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## Editor's Column: That Fall Feeling

**Adriane M. F. Sanders**



By the time you're reading this, most of us tethered to academia in one way or another will be approaching fall break. However, as I write this, the semester still has that new car smell. Like any other seasonal tradition you may honor, this time feels both new to the current year but familiar to the body and our rhythm as academics. The excitement of all my graduate students from their first weeks back to class is still heavy in the air. My first-year, incoming students and my second-year (nearly outgoing) students share very similar emotions, but from entirely different perspectives—fresh energy, hope, optimism, a little anxiety, determination, and drive. I know these emotions because I have them too. I've gotten some version of them every year since my first fall semester as an undergraduate entering freshman year. However, I must admit, I was a little worried about this year.

As a faculty member, my fall excitement usually starts during the presemester meetings where all the faculty are back on campus, finalizing courses and celebrating new hires, promotions, and longevity milestones. Yet, I had only glimmers of that this year. As a program director, professor, editor, and mother to a toddler and a new puppy (What were we thinking??), I left for summer break feeling burnout (and I mean burnt to a crisp). Summer was filled with the usual highs and lows of equal parts joy and exhaustion that accompanies my privilege of being able to stay home with our daughter all summer long. There was momentary bliss in being absolutely present during summer traditions of creek stomping, mud kitchening, sno-cone slurping, and hammock reading, followed by the waves of anxiety and guilt of feeling behind on research and other work projects that never find space during the busy school year. It feels a bit like trying to shift into third gear but not fully seating the gearstick. You push on the gas again only to hear that awful revving and grinding sound but not actually get anywhere. And so, that's how the summer continued, ups and downs, until we were back at fall, and I was a bit resentful about it all. I was happy to welcome new faculty to campus and see returning friends and colleagues, but also had a sinking feeling in the back of my mind: This is how it happens, the onset of "jaded professor" syndrome. I've lost my luster, my zeal for my profession with which I have so strongly identified. But then it happened. The students came to campus, they logged into their online classes, they talked about their hopes and plans for the near and distant future, why they are in my class, why they're in an industrial-organizational psychology grad program, and what they wanted to do on the other side of it... and I smiled a big goofy smile and did a happy dance right there. I had finally caught that new fall vibe. May we all catch our second wind as we approach the break!

This issue is full of reflection—about the past, present, and future. In *Max. Classroom Capacity* (Naidoo), we have a special interview with Dr. Jose Maria Peiro (SIOP’s 2022 Distinguished Teaching Contributions Award winner) sharing experiences from his decades-long career. *The Bridge* (Brodersen et al.) provides a suspenseful case study (and model of best practice) of practitioner experiences navigating the early waves of COVID-19 in NYC’s Health Hospitals. (I’m not joking when I say I caught myself holding my breath more than once as I envisioned myself working alongside the authors.) We then look at what the future holds in *The Academics’ Forum* review of the Dobbs ruling in the context of recruiting, retaining, and supporting female academics in an industry “infamous for gender disparity” (Maupin & Chawla). The reflection continues in the remaining features. [Risavy et al.](#) take a novel yet accessible approach to address the perennial research–practice gap. And [Mishra et al.](#) assess the trajectory of global, international, and cross-cultural representation in SIOP’s Annual Conference from 2004 to present.

I’d like to end my column similar to how it started. With all that fresh fall feeling, I can’t help but notice someone is missing from the conversation...our students! In the past, *TIP* has had a group of student volunteers manage the *TIP-TOPics* column. Given the immediate goals of the publication, we temporarily paused sending out the call for a formal, recurring set of student columnists. However, this doesn’t mean we don’t want to receive article submissions from our students for each issue! Though these can certainly be articles about student research and teaching experiences, they can also be more experiential in nature, regarding the unique opportunities and challenges of being a modern graduate student in 2022. It is my hope that having a decentralized method of soliciting student-written articles will increase the breadth of representation of the student experience: the doctoral student in the thick of “dissertating,” the nontraditional student returning to graduate school while working and/or caregiving, the fully online graduate student, the part-time master’s student, first-year students still unsure of the breadth of the field and their interests, students on the verge of graduation, all things related to THE job search, and everything in between. Collaborations among student authors (within and across institutions) are welcome and highly encouraged. As with any *TIP* submission, if you have an idea for an article, but aren’t sure if it’s right for this outlet, or have other questions, please reach out. We’d love to hear from you!

*Happy Fall y’all!* (Sorry, I couldn’t help myself.)

## President's Column: Autumn Fruition

Mo Wang

In the garden, Autumn is, indeed the crowning glory of the year, bringing us the fruition of months of thought and care and toil.

-Rose G. Kingsley, *The Autumn Garden*

Happy Autumn, SIOPers 😊

Before I start this column, I would like to congratulate everyone who has submitted or is in the process of submitting to the 2023 SIO Annual Conference. I share your pride as you see your work come into fruition and celebrate your hard labor as it nurtures the fertile ground where the science and practice of I-O psychology root!

In this column, I would like to share updates related to two aspects of SIO business where our recent efforts are bearing fruition as well. First, with “*Go Beyond*” as my presidential theme, SIO has been making important progress in cultivating an international landscape for SIO’s operation and expansion. The newly established Committee on SIO Virtual Programming for the Great China Region (<https://www.sio.org/Events-Education/China>) has been working very hard to set up the program for its first year (academic year 2022–2023). So far, about 20 institutions in the Great China Region have signed up for this program, and we are still receiving many inquiries and interest. During the first year, the program will deliver monthly synchronous workshops via an exclusive channel for institutional members. Recorded workshops will also be available on demand. Moving forward, SIO will aim to further include short courses and small conferences as part of the program in the coming years. I thank **Daisy Chang** (chair of the committee), **Tingting Chen**, **Yanjun Guan**, **Yueng-Hsiang Huang**, **Wen-dong Li**, **Junqi Shi**, **Jie Wang**, **Lin Wang**, **Yongyue Wang**, **Xiang Yao**, and **Yue Zhu**, for their tireless work on this committee. This work has also inspired SIO to explore similar opportunities in India, currently managed by a task force led by **Reeshad Dalal**.

Second, in the past several months, SIO has also made important strides in helping shape national/federal-level policies on AI-based assessment. Currently, we have two working groups that are engaging with members of the EEOC to address the topic of AI in hiring. In February, I gave a presentation on fallacies related to using the common adverse impact ratio in AI-based assessment to EEOC Commission Chair Burrows’ office. In April, EEOC Commissioner Sonderling and his senior counsel attended the annual conference and had a fruitful discussion with SIO’s Task Force on AI-Based Personnel Assessment and Prediction, led by **Christopher Nye**. In June, SIO’s Professional Practice Portfolio also organized a work group led by **Tracy Kantrowitz** that provided a SIO debriefing for EEOC on the topic of AI-based assessment and UGESP. Via these continuous communications, we are making sure that SIO’s expertise on personnel assessment and selection is recognized and advocating for policy making related to AI-based assessments. I-O psychologists ought to feature as a leading scientific force for the development and evaluation of AI-based assessment.

Now, circling back to the annual conference in Seattle, we had 4,132 conference attendees (3,053 in-person and 1,027 virtual), which represented a huge jump from our pandemic years (3,154 in 2021 and 2,143 in 2020). Big thanks go to **Scott Tonidandel** (Conference Portfolio Officer), **Whitney Morgan** (Conference Chair), and **Richard Landers** (Program Chair), as well as many, many others for making the conference successful.

As the Conference Portfolio and SIOP Administrative Office are working hard to prepare for the Boston conference, I would like to use the opportunity to sensitize you with some of the difficulties the conference team faces so that there is good appreciation on how hard and financially costly it is to host a great conference:

- Streaming a single room in Seattle cost approximately \$20k. If we were to stream all of the concurrent session rooms, that would cost \$400k. That is why we have to limit the number of rooms for streaming service.
- Event audiovisual services are usually quite expensive. A small screen and projector can easily cost more than \$700 per day, plus labor for installation and removal. Even something as simple as a power strip with an extension cord can be priced at \$60 each.
- Every year, we are trying our best to include and accommodate as many receptions and events at the conference as possible. However, the food and beverage costs grow significantly as a result, especially given the skyrocketing inflation.
- Other super expensive items may include Wifi, breaking down rooms (transforming them to a different set-up), and coffee breaks (e.g., a gallon of coffee can cost \$100, \$125, even \$150, depending on the venue).

All this is to say that running the SIOP conference is no small task, and we are grateful for conference attendees' trust in us to keep our conference financially viable. Although there is still some way to go to fully recoup our historical high of 5,500+ attendees in 2018, with the conference team's diligent work, I am optimistic that our conference in Boston next year will be a big success!

## Max. Classroom Capacity: An Interview With Dr. José María Peiró

Loren J. Naidoo  
California State University, Northridge



Dear readers,

Welcome! I am just back from the SIOP conference in Seattle (at the time of writing). It was great (albeit strange) to be back at SIOP in person. I hope you also had a chance to attend. One highlight for me was seeing and meeting Dr. José María Peiró of the Universitat De Valencia in Spain. Dr. Peiró is the founding director of the University Research Institute of Human Resources Psychology, Organizational Development, and Quality of Working

Life, and a former president of the International Association of Applied Psychology. Dr. Peiró holds a PhD from the Universitat De Valencia, as well as honorary doctorate degrees from the Methodist University of São Paulo in Brazil, the Miguel Hernández University of Elche in Spain, Maastricht University in the Netherlands, the Universidad de Coimbra in Portugal, and Universidad Nacional Federico Villarreal in Peru. Dr. Peiró is the 2022 recipient of SIOP's Distinguished

Teaching Contributions Award—as far as I can determine, he is the only winner of this award from outside of the United States.<sup>1</sup> I am delighted to say that Dr. Peiró has generously agreed to speak to me for this column. Our lightly edited conversation is below.



*Dr. Loren J. Naidoo:* Dr. Peiró, congratulations on receiving the 2022 SIOP Distinguished Teaching Contributions Award! It is an honor to speak with you for Max. Classroom Capacity! My first question for you is, how were you introduced to the field of industrial and organizational psychology?

*Dr. José María Peiró:* I graduated in philosophy and then in psychology. My master's thesis in psychology was on the cognitive psychology approach to intelligence measurement and then in my PhD program I focused on the contribution of James Mark Baldwin, an American functionalist psychologist, paying special attention to his influence on the work of Jean Piaget. Then I was initially trained in general psychology and in history of psychology. However, at the end of the 1970s, one Spanish professor who had worked several years at the Max Planck Institute at Munich, Prof. Vicente Pelechano, drew my attention to the developments of organizational psychology, and also Professor Carpintero, my mentor, encouraged me to pursue a career in those areas, as they both were aware about the need of stronger developments of this discipline in Spain, given the social, economic, industrial structure, and labor market changes that were occurring in Spain. I remember that two important sources at that time for my study were the *Handbook of Industrial and Organizational Psychology* by M.D. Dunnette (1st edition) and the one by Katz and Kahn, *The Social Psychology of Organizations*. Then, I initiated a research project on the context and processes of the relationships between role incumbents and their role set members, their role performance, and role stress. A couple of years later, I started to teach one introductory course on work and organizational psychology, and in 1983–84, my 2-volume

[\*Psicología de la Organización\*](#) was published by the Spanish Open University publisher (1st edition 1983–84; 5th edition 1993; then nine reprints came over the next decade). In total, more than 15,000 copies were sold, and this handbook was studied in several Spanish universities (including, of course, Open University), both in psychology and in management (OB courses). It was also widely used in Latin American countries.

*LJN*: At the time that you were studying, how well-known was the field of I-O psychology or work and organizational (W&O) psychology in Spain and Europe?

*JMP*: At that time in Europe, and also in Spain, psychotechnics and work psychology were well known, studied, and practiced. This is not surprising, as a number of founders of our field were Europeans such as Munsterberg (Germany), Myers (UK), Lahy (France), and Emilio Mira y Lopez in Spain. In 1920, a number of European psychologists founded the International Association of Psychotechnics (later named as International Association of Applied Psychology: IAAP; see [Carpintero, Ardila & Jaco, 2020](#)). At the time I studied in Spain (1971–1976), industrial psychology was well established, especially in areas such as personnel selection, training, work psychopathology, work rehabilitation, and human relations. However, organizational psychology was hardly developed. In Europe, there were significant research developments, professional practice and education with several country traditions with limited mutual knowledge and interaction among them. The multiple languages in Europe made it difficult to communicate across countries. A number of countries were often focused on following the developments in the United States and UK, whereas those influenced by the francophone tradition focused on France's developments. In the US, there was some interest in knowing the European developments. In the obituary for Charles de Wolff, [Milton Hakel \(2021\)](#) reported the contribution de Wolff provided through the 1976 article with Shimmin, titled "[The Psychology of Work in Europe: A Review of a Profession.](#)" This publication was followed by a book, [Conflicts and Contradictions: Work Psychology in Europe](#), edited by de Wolff, Shimmin, and Montmollin (1981). The title indicates a clear view of the situation in Europe both intellectually—with conflicts of different types, including ideological—and with a clear need of strengthening cooperation in the discipline between the scholars of European countries. Interestingly enough, the cooperation to prepare this book was seminal for the foundation, in 1981, of the European Network of Work and Organizational Psychology professors (ENOP), with 2–3 members per country to promote mutual knowledge, interaction, and cooperation at a European level. I was honored to join this prestigious network in 1985, with the support of Professor Jose M. Prieto.

*LJN*: After you completed your dissertation at Universitat De Valencia, did you immediately go into academia? What drew you to a career in teaching rather than, for example, pursuing a career in industry?

*JMP*: When I started my studies in psychology, I already had a clear goal to pursue: My calling was to develop an academic career combining research and teaching. In addition, I was attracted especially by several fields of applied psychology. However, I was also convinced that it was important first to develop a solid education in cognitive psychology and also in the history of psychology. In these fields there were prestigious professors at the University of Valencia. My

master's thesis (Tesis de licenciatura) was on the cognitive approach to the measurement of intelligence, and soon after defending it, a position opened as assistant of the History of Psychology chair, under the leadership of Professor Carpintero. Without a doubt, I applied to it, as I was really impressed by the work of Professor Carpintero and his teaching. I succeeded and was hired. Then, with my PhD thesis, my research and teaching turned toward the history of psychology. In this area, I supported Professor Carpintero in the creation of *Revista de Historia de la Psicología* (1980), now a leading journal in the field in Europe. Moreover, with the support of a research grant that we received from the Joint Committee USA–Spain, we both attended the APA Convention of 1979 held in New York, and after it, we paid a visit to leading scholars in psychology (B.F. Skinner in Boston and Professor Brozek, a historian of psychology at Lehigh). We also visited prestigious researchers in history or sociology of science, such as Robert K. Merton in New York, Derek J. de Solla Price at Yale, Barbara Ross in Boston, and Morton Small, vice-president of the Institute of Scientific Information in Philadelphia, as we were interested in a “scientometric” approach to the history of psychology. Soon after that trip, I became a member of APA and also of its Division 14: Society for Industrial and Organizational Psychology.

When I started as an assistant at the University of Valencia, the wage was really meager, and then I had to do some work as an applied psychologist, or rather by “applying psychology.” I participated in a community development program in Torrent, a town close to Valencia, where I was born. Along with some other psychologists, I also initiated a work cooperative to provide psychological services to the 10 schools of the town. My contributions (part time) focused mainly on the organizational facets and some management. These experiences created the breeding ground for the positive reception of the suggestions already mentioned from Professor Pelechano, as well as the support and nudging from Professor Carpintero. In 1979, I decided to work full time at the university, and then I initiated my work in organizational psychology, both writing the *Handbook* and starting my own research program in W&O psychology. During that time, after the transition to the democracy in Spain, a new university law created the conditions to facilitate university–business cooperation, and then, the development of applied research, transfer, and consultancy projects. This new opportunity, which has grown across years, offered excellent opportunities for my own academic and research activities and those of my team. It has made it possible to ground our studies, teaching, and interventions not only on solid theories and empirical evidence but also on practical needs and demands. The cooperation with several businesses and public organizations in a wider array of industries and sectors during 4 decades has been really fruitful.

