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Letting Go, Locking In: Fall Reflections for the Future of I-O

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And just like that…summer 2025 is a wrap.

Already, social media is abuzz with the "Great Lock-In" trend. The premise, like most Q4 trends, is simple: Instead of waiting for the January "new year, new me" trope, why not "lock in*"* from September 1st to December 31st and go all in on your goals *now*? Are you joining the trend or "locking out"?

At a time when hustle culture is still whispering that we must optimize every single minute of our day, what if the real answer isn't to do more but to simply *be* more present? What if the key has always been to subtract rather than stack? To slow down rather than speed up?

As an island girl, fall and winter were never my favorite seasons. But over the years, as I've moved through my own personal seasons both on a personal and professional level, I've grown to appreciate the transformation and lessons these months bring. Fall, in particular, has taught me that there's strength in shedding. Whether it's letting go of old roles, rigid norms, outdated systems, or relationships that no longer serve us, fall reminds that we can create space for what's next. Much like the trees that prepare for the cold by releasing their leaves, we too prepare for the harder seasons or what's ahead by letting go of what we no longer need.

Organically, the articles in this fall issue of *TIP* mirror this theme, inviting us to reflect on the shifts happening in our field, our careers, and ourselves. In a time when rapid change is the only constant, these pieces ask us to rethink what it means to belong, to be seen, and to succeed as I-O psychologists navigating this evolving world. From navigating intergenerational collaboration and demystifying change management to revisiting the skills that truly matter in the era of AI, this edition reflects the moment we're in in shaping what's next both ethically and strategically.

Here is what's up in your fall line-up:

1. AI-Tumn (See what I did there?): AI, Ethics & Implementation
It's no surprise that several articles explore AI. From ethical dilemmas to practical implementation strategies, these articles invite us to pause and ask: *What kind of I-O psychologist do you want to be in the next season of your career?* With AI use nearly doubling in just 2 years, the call is clear: We must not only think of what the possible use cases of AI are in our field but also how we use AI responsibly. With a bold call from President Tannenbaum to center *ethics* in how we implement generative AI, along with findings from our membership AI survey, we are urged to lean into the nuance, caution, and opportunity that AI presents for both researchers and practitioners. This pairs nicely with a practical implementation guide for anyone thinking about responsible innovation with generative AI.

2. Turning Over New Leaves: Career Pathways and Transitions

As the year winds down, many of us find ourselves reflecting on where we've been and where we're going. From decoding transferable skills to navigating career resilience, we're demystifying the SIOP Fellowship process for practitioners and bridging the gap between science and practice by offering key

takeaways from academia–industry collaborations. So, whether you're eyeing a fellowship, an industry pivot, or just feeling stuck, this might be your sign to "lock in" and take that leap.

3. Preparing With Purpose

Fall is the season of preparation where we harvest what we have learned and ready ourselves (cue in winter is coming, for my Game of Thrones fans). The recent Netflix documentary on Hurricane Katrina invites us to view change management not as reactive but as an opportunity to cultivate resilience and intentional growth. In a preview of SIOP 2026, our SIOP Program and Conference Chairs explore how the future of our field is being envisioned today through ethical foresight, innovation, and inclusive leadership. And in a fun, fall-forward twist, our staple Max Classroom Capacity Halloween special takes us into the haunted halls of academia to ask, What happens when capacity is maxed out? As spooky as it may seem, even that piece reminds us that preparation is everything.

4. Thanksgiving and Gathering the Harvest

Fall is a time to give thanks and bring people together at the table. We take a moment to honor and thank those who serve. With Veterans Month on the horizon, we're proud to feature an article highlighting military veterans and the I-O strategies that support their transition and well-being in the civilian workforce. We also unpack the deeper layers of workplace trends like "quiet quitting" and "antiwork," reminding us that inclusion means understanding both context and complexity. With five generations coexisting in the workplace, this issue explores how we can build inclusive structures for all, especially as hybrid work continues to shift how we relate, communicate, and lead.

One More Thing Before I Go...

Check out our Editorial Board section to meet the incredible new minds helping shape *TIP's* future. You're going to love what's ahead. Also in the spirit of ushering in a new season and embracing what's next, *TIP* is introducing a regular book review series that will spotlight ideas that push the boundaries of our field. In this issue, **Steven T. Hunt** explores what it means to skill up in an AI-driven world with a review of *The Skill Code* by Matt Beane. To learn more about Dr. Hunt, head on over to review his bio.

And because this editorial is already long enough (I know, I know), I'll leave you with two things I'm shedding this season:

Overthinking the next move
Fall reminds me that change is gradual. I don't need all the answers now, I just need the courage to take the next right step.

Carrying what's no longer mine
Roles, responsibilities, expectations—if it's weighing me down, it's not coming with me into winter.

Until next time, happy fall, y'all, and I'll catch you in the next issue.

President's Column

Scott Tannenbaum

Like people in many professions, I-O psychologists operate in a dynamic and increasingly digital world that displays many classic VUCA characteristics: volatility, uncertainty, complexity, and ambiguity. Our role often requires us to navigate and help others navigate challenging times. Currently, AI is one of the primary disruptive forces, impacting the workplace and our work in both encouraging and potentially deleterious ways.

Much is being written about the impact of AI, and I strongly encourage all I-O psychologists to become AI savvy, think about how AI impacts the workplace, and consider how to use it in constructive and productive ways. Although AI looms over us like an 800-pound gorilla, I'm not focusing on technology in this *TIP* column. Instead, I want to beat the drum about the human aspect of what we do.

The human element has always been central to our work, and I don't think that will change. **Some of our most powerful skills are interpersonal and social in nature**. I predict these "human skills" will become increasingly essential differentiators for I-O psychologists in a highly digital world. Of course, the future will reveal whether my prediction ages well!

Four Key Human Skills for I-Os

Over the years, I've worked with some great I-O consultants, researchers, managers, and teachers. I've noticed that they consistently demonstrate four evidence-supported human skills.

1. **Asking good questions**. I-Os hold advanced degrees. We possess deep knowledge of I-O-related theories, practices, and research findings. Sometimes that can lead us to believe we should offer quick answers and solutions, or even worse, to assume we are the "smartest person in the room." But over the years, I've discovered that great work usually starts with asking thoughtful, relevant questions, rather than offering quick expert opinions.

   We should all continue to work on our question-asking skills, including how to ask follow-up questions that help others unpack what they know. Although you may fear that you won't be viewed as credible if you ask questions rather than provide answers, research shows that people who ask more questions are usually viewed more favorably. Although building your ability to craft AI prompts may be helpful, it's particularly **advantageous to be great at crafting human prompts**!

2. **Listening deeply**. Asking a good question is only helpful if we listen to the response attentively. Be honest, are you a great listener? Listening is a skill that can be developed if you focus on it.

   Below are five common reasons why people don't listen effectively. I challenge you to pick one you are prone to doing and see if you can avoid it for the rest of the day!

   - Thinking ahead or about something else
   - Already "knowing" the answer (just waiting for them to stop talking so you can talk!)
   - Mentally preparing your response
   - Projecting how you would feel rather than listening to how they feel
   - Multitasking…and no, you're not good at it!

3. **Conveying your understanding**. One of the most powerful skills that great I-Os demonstrate is their ability and willingness to convey what they think they heard. Why is this so powerful?

   When you take a moment to restate what you heard, you are sending the signal that you are listening and care about what the person says. That's why waitpersons who paraphrase their customers' orders have been shown to receive bigger tips! When you convey, you also give the person the chance to either

   - **Confirm** you are right. If so, you'll probably see them unknowingly unfold their arms, nod, and lean forward.
   - **Correct** you. This may feel uncomfortable, but it is a "win" because you averted making false assumptions about their perspective.

   Research shows that people often care more about being understood than being right, so **rarely will anything good happen until the other person thinks you "get it**." That's why you need to convey.

4. **Making it easy for others to speak up**. If your teammates, students, clients, or coworkers are reluctant to speak up in front of you, your work and decision making are likely to suffer. The research on psychological safety is compelling. Make it easy for others to speak up, for example

   - Admit when you don't know something or have made a mistake
   - Focus more on what is right than who is right
   - Thank people for sharing their point of view, particularly when you disagree with them
   - When you agree with someone, state it out loud and not just in your head

If you want to be a great I-O consultant, practitioner, professor, or researcher, you need to continue to hone your I-O expertise, and you may also need to become AI savvy. But please don't neglect your human skills, including the four described above.

- **Professors**: Create opportunities for students (and you!) to learn, practice, and build these skills.
- **Students**: Seek every chance to apply these skills and ask for feedback.
- **Practitioners and researchers**: Use these skills with your teammates and clients and monitor what leads to the best engagement and results.

Until next time…

Scott

Max. Classroom Capacity: A Spooky Halloween Special!

Loren J. Naidoo
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Dear readers,

Did you know that in ancient Celtic traditions, on Samhain,[1] the new year's day harvest festival, people wore costumes and left food out to appease wandering spirits? Did you also know that the Halloween tradition of carving pumpkins likely originated in Ireland where people would carve demonic faces into turnips[2] to frighten and chase away evil spirits such as that of Stingy Jack, a blacksmith who was too evil to go to heaven but tricked the Devil into rejecting him from Hell as well, leaving him wandering the earth for eternity as a ghost?!?

For some, pursuing a graduate degree can sometimes feel like being consigned to wander the earth for eternity as a ghost! And thinking back, some of those lingering 8th year+ doctoral students would start to look a little transparent around the edges, shuffling about the department with a haunted look in their eyes. (Whispered conversation among first-year students: "They started in WHAT year?" "They're *still* collecting data!?!") I can also remember grad school ghost stories being told during late-night "study sessions" (usually over drinks). A few haunted souls out there may remember experiencing certain "hot seat" in-class interrogations that ended in tears, in a program that will not be named…. Zoinks!

Image generated by ChatGPT based on the beloved Hanna-Barbera Scooby-Doo, Where Are You cartoon, 1969–1971, after being explicitly instructed NOT *to violate copyright…*

Grad school can be scary, and we instructors can be part of the problem! In the April 2017 Max. Classroom Capacity column, I wrote about how pop quizzes are feared and loathed by some students. In the tradition of sharing spooky ghost stories at Halloween, I asked some current and recently finished I-O grad students to tell me what they feared most about grad school. Here are the top five fears that came up, in no particular order…

1. *Like, wow, Scoob, I don't think we belong here!*

The first common fear of grad students is… *imposter syndrome*! The fear of not living up to lofty expectations was most prevalent in the early years of grad school and came up most in connection to students' statistics classes. In true MCC style, one respondent created an AI-generated picture of a terrified student with the caption "when you're more afraid of someone finding out that you don't know how to calculate *r* than you are of failing the class…" Loved it! Some mentioned not wanting to *ask* questions in class out of fear that their questions would make them look lazy, ignorant, or stupid to their peers and professors. Others described asking questions to only certain peers out of fear that others would make fun of their poor math skills. Imposter syndrome can be even worse for international students who may be adjusting to new social norms and customs both inside and outside the classroom.

There are a few things that we can do as instructors to allay students' fears based on imposter syndrome. First, we can reiterate that learning statistics (or any subject) requires effort and practice. Practice makes permanent! We can also support students by telling them that it's normal to experience challenges and setbacks in the classroom, that such experiences do NOT suggest a lack of necessary ability, and that *they DO belong*. One nice way to start a new course is to congratulate students on being accepted into the undergraduate/graduate program and enthusiastically express your positive expectations for their effort and performance ahead. It's amazing how far a little positivity can go (e.g., 15 years ago I had a dentist who told me that I had a nice set of teeth—I've never forgotten that, even though I'm certain that it is NOT true!). It's free and easy to express positive expectations. On the other hand, how demoralizing would it be to hear your instructor talk about how difficult their class is and how many students will drop or fail?

Second, we can frequently "touch base" with our students and try to build trusting relationships in which they feel comfortable approaching us if they experience a significant academic or personal challenge. When students feel less intimidated by their instructors, they may be less likely to feel like an imposter and more likely to seek out help when they need it. Office hours are one venue for student–instructor conversation, but student attendance at office hours can vary greatly. I usually arrive at my classes 10–15 minutes before the start time to informally chat with students. I try to be available to students a few minutes after class ends as well. This lets me quickly reach out to students who I think may be struggling. I think it also helps to break down barriers between students and myself.

Third, we can create opportunities for students to form strong and supportive peer groups. In-class group activities can be a great way for students to meet and practice working together, without the pressure of a graded group assignment. Asking students to participate in short ungraded dyadic or small group discussions around specific questions, theories, findings, or practices can provide similar benefits.

2. *Like, don't look at me, teach—I'm totally blanking out!*

A second common fear of grad students was the expectation or requirement that they answer instructors' questions in class! Students were especially afraid of participation that was graded. Grading student verbal participation can be a dicey proposition, as discussed in the April 2022 MCC column. In that

one, a brilliant and lovely associate professor of education (to whom I happen to be married) argued that we should only grade verbal in-class participation when it is itself a course learning objective and when we provide students with a rubric with clear guidelines and expectations around how they are being evaluated for participation. Yet, even under those circumstances, it is difficult to grade participation in an unbiased and equitable way.

Students also feared being asked questions about material for which they had not prepared. This sounds like a variant of students' fear of pop quizzes—nobody likes unpleasant surprises! A great example of this was provided by an international student who described being asked to share a "fun fact" about themselves as part of an ice-breaker self-introduction. This provoked considerable anxiety in the student as disclosing "fun facts" was not a common practice in their home country, and it wasn't clear to the student what personal fact would be considered "fun" as opposed to "strange"! I love this anecdote because it (a) highlights how disorienting it can be to experience a different culture, and (b) made me realize how weird and specific the practice of sharing a fun personal fact is (and many other such ice breakers): We want to connect with each other, but only superficially, at least at first! That students may, in general, fear spontaneity on the part of their instructors was also eye-opening because I assumed that students would generally want their instructors to be fun and creative (i.e., spontaneous) rather than predictable and boring, but that's probably not the right way to think of this. It's helpful to be reminded that the power dynamics involved in the classroom may make what we think of as asking "fun" and "spontaneous" questions into scary and anxiety-provoking experiences for our students.

3. Quick, Velma, hide behind that suit of armor!

A third, closely related fear was the fear of being anonymous in class. Students described the anxiety they experienced when instructors asked a question and they were unable to generate an answer quickly enough to respond before other students answered. As a result, students feared that they would be perceived as disengaged or unintelligent compared to their peers. This is a classic problem in managing student discussions and verbal participation in the classroom, for which, fortunately, there exist effective solutions. Here's one that I try to use:

1. Tell students that you are about to ask them a question and that you are going to pause for a few moments to let them think of an answer (or ask students to jot down their answer).
2. Ask students to raise their hands if they were able to generate an answer to the question and to keep their hands raised.
3. Ask those students who have their hands up to keep them up if they are willing to share their answer with the class.
4. From among the students who still have their hands raised, call on the student who answers questions the least frequently.

There are tech-related solutions to this problem as well (e.g., Kahoot poll, Zoom polling, etc.), and I'm sure that many of you have come up with creative ways of bringing students out of their shells.

4. Let's split up, gang!

The fourth fear of students was… competition! Students identified different circumstances that led to competition, including grade curving schemes that pitted students against each other. One student even listed ranked grades that were displayed publicly as an example—a clear violation of FERPA in the USA but a fairly common practice when I was an undergraduate student at McGill University in Canada! These and

other practices that promote competition between students are likely to induce performance avoidance achievement goals, which tend to undermine learning in academic settings (e.g., Huang, 2012[3]; Payne et al., 2007[4]). So as instructors, I think it's important to try to reduce students' inclinations to engage in or worry about competition. One example is not to provide students with the average class grade on assessments. Another is to refrain from speaking about individual differences in grades or grade distributions (e.g., disclosing how many students got As, Bs, etc.). When students ask me what the average grade on an exam was, I don't usually share that information (I also turn off that feature on the Canvas learning platform). When I speak about class performance on an exam or other assessment, I approach it like I would as a sports coach in talking with one of my kids' teams after a game or practice: How did we perform as a team, what did we get better at, and how do we continue to improve the next time? After all, in the classroom, we are all pursuing the goal of maximizing our individual and collective learning.

5. *Shaggy, wait here with Scooby while I check out this secret passage…*

The fifth and final student fear was *waiting*! I wouldn't have thought of this, but it makes perfect sense. Waiting for your turn to give a presentation: scary! Waiting for the instructor to ask you a question that you don't know the answer to: scary! Waiting to know how poorly you did on an exam: scary! Although I feel pretty good about coming up with solutions to Fears 1–4, this one stumped me! I almost got through the entire column pretending that I could solve all student fears! *And I would have been able to do it, if it weren't for you meddling kids!*

But seriously, my sincere and heartfelt thanks to all of you who responded to my email and shared your deepest, darkest fears about grad school classrooms!

Please email me to share your spooky grad school student/teaching stories or to just say hi: Loren.Naidoo@csun.edu

Happy Halloween!

Notes

[1] https://daily.jstor.org/from-samhain-to-halloween/
[2] https://blogs.loc.gov/headlinesandheroes/2021/10/the-origins-of-halloween-traditions/
[3] Huang, C. (2012). Discriminant and criterion-related validity of achievement goals in predicting academic achievement: A meta-analysis. *Journal of Educational Psychology, 104,* 48–73.
[4] Payne, S. C., Youngcourt, S. S., & Beaubien, J. M. (2007). A meta-analytic examination of the goal orientation nomological net. *Journal of Applied Psychology, 92,* 128–150.

Deciphering *The Skill Code*

Steven T. Hunt

AI won't eliminate work, but it will eliminate work that doesn't use AI. This statement is often heard in conversations about how AI technology will change jobs. It also raises the question of how to equip employees with the skills to succeed in a world saturated with AI technology. That is the core focus of the book *The Skill Code* by Dr. Matt Beane. Dr. Beane addresses the topic from the perspective of someone well-versed in applied psychology and workforce management research who studies how robotic technology impacts workforce dynamics. I was interested in reading *The Skill Code* because I have also written about this topic in my book Talent Tectonics but from the perspective of a psychologist whose career is focused on helping companies use HR technology to create more effective workforces. The following are reflections on *The Skill Code,* summarizing some of the book's key points.

How Technology Is Fueling a Skills Crisis

The Skill Code defines a skill as the "ability to get results in a complex world" (p.41). This is a broad definition, and most of the book focuses on a much narrower conceptualization of skills. Addressing issues that impact people's ability to acquire knowledge and capabilities to succeed in jobs that make extensive use of sophisticated technology. The book draws heavily from Dr. Beane's experience studying the use of robotic systems in healthcare, manufacturing, software, and financial services industries. It focuses specifically on the divide between "experts" and "novices." Experts are employees whose jobs require extensive specialized skills to perform complex tasks. Novices are employees in less technically skilled roles that surround or support these jobs. For example, the difference between a surgeon and a medical student assisting in the operating room, or a distribution center supply chain manager and an entry-level line employee working in a warehouse.

The core problem raised in *The Skill Code* is the growing divide between experts and novices caused by technology. Experts develop specialized skills through on-the-job experience performing complex tasks. As technology becomes more complex, the difference between expert and novice skills increases. Experts not only have to master the use of the technology, but often have to understand how it works, know how to fix it, and be aware of its strengths and limitations in different contexts. The more companies use complex technology, the more effort is needed to convert novices into experts. At the same time, technology often eliminates the need for entry-level roles that historically were used to create experts. Technology also removes the complexity from novice-level work, so employees become "hyper-focused on simpler and simpler tasks [without getting] a sense of the broader work system" (p.105). The ability for novices to learn from experts is also becoming more difficult because companies are "separating novices from experts by inserting technology between them" (p.7). This hinders the ability of novices to develop skills by undermining traditional on-the-job learning methods such as performing tasks under expert guidance.

The book provides many examples showing how technology makes it difficult for novice employees to gain expertise. These include barriers medical students face trying to learn how to operate robotic surgery equipment, challenges distribution workers face trying to understand the robotic supply chain systems they support, and difficulties enterprise software sales associates face building leadership skills when they have limited access to other people within the organization. These examples collectively raise the issue of how companies can develop experts when they either no longer have employee novices or employ novices in a way that prevents them from developing the skills to become experts. Even when

novices work alongside experts, they are still not able to learn the skills to become experts themselves. The result is work that can be described as "compliance without understanding" (p.108).

The problems we need to solve

Beane describes skills acquisition as depending on "3 Cs": challenge, complexity and connection. This framework is similar to one I used in *Talent Tectonics,* but with 3 Rs instead of Cs: roles, resources, and relationships. Both frameworks reflect the same fundamental psychological principles related to learning. Employees learn when their job roles provide "a healthy challenge. Too much and we burn out. Too little and we stagnate" (p.19). To create the right level of challenge, employees need resources to develop foundational knowledge or they will be "overwhelmed with complexity". Employees also need development resources such as coaching and time to process new information (what Beane calls "soak time"). Last, for employees to effectively develop complex skills, they need to build relationships that create positive connections with experts. As Beane notes, "It is not just task feedback that motivates us—it's feedback from experts whom we admire and aspire to become" (p. 67).

Technology can undermine each of these components. Automation eliminates the challenge and the complexity found in novice roles, resulting in jobs that make people less skilled and more specialized in narrow tasks. As Beane memorably put it, "Left in the crevices between automated processes in jobs that have been deskilled to their limits" (p. 106). Technology also automates tasks that experts previously delegated to novices. This results in "making novices optional in experts' work", severing connections between the two. These uses of technology increase productivity and reduce labor costs but decrease our ability to create future experts. This will create critical skill shortages when current experts leave the workforce.

