll be planning for it in the future so it doesn't impede our ability to devote resources to other initiatives. We're also careful to consider the extent to which possible event venues support webcasting. We've hit some key milestones. We recently had our first event where remote participation exceeded in-person participation, and we're hoping to record our fall event on video. I don't think I can offer any specifics on which technologies we prefer, only that a dual-laptop system seems to work best for us: one to drive the presentation and one to run the webcast."

GAIOP, Atlanta, GA: Never underestimate the value of a good website. The Georgia Association for Industrial and Organizational Psychology (GAIOP) has found that the website enables it to connect with its members, nonmembers, and the general public. The website provides information about the organization itself (e.g., board of directors, annual reports, bylaws), GAIOP professional-development programs and social events, non-GAIOP events that may be of interest to its audience, and jobs and internship opportunities. Individuals can use the website to apply for membership and register for programs and events. Individuals and organizations in the metro-Atlanta area have used GAIOP to link to local I-O psychologists.

GAIOP explores technology for college students in remote locations. Psychology students at Valdosta State University (VSU) have consistently expressed interest in participating in GAIOP programs. A barrier has been distance because VSU is over 200 miles from Atlanta where GAIOP programs are held. GAIOP and VSU students are currently exploring ways to use technology to overcome that barrier. Initial plans are to record a 2019 GAIOP workshop and share it with the VSU students. Interactive workshops or other professional-development programs will be developed for 2020.

Tips to Engage Remote Participants

As we increase our use of technology to allow remote access, we are learning how to better prepare and host these virtual meetings. Following are a few suggestions to help you manage technology for your

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meetings. Many of these ideas were inspired by **Steven Rogelberg's** book, *The Surprising Science of Meetings: How You Can Lead Your Team to Peak Performance* (2019).

Premeeting suggestions.

- **Assign a “remote access liaison.”** Assigning a person to act as the “remote access liaison” can help ensure a smoother use of technology, especially for novice users. The liaison can connect with remote members before the meeting, ensure they have the proper software, and be a point of contact during the meeting.
- **Send out the agenda in advance.** Send out the agenda 2 to 3 days in advance. Include: (a) any links or instructions required to participate remotely, (b) how questions will be addressed (e.g., chat, instant messaging), (c) let them know who to contact for technology support (i.e., remote access liaison), and (d) inform them the time they will be connected to the meeting.
- **Test access.** Check the room software to ensure it works at least 30 minutes before the meeting. Ask remote members to test their connection at least 15 minutes prior to the meeting to ensure they have the proper software. Although this may add a little prep time, it's better to do so before the meeting than to make everyone ask “can you hear me now?” during the meeting.

Meeting suggestions and tips.

- **Set a positive stage.** Create clear expectations and set a positive, relaxed setting at the beginning of the meeting such as (a) briefly review the agenda, (b) describe how questions will be handled so remote members can be included (e.g., chat or instant messaging, periodic check ins), and (c) take 1 or 2 minutes to describe something positive, such as a recognition, celebration, or appreciation.
- **Ground rules.** Briefly describe expectations for the meeting, such as (a) ask participants to please silence personal devices; (b) make it a practice to state one's name before speaking; (c) remind speakers to talk at a slower, more measured pace to make it easier for remote members, who can't see the speaker, to follow; and (d) request remote members place audio? on mute if they anticipate background noises.
- **Introduce participants.** Ask everyone to state their name and give a brief description of who they are at the beginning of the meeting. If there are too many people to do that within 5 minutes, announce how many people are in the room and how many are participating remotely. If feasible, ask remote members to state their name so everyone can hear their voices and feel included.
- **Check ins.** A facilitator who provides planned check ins can keep remote members engaged by occasionally asking if anyone has a question or wishes to make a comment.
- **Chat/instant messaging.** Using technology with a chat feature allows remote members to make a comment or ask a question without interrupting the flow of the presentation.
- **Use the full functionality of technology (Zoom, WebEx).** Use the screen-sharing features to keep everyone on the same page and to stay focused on the presenter. Thoughtful or fun check-in quizzes or tallies can keep all participants engaged.

Postmeeting suggestions.

- **Seek input.** Ask for input regarding successes as well as ways to improve the meeting and review the use of any technology.

These are just a few of the ideas that some local I-O groups have explored in order to address the needs of their members. Remember to include the needs of your local group and available resources when evaluating the use of technology.

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Professional Practice Committees Are *Working for You*

Rob Silzer
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Over the last 3 years, the SIOP Professional Practice Portfolio (under former SIOP Portfolio Officer Rob Silzer and current Portfolio Chair **Tracy Kantrowitz**) has been actively engaged in developing and implementing programs and new initiatives for SIOP practitioners that address their needs and support their professional interests. Here's an update on the portfolio's many activities.

Under the SIOP Professional Practice Portfolio there are four Professional Practice Committees:

- Career and Professional Development for Practitioners Committee (Chair: Lynn Collins)
- Engagement and Communications for Practitioners Committee (Chair: Ben Porr)
- Learning Resources for Practitioners Committee (Past Chair: Mark Morris, Chair: Kimberly Adams)
- Licensing, Certification, and Credentialing Committee (Chair: Mark Nagy)

Each committee has dedicated members working on shared goals and objectives. In recent years we have had a surge in committee volunteers and have tried to integrate them into the committees and give them opportunities to make their own contributions. The four chairs have done an exceptional job in leading their sizeable committees and delivering many new programs.

Over the 3 years, we have introduced 16 new programs and initiatives for practitioners and have maintained and expanded another 15 existing programs for practitioners. Our committees and chairs deserve great appreciation for the work they have done for I-O practitioners. The chairs included Lynn Collins, Ben Porr, Mark Nagy, and Mark Morris, as well as **Will Shepherd**, who acted in an advisory role.

Major Activities

Each committee has separate mandates, objectives, and programs, as well as separate members. Committee chairs and members are volunteers, and each committee identifies and delivers programs and initiatives to meet their objectives. The programs and initiatives are listed below. There were several major initiatives that involved collaboration from various committees. These programs and initiatives included:

- Completed a major reorganization of SIOP Professional Practice portfolio with the addition of the four new Professional Practice committees discussed above.
- Provided oversight for three successful Leading Edge Consortia (LECs)
 - Managed the annual ad hoc LEC Topic Selection committee

- Selected topics and chairs for three highly successful LECs
- 2017: *Innovations in Executive Coaching: Deepening Your Expertise in a Dynamic World*, Chair: **Sandra Davis**
- 2018: *High Potentials: Identifying, Developing and Retaining Future Leaders*, Chairs: Rob Silzer and **Allan Church**
- 2019: *Advancing the Edge: Assessment for the 2020s*. Chairs: **John Scott** and **Doug Reynolds** (early indicators point to a highly successful LEC)
- Managed and integrated an impressive number of over 100 new committee volunteers onto the four committees
- Advocated for including I-O practitioners in SIOP Fellowships, SIOP elections, and organizational appointments. Advocated for revised Fellowship guidelines that are more appropriate for practitioners.
- Established and provided the [Practitioner Digest](#), a quarterly practitioner newsletter.
- Developed and implemented the Advanced Professional Development Program, starting with the Individual Assessment course offered in Chicago 2018 and Austin 2020.
- Developed and implemented the Early Career Practitioner Consortium (ECPC) for I-O practitioners in their first 5 years of practice.
- Established and executed quarterly meetings of the [CHRO Advisory Board](#).
- Completed the I-O Graduate Program Survey to determine the extent to which graduate programs in I-O psychology are meeting the SIOP E&T competency guidelines.
- Implemented the 2019 Practitioner Needs Survey (see related article in this *TIP* issue).

Committees

Career and Professional Development for Practitioners Committee

Chair: Lynn Collins (Lynn.Collins@bts.com)

Committee Goals

- To support the career development of I-O psychologists.
- To make SIOP the most valuable resource for the ongoing career development of practitioners as evidenced by career long utilization of SIOP career resources, high participation, and utilization of programs.

Programs and Initiatives

- Speed mentoring programs for practitioners
- Group mentoring programs for practitioners
- I-O Psychology Career Study and career path models development
- I-O psychology business acumen model development
- SIOP Early Career Practitioner Consortium
- SIOP Income and Employment Survey
- Practitioner reviewer database
- Speed Benchmarking Program
- Practitioner Career Exploration Program
- I-O Practice Entrepreneurs Initiative (IOPE)
- Advanced Professional Development Program (currently offering course on Individual Assessment)
- SIOP conference sessions on professional and career development for I-O practitioners

- Investigation of the future-oriented skills and the fundamental shifts needed to ensure relevance of our profession

Success Metrics

- High participation and utilization of professional and career development programs/resources
- Favorable Practitioner Survey responses
- Frequent requests for additional career and professional development support
- Increasing involvement and engagement of SIOP practitioners in the PPC and SIOP

Engagement and Communications for Practitioners Committee

Chair: Ben Porr (walter.porr@gmail.com)

Committee Goal

- To promote and gain greater Practitioner engagement and commitment to SIOP.

Programs and Initiatives

- *Practitioner Digest* newsletter
- SIOP Professional Practice home page
- Social media initiatives for practitioners
- Practitioner Networking Reception at the SIOP Conference
- Health and well-being community of practice
- Practitioner Needs Survey
- Advocacy for Practitioners to be appointed to APA, APS, AOP, SIOP roles and awards
- SIOP conference sessions on learning resources for I-O practitioners

Success Metrics

- Practitioners increasingly identify with SIOP
- Career-long practitioner membership, attendance in SIOP, and lower member turnover
- Greater practitioner participation at SIOP conferences
- Increased PPC volunteers to committee
- More favorable satisfaction ratings on Practitioner Needs Survey
- Greater SIOP recognition of practitioners for Fellow status and professional contributions
- Greater opportunity for practitioners to influence SIOP decisions and future direction and to get elected to the Executive Board
- Greater SIOP understanding of key practice issues
- Increasing involvement and engagement of SIOP practitioners in the PPC and SIOP

Learning Resources for Practitioners Committee

Chair: Mark Morris (mark_morris@yahoo.com)

Committee Goal

- To develop and provide a range of learning resources for I-O practitioners

Programs and Initiatives

- Professional practice webinars: See current offerings on the SIOP YouTube channel
- SIOP-SHRM White Papers
- The "Bridge" *TIP* column
- Research access program for practitioners
- EEOC white papers
- CHRO Advisory Board
- SIOP conference sessions on learning resources for I-O practitioners
- Other learning resource programs for I-O practitioners

Success Metrics

- Practitioners seek out and utilize SIOP resources more often
- More favorable responses to Practitioner Needs Survey
- Increasing requests for additional learning resources
- Increasing involvement and engagement of SIOP practitioners in the PPC and SIOP

Licensing, Certification, and Credentialing Committee

Chair: Mark Nagy (nagyms@xavier.edu)

Committee Goal

- To promote the interests of the SIOP and its members by concerning itself with matters affecting the practice of psychology as governed by state laws and licensing boards.
- To stay current on any certification and/or credentialing issues that may impact the practice of Industrial-Organizational psychology.

Initiatives and Activities

- Staying current on all issues raised in regulatory bodies concerning the licensing of I-O psychologists and psychologists in general
- Keeping SIOP and Professional Practice informed about any noteworthy licensing/certification changes or events.
- Serving on the ASPPB Task Force on Licensure of Consulting and Industrial/Organizational Psychologists
- Reviewing graduate programs in I-O psychology for meeting the SIOP E&T competency guidelines. Conducting the I-O Graduate Program Survey
- Researching I-O practitioner services and activities to determine which are licensable or nonlicensable professional psychologist activities.

Success Metrics

- Addressing all issues licensing and certification issues and responding to all member requests
- Keeping SIOP and SIOP members informed of all relevant professional issues
- Influencing regulatory bodies and professional organizations in support of SIOP interests

Practitioner Satisfaction

Over the last 3 years we have received significant support and very positive feedback from SIOP Practitioners. Almost all of our programs are completely full when we offer them in person.

Our recent [Practitioner Needs Survey](#) asked SIOP Practitioners how much they value current programs and future possible programs; see this article in this issue of *TIP* for an extended summary of results.

- Among the most valued programs are the Salary survey, the LEC, the SIOP-SHRM White papers (now being rebooted with new topics), Research Access, Professional Practice webpage, and the Early Career Practitioner Consortium.
- The highest rated possible future programs and initiatives included relevant research update, Advanced Professional Development Program, training resources, practitioner conference content, regional workshops, website tools, in-depth learning opportunities, and advocacy of practitioners for increased representation for SIOP elections, the Executive Board, and appointments.
- What is particularly encouraging are the changes on 10 measures of practitioner satisfaction with SIOP (see *TIP* Practitioner Needs Survey article).

Over the last 5 years, practitioner satisfaction ratings have **increased on 9 of the 10 measures**. The increases are modest and the absolute level of satisfaction is still in the 3.0 to 3.5 range on a 5-point scale. However the trend is encouraging! It suggests that we are engaging and serving SIOP practitioners.

The one satisfaction measure that is still *declining* over the last 11 years is practitioner satisfaction with “representation of practitioners on the SIOP Executive Board.” Practitioners are still limited to about 37.5% of the Board even though they are now a clear majority among SIOP professional membership (academic members are now only 32% of the professional membership).

Conclusions

Over the last 3 years the Professional Practice Committees and chairs have worked extraordinarily hard to develop and deliver a wide range of Practitioner programs and initiatives. We have focused on pursuing initiatives that meet practitioner expressed needs and interests.

We believe that we have successfully delivered these programs and met some practitioner needs. The very positive feedback we have been getting, the high attendance at these programs, and the high value ratings from practitioners all suggest we are on the right track. But we are an agile team and never stop evolving these products and services to meet the changing needs of our members.

We want to encourage all SIOP practitioners to continue to let us know your professional needs and your views on what best meets those needs. The new Practice Officer, Tracy Kantrowitz, and the committee chairs are fully committed to serving you, the SIOP practitioners.

The Bridge: Connecting Science and Practice

Kimberly Adams
Independent Consultant

Stephanie Zajac
UT MD Anderson Cancer Center



“The Bridge: Connecting Science and Practice” is a *TIP* column that seeks to help facilitate additional learning and knowledge transfer to encourage sound, evidence-based practice. It can provide academics with an opportunity to discuss the potential and/or realized practical implications of their research as well as learn about cutting-edge practice issues or questions that could inform new research programs or studies. For practitioners, it provides opportunities to learn about

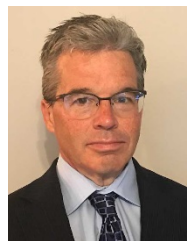
the latest research findings that could prompt new techniques, solutions, or services that would benefit the external client community. It also provides practitioners with an opportunity to highlight key practice issues, challenges, trends, and so forth that may benefit from additional research. In this issue, the 2019 M. Scott Myers awardees describe the rigorous interdisciplinary approach drawn from the fields of I-O psychology, biomechanics, and exercise physiology that was used to develop a valid, fair, gender-neutral physical test battery for selection into U.S. Army combat arms jobs previously closed to women.

Development and Validation of the Occupational Physical Assessment Test (OPAT) for Army Combat Arms Military Occupational Specialties

**Deborah L. Gebhardt^a, Todd A. Baker^a, Marilyn A. Sharp^b, Jan E. Redmond^b (*not pictured*),
Stephen A. Foulis^b, Peter N. Frykman^b, Edward J. Zambraski^b**

^a Human Resources Research Organization (HumRRO)

^b U.S. Army Research Institute for Environmental Medicine



We at HumRRO and the U.S. Army Research Institute for Environmental Medicine were honored to receive SIOP's M. Scott Myers Award for Applied Research in the Workplace in 2019 for research that provided the U.S. Army (hereinafter Army) with an assessment that resulted in substantial return on investment and that was expanded to all personnel in the Active Army, Army National Guard, Army Reserve, West Point, Officer Candidate School (OCS), Reserve Officers' Training Corps (ROTC), and Direct Commissions (Army Medical Department, Judge Advocate General's Corps).

In 2013 women formally were provided the opportunity to serve in direct combat roles in all military branches when the United States Secretary of Defense and the Chairman of the Joint Chiefs of Staff for

the Department of Defense (DoD) rescinded the 1994 Direct Ground Combat Definition and Assignment Rule *that banned women from combat roles*. In addition, the U.S. Congress mandated that the standards for each combat arms job be based on documented job requirements and that there should be no “artificial barriers” to women’s entry into a combat arms career field. Thus, the DoD and Congressional act opened the door for women to pursue combat arms jobs.

To address the DoD decision and Congressional mandate, the Army conducted a 4-year study to provide physical-assessment procedures for individuals entering combat arms Military Occupational Specialties (MOS). The Army’s goal was to develop a valid, legally defensible, and safe physical assessment to predict a soldier’s ability to serve in a combat role. Paramount to the goal was ensuring that physical capabilities of soldiers are adequate to meet the demands of the combat arms MOS shown below:

- 11B Infantryman
- 11C Infantryman-Indirect Fire
- 12B Combat Engineers
- 13B Cannon Crewmember
- 13F Fire Support
- 19D Cavalry Scout
- 19K Armor Crewman

A unique challenge to conducting the research was the absence of women in the seven jobs at all phases of the study. Thus, large-scale innovative efforts to recruit women soldiers were undertaken while adhering to strict human-subjects’ criteria. The project was carried out in six phases: (a) job analysis, (b) physiological assessment of job tasks, (c) criterion development, (d) predictor test identification, (e) concurrent validation, and (f) predictive validation. Over 6,300 soldiers participated in the study. Table 1 shows the number of soldiers participating in each study phase.

Table 1
Soldier Participation

Study phase*	Men	Women	Total
Phase 1: Job analysis - Step 1 observations	440	0	440
- Step 2 focus groups	105	0	105
- Step 3 job analysis survey	3,722	0	3,722
Phase 2: Job analysis–biomechanical/physiological assessments	152	90	242
Phase 3: Criterion development	79	70	149
Phase 5: Concurrent validation	608	230	838
Phase 6: Predictive validation	608	133	741
Total	5,714	523	6,237

* Phase 4 did not involve use of human subject.

Job analysis.

The project team conducted job analyses for the seven MOSs involving document review, on-site observations, interviews, and a job analysis questionnaire (JAQ). The Army identified 32 arduous tasks across the seven MOSs. Research staff observed 440 soldiers performing the 32 tasks and received input during focus groups from 105 enlisted subject matter experts (SME) who were deployed one or more times. Over 3,700 soldiers in the seven MOSs completed a JAQ to rate the tasks and provide ergonomic information related to task performance. The results showed that all 32 tasks were important to multiple combat arms MOSs.

