

TIP 64 #1 Summer 2026

Myia Williams, Editor

EDITORIALS

**From Insight to Impact: What Happens After
the Insight?**
Myia S. Williams

**Presidential Column: United by Values,
Strengthened by Differences**
Richard N. Landers

**Max. Classroom Capacity: A Word from the
E&T Practitioner Subcommittee**
Loren J. Naidoo

**From R&R to DOI: Navigating Systemic Pres-
sures of Research Publication**
Bharati Belwalkar

FEATURES

**Why Leadership Matters in the Age of AI: Im-
plications for I-O Psychology**
Pooja Vijayakumar

**Leveraging I-O Psychology During Times of Un-
certainty and Ambiguity**
Elizabeth Kolmstetter, Mariangela Battista,
Shephard, W., Cox, G., Kamen, S., Osicki, M.,
Sara P. Weiner

**I-O at Work Series, the Intersections of Service
and Science:
A Career Journey in I-O Psychology From the
Military Community Perspective**
Destinee Prete

**In the Zone or Out of Touch? Assessing Work-
Related Flow Expertise in Occupational Health
Psychology**
Ryan Lizerbram, Jared Weintraub, Emmalee
Diederichs, and Roy Shalev

**Integrating AI Into Graduate I-O Training:
Development and Implementation of a Compe-
tency-Based Curriculum Model**
Peter B. McLemore, Julian Pico, Rachel
Baldrige, Nicolette Hass, Jared Kenworthy,
Larry Martinez, Michelle Martin-Raugh, Nic
Smith, and Logan L. Watts

REPORTS

**SIOP LGBTQIA+ Committee: Looking Back and
Forging Ahead**
I-Heng (Ray) Wu, Tonya Lucas, Nick Salter,
Zhixu (Rick) Yang , and Daniel Maday

The 2026 SIOP Annual Conference
Jeffrey M. Cucina, John K. (Jack) Kennedy, Jr.,
Vipancho Mishra, and Joseph A. Allen

**Building Connections, Launching Careers: The
2026 SIOP Consortia**
Kristina Bauer

**Gender Equality on the Global Stage: Reflec-
tions from the 70th Session of the
Commission on the Status of Women and the
NGO Parallel Event**
Alisha J. Silkey, Alison Eyring, Chelsi Campbell,
and Sara P. Weiner

Members in the Media
Amber Stark

IOtas
Jenny Baker

From Insight to Impact: What Happens After the Insight?

Myia S. Williams, PhD
Editor

On June 4th, one of my doctoral students, now **Dr. Lisa Anang**, successfully defended her dissertation. As an advisor, moments like these never get old. Although the spotlight rightfully belongs to the student, there is something incredibly rewarding about watching someone grow over the course of their doctoral journey. You witness the early uncertainty, the moments of self-doubt, the countless revisions, the difficult questions, and the inevitable twists and turns that come with conducting research. Then one day, you find yourself sitting in a dissertation defense watching a student confidently discuss their work, defend their ideas, and contribute new knowledge to the field. It's a reminder that becoming an I-O psychologist is about much more than earning a degree, and more so about developing the ability to ask thoughtful questions, challenge assumptions, and use evidence to make a meaningful impact.

Perhaps that is why this time of year always feels special. Across the country, graduates are crossing stages, celebrating years of hard work, and preparing for what comes next. Every graduation season serves as a reminder that the future of our field is bright. New scholars, practitioners, and leaders are entering the profession, bringing fresh perspectives, new ideas, and a willingness to tackle some of the most complex challenges facing organizations today. Just a few weeks earlier, many of us gathered in New Orleans for the SIOP Annual Conference. As I reflected on the conference and as I read the two reflection pieces featured in this issue, I was struck by a similar feeling of optimism. Whether the conversations centered on AI, people analytics, employee well-being, leadership, assessment, or the future of work, there was a common thread running through them all: a shared commitment to making organizations better for the people who work in them.