How to solve these problems

Beane argues that to solve these problems, we need to "shift from the three Cs to the three Ds" (p.141). Discover ways to use technology that ensure novice jobs retain the right level of challenge, complexity and connection. Develop methods that support these techniques. And deploy these methods within organizations. The book provides ideas for doing these things, but notes "there's probably no answer…that works equally well in all settings" (p.143). Two general principles include redesigning jobs to foster developmental connections between experts and novices, and reworking job performance metrics to encourage learning on the job. Many of these ideas reflect psychologically safe learning environments, such as encouraging people to experiment with new ways of working, giving people job challenges that stretch their ability, and treating mistakes as opportunities for learning. The book notes this won't be easy, as it requires sacrificing near-term productivity for long-term development.

The book ends with a caution that future advances in technology will make it even harder for novices to acquire expert skills. And that companies will not be able to solve this problem on their own. Government actions have a major impact on the long-term health of the nation's workforce. As Beane notes, a "key role of government is to [address] when our behavior creates trouble that we don't have to deal with immediately. The threat in this book is like pollution in that sense. Firms get short-term productivity boosts [from technology] but don't feel the pain of robbing the next generation of its skill" (p.180).

Thoughts About *The Skill Code*

My first encounter with the issues addressed in *The Skill Code* occurred in graduate school when I read a book called "Will We Be Smart Enough: A Cognitive Analysis of the Coming Workforce". This book

noted that "in a world of rapid technological change, no workforce has all the skills that are going to be needed and every workforce contains a substantial number of people whose skills may not be needed at all." Since then, the topic of skills has been constantly on my mind in one way or another. *The Skill Code* does an excellent job explaining how technology widens the divide between expert and novice skills. It reminds us we have a long way to go when it comes to dealing with the skill challenges caused by technology. It provides memorable examples showing how employee development can be derailed by technology and how resourceful individuals can occasionally overcome barriers to skills acquisition.

One thing I found missing from the book is scalable solutions companies can use to address skill development challenges. To be clear, *The Skill Code* provides a valuable contribution to the skills management literature, and I recommend reading it. However, the book contains relatively little discussion of specific techniques to help employees develop skills in the flow of work. This may be due to the author's expertise in the area of workforce robotic automation as opposed to workforce development. We write about what we know, and no one can know everything. Particularly in such a fast-changing field as skills management. To illustrate what I mean, Beane comments that "recovering from minor mistakes is a critical part of healthy challenge. How could you measure and reward that?" (p.150). This question has been studied extensively by psychologists, and there are empirically supported methods to address it. I know this because I have written about them extensively in my own books, Talent Tectonics and Commonsense Talent Management.

The Skill Code would benefit from having another chapter discussing how companies are using technology solutions to rethink job design, talent management, and employee development practices to close the novice–expert skills gap. Examples include using assessment solutions to identify candidates who have potential to learn certain kinds of skills, micro-learning solutions to support on-the-job skills acquisition, collaborative learning solutions to build novice–expert connections, virtual reality learning solutions that allow employees to develop high-risk skills in safe environments, self-management technology to provide ongoing coaching, and talent management technology to encourage and reward the creation of psychologically safe work cultures. The book also failed to address the growing issue of reskilling existing employees. What happens when technology makes the skills of experts obsolete to the point that experts become more akin to novices? How can technology be introduced so employees are reskilled through the process in a way that ensures their value and employment security? Ensuring we have the experts we need in the future is not just about developing novices; it is also about protecting the well-being of our current experts.

Conclusion

In conclusion, I want to thank Dr. Beane for this engaging and much-needed discussion of the ongoing skills crisis. *The Skill Code* provides well-researched and insightful ideas that, if acted upon, can help ensure technology has a positive impact on the future of work and on the future of our society in general. Some politicians wrongly blame labor shortages on declining birth rates. In reality, the world contains more than enough people to do the work that needs to be done. The problem is many of these people do not possess the skills required to do this work. As a result, they are relegated to underemployment in poorly paying, largely unfulfilling jobs. Our ability to solve the skills crisis does not depend on having the right people or the right technology. It depends on whether we have the wisdom and compassion to use technology in the right way to support the people we have.

Gordon Schmidt, PhD, is a professor of management and the director of the Turrentine School of Management at the University of Louisiana-Monroe. He has a doctorate in organizational psychology from Michigan State. He co-edited a book on social media use in employee selection. He cowrote *Leaders Assemble: Leadership in the MCU*, a book teaching leadership through Marvel superhero films. His latest book, *Elements of Leadership: Lessons From Avatar: The Last Airbender,* teaches leadership through that animated franchise. His next book will look at leadership lessons from the wild world of professional wrestling. He researches leadership, the future of work, and how technology is changing the nature of company–employee relations today. He has researched social media posts and organizational policies. Dr. Schmidt has researched the gig economy and the communities of gig workers that have sprung up around crowdsourcing sites like Amazon Mechanical Turk. He also does research related to virtual leadership and how technology impacts the leadership process. He has researched the future of the field of I-O psychology related to outreach of the field to those in practice. He also researches leadership in varied contexts, including lean production, corporate social responsibility initiatives, and popular culture. He writes blogs using popular culture to teach I-O psychology and management concepts.

Dr. Schmidt teaches courses related to leadership, human resources, and organizational behavior. His work related to teaching has been presented at conferences and published in a number of journals. He acted as the program chair for the 2020 virtual Management and Organizational Behavior Teaching Society Conference. He is a former co-editor of the journal *Management Teaching Review.*

Dr. Schmidt does consulting for organizations, primarily related to motivation, leadership, training, and future of work. He has shared his expertise at public events, including multiple comic book and popular culture conventions.

Dr. Keisha Phillips-Kong serves as an associate at Booz Allen Hamilton. In this role, she designs, implements, and evaluates organizational programs that directly impact the talent of federal government health market clients. She applies functional expertise in areas including training, design and development, strategic planning, workforce planning, and survey research. She also contributes to a variety of organizational talent projects and organizational talent management business development initiatives. Additionally, Dr. Phillips-Kong is an adjunct assistant professor of organizational psychology at the City University of New York (CUNY), with over 15 years of experience in higher education, curriculum development, administration, and organizational research. Over the course of her academic career, she taught more than 50 undergraduate and graduate courses.

Also, here is the bio for our regular book series reviewer:

Organic People Writing About Artificial Intelligence: Deciphering *The Skill Code*
In this new *TIP* series, each quarter **Steven Hunt**, PhD, will review books exploring the intersection of work, psychology, and technology. Dr. Hunt was awarded the honor of SIOP Fellow for pioneering use of technology to apply psychological knowledge to improve work affecting millions of employees around the globe. An author himself, his most recent book is *Talent Tectonics: Navigating Global Workforce Shifts, Building Resilient Organizations, and Reimagining the Employee*. The series starts with a look at the book *The Skill Code* by Dr. Matt Beane.

Reflections on Organizational Readiness and Resilience:
What I-O Psychology Practitioners Can Learn From Hurricane Katrina

Juliette Nelson

This past August marked 20 years since Hurricane Katrina ravaged the Gulf Coast. It became known for its historic landfall as a Category 5 storm impacting residents from Mississippi to Louisiana. Many lost their homes, livelihoods, and loved ones.

Two decades after the hurricane, I watched Tracy A. Curry and Ryan Coogler's *Hurricane Katrina: The Race Against Time* (Curry, 2025) and Spike Lee's *Katrina: Come Hell and High Water* (Gandbhir et al., 2025). These two docuseries exposed the underlying challenges that preceded and followed the hurricane. Watching the docuseries and hearing from survivors, officials, news reporters, and other individuals with close proximity to the catastrophe left me in deep reflection, bringing back memories of how the public's perception was shaped regarding the hurricane. I scoured through social media to hear the stories of survivors recounting their experiences living through this crisis. I was left disheartened at the reality that the very systems meant to protect them had failed.

Reflections Looking Back

When Hurricane Katrina struck 20 years ago, I was not yet working as an industrial-organizational (I-O) psychology practitioner. At that time, I lacked the vocabulary of evidence-based practices to lead the workforce through change. What I did know, however, was that how leaders and organizations manage and support their workforce directly shapes how that workforce serves their customers.

As an I-O psychologist, 20 years post-Katrina, I have found myself reflecting on the enormous responsibility placed on organizations, teams, and individuals to deliver aid during an unprecedented crisis. I observed how communication gaps impacted recovery and relief efforts. Even after the hurricane had passed and efforts to rebuild were in motion, New Orleans notably lost a significant amount of their workforce as resident displacements resulted in local professionals rebuilding their lives in other major cities across the United States (Gandbhir et al., 2025). Teachers were especially laid off from their positions and replaced with others who lacked the cultural awareness to effectively serve and reach students (Gandbhir et al., 2025).

The larger issues did not solely result from the storm itself but the lack of preparation and readiness to withstand unprecedented change, especially in its aftermath (Curry, 2025; Gandbhir et al., 2025). The crisis before, during, and after Hurricane Katrina put forth examples of both exceptional and poor leadership, not only from those officially tasked to serve but also from survivors organizing within their communities. This has impacted the workforce across multiple sectors, causing a domino effect on residents even 20 years later.

Unfortunately, similar patterns are reflected in natural disasters, public health crises, financial breaches, and other unprecedented events. They reveal what happens when organizational culture, leadership, and systems are tested under conditions of extreme change.

The Role of I-O Psychology Practitioners in Helping Organizations Navigate Unprecedented Change

The role of I-O psychology practitioners during times of unprecedented change is not confined to corporate human capital strategies or mainstream organizational contexts. Our experience, expertise, and

contributions are needed across emergency response agencies, the military, healthcare, education, non-profit organizations, infrastructure planning, and beyond. Change management depends on several factors, including the organization's structure, mission, culture, and workforce and operational needs (Erciyes, 2018). This stretches our scope beyond the human resources function, extending our impact into operations, service delivery, and strategic planning.

Unprecedented change, such as that of Hurricane Katrina, underscores the fact that I-O psychologists play a critical role in

- **building readiness,** which enables organizations to anticipate disruption before it comes. When organizations invest in readiness efforts, employee performance increases, yielding improved service delivery (Alqudah et al., 2022),
- **strengthening resilience**, helping organizations adapt during times of disruption, such as during the COVID-19 pandemic and Hurricane Katrina. I-O psychology practitioners can equip organizations with the necessary tools to build a workforce that can bounce back from periods of extreme change and pressure, and
- **driving organizational learning**, ensuring errors and failures become lessons, not repeated mistakes (Ferede et al., 2024).

Our skills in understanding human behavior, systems, and data-driven decision making are vital across every corner of an organization. When failures occur, as with Hurricane Katrina or even the COVID-19 pandemic, those failures often trace back to systems and culture, not just individuals.

Lessons on Change Management From Hurricane Katrina

There are five lessons from Hurricane Katrina that I-O psychology practitioners should consider in how we support organizations amid unprecedented change. We are in a unique position to bridge our technical skills in research and data with principles in human capital, operations, leadership, strategic planning, and workforce communication to maximize our impact.

1. Readiness goes beyond plans on paper.
Hurricane Katrina revealed that even with formal evacuation and disaster response plans, execution fell short (Curry, 2025; Gandbhir et al., 2025). Although good in theory, disaster response plans turned out to be impractical as communication broke down and timelines collapsed (Curry, 2025; Gandbhir et al., 2025).

Readiness must be tested in practice, with employees being trained, equipped with tools and resources, and empowered to act (Austin et al., 2020). Readiness is about both systems and psychology. Psychological readiness, in this sense, ensures that the workforce can receive and adapt to the change (Quach et al., 2021). Employees must also trust that their leaders are prepared and that their actions and contributions matter.

I-O psychology practitioners, in this case, play a critical role in evaluating and supporting the organization's readiness for change. We can take data-driven approaches to understanding and advising on the organization's resources, workflows, and culture that directly impact organizational readiness for unprecedented change (Erciyes, 2018). Staffing capacity, training reports, attrition, budget allocations and flexibilities, inventory levels, standard operating procedures, performance metrics, and compliance audits are all valuable data points that I-O psychology practitioners may find valuable in supporting an organization's readiness for change.

2. Organizational learning prevents repeated failures.
The levee breaches post-Katrina were not a surprise to experts and local residents because issues had been raised for years (Curry, 2025; Gandbhir et al., 2025). The absence of psychological safety for experts (engineers, planners, local officials) to speak up contributed to the catastrophe (Curry, 2025; Gandbhir et al., 2025). Residents who survived Hurricane Betsy in 1965 recalled how levee breaches led to significant impacts on vulnerable communities (Gandbhir et al., 2025). When post-Katrina reforms were made, later crises like Hurricane Maria, which devastated Puerto Rico in September 2017, revealed similar infrastructure challenges (Frederick & Novoa, 2018).

Change management requires strategic knowledge management and a learning culture in which organizations can learn and grow from previous experiences (Ferede et al., 2024). This includes establishing feedback loops and after-action review, addressing cultural gaps, and fostering continuous improvement (Ferede et al., 2024).

As internal consultants, I-O psychology practitioners are equipped with expertise in leveraging both qualitative and quantitative data to identify and address gaps and foster organizational cultures of learning and continuous improvement. Findings from quality assurance reports, maintenance logs, and workforce climate assessments (e.g., focus groups and employee experience data) are valuable sources that can be used to proactively mitigate challenges and risks before they become a crisis while demonstrating that the organization is responding to and learning from mistakes.

3. Leadership shapes collective resilience.
Katrina gave us examples of both breakdowns and breakthroughs in leadership. Visible, decisive leaders restored morale, and absent or self-serving leaders deepened mistrust (Curry, 2025; Gandbhir et al., 2025). Strategic leadership becomes critical in setting a vision on how the workforce will respond to change, making effective and timely decisions, and remaining flexible in adapting to change (Ferede et al., 2024). Although some leaders did not heed the critical nature of Hurricane Katrina's aftermath and impact on their workforce, General Russel Honore demonstrated the ability to think quickly and provide the necessary guidance that first responders needed to execute evacuation efforts for New Orleans residents (Curry, 2025; Gandbhir et al., 2025). Jabbar Gibson, a 20-year-old local at the time, safely transported about 50 of his neighbors, along with stranded residents encountered on his way, to the Astrodome in Texas with an abandoned school bus (Daley, 2022). He demonstrated leadership through his strategic thinking and flexibility.

Leaders set the tone for the organization's capacity for change based on the culture they establish (Kiran & Tripathi, 2018). When crisis and change eventually arise, employees will look to their leaders to balance authority with compassion, clarity, trust, and humility (Kiran & Tripathi, 2018). I-O psychology practitioners skilled in executive coaching and leadership development play a vital role in emphasizing decision making, communication, collaboration, strategic thinking, and inclusion as key competencies, preparing them to lead their teams and staff during times of unprecedented change (Kiran & Tripathi, 2018). We advise on performance metrics that ensure leaders are equipped and ready to deliver. We must ensure that we can communicate the leaders' critical role, serving as fuel for the workforce's resilience.

4. Communication builds or erodes trust.
Conflicting reports about levee breaches and rescue operations sowed chaos, especially because the hurricane had disrupted traditionally used forms of communication (Curry, 2025; Gandbhir et al., 2025). During organizational change, inconsistent or opaque messaging undermines trust and slows adaptation among the workforce (Austin et al., 2020). Communication and information exchange between leadership and their frontline workforce, as well as across functions, are critical to ensuring that response and recovery plans can

be quickly and efficiently implemented (Quach et al., 2021). Employees must feel empowered and experience the psychological safety needed to offer feedback and recommendations before, during, and after the change, which strengthens organizational readiness and capacity for change (Kiran & Tripathi, 2018).

I-O psychology practitioners can support organizations in creating communication playbooks that emphasize clarity, transparency, and two-way dialogue. Practitioners skilled in employee engagement play a role in fostering mutual understanding, collaboration, and trust between employees at all levels of the organization. This includes cross-functional and interorganizational interactions, ensuring that everyone understands the value they have in supporting the organization as they manage change. It empowers the organization's proactive mitigation of potential threats (Kiran & Tripathi, 2018) and eventual impact on their customers or recipients of their services.

5. Equity must be central to change management.

Disaster and evacuation plans did not account for underserved populations who lacked the resources to evacuate. Harmful narratives painted survivors from underserved communities or minoritized groups as "looters," which in turn delayed aid and caused harm to local residents (Curry, 2025). Vulnerable groups among those impacted, such as the elderly and those with disabilities, in many cases, died as a result (Gandbhir et al., 2025). Even post-hurricane efforts excluded the workforce that was pivotal in sustaining the community (Gandbhir et al., 2025).

Change management initiatives that ignore equity risk exacerbate the disproportionate harm that unprecedented change and crises have on marginalized groups (Goralnick et al., 2021; Lillywhite & Wolbring, 2022). Unfortunately, efforts often ignore, dismiss, or exclude historically marginalized groups, leading to underestimated insights on the extent to which they are impacted (Lillywhite & Wolbring, 2022). This was also evident during the COVID-19 pandemic, during which historically marginalized communities and vulnerable groups were disproportionately impacted (Goralnick et al., 2021).

Self-reflection, cultural competence, and humility are critical for I-O practitioners supporting organizations in preparing for, navigating, or reflecting on how they manage unprecedented change. We must advocate for equity-informed planning to be integrated in systems, operations, and processes, and elevate underserved voices in readiness and resilience efforts (Goralnick et al., 2021; Marjadi et al., 2025). This includes establishing partnerships with local community organizations that have the expertise and knowledge on how best to serve these groups (García & Chandrasekhar, 2020). It also requires exploring research and insights from practitioners with close proximity to these groups (Marjadi et al., 2025) who are equipped to advise on change management strategies that yield the least amount of harm.

Looking Ahead

Twenty years after Hurricane Katrina, we are reminded that crises are inevitable. Whether through natural disasters, pandemics, financial disruptions, or technological upheavals, organizations will face unprecedented change.

I-O psychology practitioners play a pivotal role in building change-ready organizations. Our work in change management is not limited to implementing new systems or policies internally. It extends to safeguarding organizations and the populations they serve against external disruptions. Organizational readiness and resilience require that I-O psychology practitioners are part of the conversation.

I want to close by honoring those who were impacted by Hurricane Katrina and similar crises and carry the weight of trauma, displacement, or injustice. To those who lost loved ones and those whose lives were forever changed, your stories remind us that the work of I-O psychologists, human capital practitioners, and organizational leaders in fostering organizational readiness and resilience is not abstract. It is about real lives, real families, and real futures.

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Announcing the 2026 SIOP Annual Conference

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Note. The views expressed in this article are those of the authors and do not necessarily reflect the views of U.S. Customs and Border Protection or the U.S. federal government.

The 2026 SIOP Annual Conference will take place in New Orleans, LA. The conference schedule will be similar to this year's conference with an opening plenary and reception, with the top posters on the evening of Wednesday, April 29. There will be 3 full days of sessions from Thursday, April 30, through Saturday, May 2, with a closing reception late Saturday afternoon. The conference will take place at the New Orleans Ernest N. Morial Convention Center, close to the Mississippi River. The main conference hotel is the Hilton New Orleans Riverside, about a 7-minute walk outdoors to the convention center or 10–15 minutes indoors through the Riverwalk Outlets shopping area. In addition to enjoying a jam-packed program of I-O content each day of the SIOP Annual Conference, there will be a range of engaging activities such as book discussions and a talent show. Attendees can also enjoy New Orleans during the midday breaks and evenings. New Orleans is a historic city with museums, great restaurants, and a number of evening historic walking tours.

In July, the SIOP Conference Committee toured the meeting facilities at the convention center and additional space at the Hilton for receptions. The facilities looked outstanding, and the weather will be much warmer than in Denver this April. All of the daytime sessions will take place in the convention center. This means that once attendees are in the convention center, they will not have to travel to other buildings to attend sessions. The convention center has a large exhibit hall and plenty of spaces for SIOP attendees to meet. The session rooms, all of which will be renovated before the conference takes place, are located on the floor above the exhibit hall and are in two general areas (one reached through an enclosed overhead walkway).

The SIOP Program Committee actually began planning for the 2026 SIOP Annual Conference while sessions were taking place at the Denver conference. We finalized the 2026 SIOP Annual Conference Call for Proposals (CFP), which has been posted on SIOP's website (https://www.siop.org/events/the-annual-conference/program/call-for-proposals/). SIOP members are invited to submit proposals for sessions (i.e., debates, IGNITE! sessions, master tutorials, panel discussions, posters, symposia, and alternative sessions) before the deadline at 5 p.m. Eastern time, October 8, 2025. Although the CFP is very similar to last year's conference, members are encouraged to review it when developing their proposals. One major change is the updated content areas, which have been condensed from 31 to 14. No previous topics have been removed**.** However, many topics were merged into broader**,** modernized content areas. This shorter list will help in programming the room and time-slot grid of sessions and make it easier to find sessions you would like to attend. The Program Committee is also working to create a balanced program of content areas and session types**.** The shorter list of content areas will help with this process.

We have a few tips for those submitting a proposal. When brainstorming ideas for proposals, members are encouraged to use past programs (https://archive.org/details/SIOPConfPrograms), the SIOP Member Directory, and social media (e.g., LinkedIn) for coming up with ideas and potential collaborators. It is also helpful to review the CFP, paying special attention to formatting requirements and eligibility rules (e.g., the rule of three). We have more 50-minute time slots than 80-minute time slots, so if you want to give your session a little extra chance of being accepted, try for 50 minutes instead of 80. You will also avoid a lot of undue stress if you do not wait until the last minute to prepare and submit your proposal.