Biomechanical and physiological assessments.

Combat arms male soldiers ($n = 152$) and female soldiers ($n = 90$) performed the 32 tasks to obtain physiological measurements such as aerobic demand (oxygen uptake), heart rate, and ratings of perceived exertion. During task performance, soldiers wore the required clothing and equipment (e.g., 24-hour sustainment load of 109 pounds) when performing each task in combat situations. Examples of tasks performed included preparing a fighting position, Bradley Fighting Vehicle (BFV) casualty evacuation, and transfer of 55lb ammunition rounds. Results showed muscular strength and aerobic demand (VO_2) varied across tasks ($12\text{--}36 \text{ ml} \cdot \text{kg}^{-1} \cdot \text{min}^{-1}$). Review of the aerobic data showed men and women working at approximately 60% of their maximum VO_2 .

Criterion development.

Project staff reviewed job analysis, biomechanical, and physiological data to identify redundancy across the tasks in the combat arms jobs in terms of movement categories (e.g., lift). This resulted in five movement categories: repetitive lift and carry, heavy lifting, load carriage, agility, and drag. We used the biomechanical/physiological and job analysis results to group the 32 tasks into the five categories and identify the tasks with high importance, frequency, and aerobic and strength demands. Eight of the 32 tasks represented the demands of the jobs and were used for development of criterion measure task simulations (CMTS). Examples of top-ranked aerobic tasks included “foot march” and “build a fighting position.” Examples of top-ranked strength tasks included “the casualty drag,” “Bradley Fighting Vehicle (BFV) casualty evacuation,” and “stow ammo on tank.”

To assess the reliability of the criterion measures, 149 soldiers completed each CMTS three to four times on different days. We employed intraclass correlations (ICC), standard error of the mean (SEM), and limits of agreement (95% LOA) to assess reliability. The ICCs between Trials 2 and 3 were 0.85 and higher for all CMTSs, except the foot march (0.76). The SEM and 95% LOA assessed score variability between trials and identified the number of practice trials needed for consistent performance. These findings determined the number of CMTS practice trials used in the validation study.

Predictor-test identification.

The Army’s goal was to administer a physical predictor-test battery at the recruiting stations to identify recruits capable of performing in the combat arms MOSs. Due to safety and logistics parameters at recruiting stations (e.g., space, resources, replicability), the Army decided to use basic-ability tests. Project staff identified physical tests that assessed the abilities required to perform the 32 tasks and eight CMTS. The predictors included 14 basic-ability tests that assessed muscular strength, muscular endurance, aerobic capacity, and anaerobic power.

Concurrent validation.

The research team conducted validation studies for each MOS to establish the relationship between the predictor tests and CMTS. A total of 838 soldiers (608 men, 230 women) completed the predictor tests and CMTS across all combat arms MOSs. The team generated multiple test batteries based on multiple-regression results and the Army’s testing needs. The final test battery, the Occupational Physical Assessment Test (OPAT), consisted of four tests (seated power throw, squat lift, beep test, and standing long jump) and

had a multiple R^2 of 0.79–0.80 ($p < .01$). Across all combat arms MOSs, this battery correctly classified CMTS performance (successful/unsuccessful) for 77% to 90% of the soldiers.

Predictive validation and implementation.

A predictive validation study was conducted to assess OPAT performance in a recruit setting. The OPAT served as the predictor and CMTS, injuries, and attrition served as the criterion measures. Recruits completed the OPAT at the beginning of initial entry training (IET) and CMTS at the completion of IET. Injury and attrition data were collected across their first enlistment. Seven hundred forty-one recruits completed the OPAT and CMTS. Regression analysis using the CMTS as criteria yielded an R^2 of 0.70. The research team selected a multiple-hurdle-scoring approach and established passing scores using job analysis, validation results, Army standards for the CMTS (e.g., 15 meter casualty drag in 60 seconds), and OPAT improvement during IET.

Implementation impact.

In the predictive study, soldiers who graduated from IET had significantly higher OPAT scores than non-graduates. Further, noninjured recruits performed significantly better ($p < .001$) on each test in the battery ($d = 0.25$ – 0.40), and injury risk for low-scoring recruits was 1.5 to 1.8 times ($p < .01$) higher compared to recruits who met the cut scores. Of the recruits who attrited from IET ($n = 168$), 31.6% were due to injury/medical reasons.

To calculate annual cost savings for implementation of the OPAT, we used several approaches based on the Army's cost of \$73,700 (in 2017) for a recruit to complete IET. Using only injured recruits who failed to meet the OPAT standards (31.6% of 92), the Army would save approximately \$2.14 million from the predictive validation sample. Due to the success of the OPAT to provide qualified individuals for Army jobs and a substantial return on investment (ROI), OPAT was expanded to jobs with less physical demands and all enlisted personnel. Cut scores were established for the three additional demand levels yielding four levels (e.g., Level 1 = combat arms jobs; Level 4 = not ready to ship/not entering Army regardless of job).

The Army inducts 120,000 recruits annually and projects a 10% yearly attrition from IET (9.6%–11.6%) at an average cost of \$50K. The Training and Doctrine Command (TRADOC) estimated reducing attrition just 1% would result in a cost savings of \$60 million annually ($1200 * \$50k$). For an injury-attrition ROI, we used the percentage of attritions due to injury/medical reasons from the OPAT study (31.6%) and applied it to the total extrapolated attritions in the 4th level OPAT category ($n = 1,859$). Using a median cost for attrition of \$47.85K (range of \$23K–\$73.7K at different points of the study), the savings were \$88.94 million. Regardless of the method used to calculate potential savings, these values are conservative when one considers costs such as additional recruiting the next year for slots not filled due to IET attrition.

Summary

The U.S. Congress mandated that the military services develop fair, gender-neutral evaluation procedures for selection into combat arms MOS that predict critical task performance. To meet this mandate, the Army stipulated that the assessment be valid, legally defensible, and in compliance with federal statutes and guidelines (EEOC *Uniform Guidelines*, 1978) and professional principles, even though they are not subject to these statutes. They also required that the assessment be administered at recruiting stations using limited equipment. To meet these requirements the Army and HumRRO conducted a de-

tailed 4-year study to develop and validate a physical-test battery that predicts performance of arduous tasks in combat arms jobs previously closed to women. We used a rigorous interdisciplinary approach to design a comprehensive methodology that drew from the fields of I-O psychology, biomechanics, and exercise physiology. One challenge this study overcame was conducting data collections in a field setting while maintaining standardized procedures used in a laboratory setting. A second was recruiting soldiers in compliance with the Army's strict protocols for studies with human subjects. Particularly difficult was recruiting women soldiers in noncombat MOSs to participate in the numerous data collection phases. Strategies used to recruit volunteers for participation appealed to intrinsic factors such as knowledge of results, opportunity to practice tasks to improve, helping the Army improve, and being part of opening combat arms MOSs to women.

Our integrated approach identified the critical tasks for the combat arms MOSs and the actual physical demands of these tasks based on physiological data in terms of aerobic capacity and force production. These combined data resulted in selection of tests and criterion measures that addressed the physical demands of the critical tasks. Physical assessment research guided test selection in terms of reliability, prior evidence of validity, use of objective scoring, and differences in performance. Typically, there are no performance standards for most physical jobs. A unique aspect of this project was having Army performance standards for the many CMTS (e.g., 15 meter casualty drag in 60 seconds). In addition to the job analysis data and concurrent validation study, these standards provided evidence supporting test passing scores and classification effectiveness.

Our integrated approach resulted in the OPAT, which met Congress' mandate and the Army's technical and administrative needs. Further, the OPAT's predictive validation study showed reduction in attrition from basic military training and an estimated cost savings of \$2.14 million and higher attributed to injury/medical attrition. The Army estimated the yearly savings would be \$60 million from an attrition reduction of just 1%.

Reference

Uniform Guidelines on Employment Selection Procedures (1978). *Federal Register*, 43 (August 25, 1978), pp. 38290–38315; *Code of Federal Regulations*, 41 CFR 60-3.

Introducing “Opening Up”

Chris Castille
Nicholls State University

Hi there! Chris Castille here. I’m an I-O psychologist from Nicholls State University, working in the College of Business Administration. I’ve been asked to serve as the editor of *TIP*’s newly created “Opening Up” column. This column was created in coordination with SIOP’s Open Science and Practice (OSP) Committee to foster a meaningful and constructive dialogue regarding open science in I-O psychology as it is applied in I-O research and practice.

So, how did I get here and why am I doing this? Although there are many historical facts that brought me to open science, I’d like to share two with you. The first occurred during my doctoral studies at Louisiana Tech. My cohort was tasked with reading what I would argue is the most controversial high-profile psychology study that has been published in the past 20 years: Daryl Bem’s study, published in the *Journal of Personality and Social Psychology*, which claimed to provide experimental evidence of psychic abilities like ESP, telepathy, and clairvoyance (hence the controversy). Though my cohort generally dismissed the findings as both theoretical and statistical nonsense, our professor (Jerome Tobacyk) pushed us to consider how Bem’s methods (e.g., power analysis, experimental design, statistical approach) compared to others we commonly trusted from our own experience and literature. At the time (and at first blush), his methods appeared simpler (e.g., only *t*-tests were used) and more straightforward than similar designs from studies we respected and trusted. This dialogue planted a seed of doubt: If we were so willing to dismiss Bem’s case for ESP in spite of the apparent rigor and simplicity of his methods, what other hypotheses should we be willing to jettison from our own evidence base?

The second event occurred years later, when that first seed of doubt received sunlight in the form of a catalog of damning facts gathered by cognitive neuroscientist Chris Chambers. In his book *The 7 Deadly Sins of Psychology: A Manifesto for Reforming the Culture of Scientific Practice* (2017), Chris examines the state of scientific psychology and provides a wealth of evidence that calls the validity of many claims in psychology into question. His alternative explanations: a set of sins that include bias (e.g., negative results are often excluded from the literature), degrees of freedom in analyzing one’s data (e.g., interrogating the data until a statistically significant and thus publishable probability value is found), use of unreliable methods (e.g., preference for conceptual rather than direct replication), and not making one’s work reproducible in some form.

Although his sins could read as an indictment of many researchers, Chambers pointed to the system within which research takes place as being at fault (e.g., a culture of “publish or perish”). Within this system, top-tier publications can be valued more in practice than the mission that motivates these publications in the first place: furthering science and evidence-based practice. To the extent that this is true, the system can distort the scientific record, which in turn can threaten the improvement and integrity of future research and practice.

Interestingly, although Chambers provides little detail on the scope of the problem for our specific area of I-O psychology, others have moved to assess our literature to see what, if any, foundations are weaker than we’d like them to be.

I share these two facts because they offer a glimpse into my motivation for taking on the task as editor of “Opening Up” as well as what I hope to do with this column. I took up this role because I believe I could help foster a productive dialogue regarding open science and practice in I-O psychology. To this end, the column will aim to do the following:

- Raise awareness regarding the “replication crisis” in psychology and science writ large, with an emphasis on its meaning and implications for I-O psychology
- Provide tips for fostering more open and transparent behavior in research and practice (e.g., education about preregistration)
- Discuss productive initiatives that are occurring across various scientific disciplines (e.g., registered reports, the Society for the Improvement of Psychological Science, the Psychological Science Accelerator)
- Measuring the openness and accessibility of I-O psychology research (e.g., counting the proportion of studies that are registered reports, sharing research materials and data)
- Considering the unique implications of open science for practitioners of I-O psychology (e.g., how preregistration and data sharing might be important for practitioners)
- Share things that *you* can do to stay informed on open science (e.g., several podcasts have emerged in the wake of the replication crisis and these provide an often entertaining source of content on the crisis, such as The Black Goat [<http://www.theblackgoatpodcast.com>]; Two Psychologists, Four Beers [<https://fourbeers.fireside.fm>]; Everything Hertz [<https://everythinghertz.com>]; Reproducibility Tea [<https://podcasts.apple.com/gb/podcast/reproduciblitea-podcast/id1406176044>])

To this end, we’ll accept reader comments that are aimed at fostering a productive conversation regarding enhancing the credibility of I-O psychology by means of opening up our science. For instance, one suggestion for improving I-O psychology put forward by **Steven Rogelberg** at a SIOP session is that I-O psychology programs consider offering a “replication” thesis track, whereby I-O psych findings (contemporary and classic) undergo direct replication via registered report (i.e., all methodological choices are stored in a database prior to the experiment and can be used to check whether the finished product deviated from established protocols). This type of work could then be published in an online journal SIOP creates explicitly designed for replications. It is worth noting that this is essentially how psychology’s founder, Wilhelm Wundt, started the field. I’m sensing a “back to basics” kind of commentary. We’ll also take on anonymous “Dear the Editor/Open Science Committee” kinds of contributions where an anonymous writer (or writers) can submit concerns or letters to the committee, which will be published in the column.

With that, I’d like to thank the Open Science and Practice Committee for tasking me with editing this column. Thanks also goes out to **Mike Morrison** for helping me execute this role. I’d also like to thank **Fred Oswald** and Steven Rogelberg specifically for their enthusiasm for this topic and for asking me to serve as the first editor of “Opening Up.”

Appreciatively,

Chris

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- Chambers, Chris. (2017). *The seven deadly sins of psychology: A manifesto for reforming the culture of scientific practice*. Princeton, NJ: Princeton University Press.

Volunteering at the United Nations (Without Leaving Home!)

Morrie Mullins
Xavier University

Mark L. Poteet
Organizational Research & Solutions

Over the past several years, there has been a tremendous amount of energy building around social responsibility, prosocial I-O, and supporting humanitarian causes around the world within the field of I-O psychology. The United Nations (UN) offers one of the most visible forces for humanitarian work on the global stage, and SIOP's NGO special consultative status with the UN since 2011 (Scott, 2011) has consistently energized members to try to find out how they can give back—how we can take “science for a smarter workplace” and apply it to the kinds of less traditional “workplaces” served by the United Nations. Hence, it is not surprising that probably the most frequently asked question posed to members of SIOP's UN Committee is some variation on, “How can I get involved?”

Previous *TIP* articles from the SIOP UN Committee (e.g., Meyer, Carr, Foster, Lace, & Mallory, 2019) have referenced ways in which SIOP members can become involved with the work of the SIOP UN team. However, in this article, we want to discuss opportunities for SIOP members to volunteer directly with the UN.

Here's the thing: Volunteering with the UN is easier than you think.

There are a lot of ideas people may have about volunteering with the UN.

1. Maybe you think it involves travel.
2. Maybe you think it requires being multilingual.
3. Maybe you think it's hard to find opportunities.

To take those in order:

1. Only if you want it to.
2. No.
3. They're just a few clicks away.

The UN has an online portal for volunteering managed by the UN volunteers (UNV), the UN organization that contributes to peace and development through volunteerism.¹ You can find it at www.onlinevolunteering.org/en. Although there are certainly opportunities to volunteer around the world, many of the organizations the UN serves and works with have needs that can be met by remote volunteers. As their website says, “Become a volunteer from wherever you are with whatever you have.”

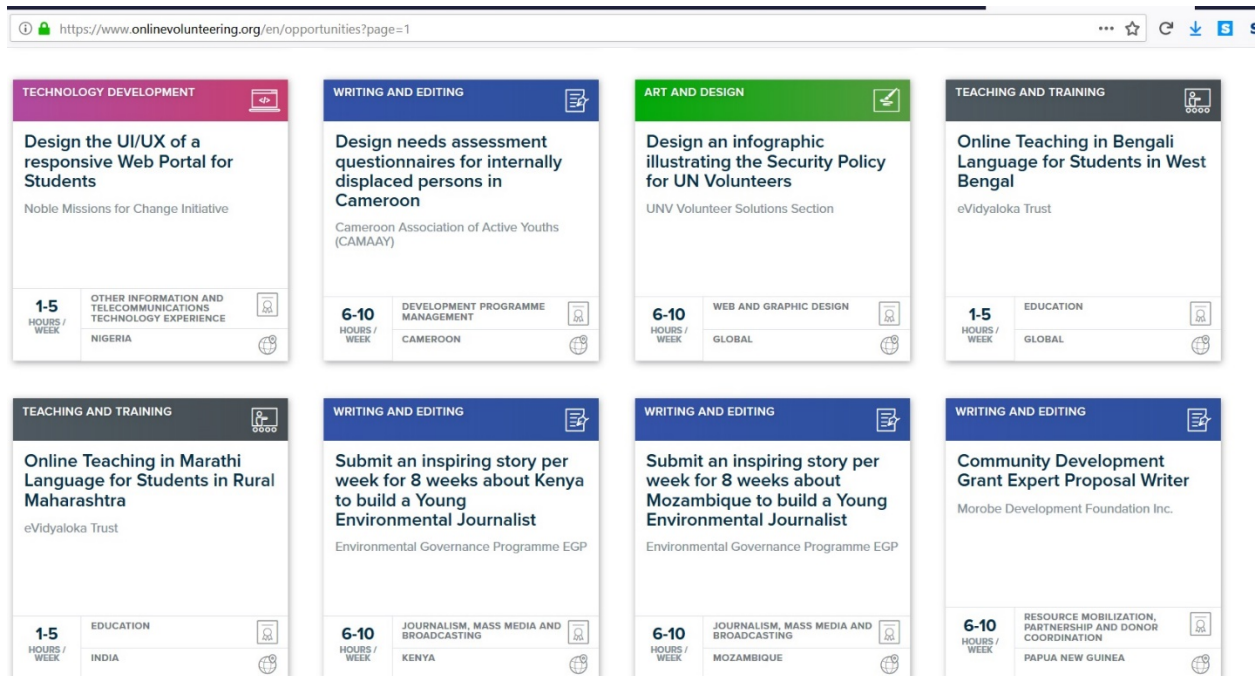
What does that translate into, in terms of the kind of I-O-related work that you might be able to help with, how to find it, and how to get started? We'll tackle each of those topics in turn.

I-O Work

As Saari et al. (2018) reports, when describing the process of finding jobs at the UN, the positions that get posted rarely make explicit mention of I-O psychology. This, as we've all experienced, is because many organizations don't know what they don't know—they may not fully understand what I-O psy-

chology is and what I-O psychologists do—hence, what they don’t know is that they need people with an I-O background!