*LJN:* I have SO MANY questions about your meeting with B.F. Skinner, but I'll have to ask you those on another occasion! You have had a long career as an educator and have impacted the lives of many of your students in very profound ways. What are some teaching experiences that stand out to you? What are some of the teaching accomplishments of which you are the most proud?

*JMP:* In the way of understanding my teaching I always have considered a number of core components. The teaching needs to be grounded in scientific knowledge: both scientific theories and rigorous empirical evidence. Here critical thinking is essential. A second core component is to take into account the context. When I was writing the *Handbook of Organizational Psychology* I re-

viewed a huge number of articles, books, and book chapters, and I always had in mind how the knowledge I learned there would fit and be useful, or not, in the Spanish context and culture. The third component is that just before the class I always ask myself: “What are the key messages I want to convey, and who are the people I want to share them with?” In addition, I ask myself: “How can I stimulate their interest on the issues and topics, and finally, what may be the resources that they can bring to learn the topic we are going to work on?” It is my conviction that assuming a Y theory of the student instead of an X theory is really productive and fruitful.

In what concerns your question about the teaching achievements I am most proud of, I must say that they are in fact “learning-together-with-students-and-other-teachers” achievements. For instance, in 2001, we initiated a joint PhD program together with other Spanish universities (UCM, Madrid, U. Barcelona, U. Sevilla and U. Jaume I of Castellon, coordinated by our team at the University of Valencia). We really focused on educating the PhD candidates for research and stimulated studying abroad during a period of their studies. Soon we achieved the “Quality Recognition” of the Spanish Ministry of Education, and that was important to receive granted candidates from several Latin American and European countries. This program, with several adaptations that were required by changes in Spanish laws, is still in place with great achievements. During more than 20 years it has kept the recognition of quality from the Spanish Ministry, in different ways, according to the changes in laws and regulations. Over this time, the contribution and learning innovations carried on in cooperation between students and the teaching staff to improve the ways of learning and teaching have been fruitful and enriching to all of us.

Another achievement I am really proud of is the Master Erasmus Mundus of Work, Organization and Personnel Psychology. It is a master program delivered by a consortium of European universities (Barcelona, Bologna, Coimbra, and, during some years, Paris-Descartes) and coordinated by our team in Valencia University (we also are proud to count several U.S. universities such as Baltimore, Florida Institute of Technology, Illinois Institute of Technology, Puerto Rico University and also Guelph University in Canada and Brasilia University in Brazil, in former times, Portland State and San Jose Universities as cooperating members of the consortium). Since 2005 we have been awarded the quality label Erasmus Mundus four times (the current one will last until 2026). This award means that we obtain funding from the European Union to grant highly talented students from all over the world every year, with special resources for students from low-income countries. It is really a great international and cross-cultural experience that also involves a number of highly prestigious international teaching staff. I cannot describe here what a thriving experience it has been to work all of these years in this master program, but people who are interested can find additional information [here](#) (see also [Martínez-Tur et al., 2014](#)). The master program has been acknowledged by the European Commission as a success story of the European program and as an [example](#) of good practice. Two peak activities of this master are the winter school and the practicum/internship that every student performs as part of their education with special attention to practice the competences included in the European Psychologists’ competences framework (Europsy, see [Lunt et al., 2014](#)). A description of these two activities and their adaptation during the COVID-19 lockdown can be found in the [APAW Bulletin of IAAP](#).

A third excellent experience in the field of teaching is the most recent project we have initiated in cooperation with the University of Maastricht (coordinating institution), the University of Leuphana, and U. of Valencia to launch the [International Joint Master of Research in Work and Organizational Psychology](#) that soon will start the fourth edition.

I have also participated in an EU founded project to promote a master's in "Psychologie du Travail dans des universités du Maghreb (MPTUM)" and in several tempus programs for the mobility of South African PhD and master's students to Europe. In total, leading or being part of several university consortia, I have contributed to raise more than 25 million Euros from the EU, to promote international education programs. I see this as a great cooperative achievement because most of this money has been just directed to support bright students from low-income countries all around the globe, and I know that it has been instrumental for their education and in a good number of cases also changed their lives. It has been a great reward to experience how eager these students are to learn and how dedicated they are. It is great to accompany them, in cooperation with many other colleagues, in their learning adventure and in the development of their careers.

I am fortunate because some students, often several years after they have finished their master's or PhD studies, come back to me and express their gratitude. I treasure these testimonies as the greatest award and recognition I ever have received. Let me just share one of those messages with you:

The professional credibility I am enjoying here in NZ can be traced to competencies acquired during the Erasmus Mundus programme... You deserve to be proud of your accomplishments in creating equity in opportunities for W/O psychologists from the developing and developed countries. You have been doing "God's Work." Thank you for the life you have changed. Families in the developing world that are dependent on your former student for one form of support or the other would also be grateful. God bless you, family, and your unborn generations.

You can imagine the joy and feeling of gratitude from my side when I receive messages like this one.

Finally, I would like to share with you some reflections that the leading team of the Master Erasmus Mundus and the teaching staff have reflected upon and lives in our work. Our philosophy and mission are to contribute to educate scientist-practitioner WOP professionals that may care for, sustain, and enhance the human capital of nations that is being promoted in their educational systems. One of the achievements of the [United Nations Millennium Development Goals](#) is that "the literacy rate among youth aged 15 to 24 has increased globally from 83 per cent to 91 per cent between 1990 and 2015. The gap between women and men has narrowed." The risks, in our view, are that these achievements may be lost or deteriorate if workplaces are not decent, humanized, and properly managed. That requires competent professionals in people management and development. Hence, an important need is to create workplaces that provide decent work and flourishing opportunities—and this should be provided by W&O psychology experts in companies and workplaces. We aim to make this happen, and to do so we pre-

pare professionals that will help companies and workers to develop a human work context, with especial attention to the low-income countries.

To further progress on this endeavor, it is important that we pay attention to balance the interests and demands on our discipline raised by different stakeholder's groups, beyond management and shareholders. It is also a worthy goal to provide a GLO-CAL (global and local) view of the demands for I-O psychology. We need to pay attention to the multiple regional contexts of the work and business realities for an international education of our students. If we become aware of these needs, we most probably will turn from the inside out our view on the participation of foreign students from different regions of the world in our education programs. They are blessing resources that may provide fresh and contextualized views of the challenges, demands, and opportunities for our discipline in different parts of the world; they may also bring the views of their former teachers, and in some occasions also professionals working in their countries. Thus, they enrich and provide inputs that may be relevant for the education of the professional and scientist of our discipline. It also may draw our attention to the huge contribution that we, as a science and a profession, can make to the more than 65% of workers working in informal, low-quality, and nondecent work nowadays all over the world. The education of I-O students in "dialogue" to consider the implications raised when becoming aware of the multiple demands our discipline may pay attention to is really challenging for just the mainstream approaches. This may become an important contribution to the progress of the Strategic Development Goal #8 that aims for decent work for all. The *Global Organisation for Humanitarian Work Psychology* (<http://gohwp.org>) and the *Alliance for Organizational Psychology* (<https://alliancefororganizationalpsychology.com>) are platforms that may help the work of those professionals, researchers, and academics who may be interested in becoming involved in this important issues.

LJN. Dr. Peiró, thank you so much for sharing your experiences with us!

Readers, as always, please email me with comments, feedback, or just to say hi! [Loren.Naidoo@csun.edu](mailto:Loren.Naidoo@csun.edu)

### Note

<sup>1</sup> Although other winners have worked outside the US, Dr. Peiró is the only winner based outside the US.

*Be sure to check out the next issue of TIP in January for an interview with Dr. Peiró by **Liberty Munson** in her SIOP Award Winners column.*

## Opening Up: Are Large-Scale Open Science Collaborations a Viable Vehicle for Building a More Cumulative Science in I-O Psychology?

**Christopher M. Castille**  
**Nicholls State University**



As I'm writing this entry into *Opening Up*, SIOP's column devoted to all things open science, I'm also attending the annual conference for the Academy of Management. This is a virtual-only attendance for me because on the morning of my flight to the Academy conference I was unfortunate enough to test positive for COVID-19. Although my conference plans were derailed, there was one positive development I can remark upon. Professional societies, such as SIOP and AOM, have normalized virtual options for developing professionally while socially distancing. The huge inequities revealed by the COVID-19 pandemic have brought about sweeping changes that, at this moment, I'm grateful for and benefit from. Specifically, being positive for COVID-19 has caused me to shift toward attending only the virtual sessions that I can access—sessions that I honestly had no plan to attend prior to receiving a positive test result. Despite being COVID positive, I have been fortunate enough to make small contributions, such as participating in these virtual sessions and helping a coauthor manage a presentation that I was supposed to lead.

As luck would have it, there were several virtual sessions on open science that I could attend. One session I attended was on the topic of metascience and technology and featured tools for conducting semiautomated meta-analysis with metaBUS (see Bosco et al., 2017) and integrating redundant theories in the social sciences with TheoryOn (see Li et al., 2016). Another session was on using open science to publish in management journals (e.g., how to use tools such as the Open Science Framework to preregister a study). This session featured a plethora of journals that have adopted the two-stage review process known as *registered reports*, where theory and methods undergo a rigorous peer review prior to a conditional acceptance made by a sponsoring journal. Both sessions featured excellent speakers showcasing fascinating tools for creating a more cumulative knowledge base, testing and integrating theories, and building a more robust science. The content and presenters did a fantastic job reminding audiences of the need for more widespread use of open science in our field and for building a community to support these research avenues. This is great because although scholars across the social sciences have increasingly adopted open science practices (Christensen et al., 2019), a common observation in management and organization studies is that open science practices are used infrequently (Aguinis et al., 2018).

How to capitalize on this enthusiasm for open science and encourage more widespread adoption of open science practices throughout I-O psychology and related fields? Journals obviously play one role by rewarding the use of open science practices (e.g., registered reports, required disclosure of preregistration), and such top-down influences are certainly welcome for benefiting our science. Still, are there bottom-up or grassroots influences that might also be valuable for promoting the uptake of open science practices?

With this backdrop, in this entry of *Opening Up* I would like to pose a broad question for critique by *TIP's* readers as well as share narrower related questions: Would a large-scale open science collaboration among I-O psychologists be a viable vehicle for building a more cumulative and robust science for I-O psychology? Examples of these big team science efforts are plentiful, having become popular in several sciences (often termed multisite collaborations). They include the now well-known Open Science Collaboration (2015), which sought to replicate 97 effects from top psychology journals and found that 36% were replicated; the Many Labs studies led by Nosek and colleagues (Many Labs 2–5, see Williamson, 2022); the Reproducibility Project: Cancer Biology, an initiative that set out to replicate 50 highly influential studies in oncology (see Davis et al., 2018); the Psychological Science Accelerator, which provides the infrastructure to execute multisite collaborations (see Moshontz et al., 2018); and the Collaborative Replications and Education Project (CREP) Initiative, an initiative to leverage replication in teaching students research methods (see Grahe et al., 2013). If this brief small sample of fascinating initiatives sounds intriguing to you, then I strongly recommend reading Uhlmann et al. (2019), who discuss crowdsourcing research as a means of spurring multisite collaborations.

Why not attempt something like these initiatives within the I-O psychology content area? What if we pooled our resources (e.g., access to participants, our skill sets) to conduct more highly powered tests of key effects that are broadly relevant to our field? Could this be a valuable supplement to current undergraduate, master's, and doctoral education training? For instance, following the CREP initiative, what if our students had to conduct a replication (preferably direct or constructive; see Köhler & Cortina, 2021) as part of attaining their degree, or at least help collect or analyze data? Such initiatives could not only build in replication but independent verification of findings via verification reports (i.e., reports where the findings of a manuscript are independently reproduced). Although conducting such replications and verification may be difficult for any single team, several teams pooling limited resources can facilitate more widespread replication and verification research. Such a standard practice throughout our field could help students gain a deeper appreciation for the methods that define our discipline, nicely supplementing the education occurring within academic institutions, and potentially generating new research ideas in the process.

Why might these collaborations be so important for our field to execute? Multisite collaborations have emerged as a pragmatic, if challenging, solution to key methodological challenges, including (a) achieving sufficiently high statistical power for testing hypotheses/generating precise estimates of effects, (b) assessing the generalizability (i.e., boundary conditions) and replicability of effects, (c) promoting the uptake of open science practices, and (d) promoting inclusion and diversity within the research community (Moshontz et al., 2018; Uhlmann et al., 2019). It is the third point—promoting greater uptake of open science practices—that I find so intriguing. In order to conduct high-powered multisite replications, sharing research materials (e.g., measures, code) is essential to executing replications. Not only would such collaborations cause a broad sharing of skill sets, but scholars contributing to these initiatives can learn more open science tactics that they can then take into their own research areas. Such collaborations may also be helpful for scholars from institutions with minimal resources (e.g., small, regional-focused, or teaching institutions) to nevertheless make small but meaningful contributions to

our discipline. It may also include scholars from other countries, whose contributions are essential to probing the generalizability of claims in our field (see Moshontz et al., 2018). This inclusive element to multisite replications in I-O psychology is hard to overlook.

**Please Tell Us What You Think:  
Why Not Start a Large-Scale, Open Science Collaboration in I-O Psychology?**

What are the kinds of challenges that may arise in executing such a large-scale, multisite replication initiative, and how have these been overcome? Is there a way to include field settings in such an initiative without compromising competitive advantages or breaking employment law (e.g., violating General Data Protection Regulation in the European Union)? We do have at least one positive case where multisite collaboration has occurred within the field, albeit in lab settings (see the journal *Leadership Quarterly*, which has a few examples of collaborations occurring across sites; e.g., Ernst et al., 2021). What would it take to see more of this occurring in both lab *and* field settings in content domains relevant to I-O psychology? What are the key limitations of executing multisite replication initiatives in I-O psychology research? Could such an initiative bring together even stronger collaborations between academics and practitioners in our field? Or might it weaken our relevance to practice (see Guzzo et al., in press)? What kind of problems does this alternative research mechanism solve for I-O psychology? Please feel free to send your thoughts to me, Chris Castille, at [christopher.castill@nicholls.edu](mailto:christopher.castill@nicholls.edu).

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

**Jack Goodman  
Lewis-Burke**



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

### **SIOP Launches New Advocacy Academy**

SIOP is proud to launch the inaugural cohort of the SIOP Advocacy Academy, a year-long training program for I-O psychology researchers, practitioners, and students interested in engaging in SIOP advocacy. Cohort members will participate in a series of virtual trainings on science policy, the legislative and budget processes, advocacy and engagement with Congress, and more. To provide hands-on experience, the Advocacy Academy will culminate in cohort members scheduling and conducting meetings with congressional offices to advocate for SIOP priorities, including research funding, student support, workforce development, and inclusion of I-O in policymaking broadly. The time commitment required will be no more than 1 to 2 hours per month, with opportunities for additional involvement for those interested. Advocacy Academy graduates will be invited to continue participating in SIOP advocacy and act as mentors and ambassadors for the program to future generations of I-O psychologists. Although the Academy has already selected the first cohort, SIOP hopes to continue the program and will open registration for the second cohort next year.