At first glance, graduation season and SIOP may seem unrelated. One celebrates those entering the next chapter of their careers, whereas the other brings together professionals from across the field to exchange ideas and share knowledge. Yet the more I thought about it, the more connected they felt. Both are reminders that our field continues to evolve, that learning never really stops, and perhaps most importantly both are reminders that the future of I-O psychology is shaped not by any one person, conference, article, or generation but by all of us collectively. As I reflected on the conversations from SIOP, one thought kept resurfacing: We are not lacking insight. Everywhere I turned, people were talking about change. We talked about AI and what it means for the future of work. We talked about employee listening and the realization that the problem is no longer survey fatigue it is survey inaction (my favorite line of all time, and I will keep climbing that hill). We talked about leadership, well-being, belonging, uncertainty, and what it means to support people during a time when so much feels like it is shifting beneath our feet. As I listened, I found myself wondering: What happens after the insight?

If there's one thing our field is good at, it's generating ideas. We study problems, identify patterns, build frameworks, test interventions, and develop evidence-based solutions, however, knowledge alone doesn't create change and insight without action is simply information. At a time when [Gen Z is entering the toughest job market](#), layoffs are happening, [engagement is declining globally](#), and the future feels uncertain, it should come as no surprise that organizations need more than information. Furthermore, now more than ever, employees are looking for workplaces where they can thrive, leaders are trying to navigate uncertainty, educators are preparing students for careers that may look very different just a few years from now, and communities continue to wrestle with questions of fairness, opportunity, and belonging.

The work cannot wait, which is why this issue feels especially timely (I know I say that in every issue). As I reviewed the articles for this issue, I noticed those same themes showing up again and again. We see them in conversations about AI and how we responsibly prepare future practitioners for a changing world of work. We see them in discussions about leadership, occupational health, and employee well-being. We see them in reflections from the LGBTQIA+ community and in conversations about gender equality on the global stage. We even see them in stories from military and veteran communities, reminding us that careers are rarely linear and that some of the most meaningful contributions to our profession come from people who have traveled unexpected paths. In his presidential column, **Richard Landers** reminds us that although we may hold different identities, experiences, and interests, we are united by shared values and a commitment to improving work and organizations. Community is not built because we are all the same, but rather, it is strengthened because we make room for different perspectives, experiences, and voices.

Meaningful impact happens when we move beyond understanding a problem and begin doing something about it. That, to me, has always been one of the most powerful aspects of I-O psychology. We don't simply study work, we help shape it. We don't only identify challenges, we design solutions. We don't generate knowledge for the sake of knowledge, in fact we use it to improve the experiences of people, teams, and organizations. In his final essay, "[An Essay About Work Psychology and the Psychology of Working](#)", **Howard M. Weiss** challenges us to think beyond the boundaries of traditional I-O psychology and reconsider what it means to study work. Rather than viewing work solely through the lens of organizations, jobs, and outcomes, he invites us to return to the worker and the lived experience of working itself. In doing so, he pushes the field to ask not only what work produces, but what work means, how it is experienced, and what it reveals about the human condition. So, as you make your way through this issue, I'd like to leave you with a simple question:

What is one insight you're willing to act on?

Maybe it's an idea from one of these articles, something you heard at SIOP, or it's a challenge you've been thinking about for months but haven't yet addressed. Whatever it is, consider what the next step might look like, because as stated earlier the future of our field will not be defined by the ideas we generate alone. Most importantly, it will be defined by what we choose to do with them.

Until next time, keep bridging science and practice and keep turning insight into action.
Have a wonderful summer.

Dr [Will.i.am](#)

References

- Federal Reserve Bank of New York. (n.d.). *The labor market for recent college graduates*. Federal Reserve Bank of New York. Retrieved June 7, 2026, from <https://www.newyorkfed.org/research/college-labor-market>
- Harter, J., & Pendell, R. (2026). *Global employee engagement continues decline: Three takeaways from Gallup's State of the Global Workplace*. Gallup. <https://www.gallup.com/workplace/708071/global-employee-engagement-continues-decline.asp>
- Weiss, H. M., Kaplan, S., & Rupp, D. E. (2026). An essay about work psychology and the psychology of working. *Industrial and Organizational Psychology*, 19.

Presidential Column: United by Values, Strengthened by Differences

Richard N. Landers, PhD

As I write my first column as your new president, I want to do something a little different than the standard introduction. Rather than offering fresh remarks, I'd like to share, in adapted form, the closing plenary address I delivered at the SIOP 2026 Annual Conference.

Not everyone in our community was able to attend, and even among those who did, many had already left by the time the closing plenary began. But I felt that the themes I raised there were too important to leave behind in New Orleans. And more practically, this is my "I'm your new president" message, an opportunity to introduce myself to you and lay out what I hope will define my year of service.

