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Editor’s Column: Embracing the Future of I-O Psychology: A New Chapter for *TIP*

Myia S. Williams
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Hello *TIP* Community,

I’m excited and honored to step into the role of editor for *The Industrial-Organizational Psychologist* (*TIP*). Reflecting on my own journey, *TIP* has been much more than a publication for me—it’s been a pivotal resource that shaped who I am as an I-O psychologist. As a student, *TIP* was my first window into the world of research, best practices, and innovative ideas. It fueled my passion to make a meaningful impact in our field. But even now, as a professional, *TIP* continues to keep me connected to the pulse of our field, offering both inspiration and practical tools necessary for navigating the complexities of the workplace.

Now, as I stand at the threshold of contributing to *TIP*’s legacy as editor, I am fueled by the vision of nurturing and empowering the next generation of I-O psychologists. I am committed to ensuring that *TIP* continues to serve as a vital resource, just as it did for me, empowering both seasoned professionals and newcomers with the tools, insights, and strategies they need to thrive in a rapidly evolving workplace landscape.

The Evolving Workplace and Our Vision

Speaking of the rapidly changing landscape, have you ever thought to yourself, “Wait, was it really just yesterday that I was figuring out how to use AI for research, and now I’m hearing about it being used to make hiring decisions?”

The world of work is changing fast. Even though it feels like AI came out of nowhere to shake things up, it’s just the beginning. Technological advancements, demographic shifts, and evolving organizational structures are reshaping how we do our jobs—and, let’s be honest, sometimes it feels like we’re all racing to keep up!

As I-O psychologists, we’re sitting right at the intersection of these changes, and the pressure to adapt and lead is real. But here’s the fun part: We have the expertise and the tools not just to adapt but to guide the way. Whether it’s using AI in talent management, fostering well-being in remote and hybrid workplaces, or creating inclusive environments that truly help people thrive—this is the moment to lean into the chaos and turn it into an advantage.

This is why bridging the gap between science and practice is so important. We need to take the latest research and translate it into actionable solutions for organizations, fostering workplaces where people can truly belong and thrive. *TIP* will continue to be a space for those important conversations. As editor, I’m committed to curating articles that explore the futuristic trends shaping our field. Topics like leveraging AI in talent management, promoting well-being in hybrid and remote work environments, and building inclusive organizational cultures will take center stage. Through *TIP*, I want to create a platform where we can collectively explore these topics, share insights, and take bold steps toward building organizations that aren’t just effective but also deeply committed to the well-being and belonging of their people.

Building on the Legacy: Continuing to Bring Bold Ideas

As I step into this new role, I want to take a moment to recognize the incredible work done by **Adriane Sanders**, the outgoing *TIP* editor, and the editorial advisory task force: **Lars Johnson, Clair Reynolds Kueny, Ho Kwan Cheung, Katrina Burch,** and **Jeanie Whinghter**. They've set a high bar, and I'm honored to build on the foundation they've laid. I'm also deeply grateful to **Liberty Munson** and Jen Baker for their guidance during my transition into this role.

Although I've got some big shoes to fill, I'm excited for the opportunity to continue bringing bold, innovative ideas to *TIP* while ensuring it remains a space where we, as I-O psychologists, can continue to evolve and push boundaries. The future of work is incredibly exciting, and I want *TIP* to be the space where those big ideas are explored, discussed, and put into action.

Where We're Going: Your Role in This Journey

TIP has always been about more than just research—it's a place where we, as a community of practitioners, scientists, academics, students, and researchers, come together to exchange ideas, challenge the status quo, and take action. As I look to the future, I want to keep that spirit alive. The landscape of work is changing fast, and it's up to us to help shape it. We need all hands on deck. Whether you're a student or a seasoned professional, your ideas, insights, and experiences are needed.

This is a call to action: I want you to get involved. I want to hear from you. I want you to share your insights, submit your articles, and join the conversation about how we can all shape the future of work. It's not just about us talking to you, it's about you talking back, engaging, and making your voice heard. Together, we can make *TIP* a hub for bold ideas, practical solutions, and inspiration for the I-O community. We also invite you to take a quick survey to help us understand how we can continue evolving *TIP* to best serve you—your feedback is the key to our growth and impact.

I'm excited for the road ahead. Let's make it extraordinary—*together*.

President's Column

Alexis Fink

For my final column, I wanted to share a summary version of my talk at the Opening Plenary of our Annual Conference in Denver.

I've always been the kind of person who loves inflection points. That in-between space where the future is coming into focus, but the rules are all kind of in flux is so ripe with possibility. That interstitial space is where discovery happens and where those with courage and insight have outsized power change the world.

This Fourth Industrial Revolution is colliding with a transition well underway in business to realize competitive advantage based on a data science approach to work and workers. These two inflection points together create a sort of once-in-a-century opportunity for industrial-organizational psychology. We've got access to more data than ever. We've got the computational power to handle enormous quantities of data. We've got the analytical sophistication to extract subtle patterns from data. We've got recognition that the organizations that can make best use of their people will beat those that can't. And we've got a ton of space to explore and innovate.

The bedrock principles of industrial-organizational psychology set us up well to help lead organizations in this period of transition. For a century, we've balanced efficiency, effectiveness, and ethics to build sustainable outcomes that serve both organizations and the people who comprise them. Moreover, our decades of expertise in how to manage transitions well can be the difference between success and failure in chaotic times.

I often hear people concerned about how to keep these technologies at bay so that our existing assessments and practices can continue to perform. Candidates using AI in selection definitely make it harder to figure out what the person is actually capable of versus what they've got access to through an AI assistant of some sort.

If the work is improved with use of these systems and tools, then our assessment approaches should evaluate the ability to get the job done. Good selection and assessment is always rooted in good job analysis. The methods we use to analyze jobs will evolve too. Passive and automated data streams can give us rivers of data about how work is performed and what contributes to the most successful performance.

In my 30ish years in practice, I've seen over and over how leaders overuse org design levers and create significant disruptions often for very little gain. Now, we have the data and the analytical power to approach organization design both diagnostically and prescriptively. We can help organizations launch teams and shift designs to match new strategies with much better precision. We can examine skill profiles and a host of other attributes to really build the best possible organizations.

I've always been a little distressed that I-O psychology typically doesn't pay much attention to business processes. So often, our focus in I-O psychology is at the level of an individual or team, but work often flows across many teams. Tools like organization network analysis are giving us better diagnostic ability to see connections among teams, so we no longer have an excuse to think narrowly. If we as I-Os only address changes within the confines of individual jobs, we will gravely underserve both organizations and individuals.

That's not to say we shouldn't consider the ways in which individual jobs will change over the next decade. We've already seen these changes and there's every indication that they will accelerate. Creative roles are shifting to focus much more on the beginning and end of a creative process and leave the actual generation to automated tools. Expert roles that relied on vast knowledge, like legal roles, are finding demand shifting to consultation and strategizing rather than document preparation. Operational roles are starting to shift from processing transactions to tending to a bank of automated agents, requiring more sophisticated skills in things like defect detection and mitigation. Even roles that remain fundamentally human are likely to be enhanced by judicious use of technology. Healthcare providers have been using surgical robotics and AI-assisted diagnostics for years now; this will only accelerate and expand to more and more domains.

A lot of the job and business process design decisions are going to be made outside of HR. Although many of us have been connecting our work to business outcomes for a long time, the willingness and ability to do so helps support our influence as key strategic partners. We can improve our impact by focusing on measures that would be recognized by partners in operations and finance or whatever the core business for that organization happens to be.

The next decade promises enormous change—for society as a whole, for the world of work, and for SIOP as a community and as an organization. But our opportunities remain immense—even transformative. The opportunity to not only live through but guide the direction and outcomes of the Fourth Industrial Revolution is tremendous, and we shouldn't squander it. If we play small, if we simply keep doing what we have always done, we will lose the opportunity to build a better world of work.

Max. Classroom Capacity: On Updating Your Classes

Loren J. Naidoo, California State University, Northridge

Dear readers,

Who's excited about SIOP in Denver? I am! Every time I attend SIOP I come home with new ideas that I am excited to play with, either in my research or in my teaching, or both! This got me thinking about how we make decisions about whether and how to update our classes over time, and how such a seemingly simple decision can be quite a challenge.

Many experienced instructors have stretches where they teach the same courses for several years in a row. During those times I was often faced with a conundrum around how much I should change the course from one semester to another. Typically, instructors put a huge amount of time into prepping a course for the first time, which leads to various disincentives (and some incentives) for making subsequent changes.

In my first year as a full-time faculty member, I was asked to teach a social psychology course. I really liked Steven Franzoi's text and ended up structuring my syllabus to align with the sequence of topics in the text. I was advised to use multiple choice exams because the class size was 115 students and there were no TAs to help with grading. So, I painstakingly wrote items for three multiple choice format exams (I've never liked the question banks that come with textbooks). Over subsequent semesters, I refined the exam questions, removing items that were redundant, unreliable, or did not discriminate well. It took several semesters to reach a point where I had developed exams that worked well both psychometrically and practically.