In preparing this article, we visited the UN volunteer portal a few times. The first time we visited, the volunteer opportunities were incredibly varied, ranging from English proofreading of reports, assisting the director of the Kenya Association for Maternal & Neonatal Health in developing a fundraising strategy, and various forms of online teaching. Relevant to many academics (or prospective academics) were opportunities to engage in grant proposal writing on topics such as reproductive health and rights of women and girls and to produce data-driven reports. Then there was this:



Most of the opportunities referenced above have relatively little I-O relevance, but take a look at the second one in the top row—designing needs-assessment questionnaires plays right into one of I-O’s strengths.

Fast forward a few weeks, and the opportunities have changed. There are still opportunities to write grant proposals, edit articles about the business environment, and create infographics. But there are also opportunities that would appear to apply to the I-O psychologist’s skill set: for example, to volunteer to collect data for the 2020 edition of the UN E-Government Survey and to apply “a gender lens to the UN Guiding Principles on Business and Human Rights,” in which—well, with this one, it’s easier just to quote [the description](#):

- (i) Conducting research about the adverse impact of business activities on women
- (ii) Identifying special barriers faced by women in accessing effective remedies for business-related human rights abuses
- (iii) Compiling good practices of integrating a gender perspective in implementing the UN Guiding Principles on Business and Human Rights (UNGPs)
- (iv) [Compiling] existing standards that seek to adopt a gender lens to human rights
- (v) Going through stakeholder submissions and preparing summaries.

If you go and look at the list of volunteer opportunities now, you will find that this specific one is no longer available. As the UN volunteer site tells prospective volunteers, when opportunities are posted it's because the organization needs assistance right now. So, the opportunities we've described will get filled quickly (just as previous opportunities, such as the chance to coach women in places like Nigeria on job-interviewing skills, have filled), but more opportunities will come open.

In other words, if you don't see anything that matches your skill set today, come back tomorrow. There are lots of UN organizations that need our help. We just have to look beyond the job titles sometimes to find the places where our expertise is needed.

Where Are These Opportunities?

From the main UN volunteering page we linked above, there are a couple of ways in which to find opportunities. First, as depicted in the screenshot below, partway down the page you will see a section labeled "Putting Skills Into Action," where volunteering opportunities are grouped into several broad categories.



Writing and Editing

Write online university courses in psychology and psychiatry

Professional Education, Testing and Certification International Fund

6-10 HOURS / WEEK

DEMOCRATIZATION, ELECTIONS AND GOVERNANCE

GLOBAL

Clicking on any one of these categories will take you to another page with the specific volunteer opportunities listed. Each listing notes the anticipated time commitment in hours per week, the UN organization sponsoring the opportunity, and the region being supported. Hovering your mouse over the listing will also reveal to which of the 17 UN Sustainable Development Goals (SDGs) the opportunity is linked.

Clicking on the listing will provide more information about the opportunity, such as the task, background and objectives, and requirements.

Write online university courses in psychology and psychiatry

Professional Education, Testing and Certification International Fund

05 JAN 2016

Apply now

Share

Task

Background and objectives

Requirements

PEOI, a provider of university level courses free of charge, seeks authors with a background in teaching or work experience, who would like to join a group of colleagues developing a course in General psychopathology and numerous other courses in psychology and psychiatry. You are welcome to work on chapter text, cases, assignments, reading lists, summaries, class discussions, review and test questions, as well as research and add examples, statistics and citations. All PEOI's course pages are in HTML. You will not be responsible for any HTML code, but only for the text in between. Content can be imported from open education resources, i.e. material that is not copyright restricted such as in wikipedia or courseware at major universities. You must have the skills to locate and import such material. Depending on your qualifications you may be called upon to grade assignments, monitor class discussions or answer student questions.

Writing and editing

Democratization, elections and governance

Task

✓ Show all

Writing and editing (35)

Translation (26)

Art and design (17)

Teaching and training (16)

Research (15)

Project development and management (12)

Outreach and advocacy (11)

Technology development (7)

Community organizing (2)

Leadership & strategy (2)

Healthcare services (1)

Volunteer management (1)

Administration (0)

Event organization (0)

Manual labor & skilled trade (0)

Region supported

✓ Show all

Global (36)

Africa (32)

Asia (25)

Oceania (4)

Europe (2)

Latin America and the Caribbean (2)

Northern America (0)

Show opportunities in

✓ Show all

English (94)

French (7)

Hours per week

✓ Show all

1-5

6-10

11-20

20+

Keywords

Enter Keywords to include

Submit

Language Skills

Enter language

▼

The second way to find volunteer opportunities is to scroll towards the bottom of the main UN volunteers page and click on the label “Find opportunities.” From there, all available volunteer opportunities will be presented; yet, by clicking on the “Filter List” link you are provided with several criteria on which to manually narrow your search of opportunities (e.g., task, region support, hours per week, language skills).

How Do I Get Started?

The application process is pretty straightforward, but there is some amount of vetting involved. From the main UN volunteers page, click “Sign up now.” You’ll be taken to a registration screen. After providing some basic contact and demographic information (e.g., name, email, gender, date of birth, language) and creating a password for your account, you’ll be sent an authentication email link. Once you verify your email address, you can complete the registration process, in which you’ll provide information about your location, areas of expertise, current employment, and so forth. If you’ve ever created a profile on a professional website, it’s much the same. When you complete your profile, you’ll then be able to start applying for volunteer opportunities.

It Really Is That Easy

The UN makes it easy for people who want to help and find ways to give back but who are geographically restricted. As we’ve noted, although the UN volunteer opportunities might not make explicit the call for help from I-O psychologists, with a little digging you can find opportunities that leverage the I-O’s skill set. So, if you’ve been looking for opportunities to take your I-O KSAs and do something a little different with them, or if you have other non-I-O skills that fit the needs of the UN or one of its partner agencies, you can sign up today.

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Then, Tell Us About It!

As if this article weren't already a call to action, we'd love to hear from SIOP members and affiliates who take advantage of the opportunities the UN makes available for volunteering. It's one thing, after all, for us to tell everyone how easy it is to get started. It's another thing entirely for SIOPers to read about the experiences of other SIOPers; so, if you decide to volunteer with the UN (or if you already have), send us an email! We'd love to talk with you about your experience and, if you're willing, interview you for a future *TIP* column. You can reach Morrie at mullins@xavier.edu, or Mark at mark@orsconsultants.com. We look forward to hearing from you!

The SIOP United Nations Committee is Julie Olson-Buchanan (Chair), Lori Foster, Aimee Lace, Dan Maday, Morrie Mullins, Mathian Osicki, Mark Poteet, Deborah Rupp, Walter Reichman, Lise Saari, John Scott, and Nabila Sheikh.

Note

¹ Based in Bonn, Germany, UNV is currently active in 127 countries and is represented worldwide through the offices of the United Nations Development Programme (UNDP). Because of the breadth and complexity of the UN, the UNV is a primary, but not the only, means of volunteering with the UN. The experience of being a UN volunteer may be very different going through the UNV as opposed to volunteering directly with the Secretariat, for example.

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On the Legal Front: Helpful Hints

Rich Tonowski

U.S. Equal Employment Opportunity Commission

The opinions expressed in this article are those of the author and not necessarily those of any government agency. The article should not be construed as legal advice.

This edition of the *Front* offers some words of advice on statistical analyses, government regulation, and court cases for your consideration, with commentary and Internet links.

Mind Those Interactions

Cohen et al. (2019)¹ have a demonstration of how combining two supposedly related jobs, each with gender pay equity, can produce combined findings of pay disparity.²

The underlying issue is what jobs to combine. Particularly for federal contractors subject to the Office of Federal Contract Compliance Programs (OFCCP), this can get interesting. Presumably the jobs are similarly situated. But there are at least two ways to consider “similar.” OFCCP uses two terms: Similarly Situated Employee Groups (SSEGs) and Pay Analysis Groups (PAGs.) SSEGs are defined in the U.S. Equal Employment Opportunity Commission (EEOC) *Compliance Manual* (2000b): those who would be expected to be paid the same based on (a) job similarity (e.g., tasks performed, skills required, effort, responsibility, working conditions, and complexity); and (b) other objective factors such as minimum qualifications or certifications. This is cited in in OFCCP’s Directive 2018-05 (2018).

That directive adds PAGs: groups of employees (potentially from multiple job titles, units, categories and/or job groups) who are comparable for purposes of analyzing a contractor’s pay practices. PAGs are intended to mirror the employer’s compensation system—if reasonable. Somewhat disparate elements can comprise a PAG, with the disparities handled by statistical controls in a multiple regression analysis.

Consider a job title where, on average, employees of one sex make less money than the other sex. The employer starts all employees at the same salary and rewards tenure with a constant dollar increase per year. Thus, those with longer tenure make more money, and because in this case tenure is associated with sex, there is an explanation for the disparity that can be demonstrated with regression. Now consider a second job title where pay policy is the same, but both starting salary and annual increment are lower than in the first job title. Here also there is a pay disparity by sex accounted for by tenure.

Combine the two into one grouping. We might expect that if we again control for tenure in a regression analysis, and control for the two jobs, the disparity is accounted for. This is not necessarily so. The second job is on a different pay scale, where years of tenure are worth less than in the first job. Control for the tenure-by-job interaction; otherwise, there could be a statistical-

ly significant coefficient for sex in the regression. In the example used in the presentation, the interaction accounted for almost all the pay variation. Although interaction of the demographic variable with other explanatory variables has gotten some notice,³ structural differences in the pay system when enforcement agencies or plaintiffs combine different jobs into one regression analysis may provide new challenges.

Mind the OFCCP

OFCCP has continued to make good on its promise of transparency with various issuances for federal contractors. Nason, Kelly, and Arsen (2019) have a summary of guidance on record-keeping requirements with links to the OFCCP documents. This includes a relatively clear explanation of what's involved with Internet versus traditional applicants.

In July, OFCCP also released three frequently asked questions (FAQs) documents. One affirmed that project-based or freelance workers are likely to be contractors rather than employees and so should not be included in affirmative action plans. The other two documents are discussed here.

First is the FAQ paper on practical significance (OFCCP, 2019a). References to the statistical literature are current (including Oswald, Dunleavy, and Shaw [2017]) and cover multiple approaches to determining practical significance. Essentially, OFCCP's position is that it will include practical significance considerations in a "holistic review." This leaves open the basis for any given analysis. "OFCCP reviews will typically employ a combination of those tests and principles to ensure that the agency is efficiently deploying its resources." However, the document indicates that sometimes practical significance might help the contractor and sometimes OFCCP.

The second FAQ paper has less to recommend it.

The UGESP [Uniform Guidelines on Employee Selection Procedures (EEOC, 1978)] require local validation at the organization's facilities, with the exception that criterion-related validity evidence can be "borrowed" (validity transportability) from other organizations provided that job similarity is demonstrated, and the validation studies conducted elsewhere are provided for OFCCP review and are found to meet UGESP requirements. Aside from this exception, contractors that use off-the-shelf tests that have adverse impact will not be able to defend their use of the tests unless they validate them at their own facilities. (OFCCP, 2019b)

The FAQs indicate that this view of validity applies to Big Data applications. Generally, the paper affirms that all selection procedures are covered; an extensive list of procedures is also provided. On the more positive side, the paper describes the OFCCP review process for adverse impact and test validity, and the statistical methods in use: Four-Fifths Rule, independent sample binomial Z test, and Fisher's Exact Test. See below for how to compare results for different tests regarding adverse impact.

OFCCP is known to have this position, but for this writer it is the first time that it has been seen in print. Of course, the *Principles* (SIOP, 2018) discuss more than transportability, and UGESP itself is clear that the intent was not to try to freeze methodology to what it was in 1978. UGESP is not binding regulation (except for record keeping), but OFCCP has incorporated it into binding regulation for federal contractors.

For Adverse Impact Analysis Methods, Dare to Compare With FAIR

Federal law does not specify how to calculate an index of adverse impact for EEO statutes that provide for that form of liability. UGESP has the Four-Fifths Rule, but that has largely been supplanted by tests of statistical significance. Particularly in borderline situations, it can be useful to see how different statistical procedures, or changes in the number selected from a given demographic group, could affect the conclusions. Leo Alexander and Fred Oswald (2019) have the Free Adverse Impact Resource (FAIR—and it really is free to use) online software that will compare results using the Four Fifths Rule; Z tests for differences in selection rates, odds ratios, and ratio of rates; Chi-Square Test; and Fisher's Exact Test.⁴ Rates, ratios, and shortfalls are reported for each method as appropriate. The number of selections by group can be varied, which is useful to see how much change would affect the conclusion. Subgroups defined by an additional demographic variable can be analyzed; that is, the primary focus is on gender, but analyses can be run for each racial group if gender and race are in the data file. A sample data file is provided. User data can be manually input, or a text file with delimiters can be loaded.

Don't Mess With Texas

The U.S. Court of Appeals backed the State of Texas (*State of Texas v. EEOC et al.*, 2019) in a long-running dispute with the EEOC regarding the agency's guidance on use of criminal background checks in hiring (the "Felon Hiring Rule," according to Texas; EEOC, 2012). The state had argued that EEOC had issued an improper substantive rule that increased the likelihood of suits against hiring bans for criminal convictions for some state and local government jobs. EEOC, represented in court by the U.S. Department of Justice (DOJ),⁵ argued that its guidance was just that—guidance pursuant to existing Title VII requirements that did not impose new obligations. EEOC also pointed out that it had no authority to sue Texas or any state agency; it could only recommend that DOJ do that. In response, Texas added the U.S. Attorney General as a defendant.

The effect of the ruling is to leave in place an injunction against enforcing the guidance against the State of Texas; there is no injunction against enforcing Title VII. Insofar as EEOC maintains that it enforces the law, not the guidance, the agency's enforcement policy is not impacted. However, the court found that this guidance commits the agency in ways that simple guidance on what the law requires does not. Specifically, EEOC employees are instructed that national statistics support adverse impact of criminal convictions by race; automatic across-the-board exclusions are suspect (unless required by federal law); an employer having a demographically representative workforce is not a defense; neither is it a defense that the employer is acting in conformity with state law regarding exclusions; and (only) two defenses available to employers,

validation of the use of criminal history according to UGESP (EEOC, 1978) or “individualized assessment” of the risk of hiring certain employees, are recognized as “consistently” adequate means of meeting Title VII requirements. The logical consequence is that the guidance dictates when agency personnel will determine that the employer has likely unlawfully discriminated. This is substantive rule making.

The impact of this rule making was to create new obligations for Texas, which further confirms it as substantive. There is an increased regulatory burden to avoid enforcement actions and pressure on the state to change its laws.

Finally, apart from not following the notice-and-comment procedure prescribed in the Administrative Procedures Act for substantive rules, EEOC had no authority to promulgate any substantive rules regarding Title VII. The court deleted the wording in the injunction that implied that the guidance might be reissued as substantive if the proper procedure was followed.

Texas did not get from the court a declaration it wanted—that it had the right to use criminal history exclusions. The district court judge who granted the injunction initially had also expressed skepticism on the legality of blanket bans due to felony convictions. Having upheld the injunction, the appeals court found it unnecessary to go further.

The court clarified “that EEOC and the Attorney General may not treat the Guidance as binding in any respect” as applied to Texas. The court also clarified that the injunction does not bar EEOC and DOJ from enforcing an interpretation of Title VII embodied in the guidance. For an analysis of the case from employer-side attorneys, see Maatman and Karasik (2019). The authors think the decision “can further be considered a game changer in the criminal background check litigation landscape.” On that, this writer has doubts. Times have changed. Ex-offenders may not be able to rely solely on EEOC’s say-so, but they do not need to do so. Various state and local governments have “banned the box” on employment applications, and the list keeps growing; most of these efforts are aimed at government jobs within the particular jurisdiction, but a few include the private sector. The U.S. House of Representatives passed a bill that would ban the box for federal agencies and federal contractors. The Society for Human Resource Management has its Getting Talent Back to Work⁶ initiative to employ those with criminal records; advice to employers follows the EEOC guidance.

Don’t Be Afraid, Very Afraid (Yet); A Personality Test (Still) Isn’t (Necessarily) a Medical Test

June saw publication of articles on personality tests in *Industrial and Organizational Psychology (IOP)*.⁷ Melson-Silimon, Harris, Shoenfelt, Miller, and Carter (2019) noted the blurring of the line between a preemployment test for job-related individual characteristics and tests that might constitute a medical inquiry under the Americans with Disabilities Act (ADA). This is a legally important distinction; medical inquiries generally cannot be made until there is a conditional offer of employment. Not selecting an applicant because of a medical inquiry can put in play the ADA’s protection for disabled applicants and the need to consider reasonable accommodation. The commentary articles were, for the most part, opposed to any alarmist conclusion that

there was a new and stringent need for caution. EEOC guidance recognizes the distinction between a selection test and a diagnostic test.⁸ Court challenges have been few and provide few lessons beyond indicating that using an instrument designed for clinical assessment as an employment selection instrument may not be a good idea.

But that does not mean that Melson-Silimon et al. (2019) are “crying wolf.” The authors may have missed the best time to raise their alarm, but there have been howls and growls heard in the recent past.

The situation has not been helped by employers’ use of questionable instruments for selection. Martin (2014) noted that employers tend to avoid better predictive cognitive ability tests for personality tests, and the tests they use are often unstable “state” measures that classify the applicant into one of a limited number of types.

An article by Weber and Dwoskin (2014) made some of those criticisms more accessible to a general audience. They featured an applicant with a disability, turned down multiple times ostensibly due to personality testing. The article mentioned EEOC’s interest in pursuing another disability case. The applicant’s situation was also described by O’Neil (2016) in her critique of Big Data applications.⁹

The issue is still alive with some advocacy groups.

Mental health advocates oppose these tests because they can be used to identify psychiatric disabilities resulting in the screening out of people with certain diagnoses. Accordingly, some employers are using personality tests to obtain illegal disability-related information in a more indirect way (Equip for Equality, 2018).

Typically these tests are used during the pre-offer stage as a way to more quickly screen applicants on the basis of an individual’s interpersonal skills, emotional literacy and social insight. For some individuals with disabilities, these personality tests will be barriers to initial employment interviews based on symptoms of their disabilities—such as Autism Spectrum Disorder (ASD) or Post-Traumatic Stress Disorder (PTSD) [footnotes omitted] (Brown, 2018).

Brown (2018) thought that tests meeting the EEOC guidance

are probably acceptable under the ADA. However, it should be noted that if the reason for giving personality tests is to identify individuals who will be successful in a job, there is evidence that personality tests “are not valid predictors of employee success” and according to some researchers, “close to zero in doing so” [footnotes omitted].