With that said, here is the heart of what I shared.

This Moment Is Challenging

We are in a challenging moment, a moment where we need communities like SIOP. Whatever your political affiliation, I hope you agree that this is a moment of enormous change and challenge for everyone, one where everyone needs the support of others with shared values and purpose.

Through the lens of SIOP, four threats are especially salient to me. First, the threats to both science and science funding are enormous. Trust in science sits near all-time lows. In January, [Pew Research reported](#) that in 2025, 22% of US adults had little or no confidence that scientists act in the best interests of the public. For FY 2027, it appears that the Social, Behavioral, and Economic Sciences Directorate of the National Science Foundation [may be eliminated](#), closing one of the primary funding engines for I-O psychology research in the United States, and perhaps worldwide. SBE provides [63% of all funding for academic research in the social sciences!](#)

Second, the federal administration has also levied direct challenges to diversity in organizations. Whatever side of the aisle you're on, I hope you recognize the disruption this causes within our community: derailed research careers and job loss for practitioners working in the DEI domain. For members who have benefited from DEI initiatives, programs that helped pull them out of difficult and unfair situations, they now see the ladder pulled up behind them.

Third, separate from politics, we face the challenge of AI. Many I-O psychologists have been asked how we should respond to the disruptions AI is bringing to the organizations we work in, for, and around. Whether you're in academia or practice, public sector or private, AI is changing work and how we understand work. This is often glibly labeled the future of work, but the reality is that work today has already changed. And we are not quite ready for it.

Fourth, this challenge is not limited to the consumers of our research or the beneficiaries of our practice. It affects the field itself. It threatens the careers of new graduates. We must grapple with what the future of I-O psychology looks like in this new world.

SIOP is already acting on all these fronts through federal advocacy, grant programs, and coalition work. That effort is ongoing and not slowing down. But rather than rehash it, I will focus here on what's coming next.

Who We Are and Why We're Here

I wrote before that community is important in difficult moments like these. That means it's also important to stop and ask ourselves about that community: who are we, and why are we here?

To me, the core of the I-O psychology community and ethos has always been science-practice. My grand-advisor, Milt Hakel, [promotes the term praxis](#) as, “the synthesis of theory and practice without presuming the primacy of either,” or “scientific practice and practical science”. To me, this means with praxis we create something better than either could achieve alone. When we take scientific evidence, bring it into the real world, and make a difference in organizations, one that we know is real and valid and authentic, and then carry those lessons back into the research space, we create a cycle of genuine societal improvement. To me, that is the heart and purpose of I-O psychology.

Where the mission of business schools is typically very pointedly to accumulate [more publications in “A” journals](#) or crank out [high-tuition MBA students](#), and the goal of human resources is generally to facilitate the efficient and legal movement of people in, through, and out of organizations, the unique value of I-O psychology is this exchange of science and real-world practice. Without the science, we're no different from applied HR, and without the practice, we're no different from those academic OB programs locking their faculty in the ivory tower [cranking out AMJs](#). Not that there's anything wrong with writing AMJs (!), but when writing them becomes the *purpose* of a career, something has gone horribly wrong. It's the blend of science and practice that makes I-O special. It's the blend that makes us uniquely valuable to organizations and beyond. When we ignore that blend, when we fall into silos defined by others, we lose the very essence of who we are.

The connection between science and practice that we represent is enormously important right now, in a moment of low faith in science throughout the nation, perhaps the world. When we abandon science in practice because it's challenging and inconvenient, or when we ignore practice in science and only conduct research because it furthers careers, we create a tragedy of the commons. We hurt the world through inaction and neglect, letting systems larger than ourselves determine whom we help and whom we harm, and letting the incentives set for us lead us by the nose. But if you truly believe in I-O psychology, in praxis, and I trust that everyone reading this does, then this uncomfortable truth should not dissuade you. It should embolden you. If we are the ones who hold the keys to authentic, evidence-based change, to make organizations better, to empower employees to realize their potential, to enable individual and organizational flourishing, then we have a moral obligation to pursue praxis in our work. And that's a responsibility, and opportunity, that falls on us alone.