However, the more time and energy I devoted to developing and refining exam questions, the more resistance I felt toward changing the content of the course because of the ramifications such changes would have on the composition of exams. For example, when I realized that I was rushing through certain units because I was trying to cover too much content, I was reticent to remove anything because I didn't want students to be underprepared for the exams (yes, this thinking is completely backwards!). Similarly, I was resistant to adding topics because doing so would require me to develop new exam questions and to replace existing ones to keep the exams the correct length. By correct length, I mean that there were enough items to be reliable, to cover the content that I felt was important, and to occupy students for most of the 75-minute class time (which I thought would reduce the incidence of cheating), but not so many items that students would run out of time to complete the exam. Such revisions to the course content would entail identifying any content that was removed from in-class presentations that are not addressed in reading materials, and removing exam questions based on this material. Similarly, new exam questions would need to be designed to assess understanding of new course content. As noted above, it is difficult and time consuming to write exam questions that are clear, reliable, and valid. At that time, as a new assistant professor, I was frequently advised to spend as little time as possible on my teaching so as to focus on my research because research was a much more important criterion for tenure at my institution. Consequently, my laboriously developed exams acted like an anchor that restricted movement in my teaching—a process like the concept of *escalation of commitment* (Staw, 1976).

A quick aside on the idea of minimizing time spent teaching to get tenure:
(a) Focusing on research may not *be the best way to get tenure at your institution, though a lack of research output is almost certainly the most common reason for failing to get tenure.*[1] *Nonetheless, most tenure-track faculty are not at R1 institutions, and a more balanced portfolio of research, teaching, and service may be more typical of tenure at nonresearch focused institutions—if you are an assistant professor, ask for advice from colleagues and review relevant documentation about tenure at your institution!*
(b) I would never advise faculty members to neglect their teaching because I believe we have a responsibility to our students to provide them with competent instruction, and that there are costs to doing your job so poorly that you feel like you are perpetually failing. Plus, if you enjoy teaching and find it meaningful and important, then it's OK to spend time on it provided you aren't neglecting other important aspects of your job. Finding the right balance is key!
(c) For some people, it can be tempting to neglect research in favor of teaching because student feedback in class is immediate and plentiful, whereas feedback on research output is infrequent and delayed. However, reducing effort in teaching does not necessarily lead to a corresponding increase in effort toward research—a lack of time may not be the problem! Also, effort devoted to teaching can lead to new research ideas, collaborations, and energy and enthusiasm for work that improves productivity across the board.
(d) If you really are running out of time to do your research, I would suggest looking into opportunities to teach fewer classes (e.g., via release time), seeking help (e.g., try asking for TA support), and streamlining administrative aspects of work (e.g., e-mail!).

Although resistance to change based on escalating commitment to fixed exam questions is not a good reason to avoid updating courses, there are some benefits to teaching classes the same way over multiple semesters. For example, I got much better at presenting difficult concepts in social psychology in ways that students could digest via a trial-and-error process that unfolded over multiple semesters. I also developed some good jokes related to the material and was amazed that retelling them semester after semester didn't seem to make them any less funny (most of these jokes were guaranteed to get at least *pitying* laughter from students!). Finally, after years of teaching certain courses, I got to the point where I needed very minimal preparation before any given class session because I would remember, almost word-for-word, how to teach each concept from prior semesters.

On the other hand, it's easy to start feeling bored with repeatedly presenting the same topics every semester, or to feel boxed in when it comes to making changes to the class material. As I noted at the start, I would often come home from the SIOP conference with new ideas that I wanted to integrate into my classes but felt that the amount of revision to exams and other materials that this would require just wasn't quite worth the effort. Or I would simply forget to make the changes by the time the next semester rolled around.

Part of the value that we bring to education as PhDs is our ability to conduct, understand, and translate research for our students. Research progresses, albeit slowly, and addressing relevant new findings in our classes is something we should be doing.[2] Also, although teaching the same content in the same ways may give you the "reps" to build competence, you might also miss out on new and exciting topics or approaches, which may stunt your development as a teacher. Finally, students often love to discuss news and current topics, which may be difficult to do within a very rigid course plan.

So, what are we to do with this dilemma of how much and how often we should update our classes? Here are some ideas:

1. Don't get tied down by your assessments. Yes, writing exams (and other assessments of learning) is a lot of work, but replacing a few exam items once in a while is manageable. Also, not every topic in your course must be represented in your assessments of learning. Assessment items usually *sample* from the set of topics covered in a course. Similarly, making incremental improvements to grading rubrics for written assignments can actually save you a lot of hassle if your rubric doesn't work well. I can't tell you how often I've graded 20 papers, realized that parts of my rubric don't make sense, rewritten the rubric, and then had to regrade those first 20 papers—effort that could have been averted had I revised the rubric at the beginning of the class! If you need even more motivation to free yourself from the shackles of your existing assignments and rubrics, in the age of AI chatbots, finding new ways to assess learning that do not involve student writing will become, in my opinion, more and more of a necessity.[3]

2. Build in flexibility. Reserve one class meeting in your syllabus for "special topics" into which you can insert new material that you find relevant, exciting, or interesting. You can also reserve places in your assessments for new material (e.g., one exam question, one part of one written assignment, etc.). You might also consider building one more learning assessment than you need. I often do this to try out new assessments. The way I structure this is I tell students that they can choose to take the extra assessment, at their discretion, to replace a lower grade they had received on a roughly equivalent assessment.[4] For example, I developed optional paper assignments that require students to self-evaluate based on a set of self-report assessments of personality, et cetera. I have also developed optional presentation assignments. Students tend to love these because they give them a chance to replace the exam that they bombed because they were sick, or whatever the reason may be—they get to erase the effects of having a bad day! Some of these optional assignments end up as required assignments when it becomes clear that they work better than the originals.

3. Take notes. Each semester that you teach, write down which aspects of the class worked and didn't work, and things that you would like to change the next time you teach it. I have a working document for each course that I teach titled "What to change next time" that I review before each semester. I usually only change one or two things at a time, but even that can be enough to keep the course fresh and fun to teach, or to avoid headaches encountered in prior semesters. Near the end of each semester, I ask students what parts of the class impacted them the most. I keep their answers in mind whenever I contemplate making changes to the course.

4. Teach new courses every few years. Even though there are lots of obvious reasons not to take on too many new preps, this can be a very intellectually stimulating way to build new competencies and interests that can benefit your teaching, research, and consulting practice. For example, I know a lot more about strategic planning now by virtue of teaching classes on organizational behavior, knowledge that has enabled me to feel more comfortable consulting with organizations on their strategic planning.

5. Observe other instructors. Almost every semester throughout my career I have been fortunate to evaluate other instructors as part of adjunct and full-time faculty peer evaluation processes (I have written about this here). I encourage each of you to observe other instructors (with their consent!) as inspiration for new teaching ideas.

As always, please e-mail me your questions, concerns, and reactions! Loren.Naidoo@csun.edu

Notes

[1] I started looking for empirical evidence to support this statement and instead found a blue-whale-sized rabbit hole of tangential research on the tenure process in academia. Therefore, no citation offered—take this with a grain of salt!

[2] One potential downside to including very new research findings in your classes is the possibility that the findings have not yet been replicated, as highlighted by the ongoing replication crisis in social psychology and management.

[3] For more on this topic, please read the MCC column on ChatGPT.

[4] FYI, I track and calculate students' grades in an excel spreadsheet. It's relatively easy to develop formulas that take the best *n* grades out of *n* + 1 assessments, to tell students what grade they would need to get on the optional assignment to increase their overall course grade, or whatever else you need to do. However, learning platforms like canvas or blackboard are *much* less flexible when it comes to calculating students' grades in this way.

Reference

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Academic Forum: From Despair to Resolve:
Harnessing the Power of Academic Scholars as Agents of Change

Nitya Chawla

If you're anything like me, January 2025 has felt impossibly long—almost like and entire year crammed into 1 month. Thinking back to the election in November 2024 feels inconceivable. How was that only 2 and a half months ago?! Yet, in just a few months, the sociopolitical environment has shifted dramatically—for instance, federal grant funding was frozen and then unfrozen; there has been substantial pushback against diversity, equity, and inclusion initiatives both in academe and the business world; and immigration enforcement operations have begun nationwide.

During this period, especially as executive orders continue to be signed, I have frequently oscillated between shock and horror to defeat and despair. There are, however, some quiet moments when a wave of resolve and fortitude manages to wash over. After all, political opinions aside, research in our field consistently shows us that diversity—across identities, backgrounds, and perspectives—make for better workplaces and societies.

But, if I am being completely honest, even in my best moments of resolve and fortitude, I can't help but feel a sinking sense of helplessness. How do I channel even the strongest feelings of resolve and fortitude into something meaningful? In what ways can we continue to use our power as academics to advocate for thoughtful, informed conversations and positive change? Is there even space for that within our institutions and our fields?

Of course, because my nerd tendencies are high, I've recently thought about the response to these questions in ways that we often think about our academic careers: (a) research, (b) teaching, and (c) service. Indeed, we are fortunate that our jobs give us the unique ability to create impact in multiple ways, ensuring that if—like me—you are looking to channel the resolve and fortitude you feel in the quiet moments, there are various ways we can still make some good, and necessary, trouble.

Research

As someone who researches employees' diverse nonwork identities and experiences, the current narrative surrounding this work is beyond disheartening. In fact, there have been times when I have panicked and wondered whether I need to rethink my research identity, beginning new projects covering other domains. But, I keep coming back to the importance—now more than ever—of using our skills to not only harness the power of unbiased data but also to give voice to the experiences of those who feel particularly unvalued and unseen right now. Indeed, as the fight for dismantling diversity, equity, and inclusion efforts across all aspects of society continues, we have a responsibility to ensure that evidence-based management practices are part of the conversation. Perhaps you choose to do that by being a scholar conducting the research behind the scenes or by being an expert on call when journalists are looking to cover the latest large-scale company that has rolled back on their equity and inclusion efforts—both are essential, valuable, and critical roles to take on right now.