The citations are both about a dozen years old, but both come from reputable journals, one in management and the other in psychology.

Other speculation includes the idea that personality tests can be challenged because, not being “ability tests,” they are outside Title VII’s allowance, and so have diminished standing under that and other EEO statutes; a question that might indicate a symptom of a disorder triggers ADA concerns, even if the question might also be indicative of a job-relevant consideration not linked to a disorder; and ADA’s “regarded as disabled” provisions may be invoked depending on how the employer views personality test results.

The wolf seemed to be on the prowl a few years ago, less so now. But it is good to have this set of articles that have explored the distinction between general preemployment and medical testing.

Don’t Mess With Illinois

This state has been making news with its limits regarding application of biometric identification to employees. To this has been added regulation of one application of Big Data: video interviews. Original language in the draft bill specified “facial expressions.” The final version of the Artificial Intelligence Video Interview Act¹⁰ requires notification to, and consent from, applicants regarding the procedure. The law goes into effect on January 1, 2020. It apparently does not specify who enforces it, what the penalties are for noncompliance, or what is meant by artificial intelligence.

Now Be Afraid; Pay Data Reporting Is Here (Maybe)

Reporting pay data as Component 2 of EEO-1 annual reports starting with 2017 and 2018 was due on September 30, 2019. This follows a court decision that found that the U.S. Office of Management and Budget’s hold on implementation was improper; the same office under the Obama administration had approved data collection. Two advocacy groups sued to get the process back on track.

But on August 19 DOJ filed an appeal.¹¹ The appeal rests on two arguments. First, the advocacy groups had no standing to sue. The federal district court for DC had ruled that they could sue under an “organizational” legal argument that groups could be harmed by the government’s withholding of information. But the court acknowledged that the groups had no statutory right to the data. The appeal argues that there could be no harm over denial of something to which the parties had no right in the first place. Second, the court specified 2 years of data and other particulars. That went beyond the court’s authority. So far, there is no indication of a stay on the September 30 deadline.

Readers may be wondering why the appeal has been filed only now; the district court’s initial ruling was made last March. A possible reason is that only recently does EEOC have a chair (Ja-

net Dhillon) and a general counsel (Sharon Fast Gustafson); Senate confirmation for both took over a year.

The pay-data-collection idea was always controversial, with people arguing vigorously on both sides regarding whether the effort was worthwhile. Employers have expressed fear of burdensome reporting requirements and the fueling of class action suits based on apparent discrimination that would not hold up with better data and analyses. One consideration now under fire is that EEO-1 reporting would be an incentive for employers to go beyond reporting requirements to serious internal analysis of pay equity. However, the #MeToo movement may have provided that incentive already. The meaningfulness of the data is also getting renewed questioning. Colosimo, Aamodt, Bayless, and Duncan (2019) pointed out, among other things, a problem with reporting pay from Box 1 of the W-2 form. That box gives income after deductions for retirement accounts, health flexible spending accounts, and other income exclusions. Not every employee has the same exclusions. Thus, employees with the same job getting the same pay can have substantially different Box 1 incomes.

Implications for I-Os

Hopefully, the information above speaks for itself. Here is commentary on broader related matters.

OFCCP's stand on local validation seems a bit troglodytic, despite commendable efforts lately at rational and transparent procedures. This may be an area that needs more good practice to drive out bad, or at least limited, practice. There seems to be no standard operating procedure that provides test users with enough information to satisfy the reasonable (however defined) expectations of enforcement agencies when validity evidence comes from someplace other than the user. There are objections to local validation, both scientific and practical. Transportability has its limits and its reliance on job similarity may be misplaced; recall Murphy, Dziewieczynski, and Zhang (2009) on putting too much stock in content-matching with test batteries. Synthetic validity keeps popping up, but there does not seem to be widespread usage that satisfies legally and professionally. Meta-analytic validity generalization has been around for decades, but the current *Principles* (SIOP, 2018) gives caveats against overextension. Perhaps we the profession need to do more to offer a reliable technology. It has come up with SIOP before, but getting traction is difficult. Possibly an airing of current issues in *IOP* as was done with personality tests and the ADA would be helpful.

What people do not know about our profession can hurt us. Well-intentioned folks with limited understanding of psychological assessment practices such as those involving personality tests or Big Data applications may perceive only threat to be restricted or banned. This also is hardly a new issue. We must reach those folks.

What happens with EEO-1 pay data remains to be seen. There is a difference between what is sufficient for a general overview of pay by industry and demographics, and what constitutes good analysis for pay equity for a single employer. Previous experience with the EEO-1 demo-

graphic data indicates that this source by itself generally does not make a determinative case, although some scholars are to the contrary. The professional challenge will be to optimize the data's potential contribution to eliminate pay discrimination, differentiate what can or cannot be supported by that data, and evaluate the data-collection system itself regarding its efficacy and efficiency.

Notes

¹ This writer was a member on the panel for discussion of this and other pay issues but claims no credit for the demonstration described here.

² A more technical discussion can be found in Sady and Aamodt (2017).

³ Paetzold and Bent (2018) discuss these interactions as a reconciliation between separate models by sex and a single model with sex as a dummy (0 or 1) variable but within a single job or homogeneous group of jobs.

⁴ See Morris (2017) for an overview of statistical significance with adverse impact.

⁵ Under the Trump administration, DOJ does not endorse the content of the guidance but has opposed Texas's challenge about the authority to issue the guidance. DOJ is also at odds with EEOC regarding sexual orientation/gender identity and disability discrimination. See Mulvaney and Smith (2019).

⁶ See <https://www.gettingtalentbacktowork.org>

⁷ For anyone unfamiliar with *IOP*, this is a SIOP journal that features a focal article on a topic and associated refereed commentary.

⁸ Different from medical tests are "psychological tests that measure personality traits such as honesty, preferences, and habits" (EEOC, 2000a).

⁹ *Weapons of Math Destruction* was a *New York Times* best seller and won the 2019 Euler Book Prize from the Mathematical Association of America. It is (intentionally) scary regarding nefarious things that can be done with personality testing and statistical forecasting.

¹⁰ The text and legislative history of the law can be found at <http://www.ilga.gov/legislation/billstatus.asp?DocNum=2557&GAID=15&GA=101&DocTypeID=HB&LegID=118664&SessionID=108>

¹¹ At the time this article was drafted, this was late-breaking news. This writer relies primarily on an item by Campbell (2019).

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Graduate Students Are "Workers" Too: Applying I-O Literature to Better Understand and Bolster Graduate Student Mental Health

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



For many, graduate school represents an exciting period of personal and professional development as students acquire, develop, and apply their newfound knowledge and skills to solve real-world problems. Understandably, however, we often struggle to balance the demands of coursework, research, applied training, jobs/internships, maintaining relationships with family and friends, and coping with financial demands. All of this can lead to overload, role conflict, and burnout, as well as more serious outcomes such as clinical depression and anxiety.

Within I-O psychology exists a wealth of theory and research on improving worker health and productivity that can be applied to improving the “graduate school workplace” for I-O and management students. In this column, we wish to highlight examples of how the concepts we learn in our occupational health training tie in with some common challenges faced by graduate students. We will offer students evidence-based advice and strategies to cope with the demands of graduate school, as well as some words of encouragement.

While planning this article, we wanted to integrate issues that are most salient to our fellow graduate students. To guide our focus, we designed a survey to gather information about the unique challenges that graduate students face, including scales on burnout and engagement, and open-ended questions about stressors and stress-reduction strategies. We collected responses from master’s and PhD students in I-O, clinical, and social/personality psychology at Wayne State ($N = 28$). The responses illuminated four major themes that guide our current discussion of graduate student mental health: burnout and engagement, role conflict, social support, and the normalization of poor mental health in graduate school. We are including a summary of descriptive survey data and an in-depth exploration of these themes.

Scale	Item	Mean
Engagement	[overall]	2.84
	“In my work as a graduate student, I always persevere, even when things do not go well.”	4.00
	“I am proud of the graduate work that I do.”	3.57
Burnout	[overall]	3.26

	"I feel burned out."	3.54
	"I feel used up at the end of a day of graduate work."	3.93
Normalization	"Having poor mental health has been normalized in graduate school."	4.18

Note. Items scored on a 5-pt. Likert scale (1 = *strongly disagree*; 5 = *strongly agree*).

Burnout and Engagement

This year, burnout was included in the World Health Organization's International Classification of Diseases as an "occupational phenomenon" ([WHO, 2019](#)). I-O psychology has a longstanding stream of literature on the burnout construct, studying it as both an antecedent and outcome of work behaviors and attitudes. In our sample of graduate students, the majority of respondents scored above the mean on burnout, with particularly high endorsement of "exhaustion" items, such as "I feel burned out" and "I feel used up at the end of a day of graduate work." Interestingly, despite reporting some degree of burnout, our survey found that these students remain relatively engaged in their graduate student work. In fact, [Moeller et al. \(2018\)](#) suggest that the high levels of engagement required in graduate school may actually be contributing to burnout, a phenomenon the authors coined "*engaged exhausted*."

Research on the distinction between workaholism and engagement may be useful in understanding burnout as it relates to graduate work. It may be difficult for hardworking graduate students to distinguish whether they are engaged in their work (a state that is negatively related to burnout) or suffering from workaholism (a state that is positively related to burnout; [van Beek, Taris, & Schaufeli, 2011](#)). Engagement is characterized by autonomous motivation and working for enjoyment, whereas workaholism is working for fear of not meeting high self-imposed standards ([Schaufeli & Salanova, 2014](#)). To increase autonomous motivation, we challenge you to take advantage of your ability as a graduate student to *craft* how, where, and when you do your "job" ([Parker & Ohly, 2008](#); [Sturges, 2012](#)) as to maximize your person–job fit ([Tims et al., 2016](#)), whether that be through working at home or targeting internships and projects that fit with your interests (e.g., more research or applied focused). A [SIOP white paper](#) on increasing employee engagement offers several suggestions that we believe are relevant to graduate students:

- Identify the significance of each project with regard to personal goals and interests, and realize that not all tasks will be equally engaging.
- Pursue task variety and seek out challenging, stimulating projects to prevent boredom and disengagement.
- Take short breaks, and reward yourself for consistency and progress to reduce burnout.

Role Conflict

Psychology graduate students are vulnerable to stress associated with competing demands in their role, including coursework, research, assistantship responsibilities, and internships. In addition to interrole conflict, graduate students in our survey also reported difficulties balancing aspects of graduate student life and their roles outside of school. Students reported poor mental health arising from "working all the time," "having several roles," "reduced time for hobbies and relationships," and "giving up a personal life."

Depending on the type of program in which one is enrolled, graduate students may have more or less flexibility in terms of when and where to complete graduate work. For example, many of the students in one author's master's cohort work full time and attend classes in the evening. This leaves only evenings (and, frankly, late nights), weekends, and holidays to complete school-related tasks, significantly reducing time that can be devoted to family, friends, and nonschool tasks. Alternately, PhD or research-focused master's students may have more flexibility in where, when, and how they complete their work compared to "traditional" jobs. This flexibility has many positives, such as the ability to *job craft* as aforementioned, but research on telecommuting indicates that increased schedule flexibility can blur boundaries between roles and increase the amount of decisions that must be made about time allocation depending on an individuals' segmentation preferences ([Allen, Johnson, Kiburz, & Shockley, 2013](#)). Although many glorify the graduate student schedule, it is important to note that although schedule flexibility can buffer against work-life conflict, it can also increase stress for some.

Social Support

In our survey, a major theme that emerged was the vital role that support from other graduate students, faculty advisors, and family/friends outside the program has on reducing overall stress and improving mental health.

Seeking support from within one's graduate program was frequently stated as a way to reduce isolation and stress. Survey respondents explained that they felt "understood" and "less alone" after sharing complaints or fears with fellow students. These comments align with previous research, which finds that graduate students with poor peer relationships have worse mental health in general (e.g., [Barreira, Basilico, & Bolotnyy, 2018](#)).



Anna Kramer
@akiltykramer



In a seminar for grad students today on surviving grad school, the professor suggested that we should remember that the fellow grad students in our cohort are our competitors.

No. Don't do that. Cultivate friendships, support each other, commiserate w/ and cheer for each other.

♡ 1,643 2:02 PM - Aug 21, 2019



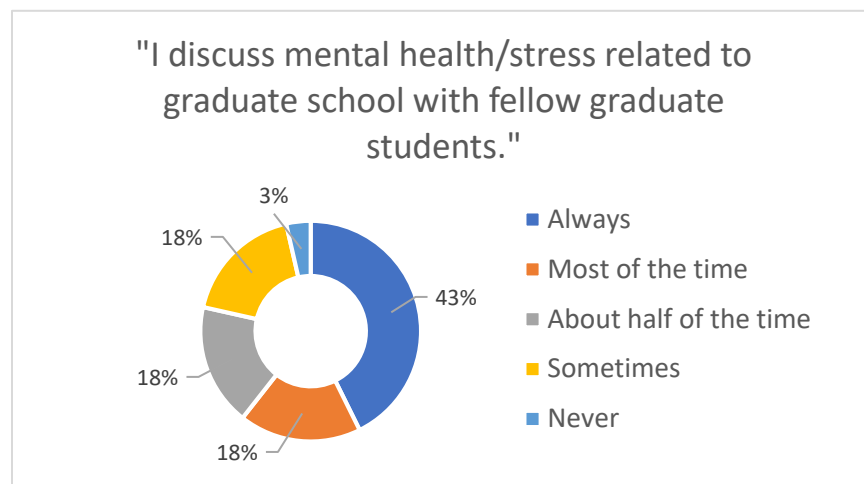


Figure 1: Frequency of discussing mental health/stress with graduate student peers

Students may also benefit from finding sources of support outside of the graduate program. Results from our survey found that perceived support from family/friends was significantly positively correlated with all facets of engagement and significantly negatively correlated with some facets of burnout (efficacy, cynicism). As one respondent suggested, expanding one's social network outside of graduate school can sharpen the boundaries between work and life. Another respondent felt that consistently unburdening themselves to friends in the program was taxing on these friendships and found that speaking with a therapist helped reduce strain on other relationships.

We urge graduate students to be open with their friends and family outside the program about the realities of graduate school. Unfortunately, in our survey, roughly 40% indicated that they did not feel that their friends/family fully understood the pressures associated with being a graduate student. It might be helpful to send family and friends articles about graduate student mental health (like this one) or show them humorous posts from social media accounts that highlight the demands of graduate student life (see examples at the end of this article).

Normalization of Poor Mental Health in Graduate School

The conversation surrounding graduate student mental health has often focused on the stigmatization of discussing or seeking help for mental health issues. Stigmatization is an important aspect of understanding this picture, but in academia and graduate school programs, another issue may emerge: a culture that normalizes poor mental health and its antecedents. In our survey, the mean response to the statement "Having poor mental health has been normalized in graduate school" received staggeringly high endorsement, indicating the need to discuss graduate student mental health in the context of the culture of academia that influences it.

Allie Schad, a mental health counselor for students at the University of North Carolina at Chapel Hill medical school, spoke on this topic in an interview with [Science](#). She explained that "our mental health isn't just something in and of us—it comes from the environment we're in and the experiences that we have." She spoke to the culture of high work demands in science but challenged readers to question "Do we have to perpetuate a culture that negatively impacts the mental health of the people within the system?"

We ask readers to consider the impact of formal and informal reward systems in graduate school (and academia in general). In the vein of Kerr's (1975) article "[The Folly of Rewarding A While Hoping for B](#)," we ask: Is it practical for the I-O community to advocate support for graduate student mental health while simultaneously incentivizing a lifestyle that involves sacrificing sleep, relationships, and time off for research productivity? Changing the culture surrounding high demands and high stress in academia is a tall order, but we can start by being more introspective about which behaviors we value and informally reward. Is the fellow graduate student who took a summer vacation to the beach not busy or productive enough? Or do they have great time management skills and are taking a well-deserved break before diving back in? Why do we interpret so many behaviors that cause us stress as signifiers of dedication, intelligence, or competence?



Although social connection with other graduate students is an effective way to relieve stress (as we advocate in our previous section), these conversations may unintentionally perpetuate a culture of high demands and high stress. Research has found that co-rumination can exacerbate emotional exhaustion for graduate students ([Boren, 2013](#)). Don't allow supportive conversations about graduate school experiences to devolve into "competitions" about who got the fewest hours of sleep, had the least amount of time to study, or has the most research projects to work on this week. It's important to remember that even if your colleagues are experiencing similar struggles, it does not invalidate or reduce your feelings.

Advice for Students

It's clear that there are [systemic issues](#) in academia that contribute to poor mental health within graduate student populations. The increasing volume of conversations related to mental health has sparked awareness that will hopefully lead to student-centric culture changes in academia, where student worth is calibrated against ones' personal goals rather than dominating benchmarks of student success, such as publication count, internship prestige, and so on. In the meantime, there are steps graduate students can take to practice self-care, take control of their internal dialogue, and prioritize mental health during their studies and beyond. In this section, we will offer suggestions based on our experiences as graduate students and advice from our survey respondents.

- **Use a reward schedule.**
 - Laura: *The marathon of graduate school is punctuated by periods of intense work and dormancy. I intentionally schedule rewards for myself, such as a massage or dinner with friends, as the "light at the end of the tunnel" after a big deadline. This gives me the motivation to persevere during busy times (e.g., thesis defense deadlines), knowing that I will be contingently rewarded afterwards.*
- **Establish routines/set boundaries.**

- Georgia: *I tend to procrastinate on unstructured days, so I try to start the day with a structured event, such as going to the gym or a coffee shop.*
- Survey respondent: *I schedule no-meeting/no-email days so I can focus on writing and research. Students who teach may consider building an email-answering policy into the syllabus, so a schedule of when emails will be answered is clearly defined.*
- Survey respondent: *Learn to get comfortable saying "No."*
- **Schedule work/study sessions with fellow graduate students to reduce feelings of isolation while remaining productive.**
 - Mallory: *Early on in our master's program, my cohorts found an invaluable support system in one another. Realizing we shared similar worries, struggles, and insecurities bonded us together. Before exams and project deadlines, we organize study sessions to work through difficult material and share ideas. We celebrate milestones by going out after class or scheduling other social activities as a group.*
- **Communicate openly with your professors/primary advisor.**
 - Laura: *I make a point to set aside time in one-on-one meetings with my advisor to discuss my current stress levels and mental health so that they can respond accordingly (e.g., increase or decrease workload, brainstorm strategies to manage competing demands). This empowers me to say "no" to opportunities when I feel overwhelmed, knowing that they are in-tune with where I'm at and can serve as my advocate if denied requests are coming from other faculty.*



Academic Chatter
@AcademicChatter



If your advisor does not support your career prep, the best thing you can do is seek additional mentors. These can be other faculty members, connections you made, or even other students! Remember that a mentor doesn't necessarily need to be someone a lot older than you are.