Each submission will be reviewed by at least two peer reviewers who provide numerical ratings and narrative comments. Only the numerical ratings are used to determine acceptances, and the narratives are meant solely to provide feedback to submitters. Acceptance notifications are scheduled to be sent in December or early January. We strongly encourage all SIOP members to serve as peer reviewers. That will reduce the number of submissions each peer reviewer is assigned.

Most sessions at the SIOP annual conferences are peer reviewed. However, the Program Committee is organizing, or facilitating, a small number of invited sessions. The Special Sessions Subcommittee (led by **Liana Kreamer**) selects and organizes five sessions. These sessions are intended to have a broad interest among attendees, involve external speakers, or use a novel session format. The 2025 Special Sessions covered topics such as CULT-ure: The Similarities Between Cults and Organizations, Understanding Silent Vacationing and Its Impacts on Organizations, and Marketing I-O Psychology. There are also six sessions for the Executive Board's use, which can include SIOP committee-sponsored sessions, and four sessions organized by the Alliance for Organizational Psychology. In addition, the Communities of Interest (COI) Subcommittee (led by **Michelle Martin Raugh**) is organizing 12 COIs, which consist of semi-structured opportunities for attendees interested in a particular topic to meet. The Competitions and Awards Subcommittee (led by **Mariel Reynolds**) is making plans for the 2026 SIOP Machine Learning Competition and the Student Consulting Challenge. More details on these competitions will be available in the coming months. This subcommittee also facilitates six sessions featuring winners of the 2025 SIOP Awards. These sessions are a great way to learn about award-winning research in I-O psychology and to hear about the work of prominent SIOP members.

Over the coming months, the work of the Program and Conference Committees will ramp up. Submissions will be sent out for review. Those accepted will be scheduled and assigned to rooms. The opening plenary, welcome and closing receptions, and other engaging events will be planned. And, behind the scenes, SIOP staff will be working to ensure that registration for the conference, workshops, consortia, and Friday Seminars proceeds seamlessly. In short, we'll all be doing everything we can to make the 2026 SIOP Annual Conference the best ever!

Rethinking Intergenerational Collaboration: An I-O Psychology Perspective

Portia C. Barnes

I was conversing with my mother the other day, one of those thoughtful, lingering exchanges that spark reflection beyond the moment. We began discussing what collaboration looks like today across generations in the workplace. Having both groups present in the conversation, my mother representing an older generation and I a member of a younger one, we began exchanging perspectives and challenges of dealing with intergenerational collaboration within the workplace. A few key truths came to mind.

There is an implicit assumption in many modern workplace conversations about intergenerational collaboration: Older generations must adapt to younger ones. The narrative often says, "Learn the new way or get left behind." Although younger generations bring fresh energy, digital fluency, and a reimagined view of work–life integration, there is also deep value, wisdom, context, and emotional maturity in what older generations contribute.

Real collaboration does not flow in just one direction. It is not about who is more "current" or who has been here longer. It is about mutual stretching. Industrial-organizational (I-O) psychology offers language and frameworks to describe how this mutual effort leads to better collaboration. Below are three foundational concepts that support this shift in mindset:

Reciprocal Learning: A Two-Way Street

At the core of intergenerational collaboration is the principle of reciprocal learning: a two-way process where knowledge, perspective, and experience are shared across roles and age groups (Argote, 2013; Senge, 1990). This is not traditional top-down mentorship or reverse mentorship; it is co-mentorship.

Younger professionals may offer fluency in emerging tools and shifting social norms, whereas seasoned professionals provide contextual wisdom, historical insight, and decision-making depth. Each generation becomes both teacher and student.

Three Tips for Promoting Reciprocal Learning

1. **Pair across generations**: Create informal co-mentorship programs that encourage mutual exchange of insights and experiences.
2. **Facilitate storytelling**: Use team meetings to highlight lessons learned across eras of work.
3. **Host reverse panels**: Let employees of all generations share how they see the organization's present and future together.

Psychological Safety: The Bridge Between Voices

Authentic reciprocal learning, however, cannot exist without psychological safety. Coined by Edmondson (1999), psychological safety is the shared belief that it is safe to take interpersonal risks, like asking questions, voicing ideas, or admitting mistakes, without fear of embarrassment or retribution. When older employees fear being labeled "outdated," or when younger employees hesitate to speak up out of concern they will seem "disrespectful," innovation stalls. I have experienced this firsthand, offering new systems or ideas only to be met with, "I have been in this industry for 30 years," or "This process has gotten

us this far." Although those responses aim to ground the conversation in experience, they often end up discouraging fresh thinking and shutting down contributions from younger team members.

The reverse can happen as well. When a seasoned professional shares insight and hears, "I know that is how it was done 20 years ago, but we are going for something more current," it can feel equally dismissive. These reactions can cause experienced employees to pull back or grow defensive, sensing that their expertise is undervalued or outdated.

Immediately dismissing ideas from either generation, because they seem too "new" or too "old," undermines the free exchange of ideas that collaboration depends on. These reactions do not just widen generational gaps; they erode psychological safety, which is essential for collaborative growth. When that safety exists, employees across all generations feel free to share, listen, and contribute without fear of being judged or sidelined.

Knowledge Sharing and Transfer: Not Just for Succession Planning

Organizations often think about knowledge transfer only in the context of succession, capturing what an older employee knows before they retire. However, I-O psychology reminds us that knowledge sharing is most potent when it is continuous, dynamic, and multidirectional (Wang & Noe, 2010).

When generations intentionally share what they know, not just about systems and processes but also about values, motivations, and context, they build stronger cultures. The goal isn't just to preserve legacy knowledge or onboard new employees; it is to build collective intelligence through continuous, shared learning.

Conclusion: A Call for Shared Growth

Intergenerational collaboration is not about one group yielding to the other. It is about a shared willingness to stretch, to learn together, and to trust that every generation has something to teach. I-O psychology gives us tools like reciprocal learning, psychological safety, and knowledge sharing to create more inclusive, dynamic, and resilient workplaces. So let us stop asking which generation needs to change and start asking how we can grow together.

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About the Author

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Demystifying SIOP Fellowship: A Practitioner's Path to Recognition

Caitlynn Sendra

Being named as a SIOP Fellow is one of the highest honors an industrial-organizational (I-O) psychologist can achieve. It signifies that a SIOP Member has made sustained, outstanding, and meaningful contributions to the field of I-O psychology. Becoming a SIOP Fellow means an individual has gone above and beyond simply attending the annual conference or leading a fulfilling career; it's about **impact, influence, and leadership** in advancing I-O psychology.

However, despite SIOP's philosophy of being the premier organization for both I-O academics and practitioners, there exists a substantial gap in practitioner representation in SIOP Fellows. According to the SIOP membership dashboard, practitioners make up nearly two thirds of all nonstudent SIOP members **but only approximately one third of SIOP Fellows.**

SIOP's eligibility criteria to be considered for Fellowship are as follows:
- Must be a current SIOP Member for at least 2 years prior to the nomination
- Must have accumulated 10 years of professional membership in SIOP
- Must be nominated by a current SIOP Fellow
- Must demonstrate evidence that the individual's contributions have had a meaningful, sustained, and unusual impact on the field of industrial and organizational psychology

To best embody a true scientist–practitioner organization, we should strive for equal representation of scientist and practitioner SIOP Fellows. The current imbalance among SIOP Fellows means there are fewer SIOP Fellow practitioners to serve as role models for other aspiring practitioners, fewer to seek guidance from on the application process, and fewer to nominate other qualified practitioners.

To help bridge the gap, we sat down (virtually) with a practitioner SIOP Fellow to hear their experiences so other practitioners may learn from them and may even begin their own path to becoming a SIOP Fellow. Jeff Facteau, current SIOP Fellow and chief I-O psychologist at HackerRank, graciously agreed to provide his perspective for this piece.

Read the details from our interview below to get a sense of the following:
- How a practitioner might know they are ready to pursue Fellowship
- Insights and strategies about the Fellowship application process
- Advice for practitioners who want to pursue Fellowship in the near or long term

Q1. Please introduce yourself, your work, and your career as an I-O psychology practitioner

Sure. I got my start attending a terminal master's program at Illinois State University. I attended during a very exciting time, which led to me getting immersed in research and conceptualization on the topic of assessment validity, which in turn led to the decision to pursue my PhD at the University of Tennessee.

Once I finished my PhD, I pursued an academic career for several years before deciding to transition into practice. There were a number of reasons for wanting to make the switch, but it really came down to my own personal preferences and really enjoying the consulting work I was doing.

After I transitioned to practice, I primarily got involved in roles focusing on pre-employment selection procedures and all the related activities, including job analysis, test development, validation, and ongoing maintenance. I was also fortunate to work in companies going through mergers and acquisitions, which exposed me to not only the practice of I-O psychology but also the realities of the business side of these organizations as well.

Now, as the chief I-O psychologist at HackerRank, I'm doing a lot of similar things, working with our customers to implement large-scale technical hiring assessments, providing mentorship and guidance to our team of I-O psychologists, and supporting our product development process.

Q2. Please describe what led you to apply to become a SIOP Fellow and what you felt the value of becoming a SIOP Fellow would be.

So for me, it wasn't self-initiated; rather, I was approached by a colleague who asked me if they could nominate me. It's not that I had any reason for not pursuing it; it just wasn't something I was inclined to initiate for myself. In terms of the perceived value, it really was mostly about the honor of being a part of such a celebrated and recognized group and feeling like inclusion means that I've done important and valuable things for our field and community.

Of course, it's also a great line item to add to your resume or CV and include in your personal bio; it promotes credibility and helps with quickly gaining the professional trust of others.

Q3. Why do you think it is the case that there are so few SIOP practitioners who go on to become SIOP Fellows?

I have some hypotheses. For example, there may be the perception that Fellowship is still primarily a vehicle for academic recognition, so it could be a matter of awareness.

Beyond this, though, I think it may be because it can be more difficult for I-O practitioners to effectively quantify the impacts they've had on the field through their work. For those who are primarily based in academia, contributions are often quantified by the number of publications, book chapters, citations, and other similar data points.

The criteria to become a Fellow for practitioners are the same, but there's less availability of objective or quantifiable metrics of success or impact, which might cause people to conclude it is harder to demonstrate.

Q4. Given that, what advice would you have for the I-O practitioner who maybe wants to be a SIOP Fellow one day or for the I-O practitioner who is currently pulling together their submission packet? How would a practitioner even know when they've made a contribution substantial enough to consider applying?

In terms of knowing when or if they should apply, I think it begins with an understanding of the selection criteria and asking oneself, "Have I met most or even just some of these through my work, service, or teaching?"

Specifically for applied practice, I think a good indicator of readiness is when you've developed deep experience and expertise, and you are sharing guidance and best practices through outlets such as LinkedIn, trade journals, or the SIOP annual conference—and they are actually being adopted by other members of the field.

Another helpful practice could be to see who is being awarded Fellowship each year, looking at their accomplishments, and seeing if you have had a similar level of impact and contribution.

Follow SIOP on our social media accounts (X, Linkedin, Facebook, Instagram) to find our SIOP Fellow membership spotlights.

For those who are early in their career and would like to become a SIOP Fellow one day, **I still think it starts with having a deep understanding of the selection criteria and reflecting on how your work can help you make an impact.** Perhaps it might drive you to take on a project or initiative where you can have that kind of outsized contribution or have the opportunity to develop outside of your specific areas of strength. I often reflect on my career, and I'm really grateful to the many people who stretched me beyond what I thought were my capabilities, because I am where I am today because of them. I also think it would be smart to have Fellowship as an outwardly stated career goal so that others are aware of your interest and think of nominating you when the time is right.

Finally, for those who may be going through the process right now, I would say to be really strategic about your application. What are the core areas of focus that you want to highlight in your submission? What are the key contributions you can focus on that will demonstrate that you have had the depth and breadth of impact befitting a SIOP Fellow? Then, you should be very intentional and specific with your letter writers about what you'd like them to write about and represent on your behalf. Since becoming a Fellow, I've been asked to write endorsement letters for others, and I always appreciate this proactive guidance.

Through this interview, we hope to have shed some light on the process and value of becoming a SIOP Fellow for practitioners. We hope to see an increase in practitioner Fellowship applications as well as practitioners who are ultimately awarded SIOP's highest honor. To further learn about the eligibility criteria and submission process, please visit SIOP's Fellowship eligibility page. The full list of current SIOP Fellows is also available on the SIOP Fellows page. All application materials are due by **September 30, 2025.** New SIOP Fellows will be announced during the Open Plenary session at the SIOP annual conference in New Orleans next April.

Generative AI in Industrial and Organizational Psychology
A Practical Implementation Guide

***This article was intentionally created using Generative AI—Claude Sonnet 4—to demonstrate the potential of Generative AI in jump starting content creation. Although Claude generated the initial draft (approx. 50–75% of the heavy lifting), the intent is to show where humans must step in—to validate, polish, and publish. This piece should not be read as a fully polished article but rather as an example of human–AI collaboration.

Executive Summary

The integration of generative AI into industrial-organizational psychology represents a significant technological advancement that is transforming how we approach traditional I-O functions. Organizations across industries are beginning to experiment with AI-driven tools for recruitment, assessment, training, and organizational development, with early adopters reporting improved efficiency in routine tasks and enhanced analytical capabilities.

Key benefits include accelerated content creation for job analyses and training materials, enhanced analysis of large datasets from employee surveys, streamlined documentation processes, and support for evidence-based decision making. **Primary concerns** center on maintaining professional standards, addressing potential bias in AI outputs, ensuring data privacy and security, and preserving the essential human element in psychological practice.

Immediate implementation opportunities exist in low-risk areas, such as drafting initial job descriptions, generating training content outlines, analyzing qualitative survey feedback themes, and creating structured interview guides. Success requires starting with pilot programs that focus on augmenting rather than replacing professional judgment.

The path forward demands careful balance between leveraging AI's capabilities and maintaining adherence to established professional and ethical standards in I-O psychology practice.

Prompt Engineering Overview and Best Practices

Prompt engineering has emerged as a fundamental skill for I-O psychologists working with generative AI systems. At its core, prompt engineering involves crafting clear, specific instructions that guide AI systems to produce outputs that meet professional standards and serve practical business needs.

Why Prompt Engineering Matters for I-O Psychologists

I-O psychology requires precision, adherence to legal and ethical standards, and alignment with scientific principles. Unlike casual business applications, our work involves sensitive employee data, legal compliance requirements, and decisions that significantly impact people's careers and well-being. Effective prompt engineering ensures AI outputs meet these elevated standards while providing genuine value to practitioners.

Well-crafted prompts can mean the difference between receiving generic business advice and obtaining professionally relevant, legally appropriate, and scientifically sound recommendations. Poor prompts may generate content that violates professional ethics, contains bias, or fails to meet the rigorous standards expected in I-O practice.

Structured Framework for Effective Prompts

The **CLEAR Framework** provides a systematic approach to prompt construction based on information literacy principles (Lo, 2023; UCDavis, 2024):

Concise: Create brevity and clarity in prompts by removing superfluous language so AI can focus on key components. Avoid unnecessary politeness or verbose explanations that dilute the core request.

Logical: Structure prompts with coherent flow and logical order of ideas. Present information in a sequence that builds understanding, starting with context and moving through specific requirements in a clear progression.

Explicit: Provide precise details about output format, content scope, and specifications. Clearly define what success looks like, including length, structure, and professional standards that must be met.

Adaptive: Build flexibility and customization into prompts to allow refinement of initial requests. Design prompts that can be modified based on initial results, enabling iterative improvement toward desired outcomes.

Reflective: Engage in continuous evaluation and improvement of prompts to retrieve results that are truly useful for professional practice. Assess outputs against professional standards and refine approaches accordingly.

Practical I-O Examples Using CLEAR Framework

Example 1: Job Analysis Support

Concise: Conduct job analysis for senior marketing manager position in technology company.

Logical: (a) First identify essential functions, (b) then determine required competencies, (c) finally establish performance standards.

Explicit: Generate content organized as essential functions (5–7 items using action verbs), required knowledge/skills/abilities (grouped by category), performance metrics (specific and measurable), development pathways (clear progression steps). Content must be job related and legally defensible.

Adaptive: If initial output is too generic, refine by specifying the following: "Focus on digital marketing competencies and data analytics skills specific to B2B technology sales."

Reflective: Review output against EEOC guidelines and current job analysis best practices. Ensure all elements directly relate to job performance and avoid protected class considerations.

Example 2: Employee Survey Analysis

Concise: Analyze qualitative feedback from 800-person engagement survey to identify key themes.
Logical: (a) Categorize responses by theme, (b) determine frequency of each theme, (c) assess sentiment patterns, (d) generate preliminary recommendations.

Explicit: Provide top five themes with descriptions (2–3 sentences each), frequency data (percentage of responses), representative quotes (2–3 per theme), initial intervention recommendations (specific and actionable). Maintain confidentiality and avoid speculation beyond data.

Adaptive: If themes are too broad, specify the following: "Break down 'communication issues' theme into subcategories like manager communication, peer collaboration, and organizational transparency."

Reflective: Validate findings against survey quantitative data and organizational context. Ensure recommendations align with evidence-based organizational interventions.

Example 3: Training Program Development

Concise: Create leadership training module for first-time healthcare managers focusing on team communication.

Logical: (a) Establish learning objectives, (b) outline content structure, (c) design interactive exercises, (d) specify assessment methods.

Explicit: Include 3–4 specific, measurable learning objectives, content outline with timing (90-minute module), 2–3 interactive exercises relevant to healthcare setting, assessment methods for evaluating skill transfer. Align with adult learning principles.

Adaptive: If content is too theoretical, refine to "include case studies specific to patient safety scenarios and conflict resolution between clinical staff."

Reflective: Review against established training evaluation models (Kirkpatrick) and healthcare industry best practices. Ensure cultural appropriateness and practical applicability.

Best Practices for Prompt Optimization

Start simple and iterate: Begin with basic prompts and systematically refine them based on the quality of outputs. Document successful prompt variations for future use across similar projects.

Always specify that outputs should meet I-O psychology professional standards: Indicate that content should be legally defensible, follow established professional guidelines and avoid discrimination potential.

Include relevant context: Provide sufficient background about the organization, industry, and specific situation to help AI generate contextually appropriate responses.

Define output constraints: Explicitly state what should be avoided, such as protected class considerations, unvalidated claims, or recommendations outside your area of expertise.

Test and validate: Always review AI outputs for accuracy, appropriateness, and alignment with professional standards before implementation.

Common Mistakes to Avoid

Overreliance without professional review: Never implement AI-generated content without thorough professional evaluation and validation.

Vague or ambiguous instructions: Unclear prompts produce inconsistent and potentially inappropriate outputs.

Ignoring bias considerations: Always consider how AI might perpetuate historical biases present in training data.

Assuming AI understands context: Provide explicit context rather than assuming AI will infer important details about your specific situation.

Using one-size-fits-all approaches: Customize prompts for specific organizational contexts, industries, and applications.

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Best Practices for Generative AI Use in I-O Psychology

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Appropriate Applications

Talent assessment and recruitment support: Generative AI excels at supporting recruitment activities, such as creating job postings, developing interview question banks, and analyzing resume patterns. AI can help generate competency-based interview questions tailored to specific roles and assist in creating structured interview guides that promote consistency across hiring managers.

Implementation approach: Begin with job description enhancement and interview guide creation. Train recruitment teams on effective prompt engineering for consistent quality. Establish mandatory human review processes for all AI-generated assessment materials before use.

Employee survey analysis and reporting: AI transforms the analysis of qualitative feedback by quickly identifying themes across large volumes of open-ended survey responses. This capability allows I-O psychologists to process feedback from thousands of employees in hours rather than weeks, enabling more timely organizational interventions.

Step-by-step process:
1. Ensure survey data are properly anonymized before AI analysis
2. Use structured prompts to identify themes and sentiment patterns
3. Generate preliminary insights and recommendations
4. Conduct thorough human validation of all findings
5. Create professional reports with AI assistance while maintaining analytical oversight

Training content development: AI accelerates the creation of training materials, from developing module outlines to generating case studies and scenarios. This application proves particularly valuable for creating consistent training content across multiple locations or adapting existing materials for different audiences.

Quality control requirements: All training content must be validated for accuracy, cultural appropriateness, and alignment with learning objectives. Pilot testing with representative groups remains essential before full implementation.

Performance management assistance: AI can support managers in writing more effective performance reviews, setting specific goals, and creating development plans. However, all performance-related decisions must maintain human oversight and professional judgment.

Research and data analysis support: AI assists with literature reviews, preliminary data analysis, and research planning. This capability proves especially valuable for meta-analyses and systematic reviews where large volumes of research must be processed efficiently.

Tool Selection Guidelines

ChatGPT: Effective for complex analysis tasks, creative problem solving, and generating detailed explanations. Works well for survey analysis and training content development.

Claude: Excels at maintaining context over longer conversations and providing nuanced analysis. Preferred for complex job analyses and policy development work.

Microsoft Copilot: Integrates seamlessly with Office 365 ecosystem. Best choice for organizations using Teams, SharePoint, and other Microsoft tools. Particularly effective for document creation and presentation development.

Google Gemini: Strong capabilities for data visualization and integrating multiple types of content. Useful when combining text analysis with visual presentation elements.