This is also a time to find other ways to amplify the work that is being done in these spaces. For instance, collaborating with practitioners and community organizations can be especially valuable, highlighting and directly implementing scholarship in this area. And there may be no better way to continue sustaining progress in this research domain than mentoring the next generation of scholars, encouraging them to similarly acquire the skills of conducting high-quality research and letting the data guide us in developing policies and programs for better workplaces.

Teaching

Like many others, I'm always nervous and hesitant about addressing "hot button" topics in class—especially when they are so tightly wrapped up in polarizing political debates. When the election results came out in November, I spent more time than I'd like to admit on whether I should address them in the classroom. Ultimately, I did (more on what I said here) and do not regret it for a second. Over the last two class days of the semester, I had students across each of my three sections wait until the end to tell me how much they appreciated that discussion. I say this not to toot my own horn but rather to underscore the importance of fostering open and honest classroom discussions. In fact, my sense is that our students—particularly undergraduates—are looking for spaces where they can openly discuss, question, and engage with current sociopolitical events. Doing so can feel uncomfortable, and it certainly requires spending time creating a classroom environment that facilitates productive dialogue (I personally like spending a couple of minutes early in the semester asking the students to cocreate norms of a classroom environment *they* want to see and be part of and then later remind them of these norms; here, here, and here are other good resources). Psychological safety in the classroom should not equate to avoiding discomfort; rather, there should be safety in the ability to nonjudgmentally share different ideas and perspectives, explore complex topics, and critically examine the world around us.

Yet, I fully recognize that—depending on the institution and the state—it may feel far too risky to have these sorts of conversations in the classroom. If so, perhaps there are ways to signal that your office is the safe space where students can feel comfortable chatting about these topics. Or there may be on-campus clubs and societies looking for faculty members that could greatly benefit from additional mentorship and expertise. Either way, I steadfastly believe that our ability to interface with the next generation of community members, thought leaders, and business professionals is invaluable and a critical avenue through which we can effect change.

Service

In moments when I feel particularly stuck, I turn to service as a meaningful way to contribute. As much as possible, I try to craft service in ways that are both value congruent and fulfilling; this feels especially important right now. There may be certain department, college, or university-level committees that are pushing important initiatives forward or others that require working directly with students, representing yet another opportunity to have important conversations. In the field, several professional organizations have committees that can always benefit from membership (e.g., SIOP's Disability, Inclusion, and Accessibility, Diversifying I-O Psychology Program, and LGBTQIA+ Committees, and the Women's Inclusion Network) as well as grant applications specifically for topics associated with equity and inclusion (e.g., LGBTQIA+ Trailblazer Award; Hebl Grant for Reducing Gender Inequities in the Workplace), which could always benefit from volunteer evaluators. This might also be a good time to assess whether other identity groups need more attention and could benefit from new initiatives and/or committees. More broadly, there are always opportunities to develop the crucial skills of being an ally and practice them day to day.

As we navigate the coming years, I hope we always remember that the value of diversity lies in its breadth—spanning identities, perspectives, and backgrounds—*including* political thought, which is often overlooked. As academics, we have the power, privilege, and responsibility to ensure that our spaces reflect our commitment to all forms of diversity—be that through the research we engage in or amplify, the students we interact with and inspire, or the ways in which we give back to our institutions, field, and communities. Our work is far from over. In fact, I might go so far as to say that it is only just beginning.

Using Executive Coaching to Enhance the Professional Development of Graduate Students

Carol Lynn Courtney, Richard Olson, Andi Lassiter, Lisa M. Perez, Kristie Campana, and Daniel Sachau

Abstract: Executive coaching is an individualized professional development program typically reserved for experienced business leaders. Coaching is, however, being used by a growing number of Master of Business Arts (MBA) programs to help prepare students for the workplace. There have been few studies of the effectiveness of coaching programs, and virtually no papers focused on executive coaching outside of a business school. The purpose of this case study is to illustrate how the executive coaching model is being used by one master's program in industrial-organizational psychology and to examine student perceptions of that coaching experience. Thirty students who had participated in a coaching program over 15 years completed a survey containing questions about the perceived benefits of executive coaching. Coaching helped students develop better self-awareness, be more assertive, and be more self-accepting. Coaching also helped students understand the importance of networking, career goals, and personal development. Coaching can help students in a wide variety of graduate programs prepare for the workplace.

Key Words: executive coaching, graduate students, psychology, career development

Executive coaching is an individualized development program designed to help employees lead more effectively and advance their careers. Coaching sessions are periodic meetings within which coaches help employees examine their competencies, set goals, develop action plans, and discuss progress toward completing the plan. Coaches are typically seasoned leaders and/or specialists with training in psychology, counseling, or business.

Executive coaching has grown steadily since the mid-1980s (Berglas, 2002; Espeland, 2023). Many *Fortune* 500 companies employ coaches, and globally, there are over 100,000 executive coaches/coaching firms (ICF, 2023). There is no licensure requirement for coaching, but most coaches have some form of certification from a university or one of several accrediting agencies like the Coaching Training Alliance, Institute for Professional Excellence in Coaching (iPEC), or the International Coaching Federation (ICF). Meta-analyses of executive coaching effectiveness show that coaching can have positive effects on goal attainment, interpersonal relationships, job performance, self-efficacy, well-being, and resilience (Burt & Talati, 2017; DeMeuse et al., 2009; Jones et al., 2016; Nicolau et al., 2023; Sonesh et al., 2015; Theeboom et al., 2014).

There is a growing trend for universities to integrate executive coaching into Master of Business Administration (MBA) programs (Mura, 2003; Ostrowski, 2019), but there have been few studies of the effectiveness of these programs. In addition, we are unfamiliar with any papers about executive coaching programs for students outside of business schools. The purpose of this paper is to illustrate how graduate students can benefit from executive coaching. We provide an overview of the limited studies on executive coaching for graduate students, describe how one program has used coaching, and summarize data from a survey of the alumni of that coaching program.

Research on Coaching

Academic coaches (employees of university learning centers or tutoring centers) can increase completion rates and improve class performance for undergraduates (Bettinger & Baker, 2014; Capstick et al.,

2019) and graduate students (Lehan et al., 2018). However, business leaders are asking universities to provide students with more than classroom knowledge. Surveys conducted by the American Association of Colleges and Universities (AACU; Finley, 2023), the Conference Board (Casner-Lotto, 2006), and the National Association of Colleges and Employers (NACE; 2023) show that business leaders would like universities to build students' competencies in people management, communication, teamwork, and problem solving. These are skills not traditionally covered in coursework or acquired during thesis completion. In response to this problem, a variety of MBA programs added executive coaching services to their curriculum (Butler et al., 2008; Ostrowski, 2019). In some cases, faculty serve as coaches; in other cases, the university hires coaches. The second option can add to the already steep cost of an MBA program. Given the popularity of and costs associated with coaching, we are surprised that there has been limited research on the effectiveness of these programs. The notable exceptions are the following studies.

In a study of MBA students who had completed a course about how to *be* a coach, Butler et al. (2008) found the course helped students to allow others to own their problems and solutions, assess their own ignorance, create a learning dialogue, participate in active inquiry, clarify goals, deliberately seek feedback, follow up on coaching dialogue, use Lewin's Force Field Analysis, and prepare for difficult conversations.

In one of the first studies about coaching students, Lawrence et al. (2018) described a program in an MBA program wherein faculty served as coaches and asked students to complete a leadership potential assessment that measures drivers, experiences, awareness, learning agility, leadership traits, capacity, and derailment risks. The assessment was followed by coach-supported reflection and development planning assignments. The program stimulated a process of awareness, reflection, and intentional development, and supported the identification and pursuit of goal-directed learning opportunities throughout the students' MBA program.

Steiner et al. (2018) describe a coaching program wherein local business leaders volunteered to serve as coaches for MBA students. Coaches completed a short training course that emphasized facilitating self-discovery rather than career advice. Once assigned to a student, coaches reviewed the student's professional development plan, resume, course projects, and performance in mock interviews. Then the coaches met with students for three, 1-hour sessions per semester. The authors found that students who participated in the program developed a more positive attitude about coaching. They also reported improvements in their own self-awareness, goal setting, goal prioritization, job search tools, leadership in team contexts, interpersonal communication, and cross-cultural adjustment.

Studying coaching sessions held in group settings, Ostrowski (2019) found that MBA students benefited from direct feedback and from vicarious learning when others received feedback. The students were also better able to acknowledge latent skills, legitimize personal values, and distinguish habitual behaviors. In addition, the students felt they gained new capacities, achieved new clarity about priorities, and developed deeper self-awareness. Most recently, Fulmore et al. (2022) interviewed 14 alumni of an MBA program who had participated in coaching. The coaching sessions were conducted in person, over email, and on the phone. The authors found that coaching sessions resulted in personal development by overcoming personal deficiencies, coaching translated into learning about leadership, and coaching motivated sustained change.

In the next section, we describe the coaching program in a graduate program in industrial-organizational psychology.

Coaching Graduate Students: A Case Study

Background

The Minnesota State University, Mankato Industrial-Organizational (I-O) Psychology includes 2 years of coursework, comprehensive exams, a summer internship in an applied setting, and work in the program's on-campus consulting practice (The Organizational effectiveness Research Group). The MSU I-O program comprises four faculty and about 20 students, and uses a cohort model such that students who are admitted each year take all their classes together for the 2 years they are in the program. Unlike executive MBA programs, the MSU program primarily attracts students who recently graduated with a bachelor's degree.