### **Announcing a New Partnership Between SIOP and Department of Justice COPS Office**

Since reviving [SIOP's Policing Initiative](#) in 2020, the Society has had an active presence in the federal conversation around policing reform. SIOP's initial engagements in this space were a series of productive meetings with key congressional offices overseeing policing reform discussions. When political negotiations in Congress reached an impasse, ownership over federal policing reform shifted to the White House and federal agencies, where the SIOP working group also directed their attention. In December and January, the policing working group had its first meetings with leadership from the Department of Justice's (DOJ) Office of Community Oriented Policing Services (COPS Office). The COPS Office is responsible for advancing the practice of community policing by state, local, territorial, and tribal law enforcement agencies across the country through information and grant resources for activities, including hiring and training.

As a result of initial discussions focused on how the COPS Office can partner with SIOP to disseminate I-O-based practices through its programming, SIOP signed a Memorandum of Understanding (MOU) with the COPS Office in July, formalizing the partnership. The MOU is the first the COPS Office has signed with a scientific society. During the term of the MOU, SIOP and the COPS Office will work together to increase the knowledge and application of I-O findings in law enforcement to help cultivate safer and more effective law enforcement workplaces. Anticipated activities between SIOP and the DOJ COPS Office include bringing in SIOP experts to speak

with DOJ employees and law enforcement representatives, contributing to DOJ COPS Office podcasts and newsletter articles to spread awareness of I-O and practical applications, and positioning SIOP as a consultative resource to identify potential subject matter experts for future COPS Office projects in relevant I-O fields, including but not limited to recruitment, selection, onboarding, performance evaluation, and training. Look to future *TIP* articles for updates and our new policy newsletter about this exciting new partnership.

### **SIOP Continues Work With House Committee on Modernization of Congress**

Following a series of successful engagements with the House Select Committee on the Modernization of Congress last year, SIOP has continued its advocacy to great effect. The committee, a bipartisan panel established in 2019 to make recommendations related to improving Congress as a workplace, institution, and organization, focuses on many areas covered by the expertise of I-Os, including recruiting and retaining a more diverse staff, professionalizing internships, overhauling the onboarding process for new members and aides, and encouraging civility and collaboration. Since the committee's establishment, several I-O psychologists have provided invited testimony during committee hearings or spoken with staff on topics relevant to their expertise.

Representative Derek Kilmer (D-WA) who chairs the committee has been very receptive of I-O recommendations, resulting in continued engagement between SIOP and Chairman Kilmer. For example, Chairman Kilmer attended SIOP's 2022 Annual Conference as a panelist focused on I-O's role in improving the congressional workplace. **Steven Rogelberg**, immediate past president of SIOP, moderated the panel. The session included SIOP members **Lilia Cortina**, **Jeff McHenry**, and **Scott Tannenbaum**, and focused on the work of the House Select Committee and the way I-O research can inform its work.

In addition, Chairman Kilmer followed his panel attendance by inviting Dr. Rogelberg to testify before the committee during a [hearing](#) titled "Pathways to Congressional Service." Dr. Rogelberg's testimony focused on ways members of Congress can maintain a positive work environment for themselves and their staff. Dr. Rogelberg's recommendations included having members of Congress redefine their definitions of success and embracing small wins, facilitating supportive and transparent environments for staff, and working together to address "pain points" that are making it difficult to legislate.

The chairman's participation on the panel and Dr. Rogelberg's testimony is the culmination of over a year of engagement between SIOP and the House Select Committee. SIOP hopes to continue this engagement to ensure I-O-backed, evidence-based practices are used in the halls of Congress and beyond.

### **New Policy Newsletter**

Lewis-Burke and SIOP's Government Relations Advocacy Team (GREAT) have partnered to launch the **Washington Info**, a new monthly newsletter to provide SIOP members updates on pressing federal news of interest to the I-O community, including updates on emerging workforce/workplace policies and funding opportunities. For questions regarding SIOP advocacy or to subscribe to the newsletter, please feel free to contact SIOP's GREAT Chair **Kristin Saboe** at [kristin.saboe@gmail.com](mailto:kristin.saboe@gmail.com) or Jack Goodman at [jack@lewis-burke.com](mailto:jack@lewis-burke.com).

## **The Bridge: Connecting Science and Practice**

**Apryl Brodersen  
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**Erika Morral  
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## **Efficiency in the Face of Uncertainty: NYC Health Hospitals' HR COVID-19 Response: How Science Informed Practice**

**Danielle Carron  
Carlos Martinez  
Ivelesse Mendez-Justiniano**



## **Overview of NYC Health + Hospitals**

NYC Health + Hospitals is proud to have received an Honorable Mention from SIOP and SHRM for our human resources (HR) COVID-19 Response and Emergency Preparedness Initiative. This article provides a case study of our response to the COVID-19 pandemic, including best practices, tools, and lessons learned to help other organizations prepare for a successful emergency response.

NYC Health + Hospitals is the largest municipal healthcare system in the United States and provides comprehensive healthcare services to some of New York City's most vulnerable populations and underserved communities, regardless of their ability to pay. We are a safety net provider for many NYC residents, providing inpatient, outpatient, and home-based services in more than 70 locations around NYC's five boroughs, and serving 1.1 million patients annually, of whom nearly 415,000 are uninsured.

Our diverse workforce of more than 40,000 employees is uniquely focused on empowering New Yorkers, without exception, to live the healthiest life possible.

### **Development of HR COVID-19 Response and Emergency Preparedness Initiative**

In March 2020, New York City quickly became the U.S. epicenter in the COVID-19 pandemic, causing the NYC Health + Hospitals system to become overwhelmed. Our emergency rooms were full, our intensive care units (ICUs) quickly reached capacity, and our frontline staff worked tirelessly to care for our patients, some of whom were critically ill. In the first 6 weeks of the pandemic, we treated more than 108,000 COVID-19 patients, 4,000 of those as inpatients, approximately 960 on ventilators, and 1,100 receiving ICU-level care. With the increase in patient volume and staff testing positive, HR had to act quickly to respond to the staffing shortages and other critical needs that the COVID-19 crisis created.

Staffing shortages required us to immediately assess the staffing needs across the system and reassign staff to high-need areas. In tandem we had to recruit, onboard, and train thousands of additional staff and volunteers to meet the demands. There was an emergent need to fill positions such as nurses, doctors, and respiratory therapists. There was also a need to fill nonclinical positions such as registration staff for higher levels of intake, housekeeping for increased infection control, and mortuary technicians for the unfortunate outcomes of the virus. Given the increase in patient volume in such a short span of time, the challenge was to develop ways to expedite critical functions for our system.

Many critical functions such as onboarding and training had to be transitioned to online platforms, and immediately we had to prioritize online COVID-19 educational training for the safety of our patients and staff. We also had to identify staff who could work remotely and develop policies for telecommuting, a first at NYC Health + Hospitals.

At the same time, there was an immediate need to expand our available resources for staff to support them through the crisis. As our Chief Quality Officer and Emergency Medicine Physician Dr. Eric Wei said, "Healthcare workers are often seen as the healers, but we aren't completely immune from the potential impact traumas and prolonged stress can have on our mental well-being." This required developing new mental health support resources and expanding those already in place. We also had to find other ways to support our staff to help ease their burden, with resources such as childcare, transportation, and meal distribution.

As COVID-19 cases continued to rise, there was a need to increase testing—especially for the most vulnerable and hardest hit communities—to slow the spread and keep our hospital sys-

tem from becoming further overwhelmed. In May 2020, we were directed to develop a contact tracing program by the NYC Mayor for New Yorkers to receive free and confidential testing and to trace contacts with possible exposure to COVID-19 to help reduce transmission. This required us to recruit, onboard, and train 1,300 staff in a 2-month period.

The pandemic in 2020 presented many challenges to the NYC Health + Hospitals public health system. HR's role in the process was critical to ensuring continuity of healthcare services for New Yorkers.

### **Implementation of HR COVID-19 Response and Emergency Preparedness Initiative**

The speed with which COVID-19 spread required our HR teams to quickly shift to new priorities, resulting in significant changes to operations and delivery system-wide.

Our centralized HR office provided the structure to quickly partner with our hospitals' local HR sites for critical support to the frontlines during the surge. In March 2020, central HR moved to a remote work environment, increased from 5 to 7 days a week of coverage, and deployed a number of emergency response strategies.

First, to address staff shortages, we centralized recruitment and created an online dashboard to track all open positions. Initially we recruited locally, but then extended outreach engaging private staffing firms and the Department of Defense. We generated volunteer leads through New York State databases, social media, Medical Reserve Corps, and the Society of Critical Care Medicine. We recruited college students for high-need titles like respiratory aides. We centralized onboarding, held large-volume, individualized onboarding appointments, and executed a disaster credentialing process, all of which expedited background processes to onboard staff in 24–48 hours versus 4–6 weeks. Prior to COVID-19, we had implemented standardized end-to-end onboarding, allowing for an easy transition to remote operations. In 2020, this allowed us to onboard 31,000 contingent staff and 8,000 employees to meet the demands.

At the same time, we focused on the reassignment of incumbent staff to high-need areas, such as our ICUs and emergency departments, utilizing the Society of Critical Care Medicine's tiered staffing model to safely reassign doctors and nurses. We created ventilator training simulation videos with Emergency Medicine and our Clinical Simulation Center to train doctors for reassignment to ICUs.

We created interdepartmental partnerships to quickly collaborate and strategically address system needs. For example, we partnered with nursing, information technology (IT), and occupational health to reassign nurses and with ambulatory care, medical and professional affairs, and IT to recruit physicians. With emergency management, we created flexible work hours and telecommuting policies.

We centralized training enrollments, enrolling surge staff into just-in-time required training, monitored completions, and made all existing training virtual. We created online COVID-19 role-specific educational training for patient and staff safety. We developed an emergency virtual new employee orientation for all surge staff and an online resident new employee orienta-

tion to onboard medical residents. To support remote work for telecommuting staff, we held training on working from home and managing remote teams.

We expanded telephonic language interpreter services for remote providers, allowing for the increase of telehealth visits for our patients who speak 200 languages and dialects. We implemented many new online tools and platforms to expedite critical processes. For example, we created a standardized online surge staffing request process for a more efficient response in preparation for the second wave of COVID-19.

We created free employee resource programs such as childcare, taxi services, lodging, and meal distribution, and aided in providing weekly crisis-response training webinars. We developed and implemented a communication strategy for staff and contributed essential information to the online COVID-19 information hub on our intranet, such as psychological support resources, COVID-19 testing information, education and training, and COVID-19 policies and guidance.

In May 2020, we developed the NYC Test and Trace Corps to help NYC receive free testing and trace contacts with COVID-19 exposure to reduce transmission. The 7 days a week coverage structure enabled us to rapidly recruit and onboard 1,300 staff in a 2-month period. For this, we created a learning strategy, a suite of eLearning modules, a targeted new employee orientation program, a bridge program to prepare new hires for their roles, and supervisor training. The NYC Test and Trace Corps has since become the largest and most successful testing and tracing operation in the country.

Throughout 2020, we continuously monitored our emergency response. We assessed our strategies making changes to increase efficiency and developed new tools and processes standardizing our emergency preparedness protocol.

### **Using the Science and Research to Inform Our COVID-19 Response**

Human resource management plays a significant role in any organization's emergency preparedness plan. In a healthcare setting, lack of an efficient emergency response can affect patient health outcomes and delivery of healthcare services. As such, in order to ensure an effective response, we implemented many research-based approaches.

For example, in March 2020, the Society of Critical Care Medicine provided crisis staffing model guidelines for reassigning staff during the pandemic. They recommended a tiered staffing model to avoid the rationing of critical care services by integrating experienced ICU personnel with reassigned hospital staff. To implement this model, we required all hospitals' chiefs of service to determine provider tier assignments, suggested safe patient ratios, recommended ICU providers be available for urgent consultation 24/7 to surge units, and provided just-in-time training to better integrate reassigned staff into surge ICU teams. By partnering with emergency medicine and our clinical simulation center, we created online ventilation management simulation training for reassigned doctors. To augment this, ventilator simulation sessions were held at our sites.

We increased strategies to improve our workforce's adaptive performance, a competency that is critical to a successful emergency response. Adaptive performance is defined as an individual's ability to adapt to new conditions or job requirements. Our efforts parallel Pulakos et al.'s (2000) eight dimensions of adaptive performance as a model to address the components of our workforce's adaptability through the crisis. These dimensions include

- handling emergencies or crisis situations;
- managing work stress;
- solving problems creatively;
- dealing with uncertain and unpredictable work situations;
- learning work tasks, technologies, and procedures;
- demonstrating interpersonal adaptability, cultural adaptability, and physically oriented adaptability.

As the COVID-19 pandemic created constant change, increased stress, new job responsibilities, change in job roles, and the need for creative solutions to respond to evolving and constant challenges, adaptive performance proved a critical competency to our success. Many of the training initiatives we implemented supported adaptive performance, such as crisis-response training to address the impact of the pandemic on emotional and psychological health and training on remote work to support changes in work environments.

Research has shown that certain organizational characteristics can promote adaptive performance (Park & Park, 2019). These characteristics are organizational support, climate for innovation, clear vision, and an organizational focus on learning. To improve adaptive performance, we promoted learning and created communication strategies to provide a clear vision of how we were responding to the crisis and supporting our workforce, and we implemented many new initiatives and resources. Resources such as crisis response training were implemented to address psychological and emotional stress to help staff cope with the impact of the pandemic. Training for remote work was implemented to support the changes to work environments. Forming interdepartmental partnerships to address system needs promoted new and creative ways to address critical needs such as recruitment of surge staff. Developing COVID-19 role-specific e-learning provided critical information for staff to adapt to changes in safety measures for themselves and for patients.

The American Medical Association's (AMA) *Caring for Our Caregivers During COVID-19* (2021), states that the way in which we support healthcare staff during a crisis can greatly impact their ability to cope, which can mean the difference between recovery or adoption of unhealthy mechanisms leading to burnout, depression, or post-traumatic stress disorder. Additionally, alleviating stressors can increase retention and staff's effort on the job. In line with the AMA's guidance, we expanded mental health resources (contributing to a virtual, weekly, crisis response training) and incorporated many free resources to support our workforce.

Aligning with Occupational Safety and Health Administration's (OSHA) *Guidance on Preparing Workplaces for COVID-19* (2020), we established telecommuting policies, identified staff who

were able to work remotely, and created flexible work hours to increase the physical distance among employees.

Finally, we used the plan-do-study-act (PDSA; Taylor et al., 2014) model of healthcare improvement—a structured data-driven rapid-cycle method for testing changes in complex systems—to evaluate our emergency response iteratively. The PDSA model is a 4-step approach to improving processes and resolving problems. This framework helped us evaluate our strategies, processes, tools, and resources in response to the COVID-19 crisis, increasing our efficiency in preparation for the second wave of COVID-19 and standardizing our emergency preparedness plan for large-scale emergencies moving forward.

### **Best HR Practices for a Successful Emergency Response**

The best practices listed below are approaches we found valuable to a successful emergency response.

#### **1. Creating interdepartmental partnerships**

Creating interdepartmental teams allows for creatively and collaboratively addressing organizational needs, expediting critical functions, and creating strategic alignment during a crisis. Ongoing communication within these teams, along with flexibility of the staff, are essential to the effective implementation of emergency operations and new systems and processes.

#### **2. Leveraging technology**

Technology allows for expediting critical emergency processes, effectively tracking information, communicating information quickly, and enabling collaboration across people and places. Videos and e-learning communicate critical just-in-time training, and emails and webinars cut down on the need for in-person gatherings and enable timely dissemination of information.

#### **3. Providing support for staff**

The COVID-19 pandemic has added many new challenges and stressors to people's lives that have led to emotional, physical, and mental stress. In the work environment, staff have had to adapt to new ways of working, perform added responsibilities, deal with stressors, and experience an increase in health concerns and fears. During a crisis, employees need support from leadership more than ever. Emergency response plans should include increased wellness and mental health support, and additional resources should be made available to staff to support them through the crisis.