Implementation Guidelines

Phase 1: Pilot Program (Months 1–3)
- Select 2–3 low-risk applications, such as job posting creation or survey theme identification
- Train a small group of early adopters (5–10 people) on prompt engineering basics
- Establish clear quality control processes and success metrics
- Document lessons learned and best practices for broader implementation

Phase 2: Scaled Implementation (Months 4–12)
- Expand to additional use cases based on pilot program success
- Develop organization-specific prompt libraries and templates
- Create comprehensive training programs for broader staff adoption
- Implement systematic bias monitoring and quality assurance procedures

Phase 3: Optimization (Year 2+)
- Explore advanced applications such as predictive analytics
- Develop integration capabilities with existing HR information systems
- Establish continuous improvement processes for AI–human collaboration
- Consider development of custom AI applications for specialized needs

Integration With Existing Systems

Modern HRIS platforms increasingly offer integration capabilities for AI tools. When implementing AI solutions, consider compatibility with existing systems, data security requirements, and the need for seamless workflow integration. Ensure all integrations comply with data protection regulations and maintain comprehensive audit trails.

Inappropriate Applications

High-risk areas requiring extreme caution: Never use AI for final hiring decisions, disciplinary recommendations, sensitive employee counseling, or legal compliance determinations without substantial human oversight and professional validation.

Applications to avoid: AI should not be used for personality assessment interpretation, mental health screening, performance improvement plan development, or any situation requiring nuanced understanding of individual circumstances and professional therapeutic judgment.

Boundary considerations: Maintain clear boundaries between AI assistance and professional decision making. AI should augment professional capabilities, not replace the critical thinking, ethical reasoning, and interpersonal skills that define effective I-O practice.

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Limitations and Risk Management

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Critical Limitations

Professional judgment remains essential: AI systems lack the contextual understanding, ethical reasoning, and interpersonal sensitivity that characterize effective I-O psychology practice. Although AI can process information and generate suggestions, final analysis, interpretation, and recommendations must come from qualified professionals with appropriate expertise and experience.

Bias and fairness challenges: AI systems trained on historical data may perpetuate or amplify existing organizational biases. These systems can inadvertently discriminate against protected groups if not carefully monitored and validated. Regular bias assessment using established fairness metrics remains essential for responsible AI implementation.

Data privacy and security risks: AI applications require access to sensitive employee information, creating significant privacy and security considerations. Organizations must implement robust data protection measures, including encryption, access controls, and clear data retention policies that comply with applicable regulations.

Validation and reliability concerns: Many AI applications lack the extensive validation studies that support traditional I-O assessment tools. Established professional standards in the field require that assessment tools demonstrate appropriate levels of reliability, validity, and job relatedness comparable to traditional assessment methods.

Professional liability implications: Using AI tools does not diminish professional responsibility. I-O psychologists remain fully accountable for AI-generated recommendations and must ensure all outputs meet established professional and ethical standards in the field.

Risk Mitigation Strategies

Mandatory human oversight: Establish protocols requiring qualified professional review of all AI outputs before implementation. No AI-generated assessment, recommendation, or decision should proceed without appropriate human validation and approval.

Regular bias monitoring: Implement systematic bias auditing procedures to examine AI outputs for potential adverse impact across protected groups. Document findings and corrective actions taken to address identified issues.

Comprehensive data protection: Encrypt all data used in AI applications, implement strict access controls, and establish clear data retention and deletion policies. Regular security audits of AI systems and vendor practices are essential.

Ongoing professional development: Invest in continuous AI literacy training for staff. Competency in AI tools should be treated with the same seriousness as traditional psychometric knowledge and kept current with evolving professional guidelines.

Clear decision-making boundaries: Develop written policies defining appropriate and inappropriate AI applications. Establish clear escalation procedures for complex situations and maintain documented decision-making processes.

When to Avoid AI Applications

Avoid AI in high-stakes individual decisions such as termination or promotion recommendations. Complex interpersonal situations requiring empathy and nuanced understanding should remain human centered. Legal or compliance-critical determinations require professional expertise that AI cannot provide. Any areas requiring professional licensing or certification must maintain qualified human oversight and accountability.

Success Factors for Implementation

Successful AI implementation requires strong executive sponsorship and comprehensive change management support. Organizations benefit from designated AI champions who can guide implementation and address concerns. Starting with small pilot programs allows for learning and refinement before scaling. Significant investment in training ensures staff can effectively use AI tools while maintaining professional standards. Most importantly, never compromise professional integrity or ethical standards for efficiency gains.

The future of I-O psychology lies in thoughtful collaboration between human professionals and AI systems, where technology amplifies our capabilities while preserving the ethical standards, professional judgment, and human insight that define effective practice. Success requires careful implementation that prioritizes professional responsibility, ethical considerations, and the fundamental goal of improving workplace experiences and organizational effectiveness.

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Introducing the Military and Veterans Inclusion Committee: Fostering Engagement, Service, and Integration of the Military and Veteran Community Across SIOP and Beyond

Margaret Breakiron
Chair, Military and Veterans Inclusion Committee

The Military and Veterans Inclusion (MVI) Committee advances how professional organizations—and the I-O psychology community—support military-affiliated individuals in career transition and beyond. As a standing SIOP committee, MVI collaborates with Department of Defense (DoD) liaisons and internal stakeholders to promote inclusion, accessibility, and equitable career pathways throughout the employment lifecycle. Through strategic leadership, research, advocacy, and programming, MVI not only honors military service, it builds infrastructure for postservice career success.

This article explores the committee's mission, structure, values, focus areas, and accomplishments, positioning MVI as a model for how professional organizations can meaningfully engage with the military-connected workforce.

If you share MVI's passion for honoring and empowering those who served, why not turn that passion into action? The MVI Committee welcomes allies, advocates, and collaborators to join us in advancing support for the military-affiliated community. Continue reading to understand the areas where you can engage with MVI initiatives, and [connect with the MVI Chair](#) to start the conversation.

Introduction

Military service demands discipline, resilience, and deep personal commitment from all affiliates. However, many service members, veterans, military families, and even staff or contractors of the Department of Defense (DoD) encounter challenges transitioning into civilian professional roles, including within I-O psychology and related fields. Recognizing this gap, the Military and Veterans Inclusion (MVI) Committee works to create pathways for inclusion and support across SIOP and beyond.

More than a support group, the MVI is a strategic body advancing SIOP's mission through advocacy, outreach, and integration of military-affiliate perspectives. This article explores how the MVI is transforming organizational culture by promoting veteran readiness and fostering long-term engagement within the I-O psychology community.

MVI defines military affiliate(s) as those who have served, are currently serving in active or reserve duties, are part of military families, and/or are part of the connected workforce, including those across the DoD/government contractor communities.

Mission and History

Founded in 2018 as an ad-hoc group and ratified as a standing SIOP committee in 2022, the MVI Committee builds upon the original SIOP Veterans Initiative launched in 2011. The committee's mission is rooted in a simple yet powerful goal: to advocate for and integrate military and veteran perspectives across all areas of the employment cycle, workforce development, and organizational life.

Using the tools of I-O psychology, committee members conduct research, share best practices, provide expert consultation, and educate stakeholders on the value military affiliates bring to the workplace.

Their work not only diversifies professional communities but also enables more equitable and mission-aligned hiring, development, and retention practices.

The committee's foundation is built on the work and leadership of pioneers, including **Kristin Saboe, Nathan Ainspan, AJ Thurston,** and Destinee Prete. Their dedication was instrumental in moving this initiative forward, and we remain deeply grateful for their contributions.

Purpose and Core Values

The MVI advances research, career development, and institutional collaboration to improve outcomes for military affiliates within I-O psychology and beyond. Through targeted outreach efforts—such as the annual November "Veterans Day Takeover"—and partnerships with senior military leaders, the committee raises awareness and strengthens cross-sector engagement.

Core Values

Reflecting both SIOP and military traditions, the MVI Committee embraces the following shared values:

- **Service and Commitment**: Honoring the sacrifice of military affiliates by working to create inclusive, supportive environments that foster career success.
- **Respect, Honor, and Integrity**: Upholding dignity and ethical standards in all professional activities.
- **Equity**: Advocating for fair access to opportunities and supporting skill-based pathways to success.
- **Empowerment**: Using evidence-based practices to support successful transitions and long-term advancement.
- **Collaboration and Inclusion**: Building diverse, cross-sector partnerships that include military perspectives in education, practice, and research.

Our mission is simple: to strengthen the military and veteran communities through advocacy and research—advancing SIOP's goals in service to those who serve.

Committee Structure

The MVI is structured to ensure strategic oversight, operational effectiveness, and stakeholder diversity. Roles include
- **Chair**: Leads strategic initiatives and represents the committee at senior leadership levels.
- **Chair-in-Training**: Oversees operational planning and subcommittee coordination.
- **Military Affiliates**: Bring firsthand experience and community insight.
- **DoD Representatives and Practitioners**: Ensure military relevance and compliance alignment.
- **Student and Academic Liaisons**: Support military-affiliated students in educational settings.
- **Military Family Advocates**: Represent spouses and dependents.
- **External Advisors**: Offer perspective from federal and community veteran services.

Subcommittees focus on targeted areas such as career development, outreach, policy, partnership, and internal engagement.

Strategic Areas of Focus

1. Transition Support
- Resume and skill translation guidance
- Peer-mentoring programs
- Curated resources for navigating benefits and separation

2. Employment and Career Development
- Collaborations with SIOP's Career Services Committee
- Veteran-friendly hiring and recruitment advocacy
- Tailored offerings for military spouses and dependents
- Policy recommendations for improving veteran access and support

3. Recruitment and Integration
- Advocating for veteran inclusion in committee and conference activities
- Hosting community-focused events and interest groups
- Engaging with Veteran Service Organizations (VSOs)
- Conducting needs assessments and data collection

4. Recognition and Visibility
- Advising on military-inclusive policies
- Celebrating service through events and public campaigns
- Showcasing military-affiliates' achievements

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Recent Initiatives and Accomplishments

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Expanding Student Volunteer Opportunities

In July 2025, the MVI Committee successfully advocated for changes to SIOP's student volunteer policies to better accommodate non-traditional students, such as veterans. Working with **Dr. Enrica Ruggs, Heather Flattery, Michelle Goro,** and SIOP President **Dr. Scott Tannenbaum**, the committee gained approval for expanded student representation—up to 50%—on MVI, setting a precedent for other committees.

Career Services Partnership

Through new collaboration with SIOP's Career Services Committee, the MVI secured space at the 2025 Conference Career Fair and established plans for dedicated online resources focused on transition and career opportunities for military families. Special thanks to **Melissa Haudek, Lauren Kiproff,** and **Jess Thornton** for their partnership and support.

Ongoing DoD Liaison Engagement

Since the committee's inception, Dr. Nathan Ainspan has served as the DoD liaison, offering critical insights and support to SIOP members navigating military-civilian transitions. His continued involvement is a cornerstone of the committee's success.

Expanding Partnerships

Looking ahead, the MVI seeks to strengthen and expand collaboration opportunities with internal and external stakeholders, including

- **Career Services Committee**: Career preparation and veteran hiring initiatives
- **Disability, Inclusion, and Accessibility Committee**: Joint programming for accessible conference and employment practices
- **Membership Committee**: Outreach to veteran-owned businesses and military affiliates
- *TIP* **Editorial Board**: Contributing features and thought leadership on military engagement
- **Other D&I Committees**: Shared activities to promote diversity, agility, and inclusion
- **Department of Defense (DoD)** and **Department of Veterans Affairs (VA)**: Expanded resource development and transition planning

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How to Get Involved

[Contact the MVI Committee here](), through our Google form, to share your interest in general or in any of the following initiatives:

- Submitting a story or article for publication
- Volunteering on a subcommittee or project
- Becoming a mentor to transitioning professionals or students
- Sharing your experience using an I-O degree in military or federal contexts for our upcoming feature series
- Starting a discussion on partnership opportunities or new initiatives

Conclusion

The Military and Veterans Inclusion Committee plays a vital role in making SIOP a more inclusive, forward-thinking organization. By combining evidence-based advocacy, community building, and strategic collaboration, the committee supports service members and veterans in continuing their service—this time, through impactful civilian careers.

As more organizations seek to better include the military community, MVI offers a tested, scalable model rooted in respect, equity, and excellence. With continued engagement and shared vision, we can ensure that veterans and their families are not only welcomed—but empowered—as part of the I-O psychology community.

Quiet Quitting and Antiwork Sentiment Through the Lens of Motivation Theory: A Qualitative Study

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Quiet quitting (QQ; e.g., "a protest against the perceived negative well-being impacts of meeting work demands by strategically withdrawing from or avoiding selected tasks"; Samnani & Robertson, 2025, p. 3) and antiwork (AW; e.g., "a multifaceted, negative view of work…in and of itself"; Alliger & McEachern, 2024, p. 2) became prominent across social media and the popular press in the early 2020s (Eyþórsson & Innanen, 2024). Since then, scholars have put their focus toward understanding the underpinnings and impact of both QQ and AW. For example, in *The Industrial-Organizational Psychologist (TIP),* Mazur et al. (2023) called attention to the need to clearly operationalize QQ; in 2024, *Human Resource Management* presented a call for papers on QQ; and now a 2025-date adjusted search for "quiet quitting organizational psychology" on Google Scholar yields 4,470 results. Although this topic has certainly received attention over the past 3 years, we found it necessary to continue investigating QQ and AW using Herzberg's two-factor theory as a framework to "assess and understand" (Dartey-Baah & Amoako, 2011) employee needs due its recognizability, practical relevance (Stello, 2011), and implications for job design (Pinder, 2008).

As mentioned, this paper explores QQ and AW through the lens of Herzberg's two-factor theory. Herzberg's two-factor theory supposes aspects intrinsic (e.g., recognition) to the work itself contribute to job satisfaction and those extrinsic (e.g., salary) contribute to dissatisfaction. We take a qualitative approach to comments extracted from Reddit forums /r/AskReddit and /r/ Antiwork. We hypothesize that QQ comments will align more with Herzberg's motivation factors, whereas AW comments will align more with Herzberg's hygiene factors. We propose these hypotheses due to the notion that QQ sentiment generally concerns "the personal relationship between the worker and the job" (Pinder, 2008, p. 34), whereas AW sentiment concerns, among others, "working conditions" (Brossoit & Wong, 2023, para. 1). For example, QQ reflects motivation factor deficits (e.g., employees withdrawing discretionary effort when growth or recognition are absent), whereas AW stems from hygiene failures (e.g., low pay, abusive supervision, toxic workplace conditions). Beyond Herzberg, however, our study provides managers and organizations with a general framework into where and how they may drive change to provide a fulfilling environment for employees.

Theory and Hypotheses

Herzberg's Two-Factor Theory

Herzberg's (1959) two-factor theory is a theory of motivation that concerns job satisfaction and dissatisfaction. The theory comprises two factors: *motivation factors* and *hygiene factors*. *Motivation factors* (Advancement, The Work Itself, Possibility for Growth, Responsibility, Recognition, and Achievement) relate to the extrinsic nature of the work itself and have the potential to enhance an employee's sense of fulfillment and achievement. *Hygiene factors* (Interpersonal Relations, Salary, Policies and Administration, Supervision, and Working Conditions) refer to elements that are extrinsic to the work itself and are necessary for creating a satisfactory work environment, thus "prevent[ing] dissatisfaction" (Sachau, 2007, p. 380). Herzberg suggests that the presence of motivation factors at work leads to higher levels of motivation, job engagement, and overall job satisfaction, whereas the absence of hygiene factors may lead to job dissatisfaction and demotivation.

The theory has attracted renewed attention among academics due to its relevance to well-being, mental health, and positive psychology (Ann & Blunn, 2020; Sachau, 2007). Although controversy (e.g., methodology, validity, employee self-serving attribution bias) and debate have surrounded Herzberg's two-factor theory for decades (Pinder, 2008; Sachau, 2007), its practical application as a framework to broadly understand employee satisfaction has been "widely embraced by managers" (Sachau, 2007, p. 377). Therefore, by understanding and addressing both motivation and hygiene factors, organizations can create work environments that combat QQ and AW.

Quiet Quitting and Motivation Factors

At its core, QQ relates to employees "doing the bare minimum" and not "going above and beyond" at work (Aydin & Azizoglu, 2022, p. 287). Academics may recognize the notion of QQ as "disengagement" (Afrahi et al., 2022) and notions of going above and beyond as "discretionary effort" (Lloyd, 2008; Zenger & Folkman, 2022). Therefore, QQ can be conceptualized as a reduction in discretionary effort and a limit of the work performed to baseline expectations. A 2022 Global Workplace survey by Gallup suggested around 19% of the workforce was actively disengaged at the time, with quiet quitters making up "at least 50% of the U.S. workforce" (Harter, 2022). Some suggest a lack of advancement opportunities, a lack of recognition, or a lack of clear purpose trigger QQ (Aydin & Azizoglu, 2022; Zenger & Folkman, 2022). For example, the 2022 Gallup survey suggests disengaged employees report dissatisfaction with their learning and development opportunities (Harter, 2022).

These areas of concern among quiet quitters (e.g., lack of recognition, lack of advancement opportunities) align particularly well to Herzberg's (1959) motivation factors. Given that motivation factors relate to the intrinsic nature of the work itself and that quiet quitters may perceive ambiguity around their work expectations, perceive their employers to "not care" about them (Delery et al., 2023), and desire greater work–life balance, we investigate whether quiet quitters will voice greater concern regarding Herzberg's motivation factors. Considering the lack of empirical research into QQ, we put forth preliminary insight that suggests QQ sentiment relates to the six motivation factors.

1. **Advancement**: A 2021 Pew research survey suggests 63% of workers (37% major reason, 26% minor reason) cited "no opportunities for advancement" as a reason for leaving their job, the second highest reason behind pay.
2. **The work itself:** An emphasis on work–life balance and well-being, although limiting discretionary efforts toward job tasks, suggests that quiet quitters are decentering the work itself and prioritizing emotional, mental, and physical health (Aydin & Azizoglu, 2022; Mahand & Caldwell, 2023).
3. **The possibility for growth:** Dillard et al. (2024) suggest that QQ can be interpreted as an expression of need for self-directed career development and growth in job-related competencies.
4. **Responsibility:** Given that quiet quitters prioritize personal life and well-being over organizational goals (Atalay & Dağıstan, 2024; Serenko, 2023), responsibility beyond what is listed in their job description may instigate negative attitudes toward the organization.
5. **Recognition:** Popular press articles suggest quiet quitters often feel underappreciated (Anderson, 2023; Fallon, 2022). Previous studies indicate that underappreciation and lack of recognition relate to cynicism (Toppinen-Tanner et al., 2002) and job switching (Sufyan & Maqsood, 2010).
6. **Achievement:** Karrani et al. (2024) found that amplifying job impact and reducing feelings of alienation from the work can reduce the likelihood of QQ behaviors, indicating there is a link between QQ and what individuals can achieve at work.

Given the relevance of QQ to aspects extrinsic to the work itself, we propose the following hypothesis to test how a lack of motivation factors is represented within QQ sentiment. However, we do not expect motivation factors to align with QQ concerns exclusively. For example, as Delery et al. (2023) suggest, quiet quitters may reduce discretionary effort due to work conditions, pay, or supervision, all of which are hygiene factors. Pay, for example, is particularly of note due to its salience and proportionality in relation to satisfaction and dissatisfaction (Pinder, 2008).

Hypothesis 1: A higher proportion of QQ sentiment will align to Herzberg's motivation factors compared to hygiene factors.

Antiwork and Hygiene Factors

Unlike QQ, AW has steady roots in societal and work-related movements. AW has gained recent attention in the public eye (Alliger, 2021). Yet, although the public's interest in AW is growing, conceptual clarity on AW in our field is in its infancy (Brossoit & Wong, 2023). Burgeoning literature suggests two primary conceptualizations of AW: (a) AW as a philosophy and (b) AW as a construct (Olson et al., 2024). The philosophical approach suggests that work is exploitative, misstructured, and is "degrading, authoritarian, and violating" (Olson et al. 2024, p. 79). For example, AW philosophy highlights "inequities at work" and "improving working conditions," culminating in the notion that "nobody wants to work like *this* anymore" (Brossoit & Wong, 2023). AW the construct concerns a "multifaced, negative *appraisal* [e.g., an attitude or belief held by individuals]…of work" (Olson et al. 2024, p. 79). In this way, AW is measurable, felt, and/or expressed, and may predict or be predicted by other organizational constructs (Olson et al., 2024).

AW brought greater attention to exposing toxic workplaces, overwork, unrealistic expectations of work, and living wage demands, among others (Kawamoto, 2023; Smith & Guillotin, 2022). Tenets of this movement suggest many organizations are experiencing or will experience marked change in the relationship between employee and employer. For example, employees may demand organizations to protect jobs and wages, enhance social safety nets and benefits, and provide greater support through policy (Deloitte, 2023).

Given the similarity in AW sentiment to Herzberg's (1959) hygiene factors, we investigate whether r/ *Antiwork* comments align to the notion that needs for better work conditions, supervision, salary, and policy are unmet. Further, hygiene factors are extrinsic to the job itself and align well to the core tenets of the AW movement—those rooted in the cultural, societal, and political factors surrounding work. Below we outline insight on how hygiene factors may be driving dissatisfaction expressed by AW sentiment:

1. **Interpersonal relations:** The US Surgeon General had announced a loneliness epidemic years ago (McGregor, 2017) and again more recently (Office of the U.S. Surgeon General, 2023). This phenomenon has extended into the workplace as well, with just "two in 10 employees in the U.S. [reporting] a 'best friend' at work" (Kitterman, 2023, para. 10). Notably, coworker emotional support has been found to relate to reduced turnover (Tews et al., 2019).
2. **Salary:** In a text analysis of Reddit's r/ *Antiwork* community, salary was the second-most cited cause of not re-engaging with the job market postpandemic (Smith & Guillotin, 2022). Further, perceptions of procedural and distributive justice have been found to relate to pay level and pay raise satisfaction, respectively (Tekleab et al., 2005)—both of which have policy and administrative implications.
3. **Policies and administration:** Research suggests informational justice relates positively to the policy implications of pay (Jawahar & Stone, 2011). Further, many employees have questioned policies surrounding the 40-hour work week status quo (Aitken et al., 2023; Hua, 2021).