Each year, for the last 15 years, two experienced management consultants have provided individualized coaching services to graduate students. Richard Olson, a PhD in Psychology, worked in employee assessment and coaching at Personnel Decisions Inc. and then for Olson Consulting. Carol Lynn Courtney received a PhD in Industrial-Organizational and Applied Experimental Psychology. She previously worked for or with Quaker Oats, Motorola, Pillsbury, and Malt-o-Meal (Currently Post Cereal). She now does executive assessment for selection and leadership development, executive coaching at an individual and team level, and organizational development for Courtney Consulting.

The Process

There are dozens of models coaches can use to guide the coaching process. For example, Whitmore's coaching model (2010) includes goal setting, reality testing, option analysis, and action planning. The positive psychological coaching model (Van Zyl, 2020) involves creating a relationship between coach and coached, strengths profiling, feedback, developing an ideal vision, goal setting/strategizing execution, and conclusion/recontacting. The ACT Model (Brock et al., 2006) includes three steps:

- *Awareness:* through assessment and guided reflections on one's experience.
- *Choice:* deciding what needs to be done, creating a plan of action, and committing to that course of action.
- *Tenacity:* or sticking with the plan long enough that genuine change occurs.

Our coaching program includes the following steps: selection, orientation, assessment, feedback, assignments, developmental planning, and a final wrap-up session.

Selection

At the beginning of each academic year, an email is sent to second-year graduate students inviting them to apply for the opportunity to receive coaching services.

> If you are interested in 1:1 coaching from a trained execute coach, please write a brief (2-ish page) essay discussing why you'd be a good candidate for coaching (no specific format, but you might want to discuss what things you are good at, what you want to work on, how you think you'd benefit from coaching, etc.). This is a special opportunity, and students are not very good at guessing who will be selected, so we really encourage you to give it a shot.

The coaches and program faculty then meet to discuss the students' applications. In this discussion, we consider whether the student expresses sufficient motivation/interest in coaching, whether they have an accurate sense of the areas they need to work on, and whether the coaches feel there would be a good fit between a particular student and coach.

We have found that it is best to allow students to apply and then select the most motivated students to participate because coaching is a process of facilitated self-discovery and action planning. It is not effective if students are not motivated. See also Gehlert et al. (2013) for advice about matching students to coaches.

Orientation

In the first meeting, coaches introduced themselves and describe their work histories and professional backgrounds. Then the coaches provide an overview of the coaching process, set ground rules around information sharing, and define expectations. Students are asked to describe what they want to get out of coaching and are asked about their school and career goals.

The initial meeting also includes a 2-hour behavioral interview wherein students discuss their approach to work. Students are asked to refer to specific incidents and describe how they made decisions, organized their work, worked with others in a team, dealt with conflict, and led others.

The last third of the orientation includes questions about how the student has grown over time and includes questions about personal history, family background, current relationships, and work relationships. The coaches operate from a social systems perspective and assume that a student's behavior is not only a function of one's personality traits but also a function of the complex interaction of relationships, expectations, and influences in one's social environment.

Assessments

Students next complete a series of online standardized leadership and work style surveys. These usually include the Hogan assessment series, *Myers-Briggs Type Indicator (MBTI*) Step II*, Firo B,* and *California Psychological Inventory*.

Students are then given a business case simulation and placed in the hypothetical role of vice president in a company. The student learns that there are problems related to an acquisition, tech services, employees stepping out of their roles, and a conflict between sales and engineering. The case includes 14 attachments (email, messages, notes). The student must read the messages, prioritize the problems, and develop an action plan. Then the student, as the leader, must meet with the coach and the coach takes on the role of the direct report who has performance problems. The student delivers performance feedback and offers suggestions for dealing with conflict situations and development opportunities.

Feedback

Students next receive feedback from the various assessments they completed. Certainly, the selected leadership and personality surveys are not perfect predictors of job behavior or success (Schmidt & Hunter, 1998); however, standardized assessments do provide a common language that the coach and student can use to explore the student's motives, preferences, and behaviors.

Over the remainder of the semester, the student and coach meet on a regular basis. Students work with the coaches to create assignments, write a developmental plan, and discuss progress. Coaches strive to engage with students in an open and supportive manner. Coaches provide recognition to reinforce progress and may nudge students when there are delays. It is important to keep in mind that coaching is different than mentoring because mentors offer advice and instruction, whereas coaches guide a process of self-discovery, goal prioritization, and action planning.

Assignments

During coaching sessions, students and the coaches create assignments. Examples of the type of assignments students might choose include:

- List your 6–10 greatest strengths.
- Reflect on a time when you were stressed: What was the context/setting? How did stress affect your behavior?
- Confront one of your classmates regarding something they have done or said that was counterproductive.
- Practice active listening with one of your classmates.
- Create a list of behaviors you could perform to be a better group/team player.
- Complete an online seminar or training class.
- Practice skills and receive feedback from a colleague.
- Teach a behavior to someone else.

Development Plans

Coached students are given a sample development plan and asked to create their own plan. It is best for students to focus on their strengths, with the goal of the development plan to both increase strengths and to leverage those strengths to address limitations. Students are also asked to consult with others (e.g., supervisors, faculty, managers, directors, etc.) for guidance. Typically, a coaching development plan is built jointly by the individual and coach. In the workplace, the employee and leader would work together on the employee's developmental plan.

There are a few issues that students struggle with when setting goals. Some students will set development goals that are poorly defined. These are goals for which it is difficult to assess progress or completion. Other students will set goals that are unrealistic or unattainable. Variations on this problem include setting too many goals and expecting results too quickly. Finally, many students want to work on their limitations at the expense of augmenting their strengths. In fact, many students either are not fully aware of their strengths or modesty keeps them from embracing their strengths. It is also possible that because students have limited experience in the real world, and they have spent the last few years surrounded by highly capable people, their strengths are not as salient as they might otherwise be.

Wrap-up

During the final session, the student, faculty advisor, and coach meet to discuss the results of the coaching process. The coach first reiterates the coaching program goals and tries to ensure a common understanding of the feedback. Faculty have access to a report that summarizes the student's strengths, limitations, and ideas for development. Coaches ask students what they have learned from the process, and how they plan to apply the knowledge in the workplace and at school. Students are asked to make three recommendations about what they could target next for development. This includes a strength the individual can continue to build, something of high interest that they can do more in their work, and a limitation that the individual can address. Coaches also discuss what the students would need from their instructors or managers (or any other key individuals) to be even more successful in accomplishing their goals in the future.

An advantage of this coaching process is students have deliverables they can refer to when interviewing and starting their new jobs after graduation. Students have a better understanding of their own strengths and limitations, which they can share in the job interview process. Students also have a development plan that they can share with their new leader to provide initial understanding of style, strengths, motivators, and limitations. Participating in this process also helps the students establish control over their own professional career growth.

Student Perceptions

In this section, we describe the results of a survey of alumni who participated in coaching.

Fifty-one alumni who participated in the coaching program over the last 16 years were emailed an invitation to complete an online survey. Thirty alumni responded to the survey (58% response rate). Twenty completed the entire survey (66% completion rate).

Participants were first asked to indicate the years in which they had participated in coaching. Responses ranged from 2009 to 2023 with every year between represented in the sample.

Participants responded to two Likert-style items (1 = strongly disagree, 5 = strongly agree). The first item read, “My career has advanced farther than it would have without coaching.” Fifty-two percent of respondents indicated “somewhat agree” and 31% “strongly agree.” The second item read, “I would recommend coaching to most graduate students.” Eighty-nine percent of the participants responded with “strongly agree,” and 11% with “somewhat agree.”

Next, participants were asked, “Have you received leadership/executive/personal coaching after you were a student?” Forty-two percent had received additional coaching. Participants were also asked, “Have you served as a coach to employees or graduate students?” Again, 42% of the participants had served as coaches.

Participants then responded to an open-ended question, “Overall, how did coaching help you?” Nineteen participants provided comments. We used a natural language processing tool (Chat GPT) to categorize the responses. We also read the comments and created our own comment theme categories. The AI and researcher-generated categories were the same.

- 84% mentioned that coaching helped them develop self-awareness (strengths, weakness, interests, priorities, how they were perceived by others, and/or personal values).
- 37% said coaching helped them gain confidence, be more assertive when providing suggestions, and/or be more self-accepting.
- 32% indicated that coaching helped them better understand the value of networking and relationship building.

- 32% responded that coaching helped them gain insights about their own career goals including two participants for whom coaching lead to a career in leader coaching.
- 26% stated that coaching helped them with a specific skill (interviewing, being a better team player, listening, stress management).
- 16% said coaching heightened the value of personal development/growth.
- 10% mentioned that coaching provided a mentor they called on after they graduated.

Finally, we asked, “What could be done to improve the coaching process?” There were relatively few suggestions, and all involved extending coaching rather than modifying its content. Respondents suggested that it would be helpful to include a 12-month check-in after graduation, provide virtual coaching (pre-COVID participant), offer a greater number of sessions, increase the number of students who are coached each year, and create a course so that the coaches could train graduate students to be coaches.

Overall, the results of our survey are consistent with coaching studies in MBA programs. Alumni felt that coaching helped improve self-awareness, confidence, relationship building, and job-related skills. Coaching also focused student attention on, and value for, professional development. All participants recommended coaching and over three-fourths thought that coaching helped advance their careers. Many of our coaching alumni sought coaching after graduation and/or served as a coach for others.