Strategic Changes and Priorities

Faced with this landscape, over the past several years, the Executive Board has been developing a new set of strategic priorities. More will be shared about this in the coming months, but I want to give you the broad strokes today so you can see where we are focusing our efforts at the Board level.

The first priority is research and practice, because this is the very heart of our field. We must champion praxis, and push that praxis into the broader world of work, beyond I-O psychology's traditional sphere of influence, both to ensure that our field has a meaningful future and to enable people to thrive at work.

Second, we must better support the I-O psychology educational pipeline. Our values will not continue if I-O psychology programs do not continue. And we need a way to demonstrate that I-O psychology has unique

value through this education. You may have heard about the I-O psychology certification that SIOP is supporting, which is one initiative that stemmed directly from this priority and its ancestor priorities.

Third is member value. We recognize that when you pay your membership dues, you are creating a psychological contract with the organization that you will receive value personally and professionally as a result of your membership. That your membership is about more than financially supporting a nonprofit's website and conference. That is a meaningfully different mindset than the one SIOP has historically taken.

Fourth, we must establish I-O psychology as the trusted public voice informing how work and organizations are designed, led, and experienced. Our praxis means nothing if no one knows who we are. This has been and continues to be the direct motivation for our public facing initiatives and federal advocacy efforts. It's that effort that led to the federal recognition of I-O psychology as a STEM discipline, where it belongs.

Fifth and finally is vitality, which refers to the long-term health of SIOP through operational excellence and strategic investment of resources. At the end of the day, SIOP is a non-profit business with a complex portfolio of revenue streams and expenses. For every initiative we want to start, we need to ensure we have the resources to make it happen, to do it well, and not just for now but for the life of the effort.

A related big change this year is that we took advantage of President Tannenbaum's teams and broader organizational expertise to restructure SIOP's leadership and committee structure, building on President Behrend's vision to make SIOP more responsive, more agile in all these areas. Put another way: we took our own organizational development medicine, even when it was difficult. And it was *quite difficult* at times. But because of that effort, we now stand poised to make real progress in these priorities.

Empowering Communities

When I began volunteering for SIOP over a decade ago, I thought of SIOP as a single circle of people, all organized around I-O psychology. When I was Program Chair for our Seattle conference, I began to see the incredible diversity of interests within this community first hand. And then, as the Instruction and Education Officer, I realized that to make good decisions for the whole organization, I really needed to understand the diversity of our members' needs, wants, and struggles more deeply. So as a Board member, I proposed and ran an audience segmentation study to identify the subcommunities within our membership.

What we found was remarkable: dozens of distinct identities among members. Historically, we have tried to serve these various identities and subcommunities within SIOP through top-down initiatives. Someone on the Board would realize or perhaps have a connection to an underserved group, sometimes even through a chance encounter with a member at the Annual Conference, and that would trigger an initiative to serve that group. That approach worked reasonably well, and I'm proud of many things SIOP has accomplished over the past decades. But what became obvious to me is that there is no way for SIOP to serve everyone individually in that top-down fashion. It tends to favor those who have access to decision-makers, whether due to privilege or chance connections.

SIOP is not united in our interests and individual identities. We're instead united by our values. A love of science for helping people in organizations. A desire for praxis. And that's an incredible strength, one that is unique among all the groups surrounding organizational management. So instead of seeing that as a way we are divided, it is a way we can create unique value for both I-O psychology and for organizations.

Figuring out the nuts and bolts of how to harness this strength became a major priority for me and will continue to be my priority and I hope defining work during my Presidency: finding ways to empower subcommunities with unifying interests or identities and provide them with the resources they need to make the change they see as valuable. To contribute as a cohesive group, supported by SIOP and for the betterment of I-O psychology.

You've already seen the beginning of these efforts. The Research Community Forums held before the conference are a direct consequence of this shift in thinking at the Executive Board level. They are a recognition that subgroups of researchers need communities to connect with in order to build toward broader goals, and that the existing structure and especially the size of the annual conference was making that difficult.

Similarly, in the coming year, we are experimenting with a new concept called Special Interest Groups, or SIGs. Their goal is to provide year-round resources that enable a group champion to attract, organize, and manage their own subcommunity within SIOP toward collective action. SIOP will provide the structure and the tools, and SIG members will provide the will. We'll be starting with a few pilot SIGs in the coming year, and after we work out the bugs, then we'll be opening up so that any sufficiently large coalition of members with a unique shared interest or priority that they want to focus on will be able to propose and run a SIG. And then we expect those SIGs to do great things.