♥ 252 11:51 AM - Jul 13, 2019



- **Seek professional counselling.**
 - If you are struggling or simply wish to develop additional skills to cope with stress, consider meeting with a professional therapist/counselor. This is especially important if you have a mental health diagnosis or are experiencing unusual levels of distress.

Advice for Faculty (and Others Influencing the Graduate School Experience)

Faculty can improve the experiences of graduate students by taking an active role in cultivating a culture of mental wellness. As discussed in the earlier section about normalization of poor mental health, these outcomes are heavily influenced by the culture of the academic environment ([Langin, 2019](#)).

- **Model a balanced approach to academic work.**
 - Set realistic expectations regarding work volume and deadlines and demonstrate flexibility in how/when work is done (e.g., plan time off, set reasonable working hours). This conveys to students that they can balance being a productive graduate student and enjoying things outside of school/work.
- **Make mental health resources readily accessible to students.**

- Create a list of local mental health resources, provide this information to students during orientation, and post it in a location where students can access it any time. If your institution has a counseling center, they may already have something like this, or can work with you to develop these materials.
- Include both on-campus and off-campus options; particularly with psychology graduate students, on-campus counselling centers may be run by the program they are a part of. This creates awkwardness for students who wish to seek mental health services if the only apparent option is staffed by peers and program faculty.
- **Prioritize healthy and supportive advisor/student relationships**
Graduate students can thrive in challenging environments but require more resources to cope as work becomes more demanding ([Bakker et al., 2007](#)). Some ways to cultivate a supportive advising relationship may include
 - Offering realistic job previews (RJPs) to prospective and incoming students to define clear and transparent expectations about graduate work. RJPs can be an effective way to manage expectations about aspects of work–life balance at a new position ([O’Brian & Hebl, 2015](#)), which may help students prepare for the challenges of balancing multiple roles and long hours.
 - Providing timely and constructive feedback on graduate work.
- **Learn to recognize signs of poor mental health, and [offer support](#).**
 - Mental health is important at all levels in academia. Dr. Jen Heemstra, an associate professor of chemistry at Emory University, suggests that [graduate student mental health depends on faculty mental health](#).
 - Some institutions offer “mental health first aid” classes as part of their employee development programs to help faculty and staff support the mental health needs of students, while others are building [task forces](#) to address issues of graduate student mental health. There is a wealth of information available online to help [recognize students who may need additional support](#).

Conclusion

Although graduate school is demanding, we hope graduate students also recognize it as a time to celebrate learning and setting and achieving goals. It’s important to realize that there will be a combination of positive experiences as well as times of change, uncertainty, disappointment, and emotional lows. Struggling at times is not an indication that you don’t belong in graduate school! Acknowledging the challenges we collectively face as graduate students and supporting one another through them is one way we can [make sure I-O is inclusive of and accessible to everyone](#). Remember what motivates you to do well as a graduate student, leverage and participate in the support systems around you, and have compassion for yourself throughout the process.

As a final note, we would like to acknowledge that because we are not mental health professionals, there are many topics within the realm of mental health that we are unable to address in this article. While we hope that the information we’ve included is helpful to many, it is best to consult a trained professional for individual advice. We would also like to thank our survey participants for sharing their experiences and suggestions with us.

Connect

Let’s continue the conversation—reach out to us on

- *Twitter: @LPineault @AndrewPTenbrink @mallorycsmith*
- *@PhD_Balance (Twitter, Instagram) discusses mental health in academia and offers encouragement & support*
- *@thedissertationcoach (Instagram) has amusing and relatable content about graduate school life*

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

Meet Christy Nittrouer: Winner of James L. Outtz Grant and a Graduate Student Fellowship

Liberty J. Munson

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



This quarter, we are highlighting Christy Nittrouer, winner of the James L. Outtz Grant for Student Research on Diversity as well as a Graduate Student Fellowship. Below is the story of how she won both this year.



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

My name is Christy Nittrouer, and I have a BBA in Management and an MS in Special Education as well as an MA and PhD in I-O Psychology. My background cogently illustrates my interests, but essentially, I was interested in human behavior in the workplace as an undergraduate and then went to work in a start-up organization (in which I saw much of what I learned come alive). I concluded through that experience that I wanted to learn about influencing human behavior at work because there seemed to be many opportunities for improvement. I also deeply care about diversity and inclusion issues, so I took 2 years to explore disability from the individual and family perspectives. With that collective experience, I realized I wanted to conduct research affecting employees at work, and in particular, I wanted to influence organizational practices related to people with disabilities and other underrepresented identities.

What award did you win? Why did you apply?

I applied for this award (James L. Outtz Grant for Student Research on Diversity) because I had just finished defending my dissertation proposal for a research project that I was passionate about, and I knew it would benefit from additional funding. I had worked hard on the proposal, received a lot of valuable feedback from expert researchers through the dissertation proposal process, and I thought it might be competitive.

Graduate Student Scholarship: Same as above, but I was also trying to put together money for my final year in graduate school.

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

My dissertation was an experimental field study that investigated a current practice regarding hiring employees with an intellectual disability: For this population, employment specialists or disability advocates interface with employers, advocating for the hiring of their client with a disability. However, no research has examined if this process works or if there's an approach within this practice that's more effective than another. Essentially, every time I found myself writing a paper about the population of people with disabilities in the workforce, I reiterated continually dismal employment statistics, and I knew I wanted to do a deep dive examining the perceptions about this population. But disability is broad, and I wanted to focus on underresearched disabilities or those types of disabilities that have the lowest employment rate. I chose people with cognitive disabilities, as lack of employment is one of the biggest barriers to these individuals achieving independent living or other life outcomes that are predicated on economic self-sufficiency. My advisor is a pioneer in field studies and an incredibly creative methodologist, and I didn't want to leave graduate school without spearheading a large-scale field study under her tutelage. To date, it has been one of my favorite studies that I have ever done.

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

I think I had success this year because my proposal had already been critically vetted by several expert researchers in my specialty. I had already been given several rounds of feedback and gone through several rounds of edits, and I think that's what made this proposal good.

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

In terms of submitting a proposal for a SIOP grant or award, I strongly believe that the key to submitting something competitive is getting feedback on what you submit from others beforehand. Rather than writing something in a vacuum, I encourage others to start thinking about the opportunity early, and either leverage something on which you have already received and implemented helpful feedback or be sure to get at least one round of feedback before you submit. (Also, it's important to choose something that fits well with the call for submissions.) The older I get, the more I solicit others' opinions before I go full throttle on a project—it makes the outcome of the project so much better.

In terms of actually conducting the research, during the first round of data analysis, when it looked like I clearly had an effect that was replicating across analyses, this was a huge relief. The hard work, planning, and organization of the logistics all seemed to finally pay off at that point. Due to this experience and others, I firmly believe working hard and thoughtfully and putting in the time leads to high-quality research. It has shaped my approach to data collection, and I almost never choose convenience samples (or at least not by themselves) now.

What do you see as the lasting/unique contribution of this work to our discipline? How can it be used to drive changes in organizations, the employee experience, and so on?

My research suggests that making the moral case to prospective employers to hire individuals with an intellectual disability is more effective than making the business case or trying to reduce stereotypes about the disability. I'm still exploring the robustness and generalizability of this finding, but it maps on to other research in the management literature. It suggests that actually making an ethical case for employers to "do the right thing" may be more effective than just trying to connect a cause to the bottom line, which I think is a bit counterintuitive.

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

I was able to highlight my SIOP awards for my dissertation in my job talks and in the 2019 SIOP symposium in which I presented my dissertation work.

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

My advisor's belief in the importance of the project definitely propelled me to devote the maximum amount of time I could to it and otherwise kept me on track in terms of doing everything I possibly could to collect my data with the highest degree of accuracy possible. Her letter of support was also tremendous. I know people in my specialty also advocated for me for which I am very grateful!

To what extent would you say this work/research was interdisciplinary? What was the "turning point" moment where you started thinking about the problem/work through the other disciplines' lenses?

I would not have come up with the research context and worked with my advisor to hone the research idea without my experience in special education and adult-disability services. I think interdisciplinary experience, or exposure, is some of the best breeding ground for research ideas.

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

I examined the interdisciplinary context from an I-O perspective, and fortunately, I didn't find the jargon overwhelmingly challenging because I had previous experience in that field.

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

The measurement lens that I-O lent to this question made the research far stronger than merely examining it from a more traditional disability, special education perspective.

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

If you don't know the other discipline well (and even if you do!), be sure to get input from people in the other discipline to make sure that you aren't missing anything, cover your bases, and get buy-in from academic researchers in other fields.

Are you still doing work/research in the same area where you won the award? If so, what are you currently working on in this space? If not, what are you working on now and how did you move into this different work/research area?

Yes! I'm working on refining my dissertation results, creating a second study to couple with it, and submit/ready it for publication.

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

I have two small kiddos (1-yr-old and 4-yr-old), two big dogs, and I love to run! My family helps me keep my priorities organized, and that perspective helps tremendously in terms of prioritizing the most important parts of projects first (and not getting distracted with the ephemera—which I otherwise would)!

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

Hmm, there were a lot of things I did not know or had to learn when I started my PhD program, but one thing that I did well is that I always leveraged class papers into projects in which I was interested or based them on projects on which I was already working. If I had an ongoing project, great, I would use it to inform a class paper. If not, I would think deeply about what I was interested in and what I thought I could realistically do, and I would write/develop/launch/analyze that. As a result, I find myself constantly going back to those papers and using them in drafts of manuscripts. Almost all the papers I wrote in graduate school were starting points for real projects I developed, and getting started on that early (and incorporating all the helpful comments I received from professors) I think was invaluable. So, I would say be strategic in courses and try never to complete an assignment just for the sake of completing it.

About the author:

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.

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

2019 SIOP Exit Survey Executive Summary: Issues, Possible Solutions, and Actions Taken

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Acknowledgements: We would like to thank the other members of the Survey Subcommittee (**Patrick O’Connell, Holly Lam, James Scrivani, and Stephen King**), Jayne Tegge in the SIOP Administrative Office, and SIOP leaders who reviewed and contributed to this article (**Talya Bauer, Milt Hakel, Allan Church, Tiffany Poeppelman, and Emily Campion**).

Background and Method

To better understand why SIOP members chose not to renew their SIOP membership, members who did not renew during the June 2018 call for membership renewal ($N = 3,095$) were surveyed by the SIOP Survey Subcommittee during March 4–26, 2019. The online survey was sent by email and consisted of seven quantitative questions, eight write-in questions, and two demographic questions. Mercer/Sirota conducted the analysis and generated [the 2019 Exit Survey report](#).

Summary of Results

A total of only 88 people (2.8%) responded to the survey, so caution should be used in interpreting the results. Demographics of the respondents were as follows: 56% female, 37% male; 79% White, 9% Asian, 6% Black. Immediate response to the survey resulted in 139 renewals. Of the 88 respondents, 9% intended to rejoin SIOP, 38% might rejoin, 28% did not intend to rejoin, and 25% were currently unsure.

Of the 88 respondents, 48% were Student Affiliates and 40% were Members. Associate (7%), Fellow (1%), and Retired (3%) respondents had minimal representation. The majority had been members of SIOP for fewer than 5 years (26% for under 1 year and 41% between 1 and 5 years). The Student Affiliates had a number of reasons for not renewing; however, the Members shared some common reasons. Common reasons for not renewing are portrayed in Table 1.

When examining the “primary reasons” mentioned by the 88 respondents, “Other” was the most frequent primary reason mentioned for not renewing. Although many of these reasons were idiosyncratic (annoyed with paper reviewer; from [non-US country] and cannot enter the United States; currency in [non-US countries] make it too expensive; currently unemployed), additional open responses indicated membership renewal concerns at early stage career (Student) and late stage career (Retired), with some responses indicating they did not understand membership options and prices.

Table 1
Common Primary Reasons Given for Not Renewing Membership

Reason	Percentage
Other (see Table 2)	17%
Dues are too high	15%
Benefits not meeting needs	14%
Retired	10%

No longer in I-O psychology 10%

When asked to specify any number of “additional reasons” for not renewing, a number of responses were given including benefits not being understood or not meeting individual or organizational needs. SIOP dues and an academic focus were also frequently mentioned additional reasons. Although many reasons were given, the most frequent additional reasons are depicted in Table 2.

Table 2
Common Additional Reasons Given for Not Renewing Membership

Reason	Percentage
Benefits for me not clear	28%
Benefits not meeting my needs	27%
SIOP dues too high	23%
My organization does not value SIOP	20%
Too much focus on academic issues	18%

When asked whether they joined a different professional group, 12 other groups were identified. However, there appears to be no common competitor with SIOP, as no group was mentioned more than two times.

Issues, Possible Solutions, and Actions Taken

In reviewing the responses, the Survey Subcommittee identified the most common issues along with possible solutions and actions taken, and those are summarized below. The Member Experience Subcommittee is currently considering each of these possible solutions in the repackaging of the SIOP Benefits and Value Proposition.

Issue	Possible solution(s)	Action(s) taken
People join just before the Conference to get the better price, then their membership expires several months later; considered not fair.	Continue to offer this incentive but explore additional ways to make it easier or more automatic to have dues paid and membership renewed.	The SIOP Administrative Office and Executive Board are exploring options for improving the dues payment process, including auto renewals and a midyear dues rate. An updated online membership application is also in process.
Employer does not value SIOP.	More completely package and fully communicate the SIOP value proposition.	SIOP has written this letter that expresses the SIOP value proposition from the person interested to their boss, and it is available online. Need to more fully explore PDFs, videos, and other media that would further assist practitioners.
Benefits unclear or not meeting my needs.	Similar to above, more completely package and fully communicate the SIOP value proposition. For members outside the United States, consider streaming content live or through downloads.	The Member Experience Subcommittee is reworking the value proposition and the complete benefits listing (including website URLs).
Too academic focused.	Increase practitioner content and reward/recognition opportunities. Continue the work of many groups and the Executive Board to move	This was also one of the five issues identified from the 2018 Member’s Survey. Talya Bauer’s presidential letter in September 2018 provided a long list of actions taken

	this forward.	(see President's Message).
Tending to lose early and late career stage professionals.	Be clearer about the Student and Retired criteria and pricing and that both are welcome in SIOP. Consider "Professional in Transition" at a lower price.	Exploring ways to engage these groups with unique career stage needs.
Dues perceived as too high.	Every professional organization must pay attention to financial issues. The Member's value proposition has to do with the internal equity calculation of what that individual puts into the relationship (including dues) and what that individual gets out of it.	SIOP members are no longer required to join or renew APA dues each year in order to be a member of SIOP. We encourage those members who are interested in APA activities to continue that membership. The Administrative Office regularly makes comparisons of other comparable organizations' dues. SIOP dues are typically lower in most membership categories.
Providing value beyond SIOP membership.	As we consider the future of SIOP and the inevitability of at least some of us in the aging population, rather than dues increases, it would be helpful for the more senior members of SIOP to consider gifting to the SIOP Foundation as part of their estate-planning process. This is just one more way to give back to the profession that has helped us in our lives and careers.	SIOP has provided information on how to gift here: http://www.siop.org/Foundation . More visibility to this option is being explored.

Conclusions From the 2018 SIOP Member Survey

Although the results of the Exit Survey reported above provide some insight into reasons for membership turnover, the 2018 Member Survey provides additional insight into membership engagement. Conducted March–April 2018, the [Member Survey](#) showed that with 84% reporting "Engaged" (p. 8) and 91% Intending to Renew (p. 9) there are reasons for optimism regarding the strength and growth of SIOP.

Based on that survey's results, Talya Bauer's September 2019 [President's Message](#) identified five opportunities to strengthen SIOP and went into great detail on actions taken to address each:

1. Advocate for better public understanding of what I-O and SIOP does.
2. Encourage more collaboration/balance between practice and academia.
3. Advocate I-O education for high school students.
4. Provide more access to peer-reviewed research.
5. Make the SIOP website more user friendly.

To conclude, SIOP is well positioned as the only national/global society for I-O psychology, and as a profession we are well positioned to impact the future of work and engagement. In conjunction with the opportunities identified by Talya Bauer in 2018, we have every opportunity to focus on the strength of SIOP's benefits and value proposition in 2019 and beyond.

What Do Practitioners Want? Practitioner Survey Results Revealed!

Emily Solberg
SHL

Ben Porr
Harver

Acknowledgements: We would like to acknowledge **Betsy Bayha**, **Tracy Krueger**, and **Rob Silzer** for their assistance with reviewing this article.

How satisfied are SIOP practitioners with the resources, networking events, and other offerings from SIOP intended to support their professional work? Results of the SIOP Professional Practice Committee (PPC) Survey show a lack of awareness about some current resources and more work to be done to provide practical resources and developmental opportunities to practitioners. Key survey findings are that

- Practitioners' satisfaction with SIOP has consistently improved since 2008, but we still have plenty of room for further improvement.
- SIOP needs to better publicize key resources such as mini-webinars, SHRM White Papers, and so on.
- Social media channels can be further developed and better utilized (e.g., segmenting by interest areas, consistent focus, better connect practitioners).
- SIOP should continue providing practical information (e.g., salary survey) and accessible developmental resources (e.g., mini-webinars, professional development opportunities).

Background

The PPC administered a satisfaction survey to SIOP members in early 2019 to gauge the support for current and future practitioner resources as well as general satisfaction with the organization. In recent years, SIOP and the PPC have undertaken many activities including newsletters, webinars, meetings, and other projects to address practitioner needs. Our goal was to understand practitioners' views on current initiatives and what they would like to see developed in the future. The survey asked questions related to

- **Professional resources used:** What resources were most used by practitioners, which were most valuable, and how aware were practitioners of each resource?
- **Professional resources desired:** What are the top 10 preferred initiatives from 33 possible future initiatives for practitioners?
- **Overall satisfaction with SIOP:** How satisfied are practitioners with SIOP?