It is noteworthy that participation in our survey was voluntary and those who were unhappy with the process may not have completed the survey. In addition, it is difficult to tie the various facets of coaching like exercises, feedback, and self-reflection to specific behavioral or attitude outcomes because participants in coaching programs vary in their experience, needs, and motivation (Bono et al., 2009). There are a wide variety of potential outcomes like promotions, self-acceptance, and performance to consider. Coaches vary in the models they use, personality, and experience. Finally, the numbers involved in the studies described earlier are relatively small and participants were self-selected. The study of executive coaching, particularly in academic environments, is still in its infancy. That said, coaching graduate students using an executive coaching framework appears to have positive effects.

Final Thoughts on Coaching Programs

Faculty who are thinking about starting a coaching program should consider finding volunteers in the community to serve as coaches. Hiring coaches can be expensive by academic standards. Steiner et al. (2018) noted that it is surprisingly simple to find people who will volunteer to help because many leaders enjoy working with students. It is a good idea to use experienced volunteers and/or those who have a coaching certification. In either case, applied experience as a coach is critical.

It is also important to find motivated students. As one student who completed the survey above mentioned, “My main advice for future students who are considering coaching is to fully invest in the process and allow yourself to be vulnerable. Keep in mind that your outcomes will reflect your level of investment in the process, so approach it with a sense of appreciation and an eagerness to learn.”

Coaching is not therapy. If a student has behavioral or mental health issues, they should be directed to a therapist or on-campus counseling center. Coaches must follow ethical guidelines from the American Psychological Association, Society of Human Resource Management, and/or Association for Talent Development.

Coaching could certainly be useful beyond management and I-O psychology programs. The coaching process could be used to help in a variety of other academic programs. Coaching also could be effective for doctoral students applying for faculty jobs in academic departments. We find that the executive coaching model can be used to help prepare most graduate students for the workplace. We encourage other graduate programs to start a coaching program for their students.

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Trauma-Informed Tips for a Comfortable Conference Experience at the 2025 SIOP Annual Conference

Lora Bishop, Andrew Davidson, and Rachel S. Rauvola

The 2025 SIOP Annual Conference in Denver is a pinnacle event for many industrial-organizational (I-O) professionals. It offers a valuable opportunity to connect with colleagues, engage in intellectual exchange, and advance the field. Our conference aims to foster a vibrant and productive environment. Many I-O psychologists have written about ways to make it more inclusive (SIOP Conference Inclusion Subcommittee, 2024) and recommendations to take a well-being-focused and "gentle" approach to the conference (Cobb & Rauvola, 2024). Efforts like these help to create a better conference experience for all.

Professional conferences are unique because they unite individuals from various backgrounds, cultures, and experiences to share knowledge and network. These gatherings mix formal presentations with social events, creating a blend of professional and personal interactions. However, the intensity and unfamiliarity of such settings can sometimes lead to stressful situations. For instance, power dynamics, exclusion, or unexpected encounters with past experiences or complex/difficult individuals might trigger traumatic memories. The blend of high-stakes environments and diverse interactions makes conferences valuable and occasionally emotionally challenging.

For some attendees, professional conferences can, at times, inadvertently create triggering or (re)traumatizing situations. Adopting a trauma-informed approach is essential to address these risks. This approach involves recognizing the widespread prevalence of trauma in professional and societal contexts, understanding how it may affect conference attendees, and integrating this knowledge into conference policies, procedures, and practices to minimize the potential for retraumatization (Evans & Coccoma, 2014).

This article aims to provide trauma-informed strategies for SIOP and all attendees of the SIOP conference, fostering a safer, more inclusive, and supportive environment for all participants (Williams & Bain, 2023). To frame our discussion, we begin by exploring the concept of trauma and its relevance in professional settings, particularly within the context of conferences. Next, we examine how conferences can inadvertently create or exacerbate traumatic experiences, highlighting the unique dynamics and power structures at play in these environments. We then outline actionable, trauma-informed practices grounded in SAMHSA's six principles of trauma-informed care to promote safer and more inclusive in-person conferences. Finally, we provide guidance on addressing and coping with traumatic incidents that may occur at conferences. Through these strategies, we aim to inspire a community of practitioners dedicated to enacting trauma-informed practices within the field of I-O psychology—not just at conferences but in all aspects of their work.

Understanding Trauma

Trauma, as defined by the Substance Abuse and Mental Health Services Administration (SAMHSA, 2014), encompasses events or circumstances that are physically or emotionally harmful or life-threatening, leading to lasting adverse effects on an individual's well-being. It can affect mental, physical, social, emotional, and spiritual health, with unique impacts varying by individual (SAMHSA, 2014). Globally, over 70% of people experience a traumatic event at least once, and more than half of U.S. adults face potentially traumatic events (Benjet et al., 2016; Koslouski & Chafouleas, 2022). Despite its prevalence, trauma's impact often goes unrecognized in professional settings, stemming from limited awareness of its pervasive influence on individuals' lives and functioning.

Acknowledging trauma's widespread effects allows systems to accommodate survivors and prevent further harm (Harris & Fallot, 2001). Harris and Fallot compare this paradigm shift to the transformative impact of the 1990 Americans with Disabilities Act, which required organizations to adapt for diverse needs. This shift fostered accessibility in concert venues, museums, theaters, and restaurants, promoting inclusivity for all. Similarly, trauma-informed care (TIC) emphasizes creating supportive environments that account for trauma's effects.

TIC has been linked to increased workplace satisfaction, improved organizational climate, and enhanced client experiences (Hales et al., 2019; Rosenberg, 2011). It focuses on recognizing trauma's pervasive effects and fostering safe environments for everyone (Laurent & Hart, 2021). Although not a standardized intervention with defined strategies or fidelity measures (Hopper et al., 2010), TIC emphasizes key components: awareness of trauma's prevalence, understanding its impact on engagement and service utilization, and integrating this knowledge into organizational policies and practices (Guarino et al., 2009; Hopper et al., 2010; SAMHSA, 2014).

Given the widespread prevalence of trauma, adopting a multifaceted approach is essential to creating a truly trauma-informed conference experience (Champine et al., 2019). By applying trauma-informed principles in the conference setting and equipping organizers, presenters, and attendees with strategies to foster such an environment, we can reduce the risk of retraumatization or triggering past trauma. Additionally, this approach protects attendees from the effects of vicarious or secondary trauma, such as witnessing or hearing about another person's traumatic experiences (Sloan et al., 2016). Just as addressing trauma in any context requires a comprehensive strategy, fostering a safe and inclusive conference environment demands attentiveness to the diverse needs of all participants.

Contextualizing Trauma at Conferences

In 2024, SIOP's Conference Inclusion Subcommittee outlined steps to enhance accessibility and inclusivity for all attendees. Initiatives included developing Presentation Accessibility Guidelines, incorporating podium reminders and preconference tours, equipping the registration desk with pronoun stickers, ensuring a lactation room is available, and offering access to self-reflection or quiet rooms (2024). These practices, although designed for accessibility, also serve as effective measures for creating a more trauma-informed conference environment.
In addition to the accessibility guidelines, SIOP's Anti-Harassment Policy highlights SIOP's role in fostering professional integrity and respect within conference settings. This policy, approved by the SIOP Executive Board on April 23, 2020, reflects a commitment to addressing harassment

and retaliation comprehensively. The policy is due for its following review in April 2025, underscoring the importance of regularly revisiting and updating organizational policies to align with evolving standards of equity and inclusion.

Harassment at academic conferences can take many forms, often influenced by the unique dynamics of these settings. Notably, gender-based harassment does not need to be sexual; it may involve comments about an individual's gender identity or expression, reflecting broader societal judgments and biases (Flores, 2020). Academic conferences represent unique spaces that blur professional and personal boundaries. They serve as "mobile networks" that unite faculty, students, staff, administrators, professionals, and activists into a temporary but recurring community (Flores, 2020). The hierarchical nature of academia can create an environment where power differentials are potentially exploited, leading to harassment (Anonymous, 2017; Henderson & Burford, 2017).

Further, conferences can be dynamic and intense, with packed schedules of presentations, panels, networking events, and social and professional pressures. These conditions can unintentionally trigger or retraumatize individuals, manifesting in experiences ranging from subtle exclusion and marginalization to overt incidents of discrimination, harassment, or humiliation (Air et al., 2021; Bannerjee, 2021; Burke, 2017; Flores, 2020; Heaton et al., 2020; Jackson, 2019; Zippel, 2021). Potentially traumatic situations at conferences may include:

- **Public humiliation:** Being harshly, aggressively criticized, or belittled during a presentation or Q&A session
- **Discriminatory behavior:** Experiencing prejudice based on race, gender, sexual orientation, disability, or other characteristics
- **Unwanted attention or harassment:** Experiencing inappropriate or unwelcome advances
- **Triggering content:** Encountering sensitive topics in sessions that evoke personal trauma
- **Microaggressions:** Accumulating subtle, often unintentional, discriminatory comments or actions
- **Hostile environment:** Navigating an aggressive or unsafe atmosphere
- **Power imbalances:** Experiencing intimidation from individuals in positions of authority

Contributing Factors

Several factors can contribute to traumatic experiences at conferences. First, the absence of clear policies on respectful behavior, anti-harassment measures, and complaint procedures can create an environment where misconduct is more likely to occur (Air et al., 2021). Second, poorly moderated panel discussions or Q&A sessions can enable disruptive or harmful behavior, adversely affecting attendees' well-being (Alderman & Dowler, 2018). Third, limited diversity among speakers and attendees can foster an exclusionary environment, potentially leading to feelings of isolation and marginalization. Fourth, unlike traditional workplaces, conferences bring together individuals from various institutions, allowing power dynamics to transcend typical organizational boundaries, potentially leading to harassment (Flores, 2020). Finally, stressful schedules, marked by long hours, demanding networking expectations, and high-pressure environments, can amplify negative experiences and heighten the risk of burnout (Masters, 2023).