Call to Action

So I implore you: Respond to my call.

Champion your community. Recognize the identities you hold within I-O psychology, and be an advocate for them—because the only way we know what you and the groups you belong to need is when you tell us. When you get surveys from SIOP, respond loud and proud. Write far more responding to those qualitative questions than you think anyone would care to know. I promise they are being read.

Then, take it a step further and *join a committee.* SIOP lives only because of its volunteers. Because of you. So when you receive that email asking you to sign up on the volunteer system, please respond. We need your time, your effort, and your enthusiasm.

And even if you're not ready to join a committee, *raise your hand* in whatever way you can. Go to local high schools and community events and spread the good word of I-O psychology. Attend city council meetings and government hearings and make sure the voice of I-O is heard. Start a local group so that every I-O in your area has a place to find each other.

Or start small. Speak loud and proud about I-O on LinkedIn! Connect with other I-Os and find shared purpose. Work out what you can do together and go do it!

This is how *you* respond in this moment. Find your people within SIOP, come together in shared purpose, and go do good for us all!

Max. Classroom Capacity: A Word from the E&T Practitioner Subcommittee

Loren J. Naidoo

California State University, Northridge

Dear readers,

One of the great benefits of writing this column is that I get to have interesting conversations about teaching with all kinds of folks who are engaged in the work of supporting teachers of I-O psychology. Members of SIOP's Teaching Committee, and its many subcommittees, certainly fall into that category. SIOP's Teaching Committee "...generates ideas and produces and curates content relevant to SIOP members who engage in teaching, education, or I-O psychology program administration at various universities." Periodically I invite members of this committee to highlight their work in this column.



Dr. Sophie Kay is a member of the Education & Training Practitioner Subcommittee. This subcommittee is working on building resources to help I-O instructors develop the applied skills of their students. I am delighted to welcome Dr. Kay to Max. Classroom Capacity to share the important work of this committee.

Should've Learned That in Grad School: A Practitioner Competency Resource for I-O Educators

Sophie A. Kay

People Research Scientist, Meta



On behalf of the 2025-2026 SIOP Education & Training Practitioner Subcommittee: Sophie Kay (Lead), **Rob Stilson, Zack Stubblefield, Morgan Taylor, Seth Osborn, Nohelia Paz, Susan Johnson, and Nathaniel Lawlor.**

Correspondence concerning this article should be addressed to Sophie A. Kay, PhD. Email: drsophiekay@gmail.com

Seventy-seven percent of I-O psychology PhDs end up in nonacademic roles (Lin et al., 2019). That number climbs higher once you factor in master's and undergraduate students. Despite these realities, I-O graduate programs continue to emphasize research training far more than applied competencies (Byrne et al., 2014; Tett et al., 2013; Weathington et al., 2014).

This is not a new observation. The science–practice divide has been discussed extensively in our field, but most of that conversation has focused on communication via academic papers (e.g., Aguinis & Cascio, 2008; Rynes, 2012). Far less attention has been paid to pedagogy—to how we actually train the next generation of I-O psychologists for the work most of them will do. In a 2024 *TIP* article, my coauthor and I documented this disconnect from the student perspective: many I-O students perceive a major gap between their day-to-day activities as graduate students and the actual implementation of theories into

practice (Kay & Sijan, 2024). In a survey of I-O doctoral and master's programs, Tett et al. (2013) found that courses on consulting or business skills were offered on average only 1.5 times over a five-year period. More recently, Zhou et al. (2024) argued that skills like public speaking, project management, and social media are critical for I-O careers but are either entirely absent or underemphasized in most programs. Although you can learn these skills on the job, lack of these skills can prevent students from being competitive on the job market.

Here is an uncomfortable truth worth naming: Many I-O programs are led by faculty whose primary expertise is research, not practice. Most professors were trained as scientists—and trained well. But competencies like consulting, stakeholder influence, project management, dashboard creation, and people analytics coding are not things most faculty were taught themselves, let alone taught how to teach. This is not a personal failing. It is a structural feature of how our field trains academics. But it means there is a gap between what faculty feel prepared to teach and what students need to learn—and that gap has real consequences for graduates entering applied roles. That is why the SIOP Education & Training Practitioner Subcommittee spent the 2025-2026 year building a resource designed to close it.