#### **4. Implementing emergency processes**

A crisis inherently disrupts normal operations, and pivoting to emergency operations is critical to ensure business continuity during a crisis. An emergency preparedness plan should include standard emergency processes and protocols that can be implemented in the event of a disaster or crisis.

## **5. Creating standardized processes**

Developing and implementing standardized emergency processes allows for streamlining operations, improving effectiveness, increasing efficiency, and addressing organizational needs cohesively. It keeps processes consistent across the organization and allows a faster emergency response.

## **6. Effective communication strategies**

Emergencies increase stress, cause uncertainty, and often create fear. Emergency preparedness plans should include communication strategies to provide guidance, direction, and information to staff in clear, concise, and timely ways. Emails, virtual town halls, and live webinars are effective communication formats, as they reach a large audience at once and can be accessed virtually.

## **7. Monitoring and evaluating your response**

Creating a framework to continuously monitor and evaluate an emergency response is crucial to its success. Measuring the impact of newly implemented operations and processes and making changes when necessary improves the efficiency and quality of your response.

## **8. Improving adaptive performance**

Finally, in order for an emergency response to be successful, there needs to be room for flexibility. Of course, having an emergency plan in place is essential to being prepared in the event of a crisis, but equally important is allowing for flexibility to improvise and adapt to the circumstances that are unique to each crisis. As emergencies create constant change, new job responsibilities, changes in job roles, and the need for creative solutions to respond to evolving and constant challenges, adaptive performance is a critical competency in a successful response.

## **Summary**

The COVID-19 pandemic required us to make rapid changes to operations and to adapt in the face of evolving challenges. The success of the HR COVID-19 Response and Emergency Preparedness Initiative was due to the best practices referenced above. However, we would like to also highlight that flexibility and adaptability were paramount at each step of the way, the use of technology was crucial to expedite operations and ensure business continuity, and communication was essential to our successful response. Monitoring and evaluating our response was imperative to refining our efforts and improving efficiency. Finally, although a crisis such as COVID-19 is both tragic and traumatic for staff, it also presents an opportunity for employees to develop adaptive competencies that will help them become more resilient.

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## **Trends in SIOP Conference Presentations With a Global/International/Cross-Cultural Focus: Are We Losing Ground?**

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As our society and organizations have become more diverse and globalized, there have been numerous calls for more research focused on global, international, and cross-cultural issues (e.g., Gelfand et al., 2017; Glazer et al., 2021; Henrich et al., 2010). Understanding differences across nations in terms of cultures, laws, religions, language, communication styles, and other factors is important for ensuring effective application of research findings in organizations. It is clear that failing to understand other cultures can have negative effects on organizations, as demonstrated by examples of major failures of organizations that struggled to expand internationally (e.g., Ricks, 2009; Williams, 2019; Zhu, 2010).

Given the importance of global, international, and cross-cultural (G/I/CC) issues, industrial-organizational (I-O) psychology and related fields need to ensure that they expand their focus on these issues. But the question remains as to whether we are indeed increasing such focus. In their review of 100 years' of articles published in the *Journal of Applied Psychology*, Gelfand et al. (2017) provided some optimistic findings with respect to this question. For example, they note that cross-cultural research has been steadily increasing. But their findings also raise cause for alarm; less than 2% of the articles they examined (from 1917 to 2014) had an explicit focus on culture or used a nonwestern sample. Tsui et al. (2007), in their review of studies in 16 leading management journals, found a similar trend of Western dominance in terms of first authors' being from the US. Moreover, Tsui et al.'s study examined studies from 1996 to 2005, which suggests that the relative omission of nonwestern research is not just an older phenomenon. Thus, research in I-O and related fields, like that in many behavioral sciences is WEIRD (Western, educated, industrialized, rich, and democratic; see Henrich et al., 2010).

The studies by Gelfand et al. (2017) and Tsui et al. (2007) looked at top journals in applied psychology and management, but such journals, although prominent, will not represent all the ongoing G/I/CC research in the field. In particular, given the time lag to publication, it is possible that an examination of conference presentations might provide insights as to trends in the field.

Specifically, conference presentations have been vetted by reviewers and may represent recent and cutting-edge research. Thus, to gauge trends within research on G/I/CC issues in I-O psychology, we examined nearly 20 years' worth of SIOP conference presentations. As we examined these trends, we had the following research questions (RQs):

*RQ1:* Is the number of SIOP conference submissions relevant to global, international, and cross-cultural issues increasing, remaining stable, or decreasing over time?

*RQ2:* Are there differences in the trends with respect to SIOP conference submissions depending on whether the topic is considered to be global, international, or cross-cultural in nature?

*RQ3:* Are SIOP conference presentations relevant to global, international, and cross-cultural issues being submitted under that content area versus other content areas?

## **Method**

### **Inclusion Criteria**

For the purpose of this study, we focused on SIOP conferences between the years of 2004 and 2022 and performed an extensive search of past conference program guides listed on the SIOP website (SIOP, n.d.). Within the SIOP conference, 11 different types of submission formats were identified. These include Posters, Symposiums, Communities of Interest, Panel Discussions, Interactive Posters, Practitioner Forums, Roundtable Discussions/Conversation Hours, Special Events, Friday Seminars, Master Tutorials, and Alternative Sessions. We specifically looked at how many presentations on "Global/International/Cross-Cultural" (G/I/CC) topics were included in every SIOP conference program between 2004 and 2022.<sup>1</sup> We also searched each conference program for the following keywords relevant to G/I/CC: "cross-cultural," "culture," "global," "international," "cultural values," "Hofstede," "individualism," "collectivism," "power distance," "uncertainty avoidance," and "masculinity–femininity." Next, for past conferences that did not include a searchable feature (i.e., 2004–2017), we downloaded the pdf of the program and manually searched for the same key terms listed above.

### **Coding of Global/International/Cross-Cultural Presentations**

Presentations that fit within the above G/I/CC categories were coded for the following characteristics: conference topic under which it was submitted, type of submission (poster, panel discussion, symposium, etc.), abstract, authors, authors' affiliations, and G/I/CC topic. All presentations that matched our keywords are presented in Table 1. The presentations were further coded into the specific subtopics of global, international, or cross-cultural, based on a combination of the descriptions provided by the SIOP International Affairs Committee (see SIOP Best International Paper Award on the Conference Awards web page; SIOP Foundation, n.d.) as well as APA (2015) guidelines for international research.

**Table 1**

*G/I/CC SIOP Conference Presentation Trends by Year for Type of Presentations (Combining 4 or 5 Years at a Time)*

	Year groupings			
	2004–2008	2009–2013	2014–2018	2019–2022
Total submissions	245	226	192	85
Mean per year	49	45.2	38.4	21.25
Type of submission				
Poster (incl. interactive poster sessions)	111	127	100	50
Interactive session	1	0	0	0
Symposium	60	54	41	8
Community of Interest	3	4	1	2
Panel Discussion	17	19	25	14
Practitioner Forum	33	0	0	0
Practitioner Collaborative Forum	6	0	0	0
Roundtable Discussion	3	8	3	0
Special Event	6	9	14	7
Friday Seminar	0	2	1	0
Master Tutorial	1	2	2	0
Conversation Hour	1	0	0	0
Educated Forum	1	0	0	0
Invited Speaker	2	0	0	0
Alternative Session	0	1	5	4

*Note.* Because only programs from 2004–2022 (i.e., 19 years) were available electronically on the SIOP website, the final category only contains 4 years' worth of data.

*Global issues:* topics/practices globally accepted or engaged in OR to environmental issues that have broad/global impacts on organizations, workforce, students, or the I-O field. Any research focused on solving global problems (e.g., the United Nations' 17 sustainable development goals) in the world would fit under this category.

*Cross-cultural issues:* research that includes measures of cultural values and explores topics/constructs/practices within the context of those cultural values, with results discussed through that lens. Culture is a key variable driving or moderating outcomes. Research may involve work within or across multiple cultures, involving the observation of similarities and differences in values, practices, and so forth between different societies. Investigations may also include issues concerning translation, measurement, equivalence, sampling, data analytic techniques, and data reporting.

*International issues:* research conducted in or affecting two or more nations, typically a comparative study exploring topics/constructs/practices and grouping results by nation. Research is characterized by the joint nature of the research process across national boundaries. Investigations may also include research focused on expatriate population.

Three of the authors independently reviewed abstracts of each presentation identified through the keywords and coded them within these categories for the years from 2004–2022. After this coding process, a fourth author coded a subset of presentations to check for accuracy. Seventy presentations that did not meet the definitions for global, international, and cross-cultural research as described above were grouped in either “other” (15) or “not applicable” (55) categories. For example, one poster presentation focused on the relationship between performance appraisal dimensions and global reliability of appraisal ratings was assigned to the “not applicable” category as it did not pertain to cross-cultural, global, or international aspects discussed above. However, another panel discussion focused on mentoring included one topic of discussion on strategies for increasing diversity of mentees including those from across different cultures was classified in the “other” category. Similarly, a practitioner forum focused on insights, best practices, and lessons learned about effective global survey administration was also assigned in the “other” category.

## Results

A review of these data indicated that there has been a decrease in the number of presentations focused on G/I/CC issues. As indicated in Table 1, years 2014–2018 and 2019–2022 highlighted a substantial decrease in presentations. Whereas in years 2004–2008, 245 presentations were received ( $M = 49$  per year), in 2014–2018 only 192 presentations were received ( $M = 38.4$  per year). In the 4 years from 2019–2022, only 85 presentations were received ( $M = 21.25$  per year). This suggests that over the years fewer presentations focusing on G/I/CC topics have been accepted, especially between the years of 2019–2022, where there were only 21 presentations per year on average, which is a 57.14% decrease from presentations in 2004–2008.

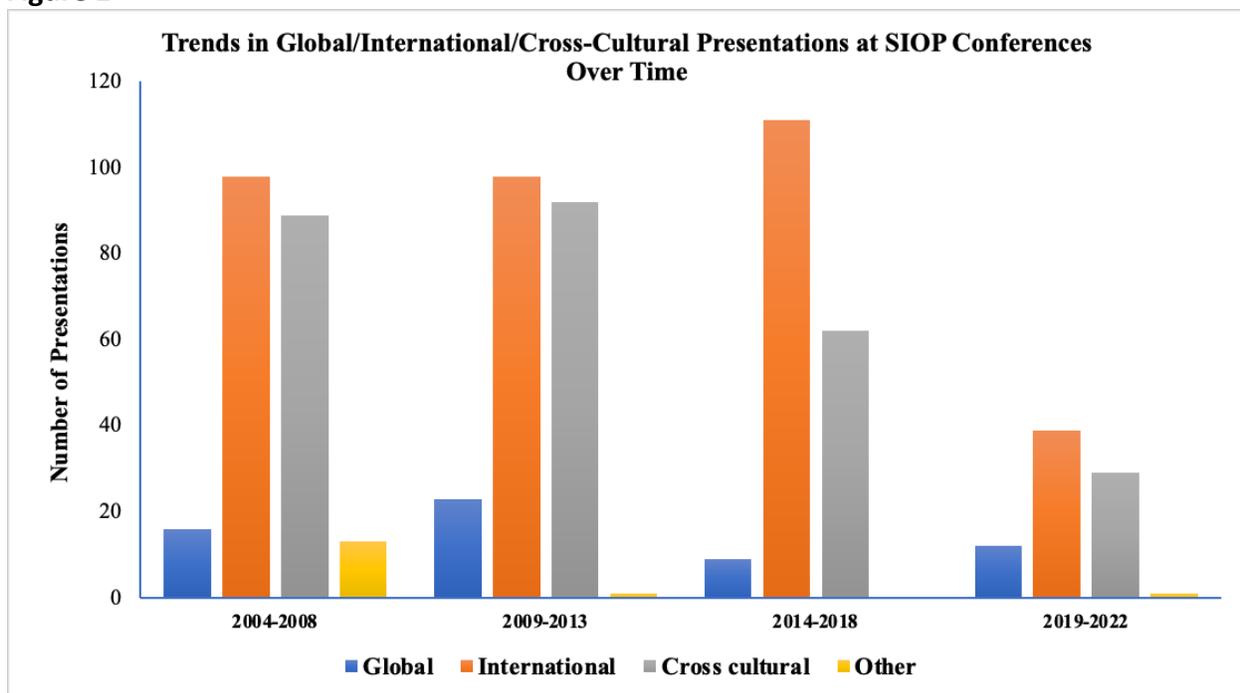
We also coded for the type of presentations within each year, which allowed us to see which types of submission format were most popular throughout the years (see Table 1). Specifically, from 2004–2022, posters were consistently the most common type of presentation, followed by symposiums, with low numbers in the remaining categories. In particular, posters became proportionately more popular over time, as in the years 2004–2008 the number of posters was 111 (45%), and went up to 127 between 2009–2013 (56%), followed by 100 for 2014–2018 (52%), down to 50 for 2019–2022 (59%).

Table 2 displays the number of presentations by year coded by the subtopics of global, cross-cultural, or international issues. Throughout the years examined here (i.e., 2004–2022), it appears that most presentations under the G/I/CC topic were focused on international issues ( $n = 328$ ) and cross-cultural issues ( $n = 272$ ), with global issues somewhat less represented ( $n = 51$ ). The trends across time are also informative regarding the shifts in the type of research being presented at SIOP conferences. Specifically, cross-cultural and international issues had a particularly high number of presentations between the years of 2004–2008, with over 70% of the presentations during that timeframe. However, between 2009–2022, international issues became more prevalent in the presentations (ranging from 43% to 58%). Global issues presentations stayed relatively stable over the years, representing around one fourth of the presentations.

**Table 2***Trends in Global/International/Cross-Cultural Presentations Across the Years*

Year	Cross-cultural	Global	International	Other
2004–2008	89 (36.33%)	16 (7%)	98 (40%)	13 (17.14%)
2009–2013	92 (40.71%)	23 (10.18%)	98 (43.36%)	1 (5.75%)
2014–2018	62 (32.29%)	9 (4.69%)	111 (57.81%)	0 (5.21%)
2019–2022	29 (34.12%)	12 (14.12%)	39 (45.88%)	1 (5.88%)
Total	272	51	328	15

When we examine the raw numbers over time, we see that the decline in presentations over time is quite marked (see Figure 1), as discussed earlier. Even when considering that the 2019–2022 category only consists of 4 years of conference data, the drop remains pronounced for international (from a yearly average of 22.2 in 2004–2008 to 9.75 in 2019–2022), followed by cross-cultural issues (from a yearly average of 12.4 in 2014–2018 to 7.35 in 2019–2022), and global issues (from a yearly average of 1.2 in 2004–2008 to 3 in 2019–2022).

**Figure 1**

We also examined how many accepted presentations were submitted specifically under the G/I/CC content area to the SIOP annual conference (see Table 3). From 2004–2008 there were a total of 245 presentations we identified, and only 69 (28.16%) of these presentations were submitted under the G/I/CC content area. For 2009–2013 we identified 226 presentations, and 99 (43.81%) were submitted under the G/I/CC content area. For 2014–2018, we found a total of 192 presentations, and 50.52% (97) of these were submitted under the G/I/CC content area. Last, from 2019–2022 we identified a total of 85 presentations, and only 45.88% (39) of them were submitted under this content area.<sup>2</sup> This trend indicates that often submitters do not

submit their proposals within the G/I/CC content area but instead choose another topic area as more relevant to their work, even though their presentations may have a global, international, or cross-cultural aspect.