4. **Supervision:** Much AW sentiment is rooted in abusive or uncivil supervision. For example, Shuster (2022) cites the following *r/ Antiwork* post:

    A screen capture of a text conversation with the poster's 'Boss' in which the boss is scolding the poster for sitting on a stool during their shift. The worker is offended and mentions their high productivity in defense, the boss snaps back about "being respectful" and how speaking back is the wrong "type of behavior." At this point the worker decides they are going to quit and signs off with "No thanks. Have a good life." (p. 23)

5. **Working conditions:** Many studies have shifted to exploring the effects of remote work on employee mental and physical health (De Vincenzi et al., 2022; Elbogen, 2022). Additionally, the focus on service and essential workers during the COVID-19 pandemic made salient the conditions and circumstances in which work should be performed, and what jobs must continue during emergencies (Torpey, 2020).

Similar to our hypothesis on QQ, we do not expect hygiene factors to align exclusively to AW sentiment. It would be unrealistic to expect AW employees to not have concerns with recognition or advancement, for example. However, given the strong emphasis of AW on hierarchy, work conditions, and equity, we propose the following hypothesis:

Hypothesis 2: A higher proportion of AW sentiment will align to Herzberg's hygiene factors compared to motivation factors.

Method

Data Collection

The social media platform Reddit was used to collect comment data from two subreddits *r/AskReddit* (*N* = 478) and *r/ AW* (*N* = 301) in 2023, which included posts containing substantial discussion around QQQQ and AW. Reddit is a social media platform where users post content to subreddits, which are dedicated to specific topics, interests, or themes. Reddit offered free access to their data through their application programming interface (API), which remains free to download and use for research (Amaya et al., 2021; DePatie et al., 2021; Reddit, 2024). However, it is important to note that Reddit users are anonymous, are more likely to identify as men, and are more likely to be younger in age (e.g., 79% of users report an age of 18–34 years; Amaya et al., 2021). Consequently, any conclusions drawn from this dataset may be limited in their applicability beyond the specific online communities studied.

Reddit posts were accessed using the RedditExtractoR package (Rivera, 2023) for the R computing plat-form (R Core Team, 2021). The RedditExtractoR package provides functionality for searching and retriev-ing Reddit posts based on key terms and other criteria. Searches of Reddit posts were conducted using key terms including "quiet quit" and "antiwork." Search results were sorted in descending order based on total comments included in the post. Separate search results for QQ and AW were examined to select posts that elicited motivations for engaging in either of the two behaviors. Table 1 presents the selected posts used as corpuses for analysis of themes, as well as associated comments and participant counts.

Table 1

Counts of Reddit Comments and Users for Selected Posts

| Corpus	Subreddit	Comment post	Reddit users	Total comments	Date of post
AW	*r/ Antiwork*	What made you "antiwork"?	109	153	11/11/2021
AW	*r/Antiwork*	What made you "antiwork"?	23	32	12/29/2020
AW	*r/Antiwork*	Why are you antiwork??	83	116	12/13/2021
QQ	*r/AskReddit*	What are your thoughts on quiet quitting/acting your wage?	380	478	10/06/2022

Analytical Approach

Topic models were used to analyze the QQ and AW corpuses to explore themes within the comments. Topic models are a group of unsupervised machine learning techniques that can identify sets of themes present in textual data (Schmiedel et al., 2019). One approach to topic modeling is to group together comments with similar content by clustering them based on their underlying semantic representations (Grootendorst, 2022). Large language models (LLMs), specifically sentence-transformer models, are used to produce sentence embeddings, which capture the semantic meaning of each comment in a high-dimensional space (Reimers & Gurevych, 2019). These models transform each comment into a numerical embedding that captures its semantic meaning. Comments with similar embeddings tend to contain similar sentiment, allowing for the grouping of comments that discuss similar themes or topics, even if they use different wording.

Separate topic models were fit for each corpus related to QQ and AW. Topic modeling was conducted using the BERTopic library (Grootendorst, 2022) for Python (Van Rossum & Drake, 2009). BERTopic is a topic modeling framework that clusters texts using sentence embeddings generated from sentence-transformer models (Reimers & Gurevych, 2019). As sentence embeddings are typically high-dimensional (Grootendorst, 2022), BERTopic makes use of the uniform manifold approximation and projection (UMAP; McInnes et al., 2018) algorithm for dimension reduction. After dimension reduction, texts are clustered using the hierarchical density-based clustering algorithm (HDBSCAN; McInnes et al., 2017). Once comments are grouped into clusters, class-based term-frequency inverse document frequency (C-TF-IDF; Grootendorst, 2022) scores are used to identify keywords or phrases most important to each cluster. The process used for exploring topics in each corpus is illustrated in Figure 1, and detailed information related to the process is contained in the Appendix. Counts of corpus sentences mapped to hygiene and motivation factors, as well as their relevant subfactors, are presented in Table 2 for the QQ corpus and Table 3 for the AW corpus. In addition, differences in proportions among motivation and hygiene factors and subfactors between the QQ and AW corpuses were examined using chi-square tests of association and row-wise proportion Z-tests.

Figure 1

Flowchart of the Topic Modeling Process for Analyzing QQ and AW Corpuses
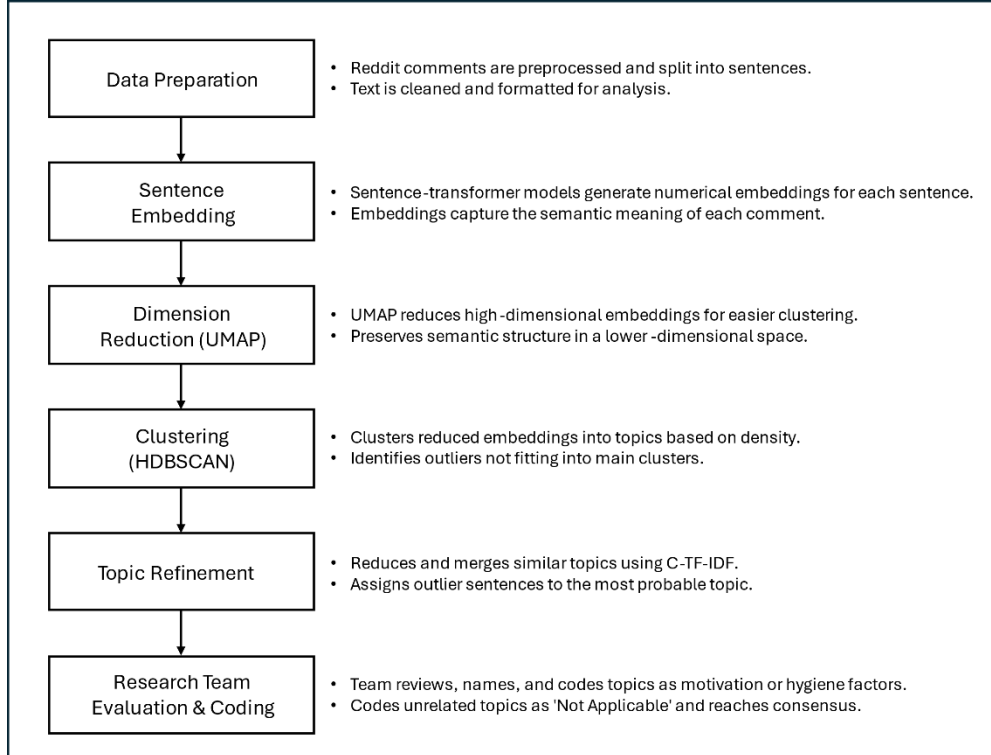
Table 2

Counts and Proportions of QQ Corpus Content Mapped to Hygiene and Motivation Factors and Subfactors

Factor	Subfactor	N	%
Hygiene	Working conditions	251	19.37%
	Salary	197	15.20%
	Supervision	96	7.41%
	Policies and administration	94	7.25%
	Interpersonal relations	88	6.79%
	Total	726	56.02%
Motivation	Advancement	271	20.91%
	Recognition	182	14.04%
	Responsibility	91	7.02%
	The work itself	26	2.01%
	Total	570	43.98%

Table 3

Counts and Proportions of AW Corpus Content Mapped to Hygiene and Motivation Factors and Subfactors

Factor	Subfactor	N	%
Hygiene	Supervision	128	18.36%
	Working conditions	126	18.08%
	Interpersonal relations	105	15.06%
	Salary	97	13.92%
	Policies and administration	47	6.74%

	Total	503	72.17%
Motivation	The work itself	94	13.49%
	Possibility for growth	50	7.17%
	Recognition	50	7.17%
	Total	194	27.83%

Results

Topic proportions of corpus content related to motivation and hygiene factors across AW and QQ were cross tabulated in a 2 X 2 table for further analysis. A chi-square test of independence was conducted to test whether there was a relationship between motivation/hygiene theme counts and AW/QQ corpus counts. The chi-square test of independence revealed a significant association between motivation/ hygiene factor counts and AW/QQ counts, $X^2(1, 1993) = 49.30$, $p < .001$. This suggests that the distribution of theme counts varied significantly between the AW and QQ corpuses.

Pairwise and row-wise proportion tests were used to probe the relationship between theme counts and corpus type. Hypothesis 1 predicted that there would be higher proportion of motivation content in the QQ corpus than hygiene content, whereas Hypothesis 2 predicted a higher proportion of hygiene content in the AW corpus than motivation content. A pairwise proportion test revealed that hygiene factors were proportionally more prevalent among the two corpuses than motivation factors, $p < .001$. This suggests that hygiene factors are more frequently mentioned among both AW and QQ proponents than motivation factors. This result fails to find support for Hypothesis 1 but provides support for Hypothesis 2.

To further explore the relationship between theme counts and corpus type, row-wise proportions tests were used to compare the proportion of hygiene and motivation content in the QQ and AW corpuses. The results of the row-wise proportion tests suggest that motivation factors were significantly more prevalent in the QQ corpus (43.98%, $p < .001$) compared to the AW corpus (27.83%), whereas hygiene factors were significantly more prevalent in the AW corpus (72.16%; $p < .001$) compared to the QQ corpus (56.02%). These results indicate that Herzberg's motivation factors may be more important to QQ than AW.

Discussion

Notably, both QQ and AW reported a greater proportion of hygiene than motivation factors in their comments. This finding is not surprising due to similar sentiment regarding working conditions, salary, and supervision between the two groups (Delery et al., 2023; Brossoit & Wong, 2023). However, results suggest that QQ comment a greater proportion of motivation factors than AW, while AW comment a greater proportion of hygiene factors than QQ. This finding is congruent with the notion that QQ sentiment is driven by intrinsic factors at work while AW sentiment is driven by extrinsic factors. Therefore, the results of our study provide preliminary evidence on which aspects of work are frequently mentioned by QQ and AW, and provide an outline on key similarities and differences between them.

Regarding QQ, 44% of comments aligned to Herzberg's motivation factors. Among these, advancement (21%), recognition (14%), and responsibility (7%) were most frequent. Often, quiet quitters voiced frustration regarding a lack of advancement opportunities and employers denying their opportunity for advancement:

We just feel like promoting you would put us in a bad position because of how critical you are in your current position (166)

I used to be a typical yes sir type who would take on any and all responsibilities, until I got passed over for a management position because someone else had more relevant experience. (235)

I had similar at my last job, i was training people on machines, those people were then getting promoted above me and they refused to promote me, so i quit. (318)

Regarding recognition, quiet quitters cited that they once had a strong work ethic, were not recognized for their extra-role behaviors, and were putting in too much effort:

I had a lot of extra work but i thought "i'll show that i'm reliable and motivated." (1159)

I know that I'm in the minority, but as an adult, I've always tried my absolute best at every job that I've had. (1179)

If you give more and get nothing in return, why would you continue? (1209)

When it came to responsibility, quiet quitters voiced setting boundaries between unwritten expectations above and beyond the job description:

I'm glad people are setting better boundaries in the workplace. (1650)

Boundaries are valid no matter how much you get paid. (1656)

As someone who used to bust my ass and bend over backwards I stopped. (1793)

These responses suggest that individuals with QQ sentiment are searching for developmental and meaningful opportunities at work. Without options for recognition or advancement, many employees have chosen to default to the "bare minimum" required at their jobs. However, the remaining 56% of topics were made up of hygiene factors, with working conditions (19%) and salary (15%) most frequent. This finding indicates that many quiet quitters also lack hygiene factors.

Further, our results found 72% of AW comments to align with hygiene factors. Proportionally, AW commented a significantly greater amount on hygiene factors than quiet quitters. This finding aligned with Hypothesis 2, where we posed the question of whether hygiene factors would align to AW comments. Unfortunately, these findings indicate that the majority of AW do not have sufficient hygiene factors present in their work, leaving many of their needs unmet. Supervision (18%), Working Conditions (18%), and Interpersonal Relations (15%) comprised the top three most frequent hygiene factors, with Salary (14%) a close fourth. Supervision was primarily represented by poor managerial practices, which spanned everything from being ignored by supervisors to workplace abuse:

They tell me everything was wrong, but didn't explain why, after hearing from the grape vine, one thing was wrong and I wasn't even the person that worked on it. (12)

My supervisor gave me work to do over the weekend. (63)

Pandemic really showed that the managers didn't care. (79)

Working conditions was primarily represented by work exhaustion—how individuals felt after work:

> I'm way too exhausted at the end of the work day to do anything other then prepare for the next day. (1032)

> I was in my first year on the job and already burnt out. (1060)

> Months of waking up (when it's dark outside), working 10-12hrs, getting home and it already being dark again isn't very fun. (1045)

Motivators were present to a lesser degree in this sample (28%), indicating that AW may be driven primarily by a lack of hygiene factors.

Although not the dominant hygiene factor among either set of comments, salary was discussed frequently in both QQ (15%) and AW (14%) posts. However, among quiet quitters, the discussion of salary often related to recognition, raises, and job hopping:

> Raises aren't different for people who work harder anymore. (436)

> I learned a long time ago that you get the same 2.5% raise as everyone else regardless. (443)

> So I just need to hang out somewhere for 2-3 years and then leave for a 10-20% raise. (459)

For antiworkers, many salary comments concerned executive compensation, and lack of raises, and minimum/living wage:

> But hey our CEO and the executive level staff have millionaire salaries and bonus options. (1134)

> The raises we received never keep up with the cost of living and there were years we didn't get any raises. (1153)

> Watching grown ups talk about why nobody wants to perform well for minimum wage, MINIMUM. (1169)

Of course, there were similar comments regarding salary, and other motivation and hygiene factors, between quiet quitters and antiworkers. For example, with salary, both groups lamented wage stagnation and cost of living, both discussed job hopping to increase salary, and both made comparisons between executive salaries and their own.

Theoretical and Practical Implications

Theoretically, our study examines QQ and AW via the lens of motivation and the first to apply Herzberg's two-factor theory. However, our study is *not* an attempt to test or validate Herzberg's two-factor theory. Our specific contribution to the QQ and AW literatures consists of the exploration and identification of unmet motivation and hygiene needs among the respective groups. We hope these findings will be used as a steppingstone for further research on motivation, QQ, and AW. Practically, we hope organiza-

tions and managers will take note of the factors expressed by quiet quitters and antiworkers. For example, both quiet quitters and antiworkers commented frequently on supervision. From "abusive" to "incompetent" supervision to supervisors "changing the time sheet," many higher ups engage in behaviors that instigate counterproductive workplace behaviors, deviance, emotional exhaustion, turnover, and job withdrawal among employees (Foulk et al., 2016; Gallegos et al., 2022).

Further, for quiet quitters, managers may consider tenets of the job demands-resources theory (Bakker & Demerouti, 2017) as guiding principles to help increase structural job resources (e.g., development opportunities) or decrease hindrance demands (e.g., monitoring the emotional toll of work), for example. Also, managers may consider further job crafting and positive psychology strategies such as SMART goal nudges (Weintraub et al., 2021) to help the work itself and subsequent responsibilities become more manageable. For antiworkers, employers may consider revisiting the implications of existing policies and human resource management practices (Delery et al., 2023) on working conditions. For example, scheduling (e.g., "inflexible work schedules") and hiring practices (e.g., "they hire basically anyone") may influence AW sentiment among employees.

Strengths, Limitations, and Future Directions

Given this insight, practitioners may further leverage Herzberg's two-factor theory to assess, understand, develop, and implement programs that "foster motivation and productivity" (Mitsakis & Galanakis, 2022, para. 12). Beyond this, our study offers several notable strengths. First, our study answered calls for research on AW and QQ through a timely qualitative study. Next, due to the anonymous nature of Reddit, the commenters in our sample may have felt at liberty to "express their true beliefs" (Amaya et al., 2021, para. 2), which iscritical due to the controversial nature of QQ and AW among employers.

Our study, however, is not without limitations. First, Herzberg's two-factor theory of motivation theory has been subject to debate within I-O psychology for decades. However, our aim was not to examine or validate the theoretical tenets of Herzberg's two-factor theory but to use the theory as a framework for practitioners and academics to understand common needs among quiet quitters and antiworkers. Researchers may further investigate these populations using more widely accepted theories of motivation (e.g., goal setting theory, job demands-resources). Also, using a Reddit sample as a corpus for understanding motivations underlying QQ and AW limits our understanding of demographic data, so the thoughts and sentiments of the Reddit community may not reflect the broader U.S. population of workers. Future research in this area should examine alternative samples of employed workers that may better generalize to the U.S. population at large.

The present study used a qualitative analysis focused on understanding and interpreting user-generated content in an online community influenced by various external factors, social interactions, and the dynamic nature of online discourse. Thus, it lacked the experimental control necessary to establish causation among factors, making it challenging to attribute causality to the observed patterns. Future studies should employ designs aimed at understanding the causal relationship between the factors (or tenets of other theories of motivation) and AW or QQ sentiment.

Additionally, the prevalence of burnout and work exhaustion found in the comments, particularly evident in specific industries or occupations (i.e., restaurant and food service, laboratory science) highlights the need for additional research in this area. Future research should investigate whether these are residual emotions resulting from societal disruptions or whether this sentiment is representative of employees from those industries and occupations. Future research should further examine the role that

hygiene and motivation factors can play in ameliorating burnout and QQ or AW sentiment within specific industries and occupations.

Conclusion

Unfortunately, organizations may shy away from addressing QQ and AW head on due to the negative connotations associated with these movements (e.g., being "anti-capitalist" and "against jobs as they are structured under…the state"). Early AW texts (Brush, 2012) suggest "human resource managers ceaselessly con workers into thinking that maximum work effort on behalf of the firm is synonymous with self-development and personhood" (p. 231). However, as I-O psychology researchers and practitioners, we recognize and champion the organizational and individual benefits of appropriate motivation and satisfaction at work. Yet, given the popularity of both movements, it is likely employees are familiar with, have empathized with, or have engaged in QQ or AW attitudes, cognitions, or behaviors. However, our field is uniquely suited to notice and address the proliferation of issues that may arise when employee needs are unmet. Therefore, it is important to understand what may lead to QQ and AW sentiment.

In line with Brossoit and Wong's (2023) reflection, we hope our contribution helps researchers and practitioners to explore the nature of QQ and AW. Further, we hope our study will inform evidence-based solutions to improve relationships between employees, managers, and organizations. Given our findings, managers and organizations may broadly address hygiene factors to aid the needs of both quiet quitters and antiworkers. Further, managers and organizations may focus on motivation factors for quiet quitters and double down on hygiene factors for antiworkers. Although more research is needed to operationalize, explore, and validate findings related to QQ and AW, we hope this simple intrinsic–extrinsic distinction will provide value to those addressing the complex nature of workplace motivation and satisfaction.

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Appendix: Data Collection and Analytical Approach

Data Collection
- Data were collected from the Reddit.com subreddits, *r/AskReddit* (*N*=478) and *r/ AW* (*N*=301). Reddit comments were accessed using the RedditExtractoR package (Rivera, 2023) for the R computing platform (R Core Team, 2021).
  - Searches of Reddit posts were conducted using key terms including "quiet quit" and "AW."

Analytical Approach
- QQ and AW corpuses of Reddit posts were modeled using the BERTopic library (Grootendorst, 2022) for Python (Van Rossum & Drake, 2009) to group semantically related comments together based on an underlying theme.
- Reddit comments were preprocessed and split into sentences for analysis (Reimers & Gurevych, 2019).
  - Reddit comments were embedded using the sentence-transformers library in Python (Reimers & Gurevych, 2019).
- Reddit comment embeddings were reduced using the uniform manifold approximation and projection (UMAP) dimension reduction algorithm using the BERTopic library's default parameters.

- ● Reduced Reddit comment embeddings were clustered using hierarchical density-based spatial clustering of applications with noise (HDBSCAN; McInnes et al., 2017).
- ● Reddit comment clusters were examined by three members of the research team to (a) name the topics, (b) code each topic as a motivation or hygiene factor, and (c) code each topic as a motivation or hygiene subfactor.
  - o Topics that were not related to the nature of the work performed by commenters were coded as "Not Applicable."
- ● Topics that were coded as "Not Applicable" were not considered for subsequent analyses.
  - o After coding topics independently, coders met to discuss each topic and factor coded to come to a consensus on the codes generated.
- ● The proportionality of motivation and hygiene factors and subfactors between the QQ and AW corpuses were examined using chi-square tests of association and row-wise proportion Z-tests.