What We Built

The I-O Practitioner Competencies document is an open, living resource that identifies 13 competencies we believe applied I-O psychologists should have. These competencies were selected through a subcommittee consensus process. These include *analytics & coding, consulting, influence, project management, ai, presenting, data storytelling, writing, networking, teamwork, critical thinking, and interpretation*. For each competency, the document provides: a definition, a rationale for why it matters, must-have skills at the undergraduate level, must-have and nice-to-have skills at the graduate level, common pain points, and concrete examples of what the competency looks like in practice.

This resource supplements SIOP's Education & Training Guidelines, focusing on the specific KSAOs that I-O practitioners have reported finding useful or wished they had learned in graduate school. Two features are worth highlighting:

First, the self-assessment. Before diving into any individual competency, we encourage faculty to start with a brief self-assessment designed to help you figure out where you stand on each competency and where to focus. This is not an evaluation—it is a starting point. If you teach I-O courses and have wondered which practitioner skills you could realistically integrate into your curriculum, the self-assessment is a 10-minute way to find out.

Second, the rubric for the presenting competency. We have included a sample rubric that can be integrated directly into a course syllabus. We designed this to support a professor teaching undergraduates to integrate *presenting* into their classroom. Although a professor may never have personally presented to executive leadership, they still assess students on corporate presenting skills, because the rubric helps operationalize what "good" looks like. For example, practitioners generally should start a presentation with the key message, whereas in academia, the key message tends to come at the end of a

presentation, after posing the research question, explaining the methods, etc. A similar rubric could be developed for writing, highlighting the need for an executive summary. Whether more rubrics like this would be useful, or whether faculty need something else entirely to adopt these competencies, is exactly the kind of feedback we are hoping to hear.

We don't expect anyone to incorporate all of these competencies into a single course. We do believe that they provide a holistic list to help professors think through how they might integrate more practitioner skills into their curriculum. In an ideal world, programs would consider which courses best fit which competencies to make sure that they are all covered and sequenced to progress based on degree of complexity (e.g., start by requiring a RACI chart for *project management* in a first-year course and progress to using agile project management in more advanced courses). We would be surprised if there are programs at this stage, but if you would like to discuss how to sequence these competencies thoughtfully, please reach out!

What We Need From You

This resource is in its first version, and it is only as good as the community that shapes it. We are asking I-O faculty, program directors, and anyone involved in educating I-O psychologists to do the following:

1. Take the self-assessment. It takes approximately 10 minutes and will help you identify which competencies are most relevant to your teaching.
2. Pick one competency and read through it. Just one. See if the structure—definition, skill levels, rubric, examples—gives you what you would need to integrate it into a course.
3. Tell us what is missing. Use the comment function or suggesting mode in the document. Does the competency definition resonate? Are the skill levels realistic? What resources would you need to actually teach this? What additional competencies should we consider?
4. Share the resource with a colleague. If you know someone who teaches I-O courses, send them the link. The more perspectives we hear from, the better this resource becomes.
5. Join the conversation. Contact Sophie Kay (drsophiekey@gmail.com) to attend a subcommittee meeting or have a one-on-one conversation about the resource.

The document is available here: [I-O Practitioner Competencies](#)

We have spent decades writing about the science–practice divide. This resource is an attempt to do something about it—not through more journal articles but through education. We believe that closing this gap starts in the classroom, and we believe that I-O faculty are the people best positioned to do it. But we cannot build this alone. We need your expertise, your feedback, and your willingness to try something new. The I-O students entering the workforce next year are counting on it.

References

Aguinis, H., & Cascio, W. F. (2008). Narrowing the science–practice divide: A call to action. *The Industrial-Organizational Psychologist*, 46(2), 27–34.