**Table 3**

*SIOP Conference Presentations Submitted Under Global/International/Cross-Cultural I-O Content Area*

Total # of coded presentations	2004–2008 ( <i>n</i> = 245)	2009–2013 ( <i>n</i> = 226)	2014–2018 ( <i>n</i> = 192)	2019–2022 ( <i>n</i> = 85)
# of G/I/CC content area presentations	28.16% (69)	43.81% (99)	50.52% (97)	45.88% (39)

### Discussion

In light of the call for increased attention to global, international, and cultural research (Glazer et al., 2021), the purpose of this study was to review SIOP's past conference programs regarding the number of presentations within global/international/cross-cultural (G/I/CC) topics and identify research trends within this area. Our review indicated that over the last 19 years (2004–2022) there has been a decline in presentations within the G/I/CC category. We find the lack of presentations detrimental to the field of I-O due to the fact that they provide a much-needed global awareness in the workplace (e.g., to work effectively in teams comprising individuals from various backgrounds). Moreover, as many I-O practitioners are working for organizations with an international presence, or consult on projects for international firms, it is increasingly important for I-O psychology to take a strong role in G/I/CC research. The decline in presentations over time suggests that Glazer et al.'s (2021) call may need greater attention in our field.

We should also note that the last 3 years of SIOP conferences have been somewhat unusual. For example, the original 2020 SIOP in-person conference was canceled due to the pandemic; however, SIOP shifted this conference to a virtual format for the first time in history. The 2021 Annual SIOP Conference was a virtual event as well, and the 2022 conference included both in-person as well as virtual aspects. These changes may have impacted our findings in various ways. For example, the data available to code on the SIOP website differed from previous years, such that the content area under which presentations were submitted and the author affiliation information was not available to code in the conference programs for these years.

Although the COVID-19 pandemic forced SIOP to move the conference to a virtual format, it may have also influenced the number of presentations within G/I/CC topics for the year 2020 and beyond. It may be that the pandemic impacted researchers' ability to conduct this type of research as well as their ability to travel to present research (especially for researchers outside the US), which may have led to the lack of presentations within this specific content area in recent years. We hope that there will be a rebound in the number of presentations within this category in future conferences, despite the long-lasting implications of the pandemic on global and international organizations.

## Conclusion

Gelfand et al. (2017) reviewed cross-cultural I-O psychology and organizational behavior over the last 100 years and identified that culture was largely ignored over that time; however, they noted that in the last decade there has been an increase in this type of research. Given that our society and organizations are becoming increasingly globalized and interdependent, it is more necessary than ever to capture commonalities and differences, implying that cross-cultural research should be explored. Both Gelfand et al. (2017) and Tsui et al. (2007) provide various recommendations on research gaps and future directions, such as investigating national differences beyond culture (e.g., institutional factors, global work context), addressing levels of analysis issues, and ensuring construct validity.

Tsui et al. (2007) also particularly point to the importance of country-specific research and cross-national collaborations as important future directions for research on G/I/CC issues. Similarly, Glazer et al. (2021) highlight the need to embrace opportunities of sharing information and to contribute our expertise to improve people's work across the globe. One way that SIOP is attempting to promote such necessary work is through SIOP's International Affairs Committee (IAC). The IAC serves to connect members globally to promote the exchange of international and cross-cultural research. The role of the IAC is important in finding ways to facilitate research connections across cultures, which will further extend research and practice. As part of this aim to connect members, the IAC recently held Community of Interest (COI) sessions at the SIOP 2020 and 2022 conferences, focusing on sessions directed toward promoting international membership.

Additionally, the IAC is currently trying to create a greater global outreach to promote collaborations across cultures. Hopefully, such efforts will foster more presentations to be submitted under Global/International/Cross-Cultural topics (Glazer et al., 2021). Organizations such as the IAC are important for researchers and practitioners to promote more cross-cultural research. Especially, as the workplace becomes more globalized (e.g., due to the influx of technology), it is important to understand and acknowledge cultural/global diversity in the workplace to promote collaboration and work performance in organizations.

## Notes

<sup>1</sup> Years prior to 2004 were not included because electronic versions of the conference programs were not available on the SIOP website.

<sup>2</sup> Unfortunately, for the years 2020–2022 the data for the content area were unavailable, due to the change from an in-person to a virtual or virtual/in-person format for those years.

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## **Academics' Forum: On Navigating the Dobbs Ruling as a Female Academic**

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The past few years have had more than their share of major historical events. As academics (and as human beings), the past few years have necessitated constant adaptation, learning to live by new rules, and navigating the impact of exogenous forces that suddenly dictate your health, safety, and future. The latest of these that has hit particularly close to home for many academics is the Supreme Court's decision to overrule *Roe v. Wade* via the Dobbs decision, which has already resulted in a number of "trigger laws" and new policies that—quite literally—changed the lives of millions of women overnight. Included in that group are thousands of female academics, like myself and my fabulous cowriter, **Nitya Chawla**. Although some academics may be more impacted by this decision than others, we believe it is important to share challenges that current and future academics are grappling with as they (re)imagine what their personal and professional lives may look like.

Our goal here is to highlight the varying ways in which this ruling has impacted, or will impact, the experiences of academics, particularly female academics—the perspective from which we feel most comfortable speaking. We should note that we are not approaching this piece, or the ruling more broadly, from a particular political angle. Although we recognize and respect that there are differing perspectives surrounding the moral, scientific, religious, and political views on abortion, this piece is neither intended to endorse nor negate any one of these views. Rather, in an industry that is infamous for its gender disparities (see Llorens et al., 2021) and has ideas implicit in "academic success" at direct odds with women's health experiences (see Grandey et al., 2020), we aim to shed light on the ways in which the Dobbs ruling may exacerbate women's concerns. Ultimately, our hope is that our piece can help increase awareness about the unique challenges that some academics may be facing and how we can enhance our collective empathy and serve as effective allies.

### **The Academic Motherhood Journey Just Got Bumpier**

Ask any female academic on the tenure track about what she was advised was the "perfect" time to expand her family, and she will likely tell you that at least one senior scholar said to not even consider it until she (a) was confident about her tenure case, (b) had submitted her tenure case, or (c) had earned tenure. That has certainly been the experience for both of us and, quite frankly, it has not been just one senior scholar who has articulated this opinion. At its core, we know that this may not necessarily be a true reflection of scholars' personal beliefs but rather a concern for how the challenges that are associated with parenthood—and motherhood in particular—are often at direct odds with securing a top-tier placement as an assistant professor and/or fighting the tenure clock (Cheng, 2020). The (many, many) problems inherent with this

aside, it is undeniable that the biological clock runs up against the tenure clock—as women and their partners make the choice to delay parenthood (for a variety of reasons), health considerations such as infertility, miscarriages, and high-risk pregnancies become more likely (Mayo Clinic, 2022). With the Dobbs ruling, this becomes particularly concerning as medical interventions for missed (or incomplete) miscarriages and ectopic pregnancies involve many of the same treatments used for abortion (Donley & Lens, 2022). And, as if infertility was not already an extremely taxing process—emotionally, psychologically, and physiologically—the overturning of *Roe v. Wade* has sent this process into a tailspin with several states still debating the legal definitions of “pregnancy” and whether the definition encompasses a fertilized embryo that is yet to be implanted in a woman’s uterine lining (Patel, 2022). Thus, the career–family trade-off that is so embedded in academia seems to have taken on a new life for many female academics, as they now begin wrestling with how their choice to prioritize tenure may significantly alter their maternal health and trajectory.

### **The Choice to Conceive May Drive the Choice of Where to Work and Live**

For many female academics, access to safe reproductive health will play an important role as they choose where they would like to earn a PhD, take on a postdoctoral appointment, and begin (or continue) their career. This is not only the case for those who have already begun thinking about expanding their family. When individuals are applying to programs or job seeking, they may now have to consider the differential healthcare they will (or will not) have access to based on the laws of a particular state or region and how the risk of such a move impacts their health, safety, and dreams of expanding their family (Burns, 2022). On the institutional side, departments that are recruiting students, postdocs, and new faculty hires will have to be cognizant of, and empathetic toward, the struggles of women who are applying for positions that may require them to alter their life plans significantly due to differential healthcare access. Thus, dismissing these concerns as too forward thinking (e.g., if a state hasn’t yet put a trigger law into motion), suggesting the solution of driving to a close, bordering state that has different legal policies in place, or comparing other universities in states that may be similarly restricting, is far more damaging than helpful—it signals a complete lack of consideration for women’s access to safe and legal reproductive healthcare (Gilbert et al., 2022).

Even beyond the challenges of where women ultimately choose to work and live for their day-to-day lives, there are additional (and frequently less thought about) challenges for female academics to remain successful in their roles. For instance, traveling for conferences, workshops, or research collaborations to locations where women’s healthcare is not protected introduces substantial risk for pregnant women in light of the Dobbs ruling. These concerns are likely to extend beyond the borders of the United States to also include international female academics whose home countries have much more expansive and subsidized health care systems (Miller & Sanger-Katz, 2022). This will be a loss on many fronts—for women, they have to forgo important career opportunities for sharing their work, honing their skillsets, and collaborating with others; for academia, we lose the dissemination of research that stems from diverse thoughts and perspectives. Across all these considerations, it is evident that women’s access to reproductive healthcare has cascading effects on women’s labor force participation and career success.

## **This Is Not Just A “Women’s Issue”**

Men are often absent from conversations about reproductive health, family planning, and family support despite their important role in families. Yet, male academics may also have to make tough decisions about where they work and live based on the healthcare possibilities for the women in their immediate family, including wives, daughters, and other loved ones. Even for those who have no immediate worry for the women in their lives, their colleagues and collaborators may now be trying to surmount even more restrictive hurdles and—as empathetic colleagues—that is something we should all be cognizant of. In fact, this may go beyond female colleagues and collaborators to also include male scholars who may be facing infertility struggles. As the trauma associated with a lack of access to reproductive healthcare could have wide-ranging consequences for our colleagues, we need to do better in terms of recognizing the unique challenges they may be facing with respect to their health and families and finding different ways to ensure that their well-being needs are being met.

## **What Can We Do About It?**

Academic departments thrive when they are composed of individuals from different backgrounds and experiences, who trust one another, and who help one another to succeed—both at work *and* at home. As such, although you may personally not be impacted by the Dobbs decision, we urge you to take on the mantle of being compassionate and begin (or continue!) advocating for those whose family planning, career options, and futures have been drastically altered. Recognizing the additional sacrifices women may be forced to make in order to pursue careers in academia, and supporting them through those difficult decisions, should be a priority for all of us.

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## **Mobilizing Knowledge: Our Personal Outreach Approach and Computer Application**

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The purpose of this article is to provide the industrial and organizational (I-O) psychology community with a report on a novel, noncommercial (open access) knowledge mobilization initiative that has the potential to help address a fundamental issue in I-O psychology: the ongoing (and increasing!) research–practice gap. Our initial knowledge mobilization approach used a personal, high-quality method for helping to communicate the science of employee selection and hiring to practitioners who can implement science for the benefit of their organizations. Subsequently, we created an evidence-based computer application (i.e., app) that provides customized selection and hiring process feedback. Here is the link to the webpage where our app can be located: <https://lazaridisinstitute.wlu.ca/resources/selection-tool.html>

Consistent with the vision for *The Industrial-Organizational Psychologist (TIP; Sanders, 2022)*, our knowledge mobilization efforts also relate to important diversity, equity, and inclusion (DEI) issues. For example, organizations that benefit from our efforts to date have often been smaller tech organizations, but our approach can be extended to target other small organizations, as well as organizations that are marginalized-owned and/or nonprofit. Our initial outreach efforts led to us creating an evidence-based consulting app that provides a high-value service to organizations that might not otherwise have the budget for procuring management consulting advice. Thus, it is possible that more widely disseminating our app as well as encouraging others to engage in knowledge mobilization initiatives similar to what we have undertaken can help to foster a more diverse and inclusive culture in the practice and science of I-O psychology. It is also worth noting that this was not initially a DEI-forward article, but after reflecting on the current vision for *TIP (Sanders, 2022)*, we can certainly see how our knowledge mobilization efforts relate to important DEI considerations in addressing evidence-based practices.

In this article, we present our inspiration for our knowledge mobilization efforts, introduce our personal outreach approach, discuss the evolution of our initial approach into an interactive, computer-based Shiny app, and provide our reflections on these knowledge mobilization initiatives. Overall, our personal outreach approach and app provide I-O researchers with additional mechanisms that can be used to mobilize and communicate our science and hopefully make the world of work a better place for everyone.

## Inspiration

One area where I-O science can clearly do great things for organizations is personnel selection, which is an area that has reached the “gold standard” of having many strong and consistent research findings (e.g., as summarized in Schmidt and Hunter [1998] and more recently in Sackett et al. [in press]). Curiously, this area of I-O research has the widest research–practice gap (Rynes et al., 2002), and this gap appears to be growing (Fisher et al., 2021). This is alarming as small and large organizations alike would benefit from using selection tools with evidence of predicting job success. Furthermore, using standardized, evidence-based selection practices may help organizations avoid claims of discriminatory hiring practices. It is also concerning that some of the organizations that would benefit most from the cost savings that can be realized through using reliable and valid selection methods (e.g., marginalized-owned, small, and/or nonprofit organizations) are likely to have the least access to advice regarding best-practice selection methods and, thus, would potentially experience even more significant research–practice gaps than large, resource-rich organizations.

Many best practices in selection are accessible for organizations to adopt. For example, it has long been understood that fully structured interviews are more valid than unstructured interviews (e.g., McDaniel et al., 1994). However, many interviews remain informal, unstructured, or semistructured. How common do you think it is for organizations to ask typical, unstructured interview questions, such as “Tell me about yourself,” “What are your strengths and weaknesses?” and “Where do you see yourself 5 years from now?” Even organizations as renowned as Google at one time famously asked applicants off-the-wall interview questions, such as “A man pushed his car to a hotel and lost his fortune. What happened?” and “Why are manhole covers round?” (Carlson, 2010). Clearly there is room for improvement in the interview protocols of organizations and following relatively easily implementable guidelines such as asking all candidates for one job the same questions, ensuring that all questions are directly related to the job (Bonus points for conducting a job analysis to base this information off of!), and having a standardized rubric for evaluating each interview question response would be highly beneficial for organizations.

As a second example, many organizations continue to rely on the collection and evaluation of resumes and cover letters even though decisions based on these documents can lead to discrimination (e.g., He & Kang, 2021) and have low predictive or criterion-related validity. One of our recent open access publications contains practical advice for a more valid, more cost effective, and less biased initial applicant screening method that organizations can use: the general application form (Risavy et al., 2022).

### **Our Personal Outreach Approach**

The *TIP* readership does not need to be convinced about the impact that the science of I-O can have on workplaces; however, we feel that more I-O researchers should seek to connect with practitioners who can use their findings to improve workplaces. After conducting our own research on the research–practice gap (e.g., Fisher et al., 2021), we were disheartened by the on-

going gap, but after some reflection and discussion we began to feel motivated to try to do something about this fundamental issue in I-O psychology. However, in order to begin moving away from simply documenting (and lamenting!) the research–practice gap, we first had several questions: How do we reach practitioners who can use our science? What do we say? Will they respond to us or care about our science? We decided to answer these questions by designing an approach for bringing our science to a practitioner audience in which we actively sought a group who we believed could greatly benefit (cf. Lewis & Wai, 2021).

Humans are social animals, innately wired for personal connections, and all models of organizational change implicitly situate the personal connection of the change agent to the organization as a central feature (cf. Burke, 2018). Thus, we believe that making personal connections will allow us to earn trust and increase practitioner willingness to hear and implement our employee hiring and personnel selection advice. Our first step was to compile a list of potential contacts. Our search criteria included tech organizations with a local headquarters that were smaller in size (i.e., 2–99 employees). We conjectured that selection best practices would be highly beneficial to smaller organizations that likely lack formal HR training and support and perhaps the resources to learn and implement evidence-based best practices. The tech industry was especially interesting for us to focus on because our home academic institutions have an emphasis and strong connection to the local tech industry, which is one of North America’s most prominent tech hubs. We also chose this focus because there seems to be a preponderance of questionable selection advice being shared in this industry; a prime example being the aforementioned Google interview questions that had gained widespread notoriety and were likely influencing other tech organization’s interview protocols. Indeed, one of our recent studies that contained a sample of tech organizations supported this assertion (Risavy et al., 2021).