Method

Four focus groups comprising a total of 23 practitioners were conducted in the fall of 2018 prior to survey development to obtain qualitative information regarding current satisfaction with SIOP resources and to discuss ideas for future initiatives and resources. Based on their feedback, a survey development team, led by Emily Solberg and including Ben Porr and **Caitlin Cavanaugh**, worked on the development of items around several practice-related topics that had been identified.

The survey was conducted in spring of 2019. It specifically targeted SIOP practitioners and received a total of 650 responses, reflecting input from an estimated 20% of practitioner members.

Respondents were asked to answer two questions related to 30 existing practitioner resources:

1. *How valuable is this resource for practitioners?* (Response options were *not useful* (1), *somewhat* (2), *very* (3), *extremely* (4), and *unsure*.) Note that a link to each resource was included in the survey that respondents could use to learn more about the resource to help make their ratings if desired.
2. *Have you used this resource in the past?* (Response options were “yes,” “no,” and “I was not aware of this resource.”)

Results

Value of existing practitioner resources.

Value: As demonstrated in Table 1, it is clear that our practitioners value staying on top of their knowledge/expertise (e.g., books, conference, white papers, workshops), networking with others (e.g., conference, workshops), finding job opportunities (e.g., I-O Job Network), and understanding salary benchmarks (e.g., salary survey). The low value placed on social media channels (e.g., Youtube, LinkedIn, Twitter, Facebook) provides the PPC (and other SIOP committees) an opportunity to improve effectiveness in our online channels.

Frequency of use: Our most frequently used resources (e.g., *TIP*, Salary Survey, I-O Job Network, *IOP* journal) offer practical information and best practices in the field. The least frequently used resources (e.g., speed benchmarking, Early Career Practitioner Consortium) are valued by those who use them (e.g., SIOP consistently receives positive feedback on these offerings from attendees) but may benefit from increased marketing efforts targeted towards these offerings as many have been introduced in the past several years.

Level of awareness: One survey option was “I was not aware of this resource.” The percentage of people who selected this response was used to identify which resources may be lacking the proper advertisement. The most well-known resources were preconference workshops, LEC, I-O Job Network, *TIP*, and the membership directory. The resources with the lowest level of awareness (<50% of respondents were aware) were the SIOP YouTube channel, mini-webinars, podcasts, conversation series, and the Professional Practice website.

Full results are noted in Table 1. Green highlighted cells are resources that were rated as being most valuable (ratings over 2.75 on a 4-point scale), most frequently used (used by over 60% of respondents), and most well known (known by over 80% of respondents). Red highlighted cells were rated as being least valuable (ratings below 2.5), least frequently used (ratings below 25%), and least well-known (ratings below 60%). Yellow highlighted cells were all those that fell between the high- and low-rated groups.

Table 1
Existing-Resources Results

Existing resource	Valuable	% Used	% Aware
Salary Survey and results	3.17	74%	88%
SIOP published books	3.16	64%	90%

SIOP Leading Edge Consortium (LEC) Conference	3.07	33%	93%
SIOP-SHRM white paper series	3.07	46%	65%
Job Network	3.05	70%	93%
SIOP preconference workshops	3.05	53%	97%
<i>IOP</i> journal	2.98	68%	87%
Research access	2.91	35%	88%
Practitioner mini-webinars	2.89	12%	38%
Membership Directory	2.88	65%	95%
<i>TIP</i>	2.82	91%	96%
I-O at work	2.81	29%	55%
Professional Practices webpage	2.80	19%	48%
Practitioner speed benchmarking	2.78	5%	56%
Professionals website resources	2.74	24%	51%
<i>TIP</i> "The Bridge Column: Connecting Science & Practice"	2.73	63%	82%
Early Career Practitioner Consortium	2.72	8%	88%
Conversation series	2.69	16%	46%
Podcasts	2.68	12%	46%
Top 10 workplace trends	2.63	63%	79%
Practitioner speed mentoring	2.60	14%	79%
SIOP Practitioner Digest (formerly Practice Update)	2.57	41%	66%
Career study and career paths	2.56	16%	51%
Continuing Education website	2.56	9%	73%
Practitioner conference reception	2.50	33%	72%
Consultant Locator	2.39	27%	85%
SIOP Youtube channel	2.31	12%	35%
SIOP LinkedIn	2.30	50%	76%
SIOP Twitter	2.15	19%	69%
SIOP Facebook	1.94	16%	63%

Finally, it can be helpful to look across responses for trends that may indicate where future efforts should be focused to improve awareness. For example, resources that practitioners rated as being quite useful, but also having low levels of awareness included

- **SIOP-SHRM white paper series** (<https://www.siop.org/Research-Publications/SIOP-SHRM-White-Papers>): Provides practitioner-oriented reviews of evidence-based HR practices. These papers, written by leading researchers and practitioners in the field of I-O psychology and HR, make the science of evidence-based HR practices accessible to SHRM members.
- **Practitioner Mini-webinars** (<https://www.siop.org/Business-Resources/Webinars>): Short webinars on practical topics of interest to practitioners in the I-O field.
- **Professional Practice website** (<https://www.siop.org/Sign-In?returnurl=%2fCareers%2fProfessional-Practice-Resources>): Contains information and resources relevant to I-O practitioners.
- **Practitioner speed benchmarking**: An event that takes place during the SIOP conference allowing mid- to late-career I-O practitioners to meet and talk about their experiences and best practices on a variety of topics.

Value of future resources.

Looking to the future, the survey included a list of 33 potential future resources and initiatives, and respondents were asked to vote for up to 10 of them. Two resources were voted on by more than 50% of respondents:

- Relevant-research update
- Advanced professional development

More than one-third of respondents chose three additional resources:

- Creating additional free online training resources
- Increasing the amount of practitioner content at the conference
- Offering regional workshops

The list in **Table 2** below (ordered from highest to lowest in terms of percent of votes) can be used to help target SIOP's future efforts related to practitioners.

Table 2
New-Resource Voting

New resource	% Voting
Relevant research update: Publishing a regular (e.g., annual) review of recent impactful I-O research and the implications for practice	54.7%
Advanced professional development: Offering SIOP-created in-depth coursework on specific practice expertise, topics, and skills (e.g., coaching, executive assessment, validation)	50.1%
Training resources: Creating more free training resources (e.g., webinars, white papers) on topics that are new or are not taught in grad school (e.g., GDPR regulations, R tutorials, business acumen, change management, data visualization)	44.8%
Practitioner conference content: Offering more practitioner-related content at the spring conference	40.3%
Regional workshops: Offering SIOP-sponsored workshops for members in regional locations	36.0%
Website tools: Providing more hands-on resources/tools to the website (e.g., sample performance-rating forms, content-validity questionnaires)	33.0%
In-depth learning: Offering more free, practitioner-oriented, in-depth learning opportunities (e.g., Masters Tutorials) at the spring conference	32.1%
Promoting practitioners in SIOP: Advocating for practitioners for increased representation for SIOP elections, the Executive Board, and appointments	31.8%
Benchmarking groups: Forming special-interest/benchmarking groups on practice areas that connect regularly to discuss issues	29.1%
Syntax-sharing sites: Creating a Github page for I-O analytics (e.g., AI-analysis syntax to run on R or Python)	28.8%
Professional practice standards: Providing standards for practice and practitioners	27.9%
Increase I-O marketing: Aiding practitioners by building I-O and SIOP public brand using a professional marketing team	26.8%

Networking: Providing more networking opportunities (e.g., organized breakfasts, networking sessions, receptions) at the SIOP conference	24.0%
Practitioner research support: Providing resources to help practitioners effectively conduct and disseminate their research/work to broader audiences	23.7%
Professional partnerships: Increasing SIOP's collaboration with related professions or organizations	23.3%
I-O practice marketing: Marketing I-O practice by placing I-O psychology practice articles and advertising in HR and business publications	23.1%
Certifications/credentials: Offering SIOP certifications or credentialing (for pay) on specific expertise areas (e.g., coaching, executive assessment, validation)	21.7%
Business development: Offering learning opportunities in the area of business development for consultants and entrepreneurs	21.1%
Practitioner board placement: Facilitating the placement of I-Os on various local and national boards (e.g., industry, business, professional) by publicizing openings	20.5%
Teaching I-O practice skills: Advocating for including training and education on I-O practice topics and skills in all I-O graduate programs	19.7%
External conferences: Offering SIOP-sponsored conferences promoting our expertise to other professionals (e.g., HR managers, business consultants)	18.6%
Business-leader contact: Providing more opportunities to meet and learn from C-suite business leaders	18.4%
SIOP awards and recognition: Offering more opportunities for awards and recognition for practitioners (e.g., Fellowship, SIOP awards); defining clearer practitioner criteria for the awards	17.5%
University courses: Having I-O university courses available (for pay) online to facilitate continuing education	15.2%
SIOP volunteer opportunities: Providing more opportunities for individuals to get involved in volunteering for SIOP	14.3%
External-training resource list: Developing a list of external-training/credentialing resources (e.g., coaching certification programs) and their location/costs	13.6%
Practitioners in graduate education: Organizing and promoting practitioners as speakers, lecturers, and adjuncts in I-O graduate programs	13.6%
Specialty listservs: Organizing listservs on specific topics where people can ask questions and receive professional responses from others	13.0%
Professional education standards: Providing standards for professional education and training (e.g., offer SIOP credentialing/certification for graduate programs by reviewing coursework, syllabi, etc.)	11.8%
University-based consulting: Publishing a list of I-O graduate programs with consulting arms along with contact information, and so on	11.5%
Regional I-O practice roadshows: Organizing showcases or roadshows of I-O practice expertise for business clients and organizations	11.2%
SIOP transparency: Making more SIOP materials and Executive Board decisions/action available to members	9.1%
Licensing sponsorship: Taking initiative (e.g., test-prep assistance) to ensure I-Os can get licensed in all states	8.7%

Practitioner satisfaction with SIOP.

In terms of satisfaction with SIOP, survey respondents were asked how satisfied they were with SIOP in a number of different areas using a 5-point scale from *very satisfied* to *very dissatisfied*. Areas where satisfaction was highest were

- SIOP's efforts to provide opportunities for professional networking
- Making SIOP the "first-choice" organization for I-O practitioners
- SIOP efforts in advancing and promoting I-O practice

Areas where satisfaction was lowest (slightly below *neither satisfied nor dissatisfied*) were

- SIOP's support for practitioners who want to get licensed
- Representation of practitioners on the SIOP Executive Board

Full results are provided in the Figure 1 below.

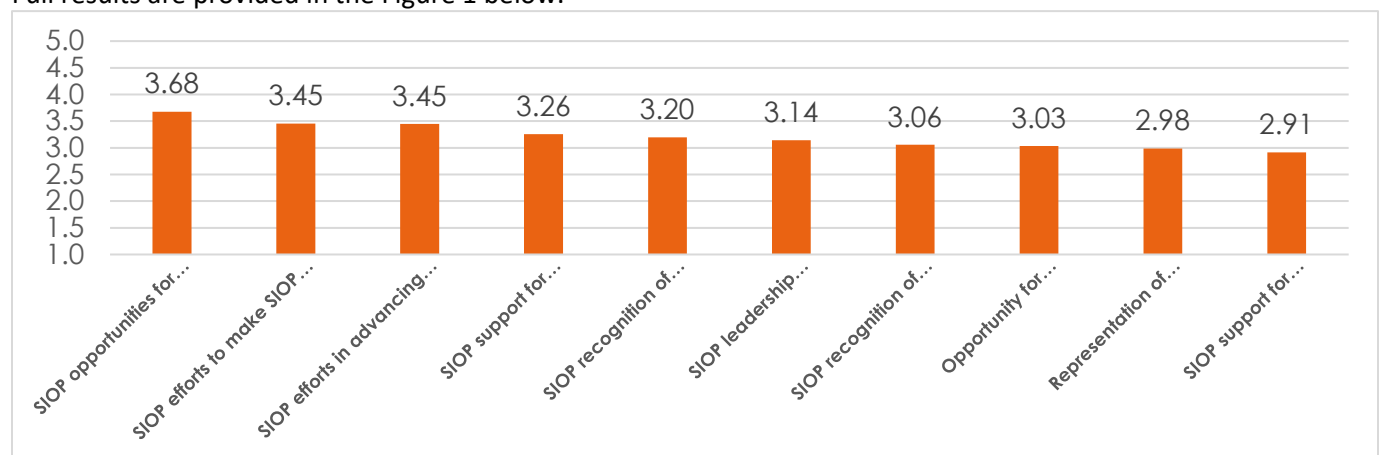


Figure 1. SIOP satisfaction ratings.

Figure 2 shows satisfaction results comparing the 2019 survey results with prior practitioner surveys conducted in 2014 and 2008. There has been a steady increase in satisfaction with professional-networking opportunities, likely due to targeted efforts to improve opportunities for networking (e.g., introduction of speed benchmarking and the practitioner-networking reception at the SIOP conference). There were also fairly large increases in the 2019 survey in terms of efforts in advancing and promoting I-O practice, and support for advancing one's I-O career compared with the prior two surveys, likely also due to numerous targeted efforts in these areas that resulted from the previous survey outputs (e.g., Early Career Practitioner Consortium, Career Survey).

Despite general increases in satisfaction, the items related to practitioners having influence on SIOP and practitioners' opportunities for rewards/recognition tended to be some of the lower rated items, as was SIOP's support for practitioners who want to get licensed. However, it should be noted that results from the Future Resources area of the 2019 survey indicated that in general practitioners were more interested in allocating future resources toward initiatives that helped them to stay up-to-date in the field (e.g., relevant research update) and to continue to develop their knowledge and skills, and that there were relatively fewer votes related to offering more opportunities for awards and recognition or providing licensure sponsorship.

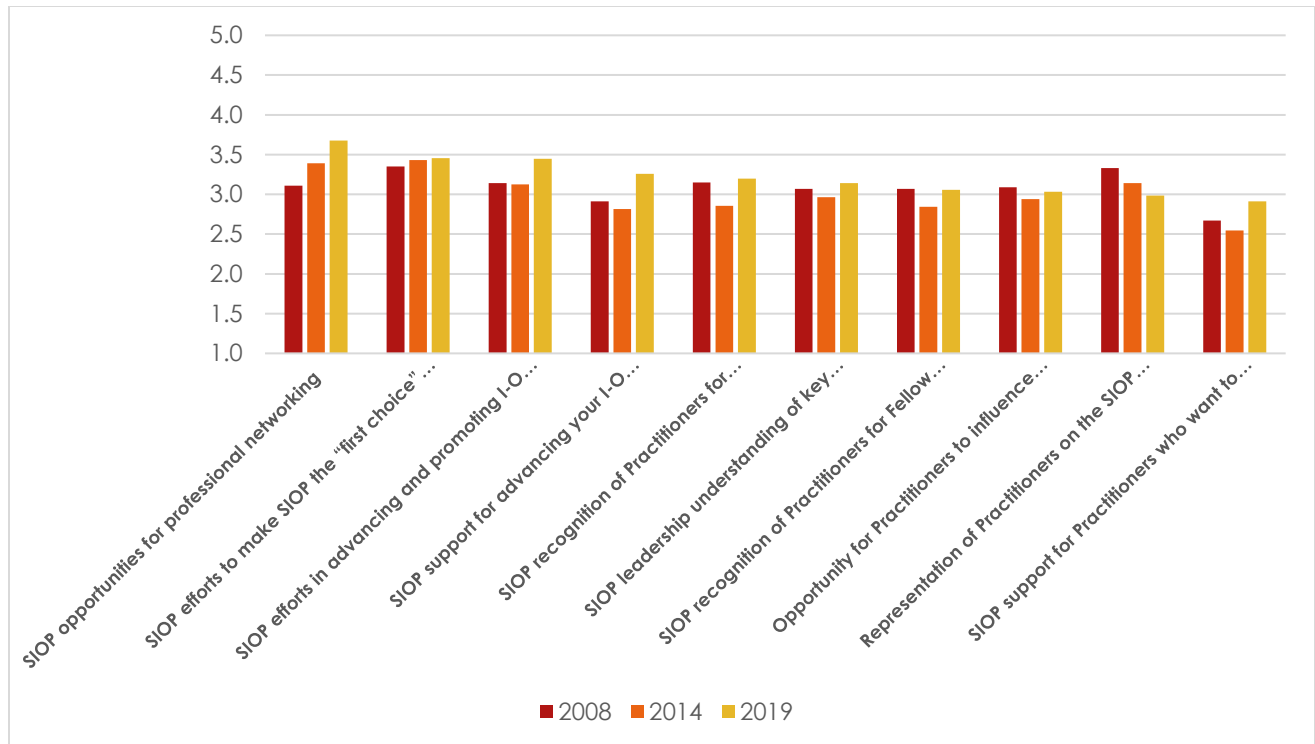


Figure 2. SIOP satisfaction ratings over time.

Conclusions and Recommendations

The results from this survey can help to evaluate the effectiveness of existing resources and initiatives targeted towards practitioners as well as prioritize initiatives on which to allocate future resources. Based on the results, we identified a few key recommendations:

- **Publicizing existing resources:** SIOP can make improvements in communications and marketing. There are many valuable resources (e.g., white papers, webinars, research access, speed benchmarking) that SIOP practitioners may not know are available to them. It is important for SIOP to work to raise the awareness of the existence of these resources, perhaps by making the connections for people in multiple media formats and channels, because the current channels may not be effective.
- **Improving use of social media:** These results demonstrate the lack of our effectiveness using social media to connect and communicate with our fellow practitioners. During our panel at this year's SIOP, a key topic was how well the conference discussion board was used, which demonstrates the success we can have with social media. A key takeaway from this survey is to collaborate with the SIOP committees to determine our strategy to engage our members through social media.
- **Updating existing resources:** The resource reported as being most valuable as well as being very widely used was the SIOP Salary Survey. The most recent survey was conducted in 2016. An updated survey should be prioritized (and is currently being planned) given the widespread use and perceived value of this resource. Similarly, the SIOP published book series and SIOP-SHRM white papers were also widely used and perceived as valuable, so resource allocation and efforts should continue to focus on these resources to ensure they continue to meet practitioner needs.
- **Future initiatives related to professional development:** Based on the results of the voting on future resources, SIOP practitioners seem to be most interested in having readily available professional-

development resources, such as summaries of recent published research, additional online webinars and hands-on resources available through the website (e.g., free training resources on new and relevant topics, hands-on website tools). There were also high numbers of respondents indicating they wanted more in-depth, advanced professional development workshops and training (e.g., regional workshops, in-depth coursework on practitioner areas). These results can help target future efforts by SIOP to help further meet the needs of practitioners.