Open Science Practices in Five Leading Journals in the Organizational Sciences: A Brief Review

The 2024–2025 SIOP Open Science and Practices Committee

Note: Committee members who contributed to the coding and writing of this report are (in approximate order of contribution): **Marcus Crede**, Iowa State University; **Patrick Dunlop**, Curtin University; **Deborah Powell**, University of Guelph; **Yicheng Xue**, City University of New York; **Samantha Weissrock**, Weissrock Consulting; and **Mable Clark**, Central Michigan University

Many industrial and organizational psychologists admit to engaging in questionable and undisclosed research practices, such as p-hacking and HARKing, that increase the likelihood that published results are misleading and false (e.g., John et al., 2012). Indeed, some estimates for the reproducibility of specific research findings reported in industrial and organizational psychology journals are very low (e.g., Crede & Sotola, 2024). Concerns about the replicability and reproducibility of research findings are, of course, not isolated to our field (e.g., Open Science Collaboration, 2015), and these concerns have resulted in calls for researchers to engage in open science practices (e.g., Nosek et al., 2015). Open science practices include a variety of methods that are designed to increase the transparency and replicability of research, and include (but are not limited to) (a) the preregistration of hypotheses, (b) the preregistration of data analytic approaches (e.g., inclusion criteria, use of control variables, treatment of missing data and outliers), (c) making data publicly available to interested readers, and (d) making research materials publicly available. Such practices have become increasingly prevalent in related disciplines such as social psychology, personality psychology, cognitive psychology, and economics, with one recent survey of prominent social scientists (Ferguson et al., 2023) suggesting that open science practices are relatively widespread and that attitudes toward open science practices are highly favorable. Specifically, Ferguson et al. report that approximately half of all polled psychology researchers made data or code publicly available, whereas similar numbers reported having preregistered their hypotheses. Other surveys of open science practices have reported lower prevalence of these practices. For example, Hardwicke et al. (2022) reported that only 7% of articles were characterized by preregistration of hypotheses and that only 14% made data publicly available. Of course, there may be substantial variability in the adoption of these practices across research domains. For example, in the field of false memory research, Wiechert et al. (2024) reported that 75% of articles made data available, whereas preregistration was evident in 25% of articles in 2023.

To assess the degree to which industrial and organizational psychology researchers have adopted open science practices, the 2024–2025 Open Science and Practices Committee of the Society for Industrial and Organizational Psychology conducted a review of all articles published in 2024 in five widely read journals that regularly publish findings that are relevant in the field of industrial and organizational psychology. These journals are (a) *Journal of Applied Psychology*, (b) *Journal of Management*, (c) *Academy of Management Journal*, (d) *Personnel Psychology*, and (e) *Journal of Organizational Behavior*. This paper serves as a summary of our findings.

Method

Our full methodology was preregistered at https://osf.io/93ma8/?view_only=ee105cb82f604372941396b816c6dc12, but we also briefly describe the methodology here. Departures from this preregistration are noted below. Volunteer members of the Open Science and Practices Committee served as coders of all empirical articles that were published in the five journals and that met the inclusion criteria.

Inclusion and Exclusion Criteria

Articles were included if they reported statistical analyses of data. Articles reporting on purely qualitative data, purely theoretical or conceptual papers, as well as commentaries and editorials, were excluded.

Coding Categories

All articles were coded for the presence or absence of three open science practices: (a) the preregistration of data, (b) the preregistration of data analytic approaches, and (c) the direct availability of data (i.e., data that was described as being "available upon request" was not coded as directly available). We also coded whether or not the authors attempted to replicate any of their primary findings in a separate sample and whether or not the authors reported having conducted an a priori power analysis to determine the sample size needed to achieve acceptable levels of statistical power.

Departures From Preregistration

Two primary departures from our preregistration are noteworthy. First, because a reasonable case can be made that open science practices such as the preregistration of hypotheses and data analytic approaches are less relevant for meta-analytic reviews, we reported our results both with meta-analytic reviews included and with meta-analytic reviews excluded. Second, our preregistration stated that attempts at replication and a priori power analyses would be treated as open science practices. We realized, upon reflection, that these are not technically open science practices even if they are desirable methodological characteristics for most studies. We therefore report on these separately.

Results

All coding is provided using the OSF link provided earlier. Our results are summarized in Table 1. Across all journals, open science practices were rare, with only about one in seven empirical articles preregistering hypotheses or data analytic approaches. Data were openly available for only about one in four empirical articles. Our coding also revealed very substantial differences across journals. *The Journal of Applied Psychology* and *Academy of Management Journal* had by far the highest proportion of articles that were characterized by preregistration of either hypotheses or data analytic approaches, although these proportions were still very low. Open science practices were almost entirely absent in articles published in the *Journal of Management* and were also very rare in articles published in the *Journal of Organizational Behavior*. *Personnel Psychology* had relatively few articles in which hypotheses and data analytic approaches were preregistered, but data were publicly available in almost a third of all articles.

Table 1

Summary of Open Science Practices Across Journals

Journal	Papers coded	Papers meeting inclusion criteria	Preregistered hypotheses	Preregistered data analysis	Open data	% papers with some open science	Mean number of open science practices (max = 3)	Replication attempt	A priori power analysis
Journal of Applied Psychology	83	72	19 (26.4%)	18 (25%)	35 (48.6%)	61.11%	1.64	38 (52.8%)	9 (12.5%)
(Excluding meta-analyses)	83	59	19 (32.2%)	18 (30.5%)	26 (44.1%)	61.02%	1.83	38 (64.4%)	9 (15.3%)
Journal of Management	98	44	0 (0%)	0 (0%)	1 (2.3%)	2.00%	0.02	14 (31.8%)	1 (2.3%)
(Excluding meta-analyses)	98	40	0 (0%)	0 (0%)	1 (2.5%)	3.00%	0.03	14 (35%)	1 (2.5%)
Journal of Organizational Behavior	76	53	2 (3.8%)	2 (3.8%)	8 (15.1%)	16.98%	0.23	26 (49.1%)	3 (5.7%)
(Excluding meta-analyses)	76	50	2 (4%)	2 (4%)	5 (10%)	10.00%	0.18	26 (52%)	3 (6%)
Personnel Psychology	40	38	4 (10.5%)	4 (10.5%)	12 (31.6%)	42.10%	0.53	18 (47.4%)	2 (5.3%)
(Excluding meta-analyses)	40	34	4 (11.8%)	4 (11.8%)	8 (23.5%)	35.29%	0.47	18 (52.9%)	2 (5.9%)
Academy of Management Journal	59	36	10 (27.8%)	10 (27.8%)	7 (19.4%)	30.56%	0.75	9 (25%)	5 (13.9%)
(Excluding meta-analyses)	59	36	10 (27.8%)	10 (27.8%)	7 (19.4%)	30.56%	0.75	9 (25%)	5 (13.9%)
All journals	356	243	35 (14.4%)	34 (14%)	63 (25.9%)	37.86%	0.81	105 (43.2%)	20 (8.2%)
(Excluding meta-analyses)	356	219	35 (16%)	34 (15.5%)	47 (21.5%)	34.70%	0.82	105 (47.9%)	20 (9.1%)

Replication attempts were relatively frequent, with close to half of all empirical articles being character-ized by an attempt to replicate some aspects of their findings using additional samples. A priori power analyses were reported very infrequently across all five journals, with less than 10% of all articles report-ing any a priori power analyses.

Discussion

Open science practices do not assure the quality of research but can be viewed as one way of improving the ability of consumers of research to judge the likely replicability and reproducibility of reported re-search findings and to assuage concerns about the presence of p-hacking and HARKing. Open science practices have been championed by psychologists for over a decade (e.g., Nosek et al., 2015), but our findings demonstrate that relatively few researchers in the field of industrial and organizational psychol-ogy have adopted these practices, a finding that we find disheartening. Most open science practices are easy to implement and require little investment in time or resources, and we hope that our findings en-courage researchers, reviewers, journals, and institutions to engage in open science practices and to en-courage others to do the same.

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2025 Membership Survey Results

Annually, the SIOP Membership Committee Survey Subcommittee conducts a membership survey to evaluate member satisfaction and identify opportunities for improvement to enhance the membership experience. Thank you to those who participated in this year's survey; your feedback helps ensure SIOP is doing its best to continue serving you, our members and affiliates, to the best of its ability.

This article provides a high-level overview of the results and key themes from the latest membership survey. Many of the findings in this year's membership survey align with those from the 2024 Exit Survey. All membership surveys can be found here. The Executive Board reviewed the report during its April 2025 meeting.

Participation and Demographics

The following insights are based on responses from approximately 7% of SIOP's membership ($n = 478$), out of 6,897 invitations distributed. We saw a drop in participation this year compared to an average of 12–13% participation in prior years. The 2025 Membership Survey was live from January 30 to February 14, 2025. Key demographic breakdowns for the 2025 Membership survey include

- **Member type:** 52% Members, 21% Students, 13% Fellows, 7% Associates, 5% Retired, 1% Affiliate
- **Membership tenure:** 37% have been members for 21 or more years, 27% for 5 years or less, 14% for 6–10 years, 11% for 11–15 years, 10% for 16–20 years
- **Degree held:** 69% PhD, 22% master's, 6% bachelor's, 2% PsyD
- **Primary employment:** 24% external consulting, 23% academic-psychology dept., 18% internal practice-commercial, 11% academic-business dept., 6% internal practice-govt., 5% other, 4% retired, 3% academic-other, 3% internal practice-nonprofit, 3% unemployed
- **Veteran status:** 92% nonveteran, 6% veteran, 1% active service
- **Gender:** 52% women; 44% men; 2% prefer not to respond; 1% gender queer, nonbinary, or gender fluid; 1% prefer to self-describe; 1% trans or transgender
- **Disability status:** 77% no, 17% yes, and 7% prefer not to respond
- **Race and ethnicity:** 80% White; 9% Asian, 6% Black or African American; 5% prefer not to respond, 4% Hispanic, Latino/a/é or Spanish; 1% Middle Eastern or North African

Membership Status

1% **5%** **13%** **21%** **7%** **52%**
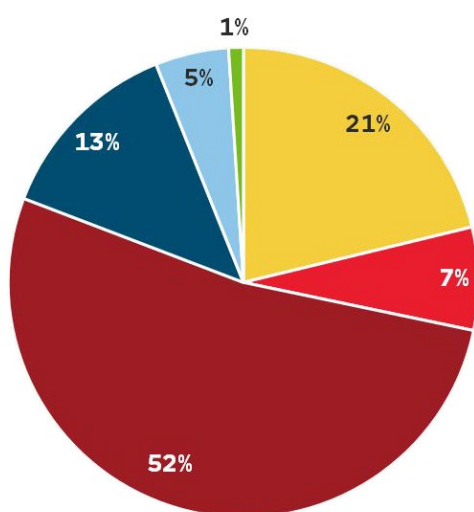
■ Student ■ Associate ■ Member
■ Fellow ■ Retired ■ Affiliate

Membership Tenure

6% **3%** **37%** **18%** **14%** **10%** **11%**
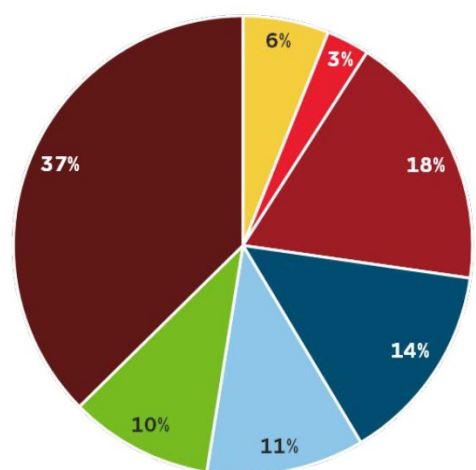
■ Less than a year ■ 1 year
■ 2-5 years ■ 6-10 years
■ 11-15 years ■ 16-20 years
■ 21+ years

Key Insights

- Satisfaction has increased by 3% in comparison to 2024, with 76% of members now satisfied with their membership. However, the sizable percentage who neither agreed nor disagreed that they are satisfied (15%) suggests an opportunity for improvement in member satisfaction. Although relatively high, it is the lowest aspect of overall membership engagement (compared to recommendation intentions [82%], pride in SIOP [81%], and membership renewal intentions [88%]).

- Many members take pride in SIOP (81%). They are also willing to recommend SIOP to others (81%) and are committed to the Society (88%); this is a trend that remained high year over year.

- The most room for improvement appeared to be evident in three out of the top six drivers of SIOP engagement. Specifically, satisfaction with available resources (#3 driver) and the perception that diverse opinions are encouraged (#6 driver). To enhance engagement, SIOP could focus on improving benefits and resources by conducting targeted member feedback sessions or benchmarking against other professional organizations.

- SIOP can leverage its existing strengths to further enhance member engagement. Other drivers of engagement include member perceptions about SIOP supporting an environment where everyone is respected (#2 driver), and when there is awareness, members being satisfied with strategic goals and objectives of the organization (#5 driver).

- Only 53% of members are aware of SIOP's strategic goals and objectives, yet of those who indicated awareness of goals and objectives, 78% express satisfaction with them. This suggests that

      although members are generally pleased with SIOP's direction, there is a communication gap in conveying these goals effectively.

- The top two most selected factors for joining or renewing membership with SIOP include attending the SIOP Annual Conference (71%) and connecting with the I-O community (55%), implying that professional connections seem to drive the growth in SIOP membership.
- Satisfaction with resources remained relatively stable (59% in 2025 vs. 60% in 2024), suggesting consistency. Additionally, satisfaction with SIOP benefits compared to other professional organizations dropped to 53%, a 7% decline since 2024. This decline may indicate shifting member expectations or increased competition from other organizations offering more competitive benefits.
- Despite networking being a key factor for membership, opportunities remain to enhance inclusion and community engagement: 52% of members indicate that membership enables connection with communities of interest, 65% feel that SIOP supports an environment where different opinions are valued and encouraged, and 75% agree that SIOP supports an environment where everyone is respected. These lower ratings, combined with high neutral scores (15% or more), highlight key opportunities for improvement in fostering inclusion and community engagement. For instance, to strengthen inclusion and engagement, SIOP could create mentorship programs, discussion forums, or affinity groups tailored to members' specific interests and for each unique membership group. Some of these already exist (such as the Ambassador program during the annual conference), and marketing these would be useful.

Recommendations Aligned to SIOP Strategic Goals

There are many factors that drive members to join and renew their SIOP membership. Although there are positive sentiments toward the benefits of being part of the SIOP community, few areas exceed 80% positive sentiment, which would typically be considered a threshold for a strength. Additionally, even in areas where members report general satisfaction or relatively higher scores, there are steady declines year over year. Several opportunities identified in this membership survey mirror concerns raised in not only last year's Membership Survey but also in the recent Exit Survey. These consistent themes and ongoing declines suggest a need for more visible and impactful action. Focused prioritization is needed not only to retain members long term but also to grow SIOP's membership.

Goal 1: Collaborate with organization leaders, communities, and policymakers to understand and confront relevant real-world problems and translate scientific knowledge to promote individual and organizational health and effectiveness.

I-O in the world: Consistent with last year's results, the value of I-O psychologists and practitioners is marginally recognized in respondents' workplaces (57%), and less than a quarter of respondents (15%) indicated that others outside the field understand what they do as an I-O psychologist or practitioner. And although 67% of respondents are satisfied with SIOP's efforts to promote the field (up 2% since 2024), there is clearly an opportunity to improve awareness and understanding of the field and practitioners' work beyond the I-O community. Primary themes from the comments analysis for how to improve include the following:

- *Increasing transparency of I-O and SIOP:* Such as with an improved website (we note that a new version launched in January), greater communication for external awareness and explanation in plain terms
- *Enhancing partnerships with other associations:* Examples included APA and specific practitioner organizations such as SHRM, ATD, and others

SIOP direction: To effectively promote the field externally, there first needs to be greater clarity internally. Awareness of SIOP's strategic goals and objectives is relatively low. However, among those who are aware, satisfaction with them is relatively high. There is a significant proportion of members who are neither aware (23%) nor neutral in satisfaction (18%), and 20% who are unaware of the strategic goals and direction. Currently, SIOP is undertaking a review and revision of its strategic goals, and a communication plan will be used to introduce them once they are complete.

Goal 2: Build a diverse, inclusive, and agile SIOP that maximizes our impact through effective people, processes, technology, and data infrastructure.

Inclusive SIOP: The second most selected factor (55%) for joining or renewing SIOP membership is to connect with the I-O community. However, there seem to be some barriers and challenges to facilitating this community connection. For example, only 52% of members indicate that membership actually enables connection with communities of interest or affinity groups. Further, although 75% of participants reported feeling that members treat each other with respect, only 65% reported that SIOP supports an environment where differences of opinion are valued and encouraged. These lower experiences, which continue to decline year over year, coupled with higher neutral scores (15% or more), are indicative of key areas of opportunity for the upcoming year. These are primary themes from comments that relate to helping create a more inclusive environment for members, including

- *SIOP in sociopolitical climate:* Take stronger or different stances on socially or politically divisive issues, more discussion on current events, and others (feedback here would also be relevant to helping SIOP be more relevant in advocacy beyond SIOP's four walls, such as highlighting the work in *Washington Info*-Goal #1)
- *Engagement:* Better understanding of ways to get involved, improvements needed in service requirements, and participation in committees are the most valuable ways to engage in SIOP
- *Relationships:* Networking, mentoring, community building, and other ways to create more meaningful relationships

Benefits and resources: Satisfaction with the benefits of SIOP (compared to other professional organizations) and satisfaction with the resources available through SIOP are important to members, yet consistently associated with lower levels of satisfaction (53% and 59%, respectively). Satisfaction with benefits compared to other organizations saw a 7% decrease since 2024, suggesting a greater need to focus here.

In response to the question, *What resources would be valuable to SIOP members?,* 130 respondents provided insights. Themes included I-O journal access (23 comments), whitepapers (4 comments), improved

job boards (18 comments), practitioner forums (10 comments), training (11 comments), teaching resources (6 comments), and others. Themes from other qualitative questions from the survey indicated additional development options, such as access to new publications (e.g., *HBR, Psych Today*, etc.), and others.

SIOP staff support: In the past year, 47% of members (212 of the 454 who answered the question) interacted with SIOP staff, and 79% indicated being satisfied with the level of support provided. Of the comments provided, nearly two thirds provide satisfaction related to the overall helpfulness of staff, mentioning specific individuals, professionalism, responsiveness, and so forth. The other third of comments were dissatisfied with their interactions, with themes such as navigating confusing processes to get to staff, staff not having knowledge to help, overall lack of support, unprofessional interactions, navigating bureaucracy, and others.

Goal 3: Use and strengthen our ability to gather, energize, and align all those invested in understanding and improving work and workplace issues in ways that inspire action and inclusive dialogue.

I-O community connections: The top two reasons why members join or renew their membership are for the SIOP Annual Conference and connecting with the I-O community. However, there seem to be some barriers to building or regularly participating in the community. When asked about participation in local I-O group events, 19% participated, 50% responded that they did not participate, and 22% indicated the question was not applicable. Additionally, only 46% agreed that SIOP allows them to connect with communities of interest or affinity groups. Comments indicated that the absence of many local groups, lack of funding support, and challenges connecting with communities of interest are barriers to maintaining the I-O community connection beyond the annual conference. Additionally, there is a greater need to have a stronger practitioner focus within SIOP, as it is perceived to be too academically focused, which contributes to a sense of elitism. This is a clear opportunity, coupled with building on a strong foundation of a more inclusive SIOP, as mentioned above.

Goal 4: Create an ecosystem that generates future I-O psychology capabilities to advance and advocate for both science and practice by guiding education and lifelong learning.

Value of membership: Members agree that SIOP membership is critical for those studying and practicing I-O psychology (72%). However, as previously noted, given that satisfaction with benefits compared to other organizations and resources is down, there is work to be done to ensure that membership in SIOP is seen as a valuable investment in their careers long term. This is also critically important when members aren't receiving as much financial support from employers/schools for their membership fees (only 43% pay for some part), conference registrations (only 62% pay for some), and/or webinar registrations (only 26% pay). Similar to the last Exit Survey comments, respondents feel that membership has become too expensive for the value they receive and offer ideas of varying cost structures to alleviate the burden and enhance value. Many members do not understand what their membership fee buys them.

Credentialing talks: When asked about licensure, 8% of members are licensed in a state, province, or country; 15% are not but would be interested in licensure; 72% are not licensed and are uninterested in licensure. However, when asked about a new I-O credential being developed, 57% expressed they would

be interested in participating in the application for competency assessment. For the 32% not interested, the most commonly selected response (81%) felt it would not enhance their credibility.

SIOP learning offerings: 33% of members indicated participation in Preconference Workshops and Friday Seminars that are part of the conference "some years"; 56% indicated never. Outside of the annual conference or the Leading Edge Consortium, members don't typically participate in many other learning opportunities offered through SIOP, 65% indicating never and 22% indicating some years.

The top five characteristics members value the most in learning program content are connection and networking opportunities (65%), the expertise of speakers (59%), virtual delivery (47%), delivery aligned with a conference event they're already attending (32%), and a high level of interaction during the program (29%).

Final Thoughts

There are strong foundations to build upon with regard to the current SIOP membership; from those who responded, general engagement is high, and members feel respected. Yet, there continue to be consistent themes year after year where members voice opportunities for improvement. Further, many of the themes found in the 2025 Membership Survey echo those reported from the 2024 Membership Survey and the most recent Exit Survey, further supporting a much more drastic call to action upon SIOP leadership. More meaningful action is needed to address these key areas.