We used publicly available sources (e.g., Communitech’s [a local Canadian tech hub] member list) to identify organizations that met our search criteria and then used LinkedIn to find the name of a contact person from each organization. We prioritized contacting a decision maker, which was usually a president/CEO or senior-level manager in these smaller tech organizations. We then sent a LinkedIn connection request to each of the 100 contacts that we found. Fifty-one of the 100 requests we sent were either accepted or were already LinkedIn contacts of the lead author. Making this LinkedIn connection allowed us to contact individuals directly. In this direct contact, we requested a short, 5–10 minute call to discuss an opportunity for them to receive evidence-based hiring advice from us (see the Appendix, Message #1 Template).

Of the 51 contacts, 16 (31.37%) responded to our message and 9 (17.65%) agreed to have a more in-depth conversation about their hiring practices. With these nine organizations, we started with one-on-one phone or virtual meetings that lasted approximately 20 minutes. During these meetings, we asked contacts about the employee selection procedures their organization was using. We then used their responses to provide them with a summary of evidence-based feedback about their organization’s hiring practices (see the Appendix, Message #2 Template). For example, if they indicated that they were using unstructured interviews (which we defined for our sample as interviews where the interviewer asks a variety of questions of their

choice, where questions may be adapted to a particular applicant, and that may consist of an informal conversation), we provided the following feedback for that selection tool:

Interviews that are structured (i.e., the interviewer examines applicants using a prepared set of questions concerning the applicant's past behavior in a variety of situations, the interviewer asks the same questions of all applicants) have been found to better predict future job performance compared with unstructured or mixed/semistructured interviews. Research has found that interviewers often overestimate their ability to predict future job performance based on unstructured interviews/informal conversations. Use of unstructured interviews can increase the possibility of discussing non-job-related and potentially illegal information (e.g., age, ethnicity, family status). Be sure to state to interviewees at the outset of the interview that you will not ask any questions related to protected grounds such as age, disability, sexual orientation, gender identity/expression, and family/marital status, and that you would appreciate if they do not disclose any of that information during the hiring process.

Last, we followed up with our contacts after 3 weeks to ask whether they had any questions about the feedback or how to implement our advice (see the Appendix, Message #3 Template). One limitation of our approach is that the type of feedback in the above example does not provide specific implementation or action steps; however, it is worth noting that there are some examples of feedback in our app that provide more stand-alone initial feedback. For example, part of the feedback provided for when we recommend application forms over resumes includes a link to the Ontario Human Rights Commission's (OHRC; 2008) application form template that companies can use to help create an application form or revise their existing application form. Regardless, we chose to create the feedback for our app in a way that allows for quick, accessible, and approachable science-based advice while maintaining an appropriate level of depth, generalizability, and time investment for this pro bono undertaking (it is worth clarifying that our intention with this initiative does not involve an aspiration to drive paid consulting engagements).

### **Our Computer Application**

After being energized by our personal outreach approach initiative and seeing that there was an appetite for feedback on hiring practices, we decided to automate this process to save time for us and the organizations we would like to help while expanding the amount and types of organizations that we could potentially help. For example, automating our process will allow us to reach a broader scope of organizations beyond smaller tech organizations and would help to make our evidence-based best practices accessible to other organizations that can benefit from this information (e.g., marginalized-owned, nonlocal/nontech small, and/or nonprofit organizations). Thus, we began building an interactive app with the Shiny package in R (<https://shiny.rstudio.com/>).

The app (available directly through this link: <https://employee-selection-assistant.shinyapps.io/app-1/>) that we built asks organizations to report the selection tools

used in their hiring process, and then, once their responses have been submitted, it instantaneously provides customized feedback along with a score reflecting the efficacy of the tools they are using. Essentially, our app asks the same questions and provides the same feedback as our personal outreach approach. Furthermore, we also maintain the personal aspect of our initial outreach approach as respondents are invited to follow up with the research team for answers to their questions, to receive further information, or for help with implementing the recommendations (again, free of charge). We have received ongoing ethics approval from the lead author's institution to allow us to collect data via this app.

Prior to writing this article, we also engaged in a launch project by speaking with a group of tech entrepreneurs at an event coordinated by a specialized institute that is affiliated with our university. From this event, we had 38 responses on our app, engaged in some excellent dialogue with event attendees, and received appreciative follow-up messages as well as interesting questions from our attendees. It is our hope that this *TIP* article will continue to expand the reach of this knowledge mobilization effort.

### Reflections

Although I-O psychologists may think that communicating their science to the public is challenging and time consuming, we found our personal outreach approach to be effective and efficient, and we feel that our app has helped further enhance the effectiveness and efficiency of our knowledge mobilization efforts. We are also hopeful that this *TIP* article along with the scripts in the Appendices will be a helpful starting point for other researchers who may be interested in a novel, unique way to do their part to help bridge the research–practice gap. Regarding the time required to undertake this initiative, our efforts in personally connecting with the nine initial organizations were not onerous, and the automation achieved through our app has helped to make our subsequent outreach efforts even less time consuming. We used our external funding<sup>1</sup> to have our graduate research assistants find the organizations and contacts and to develop our app. It was approximately a week or two of work for the lead author to contact the organizations, survey the interested ones, provide feedback, and follow up. If others are interested in using our process, they should feel confident in using and expanding upon our communication templates. In addition to the previous links that we provided to our Shiny app, our source code along with associated annotations (indicated using hashtags) have been made available online (<https://doi.org/10.17605/OSF.IO/SDT9K>) for any parties interested in modifying it for their own purposes.

Some may wonder why we have become involved in these efforts without a specific, tangible reward for engaging in this type of work. However, this knowledge mobilization effort has become one of the more interesting projects that we have pursued as a result of our funding and was certainly more invigorating to us than further bemoaning the research–practice gap in selection. Furthermore, it is possible that we can leverage the personal contacts we have developed in this project for future, more traditionally publishable research—so, there may yet be a specific, tangible reward as a result of these outreach efforts, but if so, it will be a matter of delayed gratification. Regardless, as I-Os, don't we all know that it isn't just about extrinsic moti-

vation? Our research team was highly engaged in trying to leverage our science to help the people that it is intended to help, and it was also exciting to speak with interested professionals outside our cloisters of academia.

### Conclusion

Although our personal outreach approach and app focused on selection, these methods can be adapted to any area of applied I-O psychology. Hopefully, others will consider our approach as well as our idea of using an interactive computer-based app for mobilizing their science and communicating with relevant nonacademic audiences.

### Note

<sup>1</sup> Our funding source for this project was a Social Sciences and Humanities Research Council (SSHRC) Insight Development Grant (IDG) number 430-2020-01011.

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## Appendix: Communication Templates

### Message #1 Template: Initial Request to Discuss the Opportunity

Subject: *University Consulting/Research Opportunity*

Hi NAME,

*Thanks for accepting my invitation to connect on LinkedIn. My name is NAME and I am a Professor at INSTITUTION NAME. I am reaching out to you because my research team and I are looking for a few tech organizations to work with to provide consulting on their hiring practices. The ultimate goal of our research is to improve communication, information sharing, and collaboration between researchers and tech organizations. Essentially, we are offering evidence-based hiring advice to interested organizations free of charge.*

*Would we be able to arrange for a short, 5–10-minute call so that we can discuss this opportunity in further detail? Or, if it is easier, then please feel free to just give me a call at your convenience at: (XXX) XXX-XXXX*

*Thanks so much,*

NAME

## **Message #2 Template: Summary of Feedback**

Subject: *Consulting Feedback Summary – ORGANIZATION NAME*

*Hi NAME,*

*Thanks again for your time during our meeting yesterday!*

*Attached is a summary of our feedback based on the information provided regarding your organization's hiring process. Hopefully this can be the start of a larger and ongoing conversation and I would of course be very pleased to arrange for a meeting to discuss our feedback in further detail.*

*Best,*

*NAME*

## **Message #3 Template: 3-Week Follow-Up Message**

Subject: *Consulting Feedback Summary – ORGANIZATION NAME – Follow-Up*

*Hi NAME,*

*Just wanted to follow-up on the summary of our feedback that was provided regarding your organization's hiring process.*

*Do you have any questions about the feedback? Also, I am happy to help with implementing any of the suggestions that were provided, so please feel free to let me know if you would like to arrange for a meeting to discuss any of this.*

*Best,*

*NAME*

## 2022 Exit Survey

**SIOP Survey Subcommittee: Victoria Hendrickson, Kaytlynn Griswold, Amy Wester, Harry Kohn, Brett Guidry, Erik Zito, William Thai, and Kelsey Byerly**

To better understand why SIOP members chose not to renew their membership with SIOP, members who did not renew by the June 30, 2021 deadline ( $N = 2,329$ ) were surveyed by the SIOP Survey Subcommittee through June 7–23, 2022. As a result of sending the Exit Survey, 81 people renewed their membership. Of those who chose not to renew, 39 people responded to the survey. The online survey was sent by email and consisted of five quantitative questions, four write-in questions, and two demographic questions. The SIOP Survey Subcommittee conducted the analysis and generated the full report, which can be found on the SIOP [Survey website](#).

Our focus in this article is to share a high-level overview of the results and any key emerging themes. Upcoming articles will focus on actions that are planned and underway as a result of this survey. Given the low response rate, caution is warranted when interpreting the results.

### Overall Findings

- The most cited reason for not renewing is retirement (28%), whereas 13% indicated that the cost of membership is too high.
- Of the respondents, 55% were SIOP Members, 18% were Associates, and 13% were Students.
- Approximately 38% of respondents had been members of SIOP for 5 years or less when they chose not to renew their membership, and another 29% had been members for 21+ years.
- Looking at the qualitative responses, many respondents had multiple reasons for terminating their memberships.

### Review of the Comments

The 59 comments were analyzed and are represented here in categories:

Topic	Example	Count
Cost	If I find myself in a position where membership is financially justifiable, I will rejoin.	14
Benefits and resources	Everything was conference related. I found little in the way of support, articles, commentary, or peers.	14
Strategic direction	I would like to see more strategic goals for SIOP in advancing the I-O field.	8
Conference	Attending the conference is the only current value for my membership.	6
Membership level	Unless the membership structure changes significantly, I will likely not rejoin at any time.	5

\*The remaining 11 comments did not fall into the above topics (e.g., no longer in the I-O or HR field; retired).

## **Actions Suggested Based on Results**

The annual Exit Survey is one way we garner insights for retaining SIOP members. In concert with the many other SIOP committees, we continue to look for ways to serve the field of I-O psychology and the members of SIOP. Here are a few considerations we suggest in response to the results of this survey.

### **Dues**

Cost is a common reason expressed for not purchasing something, and SIOP membership is no exception. We are sympathetic toward those who are currently experiencing financial challenges or ongoing COVID-19 impacts. SIOP does provide members experiencing hardship a one-time partial dues waiver to mitigate financial concerns.

Next, several respondents indicated they didn't feel the benefits of their membership could justify the cost. Work can be done to ensure accessibility and understanding of utility to improve the perception of membership value in relation to the cost. Last, some respondents reported that their employers' unwillingness to pay dues was a key factor. Although SIOP provides a template for communicating the value to employers, we hope that as SIOP's prominence continues to grow, more employers will be willing to cover the cost of their employees' dues.

### **Engagement and Inclusion**

SIOP and the Membership Committee are deeply committed to championing diversity and inclusion efforts across the SIOP community. The volunteer committee members in SIOP are dedicated to ensuring inclusion and belonging of all members. Although SIOP has taken steps to increase engagement and inclusion, such as the addition of a Diversity and Inclusion Portfolio Officer, further steps are needed in order to continue these efforts. We suggest considering placing additional emphasis on culture within SIOP through committee work, events, and messaging. In addition, SIOP can build upon its outreach efforts to continue building greater diversity and inclusion of its member population, ensuring all groups are represented.

### **Resources and Research**

Survey results showed mixed sentiments around resources and research, with some respondents expressing dissatisfaction with the practitioner focus and others expressing dissatisfaction with a lack of relevance for practitioners. SIOP values all members, regardless of their background, and seeks to be a valuable organization for practitioners and academics alike. SIOP should continue to seek targeted feedback on the content that is most valuable to its members and consider all perspectives when supporting research and providing resources. In addition, we suggest enabling specific collaboration opportunities across academic and industry groups to help build greater symbiosis between the various perspectives and help the I-O community as a whole bridge the scientist-practitioner gap. Last, SIOP can consider improving the organization's resources and messaging to be more tailored to each group as appropriate.

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

## **SIOP Community Poised to Welcome New Affiliate Members**

**SIOP Membership Committee**  
**Rick Laguerre, Michelle Goro, Daniel Bashore**

Since the Affiliate membership expansion vote passed (with approval by more than 90% of voters) back in June, the Administrative Office and Membership Committee have been hard at work to make sure the transition process for integrating this new membership type is as smooth as possible. The goal of this article is to provide more information about the Affiliate membership and share how we plan to integrate it within our existing framework. There is also a special call to action below for all current SIOP members, so please join us in maximizing the success of this membership expansion!

The SIOP Affiliate can be viewed as a membership category for non-I-O professionals who are interested in learning about I-O and engaging with SIOP. This category is for people who do not meet the current criteria for our traditional membership categories (i.e., Fellow, Member, Associate, Student, Retired), and it can be considered as the membership type that is “open to the public.” Affiliates have access to two main benefits: (a) access to SIOP content and (b) the ability to engage with the SIOP community. Based on pilot data used in the initial proposal of the Affiliate member type, we anticipate that many Affiliates will be well-educated professionals who are members of other organizations such as APA or SHRM. Our pilot data also suggest that those interested in the Affiliate membership seek to engage with SIOP for three main reasons: (a) to network, (b) to keep up with the latest trends in research and practice, and (c) to have professional development opportunities. Overall, we believe that, if done correctly, the Affiliate expansion will broaden our impact both in and outside the organizational sciences as well as welcome more multidisciplinary perspectives into our community to enrich our science.

This new membership category aligns with [SIOP's 2020 Strategic Plan](#) in that it helps SIOP become more inclusive, and it provides an additional revenue stream, which will have downstream benefits for SIOP. Even though the Affiliate vote passed, we acknowledge that only a small proportion of eligible SIOP Members voted (11%). For this reason, our goal is to launch the Affiliate category in a measured and systematic way so that we can monitor the impact of this change on the SIOP community. We are just beginning the soft launch of the Affiliate membership category, as our goal was early fall 2022.

Below, we provide a brief description of our overall plan for Affiliates. Of course, these are subject to change, and we will do our best to communicate with you all as we embark on this journey.

### **Affiliate Membership Fee and Recruitment Strategy**

- \$80 annual membership fee (from now through February 28, 2023, we will offer a special \$60 introductory rate)
- We are using a phased rollout for recruitment:

- Professionals who participated in SIOPI before but were nonmembers at the time of their participation. Also, we have plans to reconnect with professionals who expressed interest in joining SIOPI in the past but did not meet membership criteria.
- Encourage current SIOPI members to recruit Affiliates from their professional networks. After the initial rollout, we will assess the needs of the Affiliates and our capacity to meet them before advertising the Affiliate membership type more intentionally to the wider public.