Trauma-Informed Practices for Safer In-Person Conferences

Creating a trauma-informed professional conference involves integrating principles that foster a supportive and safe environment for all participants. This includes incorporating trauma informedness into the event design, which can consist of facilitator preparation, designing for accessibility, planning for confidential and/or mental health support, developing community agreements, setting norms for sharing event content, planning safe in-person spaces, and handling the logistics of events (e.g., redirecting conversations, presenting "activating" content, etc.; Cervantes et al., 2022). Next, we provide recommendations and proposed actions for conference stakeholders seeking to cultivate a trauma-informed conference environment inspired by SAMHSA's six principles of trauma-informed care.

Emotional and Physical Safety: Ensure physical and emotional safety by providing a welcoming space and clear guidelines for behavior.

Conference organizers	Presenters	Attendees
• Display a Code of Conduct outlining respectful behavior and clear reporting mechanisms for misconduct. • Train staff and volunteers to recognize signs of trauma and provide appropriate responses. • Share logistical details (e.g., room layouts and accessibility options) to help attendees navigate the space comfortably.	• Set ground rules for respectful and inclusive discussions at the start of sessions. • Allow attendees to leave sessions without judgment if they need a break. • Prepare the room by considering how the layout promotes group discussion, with accessibility at the forefront.	• Respect personal boundaries and engage in active listening when interacting with others. • Support fellow attendees by reporting harmful behavior to organizers or intervening safely if appropriate. • Utilize the private, quiet attendee spaces to decompress when overwhelmed. • Show respect for all attendees by being mindful of varying needs (e.g., adjusting for sensory sensitivities or using inclusive language).

Trustworthiness and Transparency: Communicate openly about the conference agenda, expectations, and potential triggers, fostering a sense of trust among attendees.

Conference organizers	Presenters	Attendees
• Provide clear, detailed	• Share session objectives and planned activities at	• Research the conference beforehand and plan to

agendas, including session descriptions, speakers, and potential content warnings. • Communicate how feedback will be collected and how concerns will be addressed during and after the event.	the beginning of each presentation. • Stick to published timeframes and inform participants how Q&A or discussions will be managed. • Be transparent about any reporting obligations and confidentiality limitations.	avoid sessions or posters that may contain triggering content. • As appropriate, be open and honest about privacy needs or potential trigger points. • Make informed choices about disclosure to other attendees in sessions or events.

Peer Support: Encourage networking and support among participants, allowing for shared experiences and mutual understanding.

Conference organizers	Presenters	Attendees
• Facilitate small group activities or networking sessions to encourage connection and shared learning. • Start the conference or individual sessions with brief check ins, inviting participants to share their needs or well-being.	• Use interactive elements, such as small group discussions, to foster collaboration. • Be prepared to adjust session pacing or activities based on participant feedback or energy levels. Invite participants to prioritize their well-being, whatever that means to them.	• Check in with fellow attendees throughout the conference to offer support or share resources. • Actively engage in restorative activities during breaks and reach out to others for mutual support. • Help with redirecting potentially triggering discussions if you are comfortable doing so. • Enlist the “buddy system” when traveling outside of the conference center.

Collaboration and Mutuality: Provide opportunities to address power imbalances, encouraging and leveraging everyone’s feedback and perspectives regardless of status.

Conference organizers	Presenters	Attendees
• Cocreate conference norms by incorporating	• Hold space for self-growth and be open to feedback.	• Actively create a collaborative space by offering ideas and contributing to

feedback from attendees during the planning process. • Provide opportunities for attendee input through suggestion boxes or post-conference surveys.	• Set norms for participation, such as how to handle silence or ensure everyone has an opportunity to speak. • Foster an environment where attendees can collaborate on shared challenges or ideas.	discussions. • Provide feedback during or after sessions to help shape future content or events.

Cultural, Historical, and Gender Sensitivity: Acknowledge and respect diverse backgrounds, incorporating cultural sensitivity into programming and discussions.

Conference organizers	Presenters	Attendees
• Diversify speaker lineups to reflect a broad range of identities and experiences. • Encourage attendees to include pronouns on name badges and respect chosen identities.	• Notice any knowledge gaps and potentially find collaborators with expertise on topics you may not be able to discuss. • Be intentional about using language and examples that avoid harmful stereotypes or assumptions. • Consider integrating discussions on historical context, systemic barriers, and gender sensitivity into sessions when relevant.	• Avoid making assumptions about others' identities, experiences, or preferences. • Participate in discussions and sessions with a mind toward cultural and historical understanding. • Be open to learning from diverse perspectives and respect different cultural norms and values.

Empowerment, Voice, and Choice: Offer participants options in their engagement, such as session selection and participation levels, to promote autonomy.

Conference organizers	Presenters	Attendees
• Provide multiple ways for attendees to share their perspectives, such as through live Q&A, written feedback forms, or interactive tools like polling. • Offer flexible participation options, such as	• Create a welcoming environment where attendees can ask questions or share insights. • Provide alternative ways to engage, such as submitting questions anonymously or opting out of group discussions.	• Feel empowered to choose the level of participation that best suits your comfort and energy levels during sessions. • Express your needs openly if a session or ac-

quiet viewing areas for presentations.		tivity doesn't feel supportive or if accommodations are required.
All SIOP organizers, presenters, and attendees		
• Review and familiarize oneself with the SIOP Anti-Harassment Policy. • Make use of the SIOP Anti-Harassment Policy as the primary mechanism for addressing inappropriate behavior. • Because they are not actionable by SIOP, avoid sharing important or sensitive information in survey responses, social media, or other informal channels.		

Many of these recommendations concern interpersonal interaction at conferences, as facilitating inclusive and productive discussions requires careful consideration of potential triggers and sensitivities. For more in-depth guidance, we recommend readers consult the Campaign for Trauma-Informed Policy and Practice's guide, "GUIDE: Trauma-Informed Meetings, Discussions & Conversations," as well as the National Forum on the Prevention of Cyber Sexual Abuse's article, "Planning a Trauma-Informed Event." These valuable resources, also grounded in SAMHSA's six principles to guide a trauma-informed approach, provide detailed strategies for navigating challenging conversations and events in a trauma-informed manner.

Addressing and Coping With Traumatic Conference Incidents

Even trauma-informed conferences cannot avoid all possible harm, and experienced trauma must be addressed appropriately when it occurs. SIOP members who witness or experience harassment or retaliation are encouraged to report incidents through several channels. Options include informal discussions with an ombudsperson, pursuing informal resolution methods, or filing a formal complaint. Reporting parties can also choose to involve law enforcement at any time.

In 2022, SIOP appointed two members to serve as ombudspersons. SIOP President **Steven Rogelberg** proclaimed that the ombudspeople (who received additional training on harassment, options for informal resolution and formal complaint, and the role of an ombud), along with the anti-harassment policy, would help keep SIOP a "safe and inclusive professional environment for all" (SIOP, 2022). **Elizabeth (Betsy) Shoenfelt** also shared that this role was meaningful to her and that she would diligently work with fellow ombudsperson **Margaret (Peggy) Stockdale** to "help ensure a welcoming and professional environment where SIOP members and others engaged with the SIOP community are treated with dignity and respect and made to feel safe with a sense of belonging" (SIOP, 2022). A reflection piece was published a year after creating these roles, as SIOP continues to commit to developing these roles. Stockdale reiterated the importance of ombuds, as they are crucial in maintaining organizational justice and serving as a neutral and informal perspective when situations arise (SIOP, 2023).

In late 2024, it was shared that Stockdale had accepted a second term as an ombudsperson.

Ombudspeople can be contacted through the confidential email at ombuds@siop.org. They welcome individuals to reach out who “feel they have been treated inappropriately in the context of any SIOP activity” (SIOP, 2024a) and note that “their primary function is to offer advice that is informal, impartial, and independent. They do not make decisions or judgments. They can advise on options for informal resolution and formal complaint, explain the complaint processes, and assist with mediation” (SIOP, 2024b).

In addition to reporting incidents formally, individuals should seek and leverage resources to address their experiences. These steps include talking to trusted colleagues, family members, friends, or mental health professionals and engaging in self-care practices and activities.

Moving Forward Together

The 2025 SIOP Annual Conference is an opportunity to set a new standard for inclusivity and safety. By embracing trauma-informed principles, SIOP and its attendees can create a space that values connection and collaboration while minimizing harm. Together, we can ensure that Denver is a hub for advancing I-O psychology and a model for compassionate and respectful professional gatherings. Let’s work together to make SIOP a model for trauma-informed conferences, ensuring everyone can engage, learn, and connect in a safe and respectful space.

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Starting, Sustaining, and Scaling a Local I-O Group: A Check In With Group Leaders

Kate Frear, Cameron Klein, Angela Ackerman, Alan Tomassetti, Meisha-Ann Martin, Leah Frazier, Mark Morris, and Amila Pata

The Local I-O Group Relations Committee is dedicated to serving the SIOP organization and is driven by a purpose to help SIOP members find community. Community is important, and finding a group of other I-Os can provide our membership with opportunities for social support, professional opinions, a safe sounding board, career advice, and mentorship. For early career I-O members, this can be especially valuable as they try to establish themselves in the field. For I-O members who have had long careers, it can be an opportunity to give back. For everyone, it's an opportunity to "be seen" by those with a similar professional background and create a feeling of belonging. Many of us work in organizations where we are the only I-O and these groups can help us feel less "I-O lonely."