- Byrne, Z. S., Hayes, T. L., Mort McPhail, S., Hakel, M. D., Cortina, J. M., & McHenry, J. J. (2014). Educating industrial-organizational psychologists for science and practice: Where do we go from here? *Industrial and Organizational Psychology*, 7(1), 2–14. <https://doi.org/10.1111/iops.12095>
- Kay, S. A., & Cronin, M. A. (2025). *Should've learned that in grad school: Gaps & solutions in the I-O practitioner curricula* [Alternative session]. Society for Industrial and Organizational Psychology Annual Conference, Denver, CO, United States.
- Kay, S. A., & Sijan, M. A. I. (2024). The disconnect between science and practice: Concerns of graduate students. *The Industrial-Organizational Psychologist*, 61(3). <https://www.siop.org/Research-Publications/Items-of-Interest/ArtMID/19366/ArticleID/8100/preview/true/The-Disconnect-Between-Science-and-Practice-Concerns-of-Graduate-Students>
- Lin, L., Christidis, P., Stamm, K., & Conroy, J. (2019, December). The academic psychology workforce: Characteristics of psychology research doctorates in faculty positions (1995-2015). *American Psychological Association: Center for Workforce Studies*. <https://www.apa.org/workforce/publications/academic-psychology>
- Rynes, S. L. (2012). The research-practice gap in industrial-organizational psychology and related fields: Challenges and potential solutions. In S. W. J. Kozlowski (Ed.), *Oxford handbook of industrial and organizational psychology* (Vol. 1, pp. 409–452). Oxford University Press.
- Tett, R. P., Walser, B., Brown, C., Simonet, D. V., & Tonidandel, S. (2013). 2011 SIOP graduate program benchmarking survey part 3: Curriculum and competencies. *The Industrial-Organizational Psychologist*, 50(4), 69–90. <https://www.siop.org/Portals/84/TIP/Archives/504.pdf>
- Weathington, B. L., Bergman, S. M., & Bergman, J. Z. (2014). Training science-practitioners: Broadening the training of industrial-organizational psychologists. *Industrial and Organizational Psychology*, 7(1), 35–38. <https://doi.org/10.1111/iops.12101>
- Zhou, S., Belwalkar, B. B., & Kath, L. (2024). From grad school to the real world: Three perspectives on essential skills. *The Industrial-Organizational Psychologist*, 61(3). <https://www.siop.org/Research-Publications/Items-of-Interest/ArtMID/19366/ArticleID/8091/preview/true/From-Grad-School-to-the-Real-World-Three-Perspectives-on-Essential-Skills>

From R&R to DOI: Navigating Systemic Pressures of Research Publication

Bharati Belwalkar

Dear *TIP* Readers,

The SIOP annual conference often leaves me with a flood of information and a renewed awareness of where the field of I-O psychology is moving. I intentionally waited to write this piece until after returning from the SIOP conference as it felt fitting for the current column about the realities of publishing. There were a handful of sessions that, I thought, the readers of this column would appreciate (e.g., designing and conducting replication studies, open science in I-O psychology, publishing your research, discussion on the state of theory in the field). It was reassuring to see these topics discussed at the conference, and that the "[R&R to DOI](#)" column is part of a broader and timely conversation in the field!

In the [last column](#), I focused on how research ideas move from inspiration to impact and briefly discussed the "publish or perish" culture. In this column, therefore, we will explore why it exists and how to maintain research integrity as one navigates such culture. My intent is not to be provocative or controversial, but to surface a reality that is often felt but seldom discussed openly.

A-Journal Counting

Once an idea enters the publication process, it encounters a broader set of forces, such as journal rankings, reviewer expectations, and the often-unspoken rules that shape scholarly success. To better understand these systemic pressures, I spoke with [Dr. Herman Aguinis](#) from the George Washington University School of Business—an expert in the field whose publication and editorial experience give him a unique vantage point on how academic publishing works in practice. I discussed with him, specifically his "An A is an A" article (Aguinis et al., 2020) that addresses the pressures of publishing in top-tier journals that early-career individuals experience.

Aguinis et al. (2020, p. 136) appears to argue that "A-journal counting" evaluates scholars primarily by whether they publish in a small set of top-tier journals. It is intended to make research evaluation more standardized and offer a common benchmark for hiring and promotions in academia. However, this system creates a highly competitive, zero-sum publishing culture that forces faculty to compete with one another, departments to compete internally, and schools to compete with other schools, which can distort research priorities. Additionally, the article flags serious consequences to the field: (a) it may discourage work that is important but less rewarded in elite outlets, such as replication studies, null results; and (b) it may also reinforce inequality, because success in publishing can depend partly on training, mentorship, institutional resources, and professional networks. Although addressing a will require more targeted and systemic effort, I unpack b in this column, along with practical ideas for how to do research work despite such pressures.