- Overall value of membership, including the cost, benefits and resources received in return
- Building a more inclusive environment, where practitioners feel more welcomed and supported, the elitism is addressed, a broadening of voices and perspectives is equally valued and actively sought, and more effort is channeled to support local I-O communities
- Broadening development opportunities to ensure that experience and expertise is behind the offerings, a breadth of offerings are available across modalities, and cater to the breadth of membership and types of roles beyond the breakdown of academic versus practitioner
- Partnership with other organizations— SIOP has an opportunity to partner more, not only with practitioner organizations and APA, but with other I-O communities globally as the largest I-O community globally

Foremost, if SIOP and I-O psychologists are to continue to shape the world of work, our community should similarly strive for continuous improvement. More support is needed for the growth, development, community, and connection among I-O psychologists.

Use of Artificial Intelligence in Industrial-Organizational Psychology:
Current Trends and Future Outlook

Monisha Nag, Desmond Leung, Steven Zhou, and Bharati Belwalkar

We are seeing steadily increasing interest and use of artificial intelligence (AI) among I-O psychologists across the science and practice spectrum, evidenced in part by the numerous well-attended AI-related sessions at the SIOP Annual Conference in recent years. Given this surge in interest in all things AI among I-O psychologists, the SIOP Membership Committee partnered with researchers Steven Zhou (assistant professor at Claremont McKenna College) and Bharati Belwalkar (senior researcher at American Institutes for Research) to specifically understand the impetus and inhibitors of using generative AI (GenAI) in I-O psychology research and practice.

A survey of SIOP members was conducted in November and December 2024, in which participants were asked questions about their familiarity with and use of GenAI, reasons for not using GenAI, and attitudes toward use and teaching of GenAI. Additionally, the survey included questions on the specific use cases of GenAI in academic and applied consulting settings as well as perceived benefits and challenges of this technology. Readers can browse the full results of the survey data—along with the survey questions used—at Zhou and Belwalkar's dashboard publicly available here.

The survey garnered 483 responses across academic and practitioner SIOP members and was fairly representative of the SIOP member community. To get a sense of the demographic makeup of our members, please log in to the SIOP website and view the SIOP Member Dashboard.

GenAI in I-O Psychology Today

An overwhelming majority of the survey respondents reported using GenAI. More than 90% reported using GenAI at least once a month, and more than half of the participants reported using GenAI at least once a week (see Figure 1). Among those who used GenAI at least once for their work, the vast majority listed increased efficiency and productivity as the primary benefit (see Figure 2). Other perceived benefits include enhanced creativity, higher quality of outputs, and valuable insights and analysis.

**Figure 1.** *Frequency of Use of GenAI Across All 483 Participants*
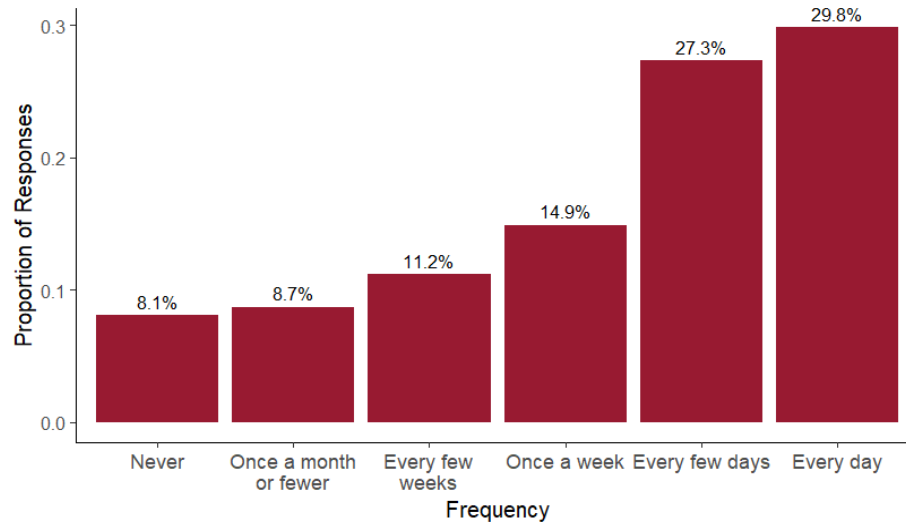
Figure 2. *Benefits of Using GenAI*
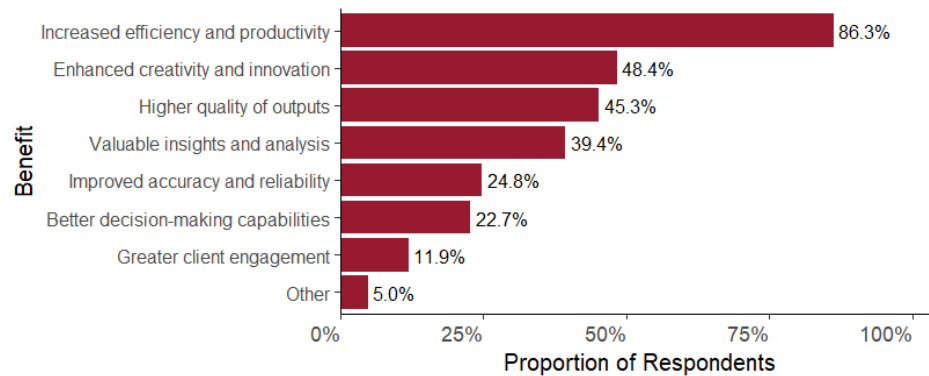
On the flip side, the biggest concern among GenAI users was the accuracy of GenAI output, whereas privacy, copyright, fairness, and bias were also top of mind for some. To some extent, lack of understanding of GenAI technology or expertise in using it was also cited as a challenge. See Figure 3 for more information.

**Figure 3.** *Challenges With Using GenAI*
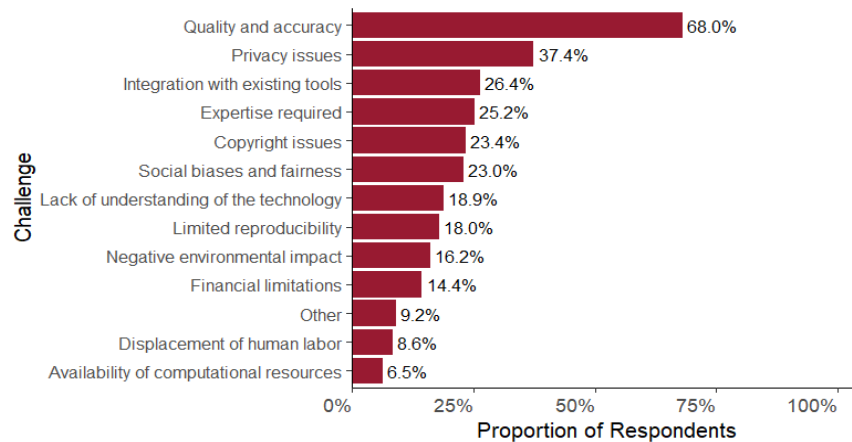
About 45% of the respondents were academics and about 55% practitioners. Hence, we were able to get a fairly good sense of the activities for which people used GenAI in both settings. The top academic activities for which people use GenAI are brainstorming or generating research ideas, summarizing research articles, and reviewing and editing manuscripts. Other popular academic uses included finding research articles or generating code for analysis. Practitioners, on the other hand, reported using GenAI most often to draft or write emails and agendas, draft surveys and focus group questions, and create resources such as check-lists, trainings, guides, and so on. See Figures 4 and 5 for more information on the activities.

Figure 4. *Proportion of Participants Using GenAI for Academic Research*
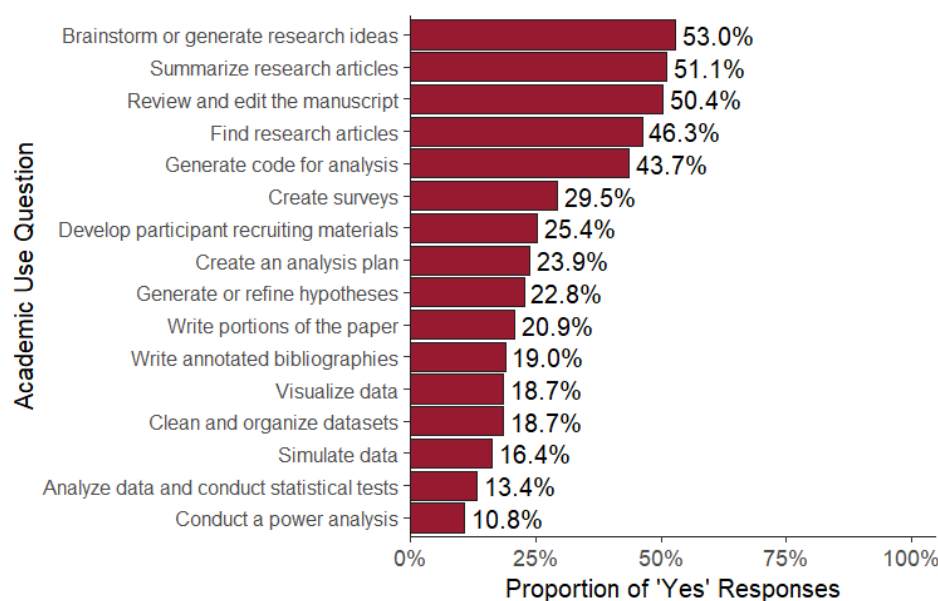

Figure 5. *Proportion of Participants Using GenAI for Applied Practice/Consulting*
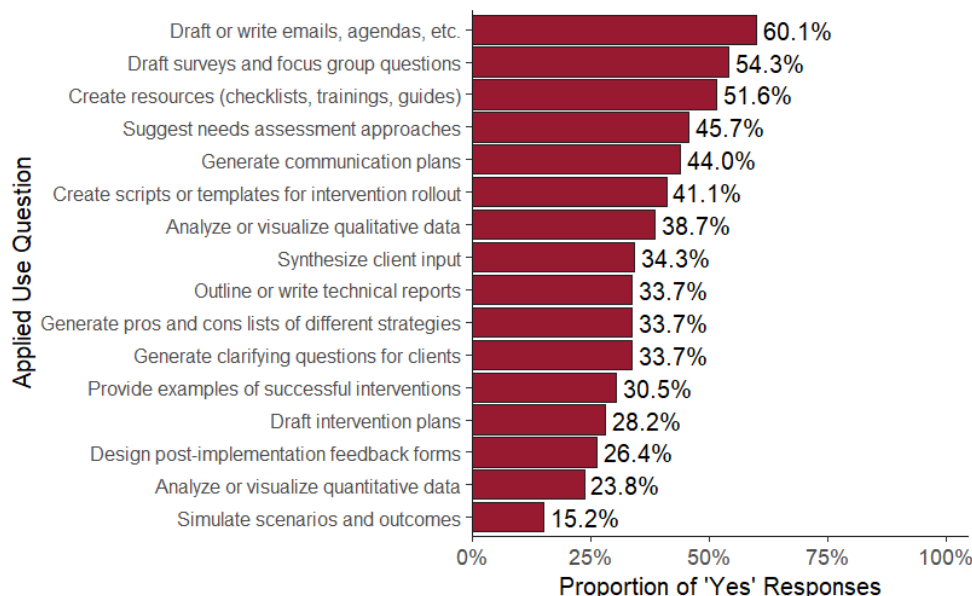
The few members who reported never using GenAI in their work (i.e., less than 10% of the respondents) cited privacy and legal issues (e.g., copyright) related to uploading data to the AI engine as the primary reason for this; concerns related to quality and/or accuracy of GenAI output were a close second. Interestingly, concerns regarding the quality and accuracy of GenAI outputs were expressed far more by those who use this technology compared to those who do not.

Interestingly, there were notable differences in GenAI usage based on respondents' occupations. Students reported the highest frequency of use, with about two thirds indicating they use GenAI every few days or daily. In contrast, faculty members and applied researchers reported the lowest usage rates, with slightly less than half using it every few days or daily. Respondents working in external and internal consulting fell between these groups, with more than half of them reporting frequent use. Figure 6 shows the average frequency of use across all groups of participants. Note that there was no other evidence of differences in GenAI usage among other groups, such as education level, SIOP membership status, or age.

Figure 6. *Differences in Frequency of Use by Occupation*
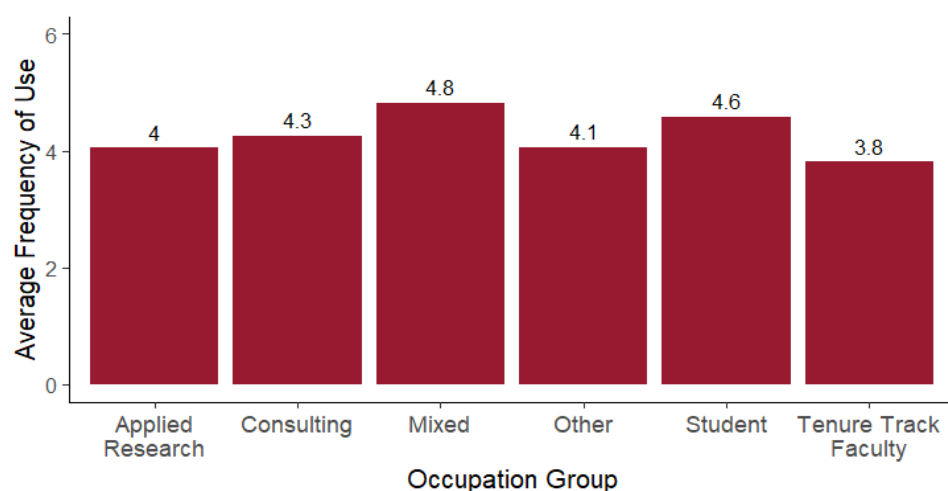
Note: Frequency was measured on a six-point Likert-type scale with the following anchors: 1 = *never*, 2 = *once a month or fewer*, 3 = *every few weeks*, 4 = *once a week*, 5 = *every few days*, and 6 = *every day*. Additional details on *which* LLMs were used most frequently are available on the Tableau dashboard.

Future of GenAI in I-O Psychology

Overall, SIOP members seem to have a generally positive outlook for GenAI in the field of I-O psychology. The vast majority (about two thirds) expressed feeling generally positive about the overall impact of GenAI in I-O psychology work and said that they plan to increase their use of this technology in their work (both academic and applied). Less than 5% had a negative outlook (Figure 7) with no plans to use GenAI (Figure 8) in their work.

Figure 7. *Overall Impact of GenAI on I-O Psychology*
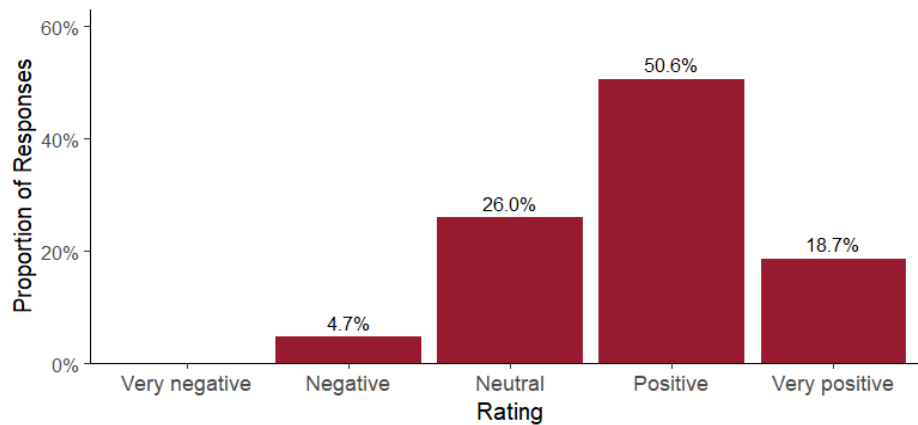
Figure 8. *Plans to Increase Use of GenAI in the Future*
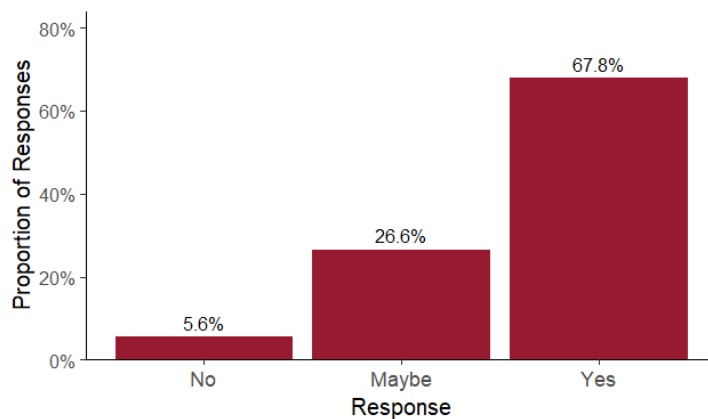
Consistent with our findings regarding GenAI usage, there were meaningful differences in these perceptions based on respondents' occupations. Faculty members and applied researchers tended to rate the overall impact of GenAI on I-O psychology less positively than respondents from other occupations. Although more than 75% of external consultants, internal consultants, and students indicated that GenAI has had a positive or very positive impact on the field, only 52% of faculty and 61% of applied researchers agreed. Similarly, only 55% of faculty said they planned to increase their use of GenAI technology in the future, compared to more than 70% of internal and external consultants.

In Conclusion

Collectively, our findings suggest a difference in perceptions and usage between scientists and practitioners, alongside notable enthusiasm among students, who may constitute an emerging group with a distinct outlook on GenAI's impact. Although it is not possible to ascertain what is driving these differences without further study, one reason might be that the current capabilities of GenAI make them differentially useful depending on the task at hand.

For example, current GenAI tools are better suited to processing text as opposed to analyzing data and are known to hallucinate (produce erroneous results) on occasion, limiting their use to certain tasks. Accordingly, our data suggest that the acceptance of GenAI as a support tool in research/academia has met with more skepticism than in practice.

Regardless of their perceptions or opinions regarding GenAI, it is no surprise that I-O psychologists are embracing the technology. Several respondents made comments such as "GenAI is here to stay" and "I-O needs to stay relevant" and agreed that GenAI should be taught in I-O psychology programs. However, respondents did leave us with a word of caution and caveats on the fair and ethical use and teaching of AI. A strong underlying theme that emerged was that AI technologies should be used in conjunction with I-O psychology knowledge, not as a substitute or to offset the lack of expertise.

Forging New Connections: Inside SIOP Consortia 2025

The SIOP Consortia Committee continues to champion the professional development of our student and early career members by designing impactful experiences. The 2025 SIOP Consortia again served as a cornerstone for learning, mentoring, and networking within the I-O community. This year's committee delivered a compelling mix of virtual and in-person programming, which focused on integrating consortia participants into the broader SIOP conference and building connections to support their career growth.

The 2025 consortia welcomed 103 registrants and featured 22 thoughtfully curated sessions, with contributions from more than 60 presenters, panelists, and mentors. These sessions offered attendees rich insights and valuable guidance for navigating the early stages of their careers. Feedback from participants underscored the value of the experience: 95% of those who responded to the postconsortia survey felt the topics and material covered would be helpful for their future success, and 90% would recommend the consortia to peers. These numbers reflect the committee's ongoing commitment to high quality, relevant programming.

Special thanks to our dedicated committee members and our outstanding student volunteer **Erin Young** (Illinois Institute of Technology), whose support helped ensure the consortia's success again this year. Looking ahead, the Consortia Committee remains in excellent hands. **Kristina Bauer** (Illinois Institute of Technology) continues in her leadership role, and we're excited to welcome **Rachel Smith** (Georgia Southern University) as chair in training. Their collaborative vision promises to bring even more innovation and connection to the consortia next year.

Read on to explore highlights and insights from each of the four individual consortia offered this year.

Master's Consortium

The 2025 Master's Consortium was another resounding success! Like the previous year, we hosted the virtual event across 12 sessions over 3 weeks, providing an immersive, flexible experience for master's students entering the field of industrial-organizational psychology.

Postevent feedback was overwhelmingly positive, with participants describing the consortium as *insightful*, *valuable*, *engaging*, *invigorating*, and *enlightening*. One participant shared, "The most valuable part was the varied perspectives from multiple industries. I also loved how it was virtual and gave me a good introduction to SIOP and people to look forward to meeting."

We kicked off the consortium with a virtual networking session, and we were thrilled to hear that many participants built connections that carried into their SIOP conference experience. The 2025 program featured 14 keynote speakers representing the wide range of career paths master's-level I-O students often pursue after graduation—including internal consulting, external consulting, assessment, and government roles.

Our incredible speaker lineup included:
- **Ellie Hoekman**, career coach and founder, Rock and Secure: *Application, Interview, and Salary—How to Get a Job in I-O Psych!*
- **Jason Myers**, senior product consultant, Hogan Assessment Systems; Dan Koletsky, senior director of Deployment, HireVue; and Matt Riddle, executive consultant, APT Metrics: *Assessment Industry Panel*

- **Olalekan Oyeside**, People Analytics manager, Cloudflare: *My People Analytics Journey: From the Classroom to C-Suite Conversations*
- Courtney Quigley, director of operations, Aiir Analytics: *Insights From a Career in External Consulting*
- Michael Keinath, vice president of Talent, Dick's Sporting Goods: *An I-O Master's Journey From Graduation to VP*
- Abhinaya Rangarajan, analyst, San Francisco Public Utilities Commission: *I-O Careers in the Government Sector*
- Nahla el Geddawy, senior director of Talent Management and Organizational Effectiveness, Dick's Sporting Goods: *Working With Non-I-Os: Insights from a Non-I-O Perspective*
- **Kendrick Settler**, director of Learning and Development, Walmart: *Internal Consulting – a Behind-the-Scenes Look*
- **Tate McHatton**, leadership development manager, Penske: *Beyond the Role: Developing Leaders as Whole Human Beings*
- Kristina Bauer, associate professor and associate chair, Illinois Institute of Technology: *Getting and Staying Involved with SIOP*

In addition to our speakers, Consortium Chair **Cody Warren**, senior talent solutions consultant at Hogan Assessment Systems, and Co-Chair **Juliette Lloyd**, Talent Management lead at Dick's Sporting Goods, led several sessions, including a virtual speed networking event and a debrief on students' Hogan Assessment results.