## **Benefits to Becoming an Affiliate**

### **Immediate Benefits**

- Access to SIOPI content (*TIP, IOP*, etc.)
- Networking (Affiliate open houses, etc.)
- Attend SIOPI events and conferences at a slightly discounted rate

### **Potential Future Benefits**

- Live video conference sessions with panels/speakers (offered quarterly for Affiliates)
- Social media highlights about Affiliates
- [Updated Affiliate website](#) with modern and exciting visuals
- Affiliate mixer (meet-n-greet) at SIOPI
- Crafting a personalized experience by having SIOPI volunteers serve as Affiliate point-of-contacts throughout the year

## **A Call to Action for Current Membership**

As mentioned above, one of the rollout phases will include asking you, our current membership, to reach out to your networks and encourage your non-I-O colleagues to consider joining SIOPI as an Affiliate member.

Do you have a colleague who perhaps has the same role as you and does not hold an I-O degree? Do you attend HR or analytics group meetings and know others who would benefit from the science of I-O or help inform our membership community in a way that would enhance the I-O profession? We ask that you consider passing along word of the [new SIOPI Affiliate membership](#), and encourage these colleagues to join our I-O community.

The Executive Board, Membership Committee, and Administrative Office are each excited to welcome Affiliates with open arms; we hope that you will join us!

## Foundation Spotlight: Two Types of People

### Milt Hake Foundation President



There are two types of people in the world: Those who divide everything into two categories, and those who don't.

I am a proud member of the latter category.

Better yet, I am so glad to have spent three-fourths of my present lifespan hanging out with I-O friends and acquaintances, people who primarily belong to that same category. The world is not a simple place, and yet there is an overabundance of simple, simplistic, and simple-minded accounts of how it works. These are tough times for us optimists.

Here are several questions for you, a “pop quiz” of sorts:

1. Which is better: artificial intelligence or human intelligence?
2. Who do you trust: artificial intelligence or human intelligence?
3. True or false: All intelligence is artificial.
4. Agree or disagree: All dilemmas are false.
5. True or false: All evils are caused by insufficient knowledge.
6. True or false: Zero-sum framing is evil.
7. Agree or disagree: I hate pop quizzes.

Give yourself one point for each answer. If you did not get a score of 7, try again. 😊

Now consider these everyday zero-sum frames:

1. Expert vs. Novice
2. Heredity vs. Environment
3. Optimist vs. Pessimist
4. Liberal vs. Conservative
5. Rational vs. Crazy
6. Male vs. Female
7. Black vs. White
8. Us vs. Them
9. Good vs. Bad
10. True vs. False
11. Objective vs. Subjective
12. Scientist vs. Practitioner
13. 1 vs. 0

I cut this list off at a baker's dozen because it likely has raised your blood pressure enough. In case you were wondering, there are many more such pairs. What's the point?

It's easy to divide everything into two categories, but using only two categories is an excessively coarse division.

Take quiz question #3: Is all intelligence artificial? Here we enter a linguistic and philosophical morass of definitions, operations, measures, and meanings. By what standards can and should we assert that human intelligence is superior to "artificial" varieties?

Or consider quiz question #5 about all evils being caused by insufficient knowledge. All "evils," really? "Caused?" I've developed a strong liking for the way physicist David Deutsch (2011) explains what he calls the principle of optimism:

Whenever we try to improve things and fail, it is not because the spiteful (or unfathomably benevolent) gods are thwarting us or punishing us for trying, or because we have reached a limit on the capacity of reason to make improvements, or because it is best that we fail, but always because we did not know enough, in time. (p. 211)

Now consider James Lovelock, a provocative thinker and applied scientist. He originated the Gaia hypothesis, the idea that Earth is a self-regulating planet. Earlier he had documented the impact of chlorofluorocarbons and the opening of the ozone hole, attracting global attention long before his hypothesizing Earth's self-regulation. His work is an inspiration for me, and I think that it may or will be for you as well. He passed away on July 26 this year.

If you subscribe to [The Economist](#), you can read its eulogy for Lovelock behind its online paywall, and if not, read about him in [Wikipedia](#). Or watch a recent and brief video (7:43 minutes) at [https://www.youtube.com/watch?v=HuGj5n\\_vYz4](https://www.youtube.com/watch?v=HuGj5n_vYz4). If you watch it, think critically about his views on artificial intelligence. Here is a link to a video biography (58:40 minutes) first shown in 2009 on BBC: <https://www.youtube.com/watch?v=QgwZJDEZ9Ng>. Lovelock's inventions and employment history, as well as his character and integrity, are better shown here than in the short video.

The Gaia hypothesis is Lovelock's most well-known contribution, and it provoked immediate controversy. *The Economist's* eulogy reports some of the scorn unleashed by biologists:

Richard Dawkins, an evolutionary biologist and the author of *The Selfish Gene*, took umbrage at the theory's apparent reliance on group selection, whereby things that benefit a group of organisms happen simply for that reason—because the group profits from them. John Maynard Smith, another great evolutionary biologist of the 20th century, dubbed the idea "an evil religion." John Postgate, a microbiologist, wrote in a 1988 comment piece for *New Scientist*: "Gaia—the Great Earth Mother! The planetary organism! Am I the only biologist to suffer a nasty twitch, a feeling of unreality, when the media invite me yet again to take it seriously?"

These remarks illustrate a limitation of human intelligence that is evidenced by the ease with which even scientists fall prey to confirmation bias. Sometimes “insiders” greatly overshoot the boundaries of useful criticism.

Is the Gaia hypothesis right? The general public seems to believe that science provides the final word on whatever happens to be the question du jour. David Deutsch (2011) argues for a much more open view of science:

I have often thought that the nature of science would be better understood if we called theories ‘misconceptions’ from the outset, instead of only after we have discovered their successors. Thus we could say that Einstein’s Misconception of Gravity was an improvement on Newton’s Misconception, which was an improvement on Kepler’s. The neo-Darwinian Misconception of Evolution is an improvement on Darwin’s Misconception, and his on Lamarck’s. If people thought of it like that, perhaps no one would need to be reminded that *science claims neither infallibility nor finality*. (my emphasis; p. 446)

James Lovelock was a superb thinker, unbound by the disciplinary and social boundaries between the domains of science, varieties of engineering, and tools of technology. In all, he is a worthy model for us I-O scientist–practitioners, one of my kind of people.

**SIOP Foundation’s mission is to connect donors with I-O professionals to create smarter workplaces. Join us in pursuing this mission.**

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### **Reference**

Deutsch, D. (2011). *The beginning of infinity: Explanations that transform the world*. Penguin Books.

## SIOP Award Winners: Meet the 2022 William A. Owens Scholarly Achievement Award Winners

### Liberty J. Munson



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

This quarter, we are highlighting SIOP's 2022 William A. Owens Scholarly Achievement Award winners: (from L-R) **Allison Gabriel, Rebecca (Calee)**

**MacGowan, Marcus Butts, Christina Moran, and Sabrina Volpone.**



### Paper Citation:

Gabriel, A. S., Volpone, S. D., MacGowan, R. L., Butts, M. M., & Moran, C. M. (2020). When work and family blend together: Examining the daily experiences of breastfeeding mothers at work. *Academy of Management Journal*, 63(5), 1337–1369.  
<https://doi.org/10.5465/amj.2017.1241>

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

**Allison Gabriel:** I'm the McClelland Professor of Management and Organizations and University Distinguished Scholar in the University of Arizona's Eller College of Management. I received my PhD in industrial-organizational psychology from the University of Akron in 2013 and have been studying emotions, motivation, employee recovery, and well-being ever since. Over the past few years, I've become increasingly focused on women's health and motherhood.

**Rebecca (Calee) MacGowan:** I'm an assistant professor of Management at the University of Arkansas. I am passionate about using organizational research as a means for promoting social progress. My research focuses on studying individuals' workplace and job search experiences and investigating the best practices that may be helpful in improving people's day-to-day lives.

**Marcus Butts:** I'm an associate professor of Management at the Edwin L. Cox School of Business at Southern Methodist University. In my spare time, I'm also the department head. I primarily research work–life issues and workplace relations, mostly from a within-person perspective.

**Christina Moran:** I lead organizational development and learning at the international financial consulting firm MarshBerry. Under my guidance, our department has implemented the organization's first-ever learning management system and developed over 200 proprietary courses in just 15 months. I earned my PhD and MA in I-O psychology from the University of Akron, and my bachelor's degree in psychology and Spanish from John Carroll University. I am one of the few I-Os who are licensed to practice psychology (and thereby refer to ourselves as “psychologists”); I am licensed by the state of Ohio.

As a team, we also acknowledge **Sabrina Volpone** who was a part of the winning paper.

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

**Gabriel:** Honestly, the interest in studying breastfeeding mothers started from a very practical place. I had a friend visiting Tucson who brought her 8-month-old baby with her, and she began to confide in me all of the challenges she was having nursing and pumping breast milk at work. As someone who didn't have a child at the time, I had never really processed how difficult it would be to blend this family demand (breastfeeding/pumping) into work, and I felt like there was a real opportunity to study this and try to positively impact working moms. That really was it! I emailed Sabrina after my friend's visit to see if she would be interested, and Calee and Christina shortly joined thereafter. Marcus then joined the team as our work–family expert. It was a real labor of love, and I think I can speak for all of us when I say we really love this paper.

***What did you learn that surprised you? Did you have an “aha” moment? What was it?***

**Gabriel:** When we first submitted our paper to *Academy of Management Journal*, our story was pretty negative; we found that breastfeeding demands at work (or pumping demands) contributed to feelings of fatigue, which then hindered work goal progress, breast milk production (i.e., how many ounces of breast milk women produced each day), and work–family balance satisfaction. But the review team really encouraged us to dig deeper and figure out if breastfeeding at work could actually be good: Could it help women feel better affectively? Across our two studies (a qualitative interview-based study and an experience sampling study), we found that this same “blended work–family experience” could promote fatigue AND promote feelings of calm and contentment, with the latter rendering some benefits for women. So, our “aha!” moment was when work and family blend together, both good and bad can happen.

***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?***

**Gabriel:** I hope the lasting contribution is that more and more organizations realize that it is not enough to just offer break time or a break room to support women. We really should be advo-

cating for women at work, with managers stepping up and making sure that women feel empowered to pump breast milk at work if they so choose.

At a more general level, I also hope we just stop stigmatizing the choices women make when it comes to feeding their child. In our study, we found some evidence of women feeling that their coworkers stigmatized them for breastfeeding. Now, with the formula shortage in the US, we are seeing women stigmatized for formula feeding and *not* breastfeeding (something we recently spoke about here: <https://www.huffpost.com/entry/breastfeeding-is-not-free-16283e865e4b050d95197ba39>). I really hope we can take a step back and see that it is time to support women holistically in the workplace, and that means supporting women's health and their breastfeeding/pumping needs.

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

**Gabriel:** In high school, I was a total show choir/musical theatre kid. One of the more memorable things was I got to sing backup on a Christmas single written and sung by Bob Dorough (He wrote songs for Schoolhouse Rock—it was super cool back in the day!). You can actually find it online: <https://www.youtube.com/watch?v=ABm3KDfHhWo>.

**MacGowan:** One of my small pleasures in life is baking Japanese cheesecakes.

**Butts:** I got exactly one job offer when on the market. But I also only applied to a handful of schools because like most Texans, I wanted to come back to Texas.

**Moran:** My grandparents emigrated to the US from Lebanon.

***What piece of advice would you give to someone new to I-O psychology?***

**Gabriel:** There's a lot of pressure to have this "perfect" linear career—no bumps along the way—and that's just not realistic. I bought into that for a long time pretenure, and that created WAY more anxiety and stress than was probably healthy. We study and advocate for work-life or work-family balance, and I wish as a field we tried to practice this ourselves.

**MacGowan:** Ground your research and practice in topics you are passionate about, and then you will be able to share your enthusiasm with others!

**Butts:** Treat graduate school like a job (i.e., work hard), and try to acquire a superpower at something early on in your career that will make you marketable (for other jobs or for research projects).

**Moran:** Every experience is moving you closer to where you're meant to be and further from where you're NOT meant to be. Disappointments and rejections can be frustrating; but they're also necessary to get you on the path meant for you.

*About the author:*

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

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

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

**SIOP Award Winners: Meet Alexander Glosenberg, the Joel Lefkowitz Early Career Award for Humanistic Industrial-Organizational Psychology Winner**

**Liberty J. Munson**



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

This quarter, we are highlighting SIOP's 2022 Joel Lefkowitz Early Career Award for Humanistic Industrial-Organizational Psychology award winner, **Alexander Glosenberg**.



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

I am an assistant professor of entrepreneurship at the Fred Kiesner Center for Entrepreneurship at Loyola Marymount University. I focus my research on how socioeconomic factors influence the psychology of work, in particular, for entrepreneurs (of all sorts, including intrapreneurs and social entrepreneurs).

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

I worked alongside many talented colleagues to more prominently highlight the work of so many I-O psychologists devoted to applying the discipline to the greater good—in particular, to humanitarian work and to work in marginalized communities. One of my papers was highlighted by the committee: I utilized an innovative dataset from *Time* magazine that generated one of the largest samples of respondents providing both their vocational interests and actual/dream jobs. The breadth of this sample (across 74 countries) allowed us to analyze how socioeconomic development might influence the validity of our models of vocational interests—and associated predictions. Broadly, we found evidence for cultural and socio-economic limitations to our understanding of how interests might predict person–vocation fit.

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

Appreciating and working with the amazing group of I-O psychologists devoted to making the world a better place through their research and applied work.

***What did you learn that surprised you? Did you have an “aha” moment? What was it?***

That there was so much work being done by so many in our profession without sufficient recognition for their contributions to society.

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

Broadly, I hoped to have helped to underscore the extent to which not only cultural but also socioeconomic dynamics help to shape important aspects of how we think and 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?***

There are too many people that have inspired and/or supported me to name and thank, but they prominently include those involved in the creation of the Global Task Force for Humanitarian Work Psychology and the Global Organisation for Humanitarian Work Psychology —and the many who are researching how I-O psychology might be applied to benefit humanitarian work and global sustainable development.

***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?***

I am very interested in the entrepreneurial mindset and approaches to enhancing an entrepreneurial mindset among marginalized populations. Often, such populations have incredible reservoirs of innovativeness, proactivity, and resilience (what I believe are the components of an entrepreneurial mindset), and a critical step in them becoming successful entrepreneurs (besides the critical component of social, political, and economic support) is for them to identify their personal strengths and skills and apply them in a work setting. The question I'm exploring is, how can we help these entrepreneurs or potential entrepreneurs accelerate this process?

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

Everyone who knows me likely knows this already, but I discovered the potential of I-O psychology while serving as a United States Peace Corps volunteer in a township of South Africa. I was tasked to help assist the managers of underperforming schools, and I quickly realized the importance of I-O psychology tools and theories in organizational change and development. However, I also realized that many of those tools and theories were only partially applicable to the context I was working in. This inspired me to find and begin working with the I-O psychologists who were focusing on issues of poverty and international development.

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

Find your passion, and ideally a societal problem that you hope to address. This passion will focus and drive your research in a way that will lead to both better science and superior practical impact.

*About the author:*

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

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

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

## **SIOB Award Winners: Meet Christina Guthier, Christian Dormann, and Manuel Voelkle, the Schmidt-Hunter Meta-Analysis Award Winners**

**Liberty J. Munson**



As part of our ongoing series to provide visibility into what it takes to earn a SIOB award or grant, we highlight a diverse class of award winners in each edition of *TIP*. We hope that this insight encourages you to consider applying for a SIOB 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 SIOB's 2022 Schmidt-Hunter Meta-Analysis Award winners: **Christina Guthier, Christian Dormann, and Manuel Voelkle**. They won the award for their paper "Reciprocal effects between job stressors and burnout: A continuous time meta-analysis of longitudinal studies," published in *Psychological Bulletin*. Their analysis dealt with a societally important topic, and it revealed some novel findings.