There are many different ways to build and maintain community and, as a result, our local I-O groups take many different forms. They meet virtually, face to face, or a combination of both, depending on the groups' interests, preferences, and geographies. For many, rush hour traffic is a very real barrier to a face-to-face get together. Some groups are formally structured, with bylaws and very established roles. Some groups are informal and mostly gather to talk shop. We consider any permutation of a local I-O group to be successful if they are providing opportunities for I-Os to connect with each other in a community. The Local I-O Group SIOP committee's core mission is to support all local groups in their efforts to build and maintain these local I-O communities. To that end, we host virtual forums once per quarter.

Our Fall 2024 forum showcased the expertise of a select group of diverse current Local I-O Group Leaders. Hats off to our groups and their representatives: **Alan Tomassetti** (Louisville I-O Psychology Network, or LION), **Angela Ackerman** (The Academic I-O), **Devin Stack** (BayState IO), and **Beth Melillo** (former BayState IO). In this session, these leaders shared their invaluable insights on how to start, sustain, and scale local I-O groups. Specific topics of focus included group structure, membership, activities and events, finances, and technology. If you missed it, below is a summary of the insights they shared.

Group Structure

As discussed above, group structures varied. LION is a very informal group, whereas the Academic I-O and BayState I-O have well-defined structure and roles. When deciding whether to be formal or informal, a group should consider finances and budget, who they are targeting as members of the group, and group size. In all cases, teamwork is important so that the work of starting and sustaining a group doesn't just fall to one person. Furthermore, effectively leading a local I-O group requires a diverse team with different skill sets and capabilities. One suggestion is to bring on board an institutional liaison to foster local institutional partnerships (e.g., an I-O program director from a nearby university). For formally structured groups, the significance of defining roles and commitments was highlighted—specifically, 2 to 3 year terms for leadership roles, with shorter terms for specific events. Crucial roles to consider include treasurer, programming, president, vice president, and secretary.

Membership

The criteria for membership in local I-O groups varies by group. For example, LION has no criteria, other than an interest in I-O psychology. Alternatively, BayState I-O requires members to have master's or doctorate-level training or be employed in a role requiring the application of I-O psychology principles in the workplace. An initial step to starting a group is to find potential members. Beth Melillo suggested reaching out to I-O programs in the area and consulting the SIOP membership directory. Our committee member, Mark Morris, also started the Dallas I-O group using this strategy. Furthermore, the panel suggested also focusing on nurturing member engagement, rather than merely increasing the number of members. Regular attendance at events is a key indicator of engagement. As Devin Stack of BayState IO suggested, one engagement metric that groups can track is the percentage of membership who attend each event.

Activities and Events

The forum presented a variety of event ideas to keep members engaged and provide valuable learning opportunities. These suggestions ranged from social hours to hot topics and career advice (e.g., "What can you do with a master's in I-O?"). They also advocated for the value of providing diverse event types (paid/free, in person/virtual). Volunteering and community service events were also discussed as valuable activities that help build camaraderie. The importance of consistency and advance notice for in-person events were also emphasized as strategies for increasing attendance and member engagement. Gotta respect the calendars!

Finances

Funding for local I-O groups can come from a variety of sources. Some groups collect member dues. Others have set up systems where people can pay for specific events. Other groups may have an executive team that personally covers expenses. Typical expenses might include website infrastructure, technology, speakers, legal matters, marketing, and events. Registering as a 501c3 or incorporating as a business might also incur costs. There is no one right structure here, and groups have the freedom to operate as they see fit.

Technology

Specific technology applications for group communications and operations were also discussed. Popular technology discussed during the forum included Wix for marketing, Zoom, Calendly, Google Suite, Slack, and WhatsApp. Some groups use WildApricot for managing their operations, although it's more costly than Wix. For tech resources, TechSoup was suggested as a helpful platform for 501c3 organizations.

Parting Thoughts

In closing, the panel provided some final thoughts, including the importance of incremental improvement. In the words of Angela Ackerman from The Academic I-O, "Do what you can, when you can, keep doing the things that work for you, and above all, give yourself grace in the process." Building a stable, successful local I-O group takes time! Beth Melillo from BayState I-O said it took them a year to get their group up and running. It's possible (and also probably a good idea) to start small and evolve and mature as you grow and as the group grows in size. Look for the big I-O shops in your area, which could include companies with large internal teams (e.g., Johnson & Johnson), or consulting firms (e.g., DDI, Korn Ferry). At the same time, don't forget the long tail and the many individual practitioners, executive coaches, and others who might need the community the most!

Overall, this webinar was an enriching experience for current and aspiring local group leaders, packed with practical advice, creative ideas, and motivational insights to help your Local I-O group thrive! If you're looking for a local I-O group, you can find yours here if you're in the U.S. or here if you're in a country outside the U.S. For details on future forums and events, please join us on LinkedIn. For additional guidance on this topic, see the SIOP toolkit for Local I-O Groups.

SIOP Membership Demographics Dashboard Updated for 2024!

We are delighted to share that the SIOP Membership Demographics Dashboard has now been updated for 2024! SIOP members with a current and active membership can access the dashboard by logging into their account and finding the *Demographics* link under the *Membership* menu of SIOP.org.

This user-friendly and self-serve dashboard allows members to view aggregate demographic data on a variety of variables, including gender, ethnicity, member type, highest degree earned, sector of employment, location, and field of study (e.g., I-O/business psychology, organizational behavior, human resources).

The Membership Analytics Subcommittee (MAS) first developed the membership demographics dashboard in 2021 to advance SIOP's strategic goal #2, specifically the need for better data infrastructure, higher visibility into membership diversity, and accessible digital resources for members. Each year since, MAS has been incrementally improving the dashboard by expanding the set of useful analyses and insightful visuals, improving data quality, and incorporating member feedback.

The latest version of the dashboard includes SIOP membership, volunteering, and conference registration information for the 2024 membership year, as well as trends on how this has changed over time since 2017 in terms of gender and ethnicity composition, work sector, degree, member type, and location.

As you interact with the dashboard, you may notice that many important demographic variables, such as gender and ethnicity, have a large amount of missing data. This impedes our ability to present accurate insights on SIOP membership diversity. We appreciate the appetite for data among SIOP members and strive to continuously improve the quality and usability of the dashboard, but **we need your help!**

Please ensure that you have provided your most up-to-date demographic information in your SIOP profile. To update your profile with your latest information, please log into your account at SIOP.org, click on *My Account* on the top right, then click on *Edit My Profile* under *Personal Snapshot* in the menu on the left. Also, please spread the word to your SIOP friends and colleagues!

Do you have SIOP membership data requests for your committee or research efforts? Submit your data analysis request here. To learn more about the request process and the types of membership information that are available, please review SIOP's Membership Data Governance Policy.

Reshaping Work for the Greater Good: Pioneering Research in Prosocial I-O Psychology

Shujaat Ahmed and Eileen Linnabery

Imagine a world where workplaces don't just drive profits but also fuel positive change. For two pioneering researchers interviewed for this article, that vision isn't just theoretical—it's their life's work. From tackling safety hazards in rural rice fields to championing a global living wage, these experts are proving that psychology isn't just about productivity; it's about purpose. In this article, we explore how their research is reshaping the future of work, and the advice they have for others also looking to make a difference.

This column is sponsored by the SIOP Visibility Committee. The goal of SIOP's Visibility Committee is to increase the visibility of SIOP, SIOP members, and I-O psychology to business leaders, public policy officials, and the public. Within the Visibility Committee sits the Advocacy & Prosocial Subcommittee, which aims to promote, guide, and encourage SIOP members' use of industrial and organizational (I-O) psychology knowledge for prosocial purposes.

In the last issue, **Eileen** interviewed a prosocial I-O practitioner. For this issue, **Shujaat** conducted an interview with two academics who are making a prosocial impact in I-O psychology around the world. **Dr. Stuart Carr** is a UNESCO chair on Sustainable Livelihoods and professor of I-O Psychology at Massey University, and a fellow of multiple societies, including SIOP. Stu's research focuses on the organizational psychology of poverty reduction and eradication. Notably, he co-facilitates the Clean SLATE (Sustainable Livelihoods and The Ecosystem), which focuses on just transitions from precarious labor to decent work, and living wages that protect the planet and leave nobody behind. Linked to SLATE is the Project Global Living Organizational Wage (GLOW), a multicountry, multigenerational, interdisciplinary study aimed at creating decent and sustainable livelihoods for the eradication of poverty, which Stu also cospearheaded. **Dr. Mahima Saxena** is an assistant professor of I-O Psychology at the University of Nebraska Omaha and the recipient of the 2020 SIOP Humanitarian Award. She directs the Decent Work and Well-being Lab at UNO where her research focuses on areas such as decent work, informal economy and informal work, worker well-being, and occupational health, with particular emphasis on workers living in poverty, highly skilled individuals in the informal economy, and those facing occupational health challenges in the workplace.

Humanitarian work psychology (HWP), which will be referenced throughout this article, focuses on applying I-O principles to address social issues, improve well-being, and create positive change for underserved or marginalized populations. This focus on social impact and ethical practices aligns closely with prosocial I-O psychology, which seeks to create fair and inclusive work environments. The integration of HWP with prosocial I-O allows researchers and practitioners to shift the focus from purely organizational efficiency to making meaningful, positive changes for individuals, organizations, and society at large, particularly for those in vulnerable or disadvantaged situations.