Next Steps

Two areas of focus emerged from the survey. First, we are briefing other SIOP committees to identify areas where we can partner to improve on the value we provide practitioners and to align our interpretation of results with feedback received from other committees. We see these results as one data point, but our committees are constantly talking with members to understand needs and are gathering feedback on potential improvements. Second, we are assessing the planned initiatives for the upcoming year to use these results as a guide on priorities. It is clear from these results that we should continue focusing on producing high-quality resources for our members to stay current on both research and application while also providing platforms to share this information and network with others.

An Excellent Time at APA 2019 and Reasons to Attend APA 2020

Clair Kueny
APA Program Chair 2019

Malissa Clark
APA Program Chair 2020

The 127th Annual APA Convention wrapped up this past August and was filled with a number of great events, attendees, and surprises!

Presenters at this year's convention included **Eden King, Jeff McHenry, Suzanne Bell**, and two senior client partners at Korn Ferry (Tom McMullen and Andrés Tapia). All of these speakers drew a full audience of Division 14 members as well as members from other divisions (including Division 13: Society of Consulting Psychology, Division 19: Military Psychology, and Division 35: Society of the Psychology of Women). Topics included bias in the workplace, leadership development, diversity and pay equity, and composing teams for space flight!

We had a number of collaborative sessions, including some offering CE credit, that drew standing-room-only audiences. In particular, the session *Creating a Culture of Gratitude in the Workplace—How Leaders Can Harness the Power of Thanks* was presented in the last time slot on the last full day of the conference and was standing room only. It was clear that other division members increasingly see the value of attending Division 14 programming.

One of the highlights of the conference was the Science at Sunset APA Poster competition. Division 14 was represented by the following posters: Rosario-Hernandez et al. (Member poster): "Workplace Bullying and Suicide Ideation: An Exploratory Study," and Majumdar et al. (Student Member poster): "Development of a Comprehensive Cancer Care Center: An Assessment of Its Merger Process." Impressively, the poster by Rosario-Hernandez et al. won best APA member poster—an award that was accompanied by a \$2000 prize! (<https://convention.apa.org/2019-competition-winners>)

We also had a fantastic reception at Roanoke Restaurant. Our reception was attended by SIOP past, current, and future presidents; APA council representatives; and I-O practitioners, academics, and students. A great time was had by all!

It's not too early to start thinking about next year's convention in Washington DC. If you've never attended APA, please join us. Not only will you find great presentations from Division 14, but you will be able to attend exciting sessions across other divisions of APA. An added bonus: APA discounts registration fees for first-time attendees who are APA members.

Importantly, next year's APA president—**Sandy Shullman** (a Division 14 member)—is *actively advancing applied psychology* at the 2020 conference. This initiative has exciting implications for Division 14's representation at the conference.

There are two types of programming that you should consider (note the different deadlines):

Collaborative Programs (collaborative with other divisions):

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 (from the list of science, practice, education, and public interest), and reflects interdisciplinary and relevant aspects of diversity. The deadline for submitting collaborative programming is **October 11**. 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 to
 - incorporate innovative presentation formats;
 - include participants across all career stages, settings, and fields; and
 - 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, scientific/empirical base, 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 10: Society for the Psychology of Aesthetics, Creativity and the Arts
- Div 13: Society of Consulting Psychology
- Div 18: Psychologists in Public Service
- Div 19: Society for Military Psychology
- Div 21: Applied Experimental and Engineering Psychology
- Div 23: Society for Consumer Psychology
- Div 27: Society for Community Research and Action
- Div 35: Society for the Psychology of Women
- Div 38: Society for Health Psychology
- Div 41: American Psychology-Law Society
- Div 45: Society for the Psychological Study of Culture, Ethnicity and Race
- Div 47: Society for Sport, Exercise and Performance Psychology
- And many more! Check out the listing of divisions here:
http://www.apa.org/about/division/index.aspx?_ga=1.260482957.1628625474.1464221820

Traditional Programming: Submissions

You can also submit your work the traditional way: as a poster, presentation, or symposium, through the open call, due **December 2**.

How to Submit: Submissions for all types of programs will be received through the official APA convention website (<http://www.apa.org/Convention>). Remember that collaborative proposals are due **October 11**. Other program submissions are due **December 2**.

More information about submission requirements can be found on the APA website at www.apa.org/Convention.

A Look Ahead to the SIOP 2020 Conference

Elizabeth McCune, SIOP 2020 Program Chair, Microsoft

Emily Solberg, SIOP 2020 Program Committee-Theme Track Chair and Program Chair-in-Training, SHL

Tyree Mitchell, SIOP 2020 Program Committee-Special Sessions Chair, Louisiana State University

Kristin Weiss, SIOP 2020 Program Committee-Friday Seminars Chair, Amazon

Jason Randall, SIOP 2020 Program Committee-Communities of Interest Chair, University of Albany

Scott Tonidandel, SIOP 2020 Conference Chair, University of North Carolina at Charlotte

The 35th Annual SIOP Conference will take place at the JW Marriott in Austin, Texas on April 23–25, 2020, with preconference workshops on April 22. The SIOP 2020 program promises to engage and energize all audiences! The SIOP Conference and Program Committees have been working diligently over the past several months to begin preparations for a memorable conference. Special thanks to the Call for Proposals Committee Chair **Meghan Thornton-Lugo** and her team, **Bharati Belwalkar** and **Caitlin Porter**, for the incredible work they did this year to streamline the content for the Call to make it easier for prospective submitters to navigate. We welcome any feedback on the Call for Proposals and the submission process (please email program@siop.org).

Here are a few things that are in store for SIOP 2020!

SIOP Select Sessions

SIOP Select sessions at the conference are curated by the SIOP Program Committee and Executive Board, and planning for these sessions has been underway since April 2019. We are pleased to provide a preview of the SIOP Select sessions for 2020.

Presidential theme track.

This year's presidential theme track, taking place on Thursday, April 23, will focus on inclusion and aim to enlighten attendees on the what, why, who, how, and where of inclusion. Under the direction of SIOP Theme Track Chair Emily Solberg and the Theme Track Committee comprising **Bernardo Ferdman**, **Veronica Gilrane**, **Aarti Shyamsunder**, **Stuart Carr**, and **Katina Sawyer**, a full-day immersive experience will deliver compelling content via innovative session formats and high-audience engagement. The goal of the 2020 theme track is to improve understanding of the past, present, and future of inclusion with a focus on helping the audience learn and become inspired around the future of inclusion within their own work. The track will begin with a session focused on “what” is inclusion, which will help ground the audience in the history of inclusion as well as how it is defined and applied today. A midday session will focus on “why” we (as I-O psychologists) should care about inclusion by sharing various cases for inclusion (e.g., ethical, business, legal) as well as engaging the audience in smaller group discussions around the topic. Another of the midday sessions will focus on “who” is being served and who should be involved when it comes to inclusion discussions. An afternoon session will discuss “how” inclusion can be best practiced by sharing and brainstorming innovative ideas for implementing inclusive practices. Finally, the day will conclude with an inspiring session focused on “where” we should go in the area of inclu-

sion with part of the session dedicated to discussing what we can do to make SIOP as an organization more inclusive.

Special events.

We are excited to feature several special events throughout the conference, coordinated by Special Sessions Chair Tyree Mitchell and committee members **David Geller, Jay Hardy, Andrea Hetrick, Eileen Linabery, and Stephanie Murphy**. We will be hosting the third annual machine learning competition, which is a great opportunity for the SIOP community to connect in order to address challenging methodological problems and to share insights as well as reproducible code. The goal this year is to make the competition as inclusive as possible. We will also be hosting two events for which we held special calls for submission, including an academic story-telling session and a scientist–practitioner collaboration special session. For the story-telling session, members of the SIOP community will share short stories of events or experiences that have shaped their careers as I-O psychologists (e.g., research area, practitioner focus). The scientist–practitioner session will provide a novel platform for scientist–practitioner teams to showcase and discuss their recently completed (or underway) collaborations, allowing SIOP attendees to learn and gain valuable insights on how to create and cultivate successful scientist–practitioner partnerships.

Creating a culture of psychological safety will be the focus of another special event. In this session, top experts from academia and practice will explore what cultural factors need to be in place for psychological safety to emerge, how to build people practices and systems that contribute to a culture of psychological safety, common barriers that impede the emergence of such a culture, and how to mitigate the emergence and impact of these barriers. The final special event will consider best practices on how to communicate your research to a lay audience through media platforms (e.g., podcasts, Twitter, TED talks). Academics and practitioners will share insights, personal experiences, and tools that will help SIOP attendees dazzle in their efforts to communicate the value of their work to members outside the SIOP community. We are also pleased to announce that the SIOP 2020 Living History session will feature **Neal Schmitt**.

Executive board sessions and award winners.

The SIOP Executive Board is in the process of curating a selected set of sessions for the 2020 conference. Two sessions will be hosted by the [Alliance for Organizational Psychology](#) and reflect I-O topics of global interest. The SIOP presidential trio of **Eden King** (current president), **Talya Bauer** (past president) and **Georgia Chan** (president elect) will host a town hall where all are welcome. Five additional sessions will address the business of SIOP and highlight key initiatives or committee work. Attending one or more of these sessions is a wonderful way to learn more about the work SIOP is doing as an organization, both locally and across the globe. Selected [SIOP award](#) winners are given the opportunity to present their work during the conference. We encourage you to attend at least one of these sessions and be inspired and energized by these incredible accomplishments.

Friday Seminars

Friday Seminars offer a unique educational opportunity within the main part of the conference. Friday Seminars Chair Kristin Weiss and committee members **Eccho Yu, Ho Kwan Cheung, Tori Crain, Jennifer Kim, Jessica Blackburn, and Yolanda Winberg** are building a program of 3-hour sessions (the only extended-length sessions in the program) that will take place on Friday, April 24. These sessions provide an

immersive experience for attendees on timely, cutting-edge content areas presented by true content experts. A sample of seminar topics slated for SIOP 2020 include an R Shiny tutorial, Assessments and Machine Learning, Managing Your External Workforce, Organizational Network Analysis, Python Programming for I-O Psychology, and Pay Equity. Each session has defined learning objectives to ensure that professional developmental goals are met (CE credit will be available). Please note that Friday Seminars require advance registration and an additional fee. Space is limited so plan to sign up early!

Communities of Interest

Are you interested in an “open space” SIOP format that is attendee driven, informal, and focused on a topic of particular interest to you? The Community of Interest format will allow you to meet new people, catch up with colleagues, learn about new advances, discuss ideas, have a provocative discussion, and play a part in driving breakthrough research and practice ideas on a hot topic at the forefront of I-O psychology. Communities of Interest Chair Jason Randall and his committee comprising **Katharine O’Brien, Erin Richard, Eileen Toomey, and Stephanie Zajac** have developed sessions designed to enhance existing communities and create new ones around common themes or interests. Although the sessions are facilitated by experts—one practitioner and one academic—session attendees drive the conversation with their questions and insights. A few of the topics for 2020 will include emerging privacy laws, neurodiversity, I-Os in healthcare, text analytics, dual-career issues, and international affairs. All are welcome to become a part of the conversation and to help to build communities of interest.

Featured Posters

We will once again showcase the top-rated posters at an evening all-conference reception. Come view some of the best submissions to the conference while enjoying drinks in a relaxed atmosphere with the presenters. If you’ve never been to this event, make 2020 the year you check it out!

Closing Plenary and Reception

Your Conference Committee is in the process of finalizing our closing plenary speaker. We will follow the closing plenary with our closing reception. The Conference Committee invites you to join us on Saturday evening at a themed closing reception that will be filled with music, dance, and delicious food.

Location and the Conference Hotel

With over 250 music venues, a vibrant art scene, stunning scenery, and beautiful spring weather, you are going to love the opportunity to visit Austin for SIOP 2020! Located in the heart of downtown and directly on iconic Congress Avenue, the JW Marriott Austin is within walking distance of over 200 uniquely Austin shops, restaurants, and nightlife venues. In the coming months, the conference website will be updated with details on room rates and reservations, along with additional information about Austin to help you make the most of your SIOP 2020 experience.

We hope we’ve sparked your excitement the conference. We can’t wait to see you there!

Announcing the SIOP 2020 Preconference Workshops

Rob Michel
Edison Electric Institute

Save the date! Wednesday, April 22, 2020, is the day that the SIOP preconference workshops will be held at the JW Marriott in Austin, TX. Gain hands-on experience with cutting edge I-O topics from the field's leading experts, network with your colleagues, and socialize at our premier evening reception! We'll also be offering a flexible half-day attendance option again this year.

The Workshop Committee has identified a diverse selection of innovative and timely topics to offer this year as well as a spectacular set of experts to lead these workshops. The lineup includes:

- **Designing Data-Driven Systems: AI and Data Science in I-O Psychology.** Richard Landers, University of Minnesota; Morgana Carter, Intel
- **Could You Still Pass Comps? The Latest in I-O Must-Knows.** Winfred Arthur, Texas A&M University; Paula Caligiuri, Northeastern University
- **Surveys and Beyond: Evolving Your Employee Listening System to Assess, Implement, and Sustain Needed Change.** Sarah Johnson, Perceptyx; Elizabeth McCune, Microsoft
- **The Future of Work: Multidisciplinary Provocations and Prognostications.** Evan Sinar, BetterUp; Kevin Crowston, Syracuse University School of Information Studies
- **Is Your HR Agile? Prepare Your People for the New Way of Working.** Mary Fairchild, F5 Networks; Kari Cross, F5 Networks
- **Making I-O Contributions More Strategic and Influential in Organizations.** Bill Schiemann, Metrus Group; Jerry Seibert, OrgVitality
- **Using Storytelling to Create Inspirational Leaders.** Christine Boyce, Right Management & ManpowerGroup; Mitch Gold, Gallagher Integrated
- **Data Visualization: How to Make a Picture Worth a Thousand Words.** Paul Tsagaroulis, U.S. General Services Administration; Liberty Munson, Microsoft
- **Making Leadership Development Stick—A Look Beyond Traditional Programs.** Amy Grubb, FBI; Jeff McHenry, Rainier Leadership Solutions
- **Inclusive Coaching: Bringing Out the Best in a Diverse Workforce.** Anna Marie Valerio, Executive Leadership Strategies; Bernardo Ferdman, Ferdman Consulting & Alliant International University

Please look for the more detailed workshop descriptions in the preconference announcement and on the SIOP website when conference registration opens.

The 2019–2020 Workshop Committee consists of:

Rob Michel, Edison Electric Institute (EEI) (Chair)
Matt Fleisher, FTI Consulting
Jan Harbaugh, SHL
Melissa Harrell, Google
Jaron Holmes, U.S. Office of Personnel Management (OPM)
Ted Kinney, PSI Services
Kelsey Kline, Intel Corporation
Megan Leasher, Bon Secours Mercy Health
Veronica Schmidt Harvey, Schmidt Harvey Consulting
Neha Singla, Visa
Steve Stark, University of South Florida (USF)
Taylor Sullivan, HumRRO

Foundation Spotlight: Midway to Making the First \$100,000 Visionary Grant

Milton D. Hakei
SIOP Foundation President

Here is how it started: Imagine a large cohort of donors to the SIOP Foundation. Think of donations of \$1,000 and up.

Now think about 100 donors each giving \$1,000. That's \$100,000, serious money!

OK, now imagine a SIOP conference session on Thursday, April 23, in Austin TX. Finalists will give brief presentations to showcase their proposals for how they would use a \$100,000 grant funded by Visionary Donors to shape the future of work.

The presentations will be viewed in person, livestreamed, or viewed asynchronously. The Visionary Donors will vote to select the winner, and the first Visionary Grant will be awarded at the Closing Plenary.

Audacious? Yes.

Possible? Without a doubt.

Take a deep breath. Now imagine doing this every year.

That is how the Visionary Circle started in April 2018. We are now midway through the first cycle.

Progress Report

Donor recruitment began in November 2018. Since then, 82 Visionary Donors came forward by June 30, contributing \$102,200. The list of current Visionaries is online at <http://www.siop.org/Foundation/Visionary-Circle/Visionaries-VC>.

A Visionary Grant Q&A videoconference for prospective bidders was held on June 3, with 44 attendees. The many questions and their answers appear at <http://www.siop.org/Foundation/LOI-Q-A>.

We received 33 complete letters of intent from SIOP professional and student members, each of whom sent superb ideas about how to shape the future of work. The letters of intent were reviewed by the Visionary Grant Subcommittee of SIOP's Awards Committee. Ten principal investigators were invited to submit full proposals by midnight ET on September 3, 2019.

There was a wonderful and wide diversity of content in the letters of intent, ranging from visionary takes on the traditional mainstays of our field to imaginative and creative extrapolations seeking to unite IQ, EQ and AI. Here are terms that would appear in an index if the letters were published: airline pilots, assistive devices, augmented reality, big data, burnout, certification, change, college navigation, dignity, engagement, foresight, fulfillment, gig workers, goals, help ourselves, higher education, inclusion, influence, innovation, interviewer bias, leader development, mobility, ontology, play, recruitment, resilience, social inequalities, speed, sticky answers, teaming with AI, thriving, time, toolkit, turnover, unpaid work, virtual reality, well-being, wellness, women of color, and working.

The letters of intent were evaluated on these criteria:

- Is the project visionary, i.e., it looks to the future of work, brings I-O psychology into another realm, asks new questions, and/or engages with other disciplines?
- Does the project integrate the science and practice of I-O psychology?
- Does the project address a problem critical to the future of work or workplaces (for example, maximize organizational effectiveness or individual productivity or well-being)?
- Does the project have clear metrics for success, indicating how the project will change or advance praxis in I-O psychology? In other words, what metrics will be used to indicate that the project makes significant contributions? Can the project be accomplished in a year or close to a year?
- Does the project have the potential for facilitating subsequent work and/or additional funding?
- Is the requested funding reasonable and/or sufficient to accomplish the project?

Evaluations were averaged across criteria and raters, and a composite was calculated ($r = .83$) and then discussed on a conference call to identify 10 semifinalists.

Next Steps

Full proposals of up to 15 pages, plus budgets, timelines, and staff bios, were due on September 3. The Visionary Grants Subcommittee is evaluating these proposals in depth, requesting additional information and clarifications if needed.

A small group of finalists will be added to the 2020 SIOP Conference program, with a session scheduled for Thursday, April 23. The finalists' written proposals will be sent to the Visionary Donors well ahead of that date.