SIOP is proud to contribute to launching the next generation of I-O professionals, and the Master's Consortium continues to serve as an excellent avenue for supporting students as they transition into the workforce.

On behalf of the entire consortium committee, thank you to everyone who participated. We wish you great success in your careers and look forward to seeing the impact you'll make in the field!

Lee Hakel Doctoral Consortium

This year, over 40 I-O psychology and organizational behavior/human resource management doctoral students attended the Lee Hakel Doctoral Consortium at SIOP! Students came from nearly 30 programs, 20 US States and three non-US countries. Students with an interest in joining academia or industry upon graduation attended a series of in-person professional development sessions.

The first segment of the Doctoral Consortium focused on the dissertation process. Two presenters, **Felix Wu** (Humrro) and **Wiston Rodriguez** (San Diego State University), shared their experiences, strategies, and tips for completing an award-winning dissertation. Felix and Wiston offered contrasting perspectives on how to approach the dissertation with an eye toward careers in academia and industry, respectively. They also fielded questions ranging from the technical (e.g., how they chose their analytic methods) to the practical (e.g., how they maintained motivation and avoided burnout).

In the second session of the day, students interested in academic careers joined a discussion with a faculty panel featuring **Danielle King** (Rice University), **Louis Tay** (Purdue University), **Mia Tran** (Salem State University), and **Gwen Fisher** (Colorado State University). Those interested in pursuing a career in industry participated in practice-focused panel with **Rachel Callan** (Atlassian), **Tunji Oki** (Netflix), and **Courtney Bryant Shelby** (Ford Motor Company). Panelists from both tracks shared their experiences navigating their

respective job markets and offered practical guidance on various stages of the job search, including search strategies and selection criteria, and dos and don'ts for application materials and interviews.

The third session of the day focused on the critical skill of translating I-O research and concepts for non-I-O audiences. **Lori Foster** (North Carolina State University) and **Laura Pineault** (McKinsey & Company) shared their experiences communicating I-O insights in ways that resonate both inside organizations and in broader external contexts. They offered practical strategies, examples, and "dos and don'ts" for making I-O research accessible and actionable—and reflected on how developing this skill has enhanced their careers and broadened their impact.

The Doctoral Consortium wrapped up with students choosing one of two sessions to further prepare them for the field. Some attended a "Responding to Reviewers" boot camp—held jointly with the Early Career Faculty Consortium—led by the editorial team from the *Journal of Applied Psychology* (*JAP*). Participants were paired with *JAP* editors and action editors, including **Lillian Eby**, **Bryan Edwards**, **Alicia Grandey**, **Jenny Hoobler**, **Scott Morris**, **In-Sue Oh**, **Scott Tonidandel**, and **Gillian Yeo**. The session focused on best practices for crafting effective (and avoiding ineffective) responses to reviewers. Other students chose to join the Master's Consortium for a session focused on "Getting Your Foot in the Door," which featured presentations on how to network strategically using LinkedIn (**Nikita Mikhailov**) and how to stand out in job interviews (**Melissa Haudek**).

According to the Postconsortia Survey, the Doctoral Consortium received positive feedback from the students. Overall, 92% of participants reported that the Doctoral Consortium met their expectations, with 77% reporting that it exceeded their expectations!

Once again, Doctoral Consortium Co-Chairs **Daniel Ravid** (University of New Mexico) and **Kira Foley** (Army Research Institute) would like to thank all the attendees, panelists, and contributors who helped make this year's Doctoral Consortium a success. We wish all the attendees the very best in their doctoral studies, career, and beyond!

Early Career Faculty Consortium

We are pleased to share that the 2025 Early Career Faculty Consortium was a success! The ECFC hosted 15 early career academics from various universities and departments. Participants interacted with esteemed midcareer and senior scholars in academic positions across I-O psychology and management.

The fully in-person consortium kicked off the day with a panel on teaching undergraduate and graduate courses, led by **Mikki Hebl** (Rice University), **Lisa Kath** (San Diego State University), **Kurt Kraiger** (University of Memphis), and **David Costanza** (University of Virginia).

Then, participants learned about surviving and thriving through the promotion and tenure process and managing marketability from tenured faculty including, **Gargi Sawhney** (Auburn University), **Charles Calderwood** (Virginia Tech), **Cort Rudolph** (Wayne State University), and **Lacie Barber** (San Diego State University).

In the final panel session, panelists discussed research and pipeline tips and tricks. Panelists included **Malissa Clark** (University of Georgia), **Mike Ford** (University of Alabama), **Danielle King** (Rice University), and **Marissa Shuffler** (Clemson University).

To finish off the day, the *Journal of Applied Psychology (JAP;* Editor: **Lillian Eby**) led Responding to Reviewers Bootcamp. During the session, participants were paired with *JAP's* editors or action editors (Lillian Eby, **Bryan Edwards**, **Alicia Grandey**, **Jenny Hoobler**, **Scott Morris**, **In-Sue Oh**, **Scott Tonidandel**, and **Gillian Yeo**). Discussion focused on best practices for effectively (and ineffectively) responding to reviewers.

Feedback from the consortium was overwhelmingly positive, with participants reporting they were extremely satisfied with the panels and Responding to Reviewers Bootcamp. Participants suggested that the most valuable part of the consortium was hearing from faculty with "diverse backgrounds and from institutions with varying tenure expectations," "their insights were incredibly helpful and encouraging," and noted that "the *JAP* bootcamp was incredibly well organized, and I appreciated the editors taking the time to share their perspectives on what they're looking for behind the scenes." The participants also provided excellent suggestions to improve the 2026 Early Career Faculty Consortium.

From Co-Chairs **Becca Brossoit** and **Rachel Smith**: Thank you to the junior faculty for participating—we wish you all the best in the future! And to the wonderful panelists, thank you all so much for dedicating your time and helping make the consortium a success!

Early Career Practitioner Consortium

The in-person 2025 Early Career Practitioner Consortium (ECPC) was attended by over 15 practitioners. Designed for practitioners less than 5 years into their I-O careers, this year's ECPC emphasized the importance of building professional agility to develop in an applied career and was centered around the following goals:

- foster camaraderie among next generation I-O leaders,
- equip I-O early career practitioners with knowledge, skills, and resources to accelerate their careers,
- improve I-O early career practitioners' professional agility, and
- give exposure to different I-O career paths.

The consortium included a full program of I-O experts who shared their career histories, lessons learned, and advice on building agility and developing as an I-O practitioner.

In a preconference virtual event, attendees had the chance to meet their fellow ECPC participants, learn about the theme of professional agility, and hear how assessment can build self-awareness and enhance professional development. Participants also received guidance on preparing for the in-person event and completing prework, which included identifying for discussion a challenge they were facing in their current role and completing SHL's Occupational Personality Questionnaire (OPQ).

During the in-person event, ECPC participants heard from distinguished I-O professionals **Lauren Robertson, Victoria Smoak, Jodi Himelright,** and **Rick Pollak,** who shared experiences from their illustrious and diverse careers and gave insights into critical experiences that shaped their professional agility. They also provided advice on professional development, discussed the value of curating and consulting a personal board of directors, and gave tips for strategically building a career through often unexpected changes and life events.

ECPC Co-Chair **Andre Hennig**, managing consultant at SHL, talked with attendees about how assessments can be powerful tools not only in their work as practitioners but also in their own development as

I-O professionals. He also provided guidance on how to interpret their OPQ results and build a personalized development plan.

Casey Witherspoon, Alex Zelin, Natalie Luna, Kimberly Wrenn, and **Brett Guidry** served as mentors for the afternoon. In a panel discussion, these mentors shared their personal career experiences, including how they are personally working to grow professional agility and examples of when they have shown agility. They also shared practical advice for responding in the moment when you are not sure of the answer, reevaluating success metrics and goals as needed, and adapting your style to different situations and audiences.

Attendees spent the remainder of the afternoon joining small breakout groups with the mentors. They brought the challenges they had identified as prework and engaged in rich dialogue with mentors and other attendees on a variety of topics, including development as practitioners, career aspirations, and insights from the OPQ. Following the coffee break, participants had the opportunity to "speed network" with mentors and other participants. This time allowed attendees to strengthen connections with other I-O practitioners.

This experience helped them to feel more connected to SIOP and eager to be more involved and network within the SIOP community. Participants also shared appreciation for the insights offered by panelists and learning more about different I-O careers:

"I really valued the opportunity to network with my peers and hear from a really diverse range of practitioners."

"I appreciate how the [mentor] we spent the most time with was matched to our interests."

We are energized by the positive impact of the 2025 ECPC and are looking forward to ECPC 2026!

Dr. George Bearnard Graen
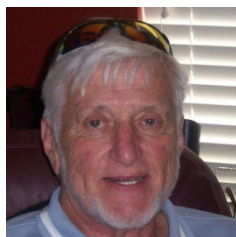
Dr. George Bearnard Graen passed away peacefully on July 6, 2025, leaving behind a legacy of knowledge, kindness, and unwavering dedication to those he loved and inspired.

Born August 7, 1937, Dr. Graen's journey through life was one of brilliance, passion, and deep connections. A visionary in organizational psychology, he forever changed the understanding of leadership through his leader-member exchange (LMX) theory. His work emphasized what he practiced every day—that relationships matter, leadership is personal, and true success is built on trust and respect.

Over his long and distinguished career, he authored more than 300 research papers, garnering over 38,000 citations, reflecting his significant impact in the field of organizational psychology. Among his most influential and widely cited papers are "Relationship-Based Approach to Leadership: Development of Leader-Member Exchange (LMX) Theory of Leadership Over 25 Years," "A Vertical Dyad Linkage Approach to Leadership Within Formal Organizations," and "Generalizability of the Vertical Dyad Linkage Model of Leadership." He also wrote 15 books that shaped the field.

He traveled the globe testing his leadership theories in other countries and cultures. He shared this knowledge and passion with the students he mentored and taught at University of Minnesota, University of Illinois at Urbana-Champaign, Keio University, University of Cincinnati, Hong Kong University of Science and Technology, and University of Louisiana at Lafayette.

Dr. Graen's influence extended far beyond the classroom and research lab. He was a bridge-builder between theory and practice, collaborating with industry leaders to apply his research in real-world settings. His insights helped shape leadership development programs in Fortune 500 companies and government agencies alike, with the goal of creating more humane, effective, and inclusive workplaces.

In his later years, Dr. Graen remained a passionate learner, embracing new technologies, exploring emerging theories, and continuing to write and mentor with vigor. His curiosity was boundless, and he inspired others to never stop asking questions or seeking better ways to lead and live.

Dr. Graen was a teacher in every sense of the word, whether mentoring his students, guiding his sons through sports and education, or coaching kids in the neighborhood or youth sports. His lessons weren't just about leadership theories—they were about life, perseverance, and finding joy in everyday moments.

Those who knew Dr. Graen will remember his warm smile, quick wit, and the twinkle in his eye when telling a story or sharing a joke. He had a gift for making people feel seen and valued, whether in a lecture hall, a family gathering, or a casual conversation. His generosity—of time, wisdom, and spirit—touched countless lives.

He often said, "Leadership is not about titles or power—it's about relationships, responsibility, and respect." These words, like the man himself, will continue to guide and inspire.

The family asks that donations be made to the Graen Grant for Student Research on Leaders and/or Teams with the Society for Industrial and Organizational Psychology, supporting education and leadership development—two things Dr. Graen held close to his heart.

https://portal.siop.org/donatenow?pid=a1BUt000004xt6QMAQ
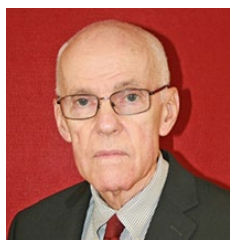
Dr. John P. Campbell

Dr. John P. Campbell passed away July 19, 2025, at his home on Long Lake in New Brighton, MN. He is survived by his wife of 47 years, Dr. Jo-Ida C. Hansen.

John did well as an engineering student but changed his major junior year after taking an I-O course. He completed the BS at ISU in 1959 and the MS (also ISU) in psychology in 1960. In the fall of 1960, he began the psychology PhD program at the University of Minnesota-Twin Cities. In 1964, he joined the faculty of the University of California, Berkeley. Two years later, the University of Minnesota recruited him back as a professor of Psychology and Industrial Relations until his 2016 retirement. During his 50 years at Minnesota, he was director of Graduate Studies for more than 40 years, director of the I-O psychology specialization for more than 20 years, and chaired the psychology department for 6 years.

Professor Campbell was a preeminent, influential, and respected psychologist; a major force in the conceptualization and measurement of job performance; and regarded as a guiding light for scholars in the field. His honors included the APA Distinguished Scientific Contributions Award for the Application of Psychology, SIOP's Distinguished Contributions Award, the Society of Military Psychology's Flanagan Lifetime Achievement Award, and the Lifetime Achievement Award from the Personnel Testing Council of Metropolitan Washington, DC. He was honored by academic communities with the Outstanding Alumni Achievement Award from Iowa State University, the Outstanding Contributions to Graduate Education Award from the University of Minnesota, and the Outstanding Graduate Faculty in Psychology Award from the Minnesota Psychological Association. He was editor of the *Journal of Applied Psychology* and president of SIOP.

His contributions are notable for their scope, rigor, and lasting impact on both science and practice. He was a principal scientist at the Human Resources Research Organization (HumRRO), playing a key role in major research initiatives. Among them was a landmark project funded by the Army Research Institute for Behavioral Sciences involving new test development, construction of multiple performance criterion measures, research on training evaluation, and a comprehensive examination of validity generalization to develop a classification system for the selection of enlisted personnel. The conceptual and methodological advances from this work had far-reaching influence, helping to shape modern approaches to employee selection and job classification across military and civilian contexts.

Professor Campbell was dedicated to his students and to mentoring colleagues. He transformed the University of Minnesota's I-O program into one of the top programs in the nation, helping shape generations of sought-after graduates who became leaders in academia and industry. He was charming and had a dry sense of humor exhibited in his interactions with others as mentor, teacher, scholar, and role model.

His family invites those wishing to make memorial contributions to consider the Evans Scholar Foundation (wgaesf.org/memorialgifts) to support college scholarships for deserving golf caddies or to the University of Jamestown: 6082 College Lane, Jamestown, ND 58405, to support psychology undergraduate education.

Dr. Ruth Kanfer

Dr. Ruth Kanfer passed away peacefully at home in Atlanta, Georgia, on the morning of August 13. Ruth was a beloved wife, mother, grandmother, and sister, and an esteemed professor of psychology. She was 70 years old.

Ruth was an amazing person—it is astonishing that one person could possess so many talents and hold so much love. Born in St. Louis, Missouri, in 1955, Ruth was the eldest child of Ruby and Frederick Kanfer, and sister to Larry. The family moved frequently to follow Frederick's academic career, and Ruth credited her upbringing with giving her a lifelong love of learning and exploration. She was an avid traveler, hiker, and biker, venturing all over the world with her family.

Following the threads of her interests from journalism, Ruth built a laudatory career as a professor of behavioral psychology, carving a path even when one wasn't clear-cut. Most recently, she co-directed the PARK Lab at Georgia Tech with her husband Phil, where her research focused on industrial and organizational psychology. She authored over 130 articles and chapters as well as multiple books, and received numerous awards for her work, including the prestigious Dunnette Prize from the Society for Industrial and Organizational Psychology (SIOP) in 2024. Most importantly, Ruth was dedicated to her students, caring deeply about their professional and personal development.

Ruth and Phil were partners in work and life in Atlanta, creating a loving community and leading the PARK research lab together at Georgia Tech. Ruth was a devoted mother to daughter Sarah, championing her in all she did, from gymnastics to ceramics to her pursuit of a doctorate in nursing practice, to motherhood in her own time. She welcomed son-in-law Lewis to the family and was a doting grandmother to granddaughter Lucy, treasuring their time together. Family and friends were most important to Ruth, and she will be remembered for hosting celebrations, from Halloween parties to Passover Seders, welcoming all who came to her home.

Ruth will be remembered for her kindness, generosity, brilliance, humor, and fearlessness. Her love for life and for all of the people dear to her will forever be cherished by those who knew her. Ruth fought pancreatic cancer for two and a half years to spend as much time on earth as she could with her family, who survive her: husband Phillip Ackerman, daughter Sarah, son-in-law Lewis, and granddaughter Lucy; brother Larry, his wife Alaina, niece Anna, and nephew David; and brother-in-law David Ackerman. She is predeceased by her parents, Ruby and Frederick Kanfer.

A memorial service was held Sunday, August 17, 2025 at 10:30 AM, at Dressler's Chapel, 3742 Chamblee Dunwoody Road, Atlanta, GA 30341. In lieu of flowers, please send donations to her memorial fund at the **Division of Hepatobiliary and Pancreatic Surgery program at NYU Langone**, or **Congregation Bet Haverim**.

Dr. Boris B. Baltes
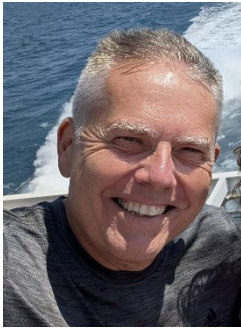
Dr. Boris B. Baltes, Fellow of SIOP and distinguished scholar, passed away suddenly on August 21, 2025, at the age of 59. Boris left an indelible mark on organizational science through his research, his mentorship, and his unwavering commitment to advancing our field.

Boris earned his PhD in industrial-organizational psychology from Northern Illinois University in 1998, following his MBA from the University of Wisconsin in 1992. He joined Wayne State University's Department of Psychology that same year, beginning what would become a distinguished 27-year career of scholarship and service. Rising through academic ranks, he served as department chair before assuming leadership roles as senior vice provost for Faculty Affairs and Academic Personnel, simultaneously serving when needed as interim dean of the College of Fine, Performing and Communication Arts and as interim dean of the College of Education.

His scholarly contributions were both substantial and impactful, encompassing over 170 publications, chapters, and presentations. Boris' research expertise centered on critical areas of organizational psychology, including age and workplace issues, biases in performance appraisal, and work–family conflict and balance. His research on selection, optimization, and compensation (SOC) strategies, building on the legacy of work in lifespan developmental psychology conducted by his parents, Drs. Paul and Margaret Baltes, provided valuable insights into how individuals manage competing demands, particularly in work–family contexts.

Boris' service to the discipline extended beyond his research. He served as an associate editor for the *Journal of Organizational Behavior* and maintained editorial board positions across multiple journals, helping to shape the field's scholarly discourse. His commitment to advancing organizational science was evident in his role as a board member of the Margaret M. and Paul B. Baltes Foundation, which supports outstanding scientific achievement. Boris mentored numerous doctoral students and taught courses in statistics and selection that affected the careers of many others.

Wayne State University and the city of Detroit held a special place in Boris's heart. He was passionate about Wayne State's mission as an urban research university, and he was proud to call metro Detroit his home. Those who knew him—whether in the classroom, in the halls of the university, or in daily life—were touched by his kindness, steadiness, and genuine care for others. Numerous tributes at the university have referred to him simply as "one of the good ones." Boris embodied the best of what our field can offer, and he will be deeply missed.

Boris is survived by his wife, the love of his life, Dawn McGraw Baltes, and sons Gavin and Kai. Memorial gifts may be sent to the Baltes Foundation, Psychology Department, Wayne State University, 5057 Woodward Avenue, Detroit, MI 48202.

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 June 11, 2025, through September 10, 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.

Bill Strickland on the nation's air traffic controller shortage: https://www.flyingmag.com/report-shows-continuing-lag-in-atc-hiring/

Ronald E. Riggio with what the research says about a 4-day work week: https://www.psychologyto-day.com/sg/blog/cutting-edge-leadership/202507/the-pros-and-cons-of-a-4-day-work-week

Yijue Liang on workplace sexual harassment and how companies can protect their employees: https://www.gmu.edu/news/2025-06/george-mason-psychology-researcher-clocking-make-workplaces-safer-all

Anthony C. Klotz on the impact that complex rituals have on future employee behavior and engagement: https://hbr.org/2025/07/new-research-on-how-to-get-workplace-rituals-right

Rik Nemanick with a data-based approach to delegating: https://hbr.org/2025/07/a-data-based-approach-to-delegating

Nathan Mondragon on how to help your kid land a first job in the AI era: https://www.nbc-boston.com/video/on-air/as-seen-on/how-to-help-your-kid-land-a-first-job-in-the-ai-era/3785250/

Jackie Martin Kowal and **Tracy Kantrowitz** on harnessing generative AI for assessment item development: https://onlinelibrary.wiley.com/doi/10.1111/ijsa.70021

IOtas

Jen Baker
Sr. Manager, Publications and Events

Be sure to submit accolades, awards, promotions, and book publications to https://www.siop.org/resources-publications/publications/tip/iotas-submission-form/

SIOP Member **Dan Russell** has been promoted to senior partner at global leadership consulting firm RHR International. In his new role, Russell will retain his responsibilities as global head of Assessment while leveraging his industry expertise to strengthen RHR's Assessment solutions.

SIOP Fellow **Paul Spector**, part-time professor at the University of South Florida and contractor at Tampa General Hospital, has released the ninth edition of his I-O textbook that is available in an enhanced digital edition that includes online-only interactive content: https://www.wiley.com/en-us/Industrial+and+Organizational+Psychology%3A+Research+and+Practice%2C+9th+Edition-p-9781394329724.