What inspired you to pursue research in prosocial work? Were there any pivotal moments that drew you to conduct research in this area?

Mahima: What motivated me was the ability inherent in I-O to focus on the greater good and how this application is a core element of HWP. The prosocial aspect of it, along with the goal of making I-O psychology more accessible and impactful, really resonated with me. Prosocial focused research can make our science holistic and well rounded, and in practice, it can bring about meaningful change with a tangible impact on the lives of individuals

A lot of those early learnings began in graduate school where I realized that although we have a plethora of research and practice in mainstream, traditional work, there is limited focus on other, alternate types of work. I remember **Howard Weiss**, my former advisor, often spoke about the criticality and need for I-O to impact larger policies related to work and labor. All my experiences up to that point began to resonate with a desire to delve deeper into this space.

A pivotal moment for me was when I first heard Stu Carr and **Walter Reichman** talk at a SIOP conference about how I-O psychology had to do more in relation to HWP. As a bright-eyed, early-career I-O, soon to become a faculty member, this opened the door for me, in terms of realizing that I-O is also a home for rigorous prosocial research and practice. Under Stu's coleadership, HWP has provided a core content area in I-O that allows the pursuit of research on critical topics of global importance as they relate to the world of work.

In addition to HWP, I have always had an interest in occupational health psychology. Another pivotal moment for me occurred over a decade when I visited a rural, low-income, daily-wage, agricultural community where infectious diseases were seasonally endemic. I implemented the experience sampling method (ESM) to examine occupational safety and health hazards for this community of rice farmers. Although ESM is typically deployed for collecting data with employees in formal organizations, it was incredibly neat to utilize ESM in this rural, informal, community of workers. One of the many challenges was collecting data on the experience sampling surveys without a smartphone app given literacy and access limitations. After modifying the method to fit the local context, we were able to successfully identify the triggers for the disease burden borne by the community. This project applied I-O and its methods to a critical, high-need, prosocial area.

This experience brought my attention to real-world issues that could significantly benefit from our science. In 2015, I received the SIOP Small Grant with **John Scott** to conduct research on decent work. This was the first time SIOP had awarded a research grant focused on HWP, it was tremendously encouraging, and it allowed me to formally assess issues related to decent work. Since then, there has been no looking back.

Stu: Networking and connections don't happen at a single point in time. The more you connect with people, the more you realize that others are thinking the same way you are. We need to make more meaningful contributions and never end that process, because if we do, we stop growing ourselves. Prosocial work keeps renewing itself because the challenges society faces don't stand still.

Mahima was talking about finding a space and realizing that what you do could be useful. Malawi did that for me, as it was where I got my first job. I started off as a lecturer at the National University in Malawi, with a PhD in Social Psychology. Malawi was economically very poor—the level of poverty there was something I'd never seen before, even though I came from a working-class family and knew a little bit about poverty. Students and faculty told me that I had to be applied; I couldn't just be in my ivory tower and pontificate. The world was asking me, "What are you going to do about it?" So, I wanted to do something. I-O psychology beckoned.

At the time, there was a revolution going on in Malawi, with a democratic regime coming in and the country transitioning into a multifaceted market. Many people were trying to start businesses, and things took off from there. In any such context of dynamic change, finding people like ourselves continues to inspire me. Your work, Mahima, and yours, Shujaat, keeps inspiring others. It's like one inspiration fuels the other. Prosocial work happens within this network—it is the change we want to see in the world.

Briefly share your joint research collaborations and others if relevant, that have deepened our understanding of prosocial work. How, if at all, has this research addressed real world challenges or social issues?

Stu: I am part of the UNESCO chair collaborative network, which is pushing towards sustainable livelihoods. Mahima mentioned something to me the other day about how work is much more than just making money—it's about traditions, skills, dignity, and liberty, if it's decent work. This made me realize that education, science, and culture, which UNESCO by name and definition promotes, are all intertwined with decent and dignified work, and that's the space we're in. This is a broader perspective, as opposed to the stereotype that work is simply a means to an end.

Mahima, Dr. Veronica Hopner, and I are coworking on the first Sustainability Livelihoods Index, which we believe could be useful and bring about change. We are part of 23 colleagues from around the world involved in this project (a mix of I-O psychologists, sociologists, economists, and business professionals), and we all bring different perspectives, backgrounds, and experiences to the table. This project, under Clean SLATE, has roots that can be traced back to connections made in earlier years.

Project GLOW is one of those roots, which allowed diversity of thoughts and ideas to come together in a collective effort. Wages can be a taboo topic, but when you can't put bread on the table, when wages cannot meet the cost of living, that's pretty salient. A critique of work research in general is that we have overrepresented socially privileged (POSH) samples. The more you work with lower paid work groups, who are often not paid living wages, the more you realize that money matters and is fundamentally relevant to work psychology.

How can educators, policymakers, or community leaders encourage prosocial work on a larger scale?

Mahima: Educators play a big role in interacting with their students on a regular basis. One of the ways educators can make an impact is by introducing the idea of prosocial work and HWP right from the start in I-O classes both at the undergrad and graduate levels. Certainly, in I-O core seminars for graduate students but also in undergraduate psychology classes as well in undergraduate I-O courses. It weaves in nicely across so many topics. Just yesterday we spoke about history and systems in I-O and in terms of where we are today, HWP was automatically brought up in tracing the trajectory of our field. Another class I love teaching is occupational health psychology and HWP gets brought up there as well. Prosocial work is really woven into everything we do in our field, no matter what the topic is.

Policymakers and researchers can also connect for better application of our field to policy matters. On a global scale too, tighter partnerships with policymakers along with efforts directed toward translational pieces and policy briefs to share the impact of our work with a global audience might be useful avenues to pursue.

Stu: On the educator front, as Mahima was saying, there's so much there—it's not just about supply, there is much demand. The students are hungry for this information, they truly are. The most common feedback I get from students is, "I didn't realize I-O psychology has so many different aspects." They see it as a lens, almost like a telescope, to look at the different functions of work. And as you turn it around, you start to see all these prosocial applications, edges, and foundations.

It would be helpful for us to create a cloud where educators can share resources—so we can exchange materials and collaborate across different platforms in a prosocial way. This is a core idea in our UNESCO chair group project to teach sustainable livelihoods across institutions globally, called SLiC (Sustainable Livelihoods Collaboration). Another area that comes to mind is cities. The U.S. was a pioneer in living wage initiatives. Cities are powerful agents of change. They have councils, and those councils have organizations that make decisions, like putting in a living wage ordinance. Some of the work from Project GLOW has ended up in those council meetings. The evidence is being pushed by I-O groups, along with NGOs, labor movements, unions, and small business owners. This happened in New Zealand during the COVID-19 pandemic, when a local council adopted a living wage (which was higher than the minimum wage) for their employees and contractors. It created a ripple effect throughout the region. This was incredibly prosocial at a very particular time in history, both in NZ and the world.

The last point I'd like to mention is greenwashing, which denoted that people were skeptical about corporate social responsibility (CSR). Yet today, through CSO (chief sustainability officer) roles, sustainability work is becoming more mainstream and more embedded in organizational roles. "Green collar" work is expanding, which allows us to contribute more to this space. Consumers are now looking at what companies are doing before deciding to buy their products. In the Sustainability Index project that I'm collaborating on with Mahima, Veronica, and others, we've made it so that people in different roles can wear different "collars" at work, allowing room for growth in work evolution. And this is happening within formal organizations. The big challenge, though, is the informal sector, which is much larger.

What advice do you have for I-Os (in different career stages and contexts) who want to get started with prosocial research?

Mahima: SIOP conferences often provide a curated set of prosocial sessions, so if you're interested in attending or learning about this area, that's a great way to get involved. Students have great ideas. I see this firsthand in my classroom and within the student community. Encouraging students and providing a space to pursue prosocial interests would also be tremendously positive.

Stu: The first thing you should do is reach out to a community and collaborate with like-minded people. There are more of them out there than people realize. Connect in classrooms, at conferences, with local I-O groups, CoP groups, or through free projects like GLOW. We also have technology that makes it easier to connect with people around the world, something that wasn't as widely available 15 years ago. You can change the world—it may take time, but it's definitely possible. Change is in the wind!

Are you doing prosocial I-O work you'd like to see featured in TIP*? The Advocacy & Prosocial subcommittee would love to hear from you! Contact us to find ways to share your experiences with the broader SIOP community.*

Members in the Media

Amber Stark, Senior Brand and Content Strategist

Awareness of I-O psychology has been on the rise thanks to articles written by and/or featuring SIOP members. These are member media mentions found from Jan. 15, 2025, through March 21, 2025. We share them on our social media, in the *SIOP Source*, 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.

Nathan Mondragon on job trends in the U.S. and Canada and what it says about both economies for 2025: https://www.bnnbloomberg.ca/video/shows/morning-markets/2025/01/10/us-employment-back-to-pre-pandemic-trends-canada-not-far-behind/

Danielle King on how to maintain sanity in what seems like an insane environment: https://federalnewsnetwork.com/workforce/2025/02/how-to-maintain-sanity-in-what-seems-like-an-insane-environment/

Steven Rogelberg with strategies for productive meetings: https://www.cbsnews.com/news/dreading-meetings-research-shows-they-might-be-ruining-your-day/

Ludmila N. Praslova on the benefits of removing systemic barriers: https://hbr.org/2025/02/the-false-dichotomy-of-merit-and-inclusion