Voting by the donors will open at the end of the live session and be available until noon CDT on Saturday, April 25. The winner of the inaugural \$100,000 Visionary Grant will be announced at the Closing Plenary.

About the Vision for the Second and Subsequent Visionary Circles

The Visionary Circle is a startup, and we are in the midst of its creation. Its purpose is to serve as a dependable and renewable source of grant funding for I-O research and development. We are now seeing the first results showing how the startup is likely to fare in coming years. The Foundation Trustees and the Visionary Steering Committee are excited by what we are seeing.

The SIOP Visionary Circle can bring a sea change for our applied organizational science, because

1. I-O professionals are the masters of praxis—the synthesis of theory and practice without presuming the primacy of either. We all are applied scientists.
2. The demand for and receptivity to evidence-based practice has never been higher.
3. SIOP is a growing and evolving node of applied science, and thereby it will attract attention and support from private and public organizations as well as corporate and private foundations.

It's corporate and private foundations that I want to highlight here. Send or call me with your leads and ideas about how to pursue this. Attracting their attention can substantially enlarge the flow of resources invested in creating smarter workplaces. Increasing that flow in the near term is going to depend on

how this first cycle turns out, in particular its impact in creating excitement and attracting support into the second and subsequent cycles. We already have the first pledge to donate in the second cycle.

In the meantime, be sure to attend the 2020 SIOP Conference in Austin, and attend the presentations by the Visionary Grant finalists!

As we approach the end of 2019, please consider contributing \$1,000 to the Visionary Circle's second cycle, or to any of our award, grant, and scholarship funds as part of your personal philanthropy.

The SIOP Foundation Trustees welcome your comments, suggestions, and creative imaginings. Our mission is to connect donors with I-O professionals to create smarter workplaces.

Onward, with Vision!

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

Nancy Tippins, Secretary, nancy@tippinsgroup.com

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**On the Advocacy Front:
SIOP Leadership Travels to DC for Annual Government Relations
Retreat and Meeting With Leading Policy Think Tank**

Alex Alonso and Bill Ruch

On July 12, **Eden King, Talya Bauer, Georgia Chao**, Alex Alonso, **Steve Kozlowski**, and Tracy Vanneman traveled to Washington, DC for the annual SIOP–Lewis-Burke Government Relations Retreat. The retreat offered a chance to evaluate SIOP’s government-relations success from the past year and set goals and strategy for the upcoming year. SIOP leadership and Lewis-Burke explored new pathways for member-driven advocacy to promote I-O expertise in areas of interest to federal stakeholders, such as education, defense/security, and diversity and inclusion, as well as plans for enhanced advocacy training sessions and student engagement. Updates will be provided in *TIP* as new initiatives are rolled out throughout the year.

Following the retreat, SIOP leadership and Lewis-Burke met with the Information Technology and Innovation Foundation (ITIF), a leading think tank in the technology and innovation space. In the meeting, SIOP leadership highlighted I-O expertise in understanding and addressing impacts of artificial intelligence, automation, robotics, and other emerging technologies on the workforce and workplace, and discussed how SIOP can support ITIF and contribute to national policy conversations by providing white papers and participating in congressional briefings and other events. ITIF was particularly interested in learning more about the new Technology-Enabled Workforce Advocacy Area working group and discussing potential future partnerships.

Think-tank engagement supports SIOP’s efforts to maintain a robust federal presence and leverage I-O to ensure evidence-based policy making, a key goal for SIOP government relations. Think tanks are reliable sources of information for campaigns and federal stakeholders seeking new policy ideas. Partnership with these groups will enable SIOP to gain traction with ongoing projects that would diversify and extend the Society’s reach in Washington DC, and complement other ongoing advocacy initiatives.

**Budget Update: Congress and the White House Strike a
New Two-Year Budget Agreement Lifting Spending Caps**

On August 2, President Trump signed into law a 2-year budget agreement raising spending levels for fiscal years (FY) 2020 and 2021 and eliminating the threat of automatic spending cuts. By lifting statutory caps on federal spending, Congress and the White House have removed a structural hurdle to the annual appropriations process that stymied lawmakers for years while paving the way for a resolution to FY 2020 appropriations. All eyes are on the Senate Appropriations Committee as it begins the process to draft and consider its bills, including those of interest to I-O researchers.

Senate staff have worked throughout August recess in anticipation of rapid consideration of spending bills upon the chamber’s return in September. Senate Appropriations Committee Chairman Richard Shelby (R-AL) indicated his preference for three separate appropriations “minibuses” that would combine individual subcommittee bills. Funding for construction of a wall on the southern border, restrictions on abortion, environmental policy issues, and other perennial sticking points will likely re-emerge during this process. Appropriations subject to partisan disagreement, like the Interior and Environment and Commerce, Justice, Science bills, are also not anticipated to move as quickly as others. The National Science Foundation (NSF) and National Aeronautics and Space Administration (NASA) may op-

erate under stopgap funding if disagreements emerge and are unresolved before the end of FY 2019 on September 30.

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).

NSF Reveals Additional Details on SBE Reorganization Plans

On July 18, Dr. Arthur “Skip” Lupia, assistant director for the Social, Behavioral, and Economic Sciences (SBE) Directorate at the National Science Foundation (NSF), presented to the Coalition for National Science Funding (CNSF) with updates on his plans to reposition the SBE portfolio.

Dr. Lupia, who joined NSF in September 2018, is concerned about attacks on SBE funding in recent years and negative perceptions about the overall importance of some SBE programs. Dr. Lupia’s proposal aims to increase public perception and awareness of the value of basic research in the social and behavioral sciences and highlight that value to policy makers. Initial plans for the proposed realignment include changing the names of select SBE programs and increasing focus on conveying broader research impacts.

During the CNSF meeting, Dr. Lupia provided several examples of SBE-funded initiatives with broader impacts and hinted at the reorganization of the directorate. However, instead of changes to programs being made in September as previously projected, he said that changes to programs would be announced through a dear-colleague letter (DCL) in August or September and begin to affect awards due in 2020. He also forecasted several new initiatives SBE plans to roll out this fall, most of which are updated versions of existing programs, including

- *Human Networks and Data Science*: This program will incorporate previous program activities related to both data science and human networks. It will be based on an evolution of the current [Re-source Implementations for Data Intensive Research in the Social, Behavioral and Economic Sciences \(RIDIR\)](#) program at NSF.
- *Strengthening American Infrastructure*: This program will focus on research that develops collaborative intelligence for planning and tackling infrastructure challenges by incorporating human dimensions from the outset of planning. This is intended to be an NSF-wide program with a major SBE component. Dr. Lupia discussed unintended consequences in infrastructure planning that could be avoided with better and earlier consideration of social and behavioral aspects. As an example, he cited drainage systems set up to prevent house flooding in Houston that ended up flooding streets instead, disrupting first responders.
- *Security and Preparedness*: SBE funds security initiatives across its programs, but SBE’s investment is currently disjointed and decentralized. This program is intended to consolidate these various efforts. Dr. Lupia has made this topic a priority and may seek to provide additional funding in the future.
- *Science of Learning and Augmented Intelligence*: This builds off concepts from the [Science of Learning program](#) and expired [Science of Learning Centers](#) at NSF. In addition to the evolution of these programs, the new effort will include augmented intelligence research or research on how human performance and understanding can be enhanced by technology. Augmented intelligence is meant to be complementary to other artificial intelligence (AI) research efforts across NSF.
- *Ethical and Responsible Research*: This would be an evolution of [Cultivating Cultures for Ethical STEM \(CCE STEM\)](#). SBE intends to have an increased emphasis on ethics and replicability of research.

- *New student programs:* Dr. Lupia is exploring ways NSF could build on the American Political Science Association's [Ralph Bunche Summer Institute](#) (RBSI), which provides support for underrepresented students considering doctoral studies in political science. The new program could target other communities such as veterans pursuing STEM careers.

These concepts are still being developed and are subject to change prior to this finalization this fall. Dr. Lupia added that once these changes have been implemented, SBE will look to leverage their strong brand, ability to pursue risk-oriented research, networks, and peer-review system to attract external partners, including other agencies, for wide-scale research initiatives. Dr. Lupia has recently reached out to the Department of Defense (DOD) and the National Institutes of Health (NIH) as potential partners to advance SBE-supported research going forward.

Lewis-Burke attends CNSF meetings to ensure SIOP members are aware of the latest NSF intelligence and advocacy opportunities. SBE is a major support stream for I-O researchers and Lewis-Burke will continue to report on the Directorate's emerging priorities.

Member Spotlight



Dr. Alexander Alonso of the Society for Human Resource Management (SHRM) and chair of the SIOP GREAT Committee recently testified to the US House of Representatives' Special Committee on Modernization of the Congressional Workforce. During his testimony, Dr. Alonso shared insights regarding best practices in recruitment, retention, and benefits administration with the 11-member congressional committee. The entirety of the testimony is available at

<https://www.c-span.org/video/?461854-1/congressional-staff-diversity-retention>. For more information about SIOP advocacy efforts, please contact Bill Ruch at bill@lewis-burke.com.

Members in the Media

Mariah Clawson

Awareness of I-O psychology has been on the rise thanks to articles written by and featuring our SIOP members. These are member media mentions found from July 1, 2019 through August 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

Adam Grant says [female candidates](#) who interrupt can be deemed too aggressive.

Eduardo Salas, Christina Lacerenza, Allison Traylor, and team are studying challenges facing women in [STEM careers](#).

Popular Press Topics

Nancy Doyle's [documentary series](#), *The Employables* on A&E, follows individuals with conditions such as autism or Tourette Syndrome's as they experience the highs and lows of finding a job.

There are two differing ways people [process death](#), according to **Zhenyu Yuan, Lisa Baranik**, and **Robert Sinclair**.

Steven Rogelberg's book *The Surprising Science of Meetings* is on Strategy+Business' summer "top 10" [reading guide](#).

Employee Management, Motivation, and Turnover

Liz Supinski says [external workers](#) are not anxious to become internal workers.

The best thing people can do during a holiday weekend is [separate themselves](#) from work, says **Chu-Hsiang Chang**.

Patricia Grabarek explains how [technology](#) and best practices can help alleviate the risk of employee burnout.

[Cognitive ability](#) is a better measurement of job performance than emotional intelligence, according to Adam Grant.

Sharon K. Parker and **Ying (Lena) Wang** suggest when to [take initiative at work](#).

Employee Burnout, Work-Life Balance

Mikki Hebl explains why you may be missing [benefits of true friendship](#).

Adam Grant highlights the [overlap](#) between your happiness and the world's needs.

Employees who doubt their abilities are likely to have [problems with work and family life](#), according to **Lisa Sublett** and **Lisa Penney**.

Mindy Shoss, **Rebecca Thompson**, and **Alper Kayaalp** share how employers can [reduce work-related stress](#).

Jan P. de Jonge says burnout is worsened by [the daily commute](#) to and from work.

Margaret Beier, **Jackie Torres**, **Gwenith Fisher**, and **Lauren Wallace** found when an older worker's mental abilities and job demands [don't match](#), early retirement becomes more likely.

Leadership, Management, and Organizational Culture

Jeremy Wortman shares how [science](#) can help hire the right employees.

Nathan Mondragon asks if companies should [hire for culture fit](#) and if so, how.

Organizations with a high level of trust have [less gossip and rumors](#), **Ronald Riggio** says.

Alexander Alonso's new book explores everyday annoyances and the perils of [workplace pettiness](#).

Juergen Deller says it's beneficial for companies to [make changes](#) to keep people on board.

Arthur Brief and **Amy Wrzesniewski** explore the [purpose of work](#).

Membership Milestones

Jayne Tegge Mem

Members are the heart and soul of SIOP and are greatly appreciated for their interest and contributions. An impressive list of distinguished members has been with the Society for 25 years or more. To recognize the contributions and loyalty of these dedicated members, SIOP has developed an initiative called the Sterling Circle. Sterling Circle members are honored in several ways and can be identified at SIOP events with a special ribbon on their badges. Learn more about the Sterling Circle [here](#).

The life blood of any organization lies in attracting new members who bring a special enthusiasm and interest. Membership in SIOP is growing, and we take great pleasure in welcoming our newest members. They comprise a wonderful mix of former Student Affiliates upgrading to full membership and professionals, including those who previously were Associate members and International Affiliates. SIOP looks forward to these new members' participation on committees and conferences as they experience the value of membership in the premier organization for industrial and organizational psychologists.

New Sterling Circle Members

Gregory Aarons	Ian Gellatly	Elizabeth McMillan
James Armatas	Mitchell Gold	Catherine Middendorf
Darin Artman	Mark Griffin	Robert Morrison
Marcia Avedon	John Hollwitz	Tina Sprouse Murphy
Paul Baard	Gregory Huszczo	Linda Neider
Marie Barnes	Sarah Johnson	Richard Nemanick
David Bernal	Kenyon Jordan	Ren Nygren
Paul Bernthal	Timothy Judge	Jone Papinchock
Naina Bishop	Michael Judiesch	Elissa Perry
Jeffrey Boyd	Johan Julin	Christopher Reilly
Kevin Bradley	Arno Kolz	Mitchell Rothstein
Eric Brasher	Tara L'Heureux-Barrett	Dana Shelton
Susanne Bruyere	James Lamphere	David Snyder
Diana Clarke	Amie Lawrence	Catherine Sonderman
Shane Connelly	Marcie LePine	Annette Spsychalski
Jennifer Deal	Lori Lewis	Mary Suszko
David Dickter	Chris Lovato	Robert Tett
Peter Dominick	Randall Lucius	Aharon Tziner
Dennis Faust	Mark Ludwick	David Wagner
John Fennig	Tony Machin	Brian Welle
Gwenith Fisher	Fred Mael	Marta Wilson
Roseanne Foti	Conrado Marion-Landais	Naomi Dyer Yount
Heather Fox	David Mayfield	



I enjoy being a member of SIOP because SIOP provides me with an opportunity to network with professionals from my field of interest. As a member of SIOP, I am provided with excellent professional resources important to my professional development. Finally, I am able to enact positive social change through my professional and personal engagement as a member of SIOP.

New Professional Members

Jennifer Acosta
Julio Ibeh Agbanyim
Simon Albrecht
Clark Amistad
Lameika Armstead
DeAnn Arnold
Maria Bane
Emily Baron
Lauren Bidwell
Misipati Bird
Michael Boudreaux
Lidiane Bridges
Kimberly Brink
Candice Burney
Caitlin Burton
Tyler Cahill
Ann-Marie Castille
Brianna Caza
Melissa Chamberlin
Ho Kwan Cheung
Michael Chitwood
Inchul Cho
Eddie Chua
Meredith Coats
Quentin Coppler
Shayn Davidson
Anthony Decoste
Abida Dhanani
Clemente Diaz
Ashley DuPuis
Julia Engelsted
Michael Ewing

Rajitha Fernando
Gail Figaro
Michaela Fisher
Justin Fisher
Alexandra Flagg
Thomas Frederick
Lisa Freeman
Daniel Freschi
David Geller
Eurachia Gibson
Lauryn Girgenti
LaKesha Givens
Alexander Glosenbergl
Christine Good
Michelle Goro
Nichelle Grannum
Dion Greenidge
Paul Gregory
Erica Greim
Kate Grey
Elizabeth Grimaldi
Sara Gutierrez
Cristopher Hain Prada
Aimee Harris
Carolyn Hass
George Hay
Christine Healy
Brenna Hearn
Denessa Hernandez
Regina Herpin
Michael Hoffman
Cady Holmes-Muskovin

Catherine Honig
Nicholas Howald
Jinyu Hu
Maan Jamil
Sherry Jennings
Ye Ra Jeong
Rebecca Johnson
Brandon Johnson
Tanya Joyce
Conilyn Judge
Mia Juerkes
Samuel Kaminsky
Melissa Keith
Jayoung Kim
Jordan Kirkland
Adam Kirvan
Harry Kohn
Bryant Kuehner
Lauren LaBat
Peggy Lanum
Rebecca Lawrence
Erin Laxson
Leanne Shan Hui Lee
Hannah Lee
Li Lin
Sam Lipsky
Linda Lombardi
Shane Lowery
Jeremy Lucabaugh
Tonya Lucas
Drew Mallory
Patrick Maloney

Archana Manapragada
Gary Mangiofico
William Manning
Karen Marando
Mackensie Markes
Eric Marko
Jessica Marsh
Laura Marshall
Chad Marshall
Cynthia Maupin
Yevgeniya Mazlina
Charn McAllister
Meghan McClimon
Jessica McClure
Kara McCord
Kevin McGourty
Andrew Meltzer
Ashley Membere
Eric Mercer
Erin Merideth
Matthew Mol
Melissa Monney
Kelle Moracz
Nathaniel Nakashima
D.J. O'Donnell
Steven Oliveira
Michelle Oman
Mehmet Orhan
Daniel Osborne
Siegmar Otto
Kyle Page
Cari Pannell
Semin Park
Breanna Paynter
Gretchen Petery
Jason Pettus
Nigel Pugh

Amanda Quijada-Crisostomo
Tannaz Rahman
Linda Rakowiecki
Curtis Rasmussen
Jacob Redding
Kelsey-Jo Ritter
Jose Rodriguez
Alanna Roesler
Valerie Rogers
Lara Roll
Robin Rosenberg
Beka Rozenberg
Carlos Ruales
Stephen Salaka
Olaguibel Sampogna
Diane Samson
Tiffany Sanchez
Vishal Sangale
Sakshee Sani
Tara Schlacter
David Sexton
Lisa Seyfried
Swati Sharma
Siwen Shu
Phyllis Siegel
Stacy Sim
John Slifka
Matthew Sloan
Nicholas Smith
Christine Smith
Jessie Soderquist
Aaron Sour
Ederick Stander
Mark Straetmans
David Swiderski
Nazanin Tadjbakhsh
William Tanner

Olya Taran
LeClaire Teets
Jeffrey Terry
Shannon Thomas
Sarah Thomas
Caitlyn Toretto
My Tran
Allison Tringale
Dana Unger
Marc Vicino
Jordan Viera
Marlee Wanamaker
Meghana Warren
Ilene Wasserman
Kira Wenzel
Sheryl West
Jessi Wheeler
Kimberly White
Wade Williams
Carolyn Winslow
Hillman Wirawan
Mikhail Wolfson
Richard Woodruff
Romaine Wright
Tyler Wurtz
Georgi Yankov
Zhenyu Yuan

**Associate-to-Member
Pathway Members**

Michelle Goro
Sara Gutierrez
Yoshima Somvanshi