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

My name is Christina Guthier. As a self-employed scientist and speaker, I am sharing all of my knowledge about burnout with organizations to foster change towards healthier work environments. I am also involved in research projects on topics like disability leadership, motivation, and work engagement as well as exhaustion.

My name is Christian Dormann. I am a professor for business education and management at Johannes Gutenberg-University Mainz and adjunct research professor at the University of South Australia. Broadly speaking, my research is on longitudinal stress.

My name is Manuel Voelkle. I am a professor for psychological research methods at Humboldt-Universitaet zu Berlin in Germany. Broadly speaking, my research and teaching revolves around the design and analysis of multivariate empirical studies with an emphasis on the use of structural equation models and/or the analysis of longitudinal data.

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

We reviewed all existing longitudinal studies that investigated workload and burnout. Workload is the most frequently investigated job stressor, and burnout the most frequently investigated outcome of job-related stress. We developed a new statistical method called COntinuous-TIme

Meta-Analysis (CoTiMA). CoTiMA enables researchers to estimate the average effects among workload and burnout across all available longitudinal studies, irrespective of how many times workload and burnout were measured in these studies and of how long the time intervals between measurement occasions were. This was a distinct methodological innovation. The most important substantive result was that burnout increases workload in the future (strain effect) more strongly than workload increases future burnout (stressor effect). The stressor effect is proposed by all existing work stress theories whereas the strain effect is rarely included.

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

We think that the key to winning the award was a combination of three major points: (a) theoretical contribution, (b) first application of CoTiMA, and (c) additional analyses on replicability of effects. First, we propose the unexpected strain effect from burnout on workload to be a perception effect, which opens the avenue for a stream of new research addressing questions such as what kinds of job stressors are involved in strain effects or what kinds of mechanisms could buffer these effects to prevent severe stress symptoms in the long run. Second, the first application of the newly developed Continuous Time Meta-Analysis (CoTiMA) approach allowed us to take different time intervals into account that were used in the primary studies. Third, we provided extensive additional analyses on the replicability of the effects. These analyses show that the unexpected and stronger strain effects are less likely to be the result of publication bias and other sorts of questionable research practices than the weaker but usually predicted stressor effect.

***What did you learn that surprised you? Did you have an “aha” moment? What was it?***

Only a few authors assumed strain effects before, although the strain effect is indeed about twice as strong as the stressor effect.

Overall, there is a vicious circle by which perceived workload and burnout mutually affect each other.

The vicious circle might be broken by the moderating effects of job control and job support. However, moderation unexpectedly occurs for the strain effect and not the stressor effect.

***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?***

Because the strain effect is stronger, our research puts an emphasis on the human experience of work as a starting point of developing new interventions or work environments where people are both healthy and productive. Conversations and actions need to focus more on making sure that individuals are equipped with the right resources to overcome burnout rather than avoiding workload and other stressful work conditions. Avoidance is not realistic, and it may even undermine individual self-efficacy beliefs that they are able to successfully deal with stressful conditions.

***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?***

Many previous analyses (including our own) showed that results that align to major theories are more likely to be published. It is much more difficult to publish unexpected findings. This, however, does not mean that the scientific community does not appreciate unexpected findings. Once they are published, they are frequently appreciated, thought provoking, and very inspiring for many. Thus, the biggest advocate probably is the scientific community as a whole, who likes this sort of brain food.

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

With regard to the content and data used in our research, it was not interdisciplinary. Indeed, one problem is that psychologists prefer longitudinal studies whereas researchers from the medical disciplines prefer prospective designs. We would have loved to include such studies, too, but some of their features prevented us from doing so (e.g., starting with only healthy people, measuring workload only at the first measurement occasion, etc.).

With regard to the data analysis approach, our interdisciplinary collaboration with Manuel Voelkle, who is a methodological expert, was very beneficial to ensure analytical quality.

***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, we do, but we have now started to broaden our scope to include different sorts of working conditions and different sorts of possible outcomes. We do so in internationally composed teams, and we are still expecting the unexpected.

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

**Christina Guthier:** I can play three ukuleles (soprano, tenor, and bass)

**Christian Dormann:** I started studying math first but was dissatisfied with the job prospects, which were either becoming a statistician or a teacher. Then moved to psychology. Ended up with a job involving lots of teaching and statistics.

**Manuel Voelkle:** As a judo player, I enjoy wrestling with people just as much as wrestling with equations. Albeit lately, I primarily wrestle with my kids.

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

**Christina Guthier:** I think the most exciting research projects are either practitioner–scientist or interdisciplinary collaborations. So, I would recommend not only learning how to do valuable research but also starting to network broadly as early as possible.

**Christian Dormann:** Do research on one broadly defined topic, identify important but under-researched issues, develop the most appropriate research design possible, in collaboration with other stakeholders, know what you are doing in your statistical analysis, and learn to know how to craft articles that are interesting to the reader. Writing articles is like crafting a story, there are standards that define excellent craftsmanship, and crafting can be learned.

*About the author:*

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

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## Members in the Media

**Amber Stark**  
Marketing and Communications Manager

Awareness of I-O psychology has been on the rise thanks to articles written by and/or featuring our SIOP members. These are member media mentions found from March 6, 2022, through June 8, 2022. We share them on our social media and in this column, which you can use to find potential collaborators, spark ideas for research, and keep up with your fellow I-O colleagues.

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

### Postpandemic-Related Items

**Lynda Zugec** on workplace changes postpandemic:

<https://theshow.kjzz.org/content/1763745/covid-19-restrictions-are-easing-some-workplace-changes-are-here-stay>

**Joseph A. Allen** on getting the most from modern meetings:

<https://corp.smartbrief.com/original/2022/03/hybrid-meetings-3-tips-to-get-the-most-out-of-this-format>

**Allen Gorman** on the changing workforce: <https://www.uab.edu/news/youcanuse/item/12697-how-the-covid-19-pandemic-changed-society>

**Gena Cox** on the postpandemic workplace:

<https://www.bizjournals.com/bizjournals/news/2022/03/27/covid-pandemic-workday-remote-small-business.html>

Joe Allen on modern workplaces, meetings, and not taking expertise for granted:

<https://player.fm/series/my-favorite-mistake-careers-business-growth-lessons-learned/meetings-and-speaking-experts-karin-reed-and-joe-allens-favorite-workplace-mistakes>

Gena Cox on proximity bias:

<https://www.bizjournals.com/bizjournals/news/2022/03/22/remote-work-hybrid-proximity-bias.html>

**Eric Sydell** on how employers and employees are reworking work together:

<https://medium.com/authority-magazine/the-great-resignation-the-future-of-work-author-dr-eric-sydell-on-how-employers-and-employees-ar-cf95837b7c7a>

## **The Great Resignation**

Gena Cox on employee retention: <https://www.fastcompany.com/90702017/5-strategies-for-retaining-a-valued-employee-whos-thinking-about-leaving>

**Anthony Klotz** on the status of the Great Resignation: <https://www.msn.com/en-us/money/markets/the-great-resignation-has-changed-the-workplace-for-good-were-not-going-back-says-the-expert-who-coined-the-term/ar-AAX74R8>

## **Workplace Wellbeing**

**Michael Leiter** on how to deal with burnout: <https://www.wpr.org/listen/1923626>

**Ludmila Praslova** on how to build a healthy workplace: [https://www.fastcompany.com/90730688/to-build-a-healthy-workplace-you-need-a-toxic-culture-alarm?partner=feedburner&utm\\_source=feedburner&utm\\_medium=feed&utm\\_campaign=feedburner+fastcompany&utm\\_content=feedburner](https://www.fastcompany.com/90730688/to-build-a-healthy-workplace-you-need-a-toxic-culture-alarm?partner=feedburner&utm_source=feedburner&utm_medium=feed&utm_campaign=feedburner+fastcompany&utm_content=feedburner)

**Melissa Doman** on how to handle well-being shaming at work: <https://player.fm/series/hurdle/hurdlemoment-an-expert-on-how-to-handle-wellbeing-shaming-at-work>

**Tammy Allen** and **Xinyu (Judy) Hu** on workplace strain and anger: <https://money.yahoo.com/angry-now-132742445.html>

Gena Cox on burnout: <https://fortune.com/2021/11/23/workplace-employee-burnout-patterns-behavior/>

**Denise Rousseau** and **Tammy Allen** on salary transparency: <https://www.msn.com/en-us/lifestyle/lifestyle-buzz/is-salary-transparency-the-answer-to-workplace-stress/ar-AAWepF8>

**Allison Gabriel** on anxiety and strategies to reel it in: <https://player.fm/series/hurdle/hurdlemoment-how-to-navigate-the-anxiety-trap>

Tammy Allen, **Gwenith Fisher**, **Leslie Hammer**, **Jeff McHenry**, and **Fred Oswald** on making employee health a priority: <https://www.apa.org/topics/workplace/organizations-improving-employee-mental-health>

**Yon Na** on overstimulation: <https://www.msn.com/en-us/health/wellness/if-youre-feeling-overstimulated-by-life-right-now-youre-not-alone/ar-AAXI6u4>

**John Kello** on workplace cultures that support and sustain mental, emotional, social, physical and financial wellness: <https://medium.com/authority-magazine/working-well-paulette-ashlin-dr-john-kello-of-ashlin-associates-on-how-companies-are-creating-7c92bce26116>

Melissa Doman on how to cope with tragic news when you're at work:  
<https://www.buzzfeed.com/meganeliscomb/coping-with-tragic-news-at-work?origin=web-hf>

### **Diversity, Equity, and Inclusion**

**Cort Rudolph** on generational prejudice in the workplace: <https://hbr.org/2022/03/is-generational-prejudice-seeping-into-your-workplace>

**Beverly Tarulli** on gender differences and perceptions of pay:  
<https://www.foxbusiness.com/economy/young-women-are-making-more-money-than-young-men-in-nearly-2-dozen-us-cities-study>

Ludmila Praslova on ensuring marginalized workers get time to recharge:  
<https://www.fastcompany.com/90741054/resting-while-stigmatized-7-ways-to-ensure-marginalized-workers-get-time-to-recharge>

### **Miscellaneous**

**Michael Frese** on personality traits toxic company founders may share:  
<https://www.wellandgood.com/personality-traits-toxic-founders/>

Gena Cox on leadership: <https://www.forbes.com/sites/edwardsegal/2022/03/24/leadership-lessons-from-madeleine-albright-the-first-female-secretary-of-state/?sh=15729ede7b5e>

**Neil Morelli** and **Maia Whelan** on validity in hiring assessments:  
<https://www.recruiter.com/recruiting/myth-busting-the-truth-about-validity-in-hiring-assessments/>

**Jack Wiley** on what employees want most from their manager:  
<https://www.wishtv.com/news/unfiltered/unfiltered-what-employees-want-most-from-their-manager/>

## Membership Milestones

Jayne Tegge  
Volunteer and Member Services Manager

Please welcome the following new professional members:

Allison Abbe  
Elsheba Abraham  
Rosie Ayala  
Thomas Ayres  
Brooke Barrettsmith  
Sara Barth  
LaTanya Baylis  
Holly Benner  
Tim Bowden  
Alexandra Bratty  
Vanessa Burke  
Tena Cale  
Jesse Caylor  
Nai-Wen Chi  
Nikki Cornell  
Mateo Cruz  
Borbala Csillag  
Bryan Dawson  
Theodora DeMaria  
Kimberly Derryberry  
Tessly Dieguez  
Kelly Dray  
Katherine D'Souza  
Hannah Ewing  
Nikola Fedorowicz  
Nicholas Flannery  
Paula Gallo  
Daniel Gandara  
Sharon Godwin  
Suzanne Gough  
Nicole Gray-Willis  
Garrett Harper  
Janice Haskins  
Lucille Headrick  
Enrique Hernandez Lopez  
Mara Hesley  
Louis Hickman  
Danielle Hicks  
Abri Joyner

Jiri Krejci  
Alex Leung  
Randy Lim  
Angeline Lim  
Bronze Lougheed  
Doreen Matthes  
John-Luke McCord  
Myron McGhee  
Travis Messmer  
Bridget Moran  
Chris Murasso  
Alexander Nassrelgrawi  
Cassandra Pascoe-Pierce  
Jennifer Patrick  
Ana Pena-Garcia  
Valeria Peters  
Carrie Plowman  
Christina Poor  
Elena Ragusa  
Daniel Ravid  
Kathrina Robotham  
Sandrine Romain-Cardozo  
Jasmine Russell-Peter  
Therese Sanderson  
Barbara Schmidtman  
Kate Schwarz  
Jamie Severt  
Yiduo Shao  
Jenn Shepard  
Steven Snell  
Aleksandra Sobol  
Samantha Stalion  
Karan Syal  
Iris Thomas  
Matthew Trafican  
Allison Traylor  
Herman Tse  
Alatna Walsh  
Jessica Webb

Mark Kammerdiener  
Angela Karnes Padron  
Sijun Kim  
Jordan King  
Mari Kira  
Uganda Knapps  
Barbara Körner

Julia Whitaker  
Shura Steven Whitaker  
Rachel Whitman  
Catherine Wright  
Charlene Zhang  
Ze Zhu



I have volunteered with SIOP since my first year in graduate school. I have learned so much about the organization and connected with amazing mentors who help me navigate the I-O world. I keep renewing my SIOP membership because it keeps me up to date on best practices in I-O after I have graduated. The answers I need are at my fingertips.

**Alexandra I. Zelin**

Please welcome the following Associate Members who have upgraded using the Path to Full Membership

Sachin Jain      Jami Firek      Noelle Frantz



I love how SIOP offers unique networking opportunities at the annual conference...those informal meetings in particular could lead to promising collaborations.

**Shahnaz Aziz**

Please welcome the following new members of the Sterling Circle, those with 25 years or more of SIOP membership.

Charles Baker  
Lisa Boyce  
Paul Erdahl  
Louis Forbringer  
David Futrell  
Amy Grubb  
Peter Hart  
Timothy Huelsman

Sherilyn Kam  
Jeffrey Klawnsky  
Marina Kolesnikova  
Sarah Lueke  
Lynn McFarland  
Lisa Penney  
Harvey Sterns  
Scott Young



I don't have a "typical" I-O role, so I value the opportunity to attend the annual conference to reconnect. I can immerse myself in all of the data and theories, to meet people who think about organizations and work in similar ways, and to walk away energized and grounded.

**Victoria Stage**

## Iotas

### Jen Baker



We are pleased to announce that LinkedIn has named **Dale Rose**, founder of 3D Group, a Top U.S. Voice in Leadership. Of the 850,000,000 LinkedIn members, only 10 were named to the Top Voices in Leadership for 2022. The group is highly curated by LinkedIn editors who review each individual's content on the platform for the previous 12 months.

[https://www.linkedin.com/pulse/linkedin-top-voices-leadership-10-creators-follow-us-linkedin-news/?trk=organization-update-content\\_share-article](https://www.linkedin.com/pulse/linkedin-top-voices-leadership-10-creators-follow-us-linkedin-news/?trk=organization-update-content_share-article)



**Gary Latham** has been honored by AOM HR Division. Latham, Secretary of State Professor of Organizational Behaviour at the University of Toronto's Rotman School of Management, is the 2022 recipient of the Dave Ulrich Impact Award for his contributions to broadly advancing the practice of human resource management. <https://www.eurekalert.org/news-releases/961088>



**Alexander Alonso**, chief knowledge officer at the Society for Human Resource Management, has been appointed to The Defense Business Board, which advises the defense secretary on Defense Department management and governance. [defense.gov/News/News-Stories/Article/Article/3122138/deputy-defense-secretary-announces-new-defense-business-board-members/](https://defense.gov/News/News-Stories/Article/Article/3122138/deputy-defense-secretary-announces-new-defense-business-board-members/)

If you have an item for IOTas, please email to [jbaker@siop.org](mailto:jbaker@siop.org).