Navigating Systemic Pressures

Dr. Aguinis noted that performance management is widely considered broken, and academia is no exception. The idea of studying A-journal counting, therefore, stemmed from wanting to inspect a performance management system in academia as an industry like any other. He stressed that successful performance, that is, sustained publishing in top journals, depends on deep expertise in research methods, and framed it as a prerequisite to be a published researcher. He said,

The best surgeons know their tools. ... So, if you want to be the best in your field, you should know your tools. In our field, these tools are research methods ... And that's not just data crunching or data analysis.

Scientific Rigor

Taken together, my conversation with Dr. Aguinis pointed to key practical insights for researchers seeking to publish in top journals.

1. Successful research should reflect early alignment among theory, design, sampling, measurement, analysis, and proposed implications. Therefore, consider designing your research with publication standards in mind.
2. Practices like reporting effect sizes, confidence intervals, preregistration, sharing supporting materials (e.g., analysis syntax, codes), and explaining analytic decisions increase trust, and subsequently favorable editorial decisions. Therefore, prioritize transparency.
3. Pressures to publish increase unethical behaviors (e.g., selective reporting, HARKing¹ [Kerr, 1998; Murphy & Aguinis, 2019]), but they damage your credibility as well as that of the field. So, avoid questionable research practices at all costs!
4. Mismatches between theoretical claims and design choices are a common reason for rejection, so match your methods to your research hypotheses.
5. Top journals prioritize theoretical contributions, yet they should be linked to meaningful problems. Therefore, balance methodological and theoretical rigor of your work with its practical significance.
6. Editors respond positively to manuscripts that clearly fit into a broader program of inquiry. Build a coherent research program so that your work is a part of cumulative, connected studies rather than an isolated "one-off" paper.

Use of Artificial Intelligence (AI)

Our conversation would have been incomplete without a discussion of AI use in research. Dr. Aguinis described AI as a powerful research assistant, but only in the hands of experts. Specifically, referring to his very recent work (Aguinis, 2026), he noted a set of four principles we should follow when using AI in our research process:

7. Trust but verify AI output; know your methods: AI is only as good as its user; implement guardrails; and explicitly consider situations when AI fails.

Transparency

Without verification and clear guardrails, AI can amplify errors rather than improve your work. Therefore, use AI cautiously and acknowledge its use.

What I took from our conversation is that publishing in A-journals still matters for an academic career, but journal labels are only proxies for intellectual value. Dr. Aguinis advises us to aim high but prioritize meaningful contribution. Specifically, keep in mind:

8. Strong manuscripts explain not only whether relationships/effects occur but how and why they occur by clarifying mechanisms, boundary conditions, and alternative explanations. So, hone your research methods and analysis skills.

Upskilling

Dr. Aguinis highlighted a limitation in I-O psychology and management training, where most doctoral programs provide just 4 to 5 years of training (far less than the extended apprenticeships common in fields such as biology). To address this issue, he recommended:

9. Using practical tools such as checklists and flowcharts designed to support researchers (see Aguinis [2025] and Leong & Austin [2023] for related resources, and numerous [free online tools](#) available on his website). These tools are specifically designed to guide scholars through key steps in the research process, from initial planning and design to data analysis, interpretation, and reporting.

Importantly, these tools can be used iteratively throughout a research project and adapted to different types of studies, helping novice and experienced researchers alike to reflect on their choices and avoid common pitfalls. Especially for graduate students, Dr. Aguinis advises engaging in as many research projects as possible to be able to learn and develop research and analysis skills. To become a top performer, he recommends:

10. Considering and expanding in three areas (see the CORE model of performance; Marshall et al., [2024]): Capacities (C): possessing the required knowledge, skills, and abilities to do the research; Opportunities (O): demonstrating that you can do research; and Relationships (RE): leveraging one's professional network and connections to be able to collaborate, seek support, and so on. The more you have these three, the higher and better your performance will be.

As promised, I want to revisit the issue of inequity for researchers from non-Tier 1 institutions, who may not have access to resources and networks that a small set of scholars from elite institutions do. They disproportionately dominate A-journal publications. When questioned about such inequity of access, Dr. Aguinis shared a few tips that may help resolve it. He noted that the conferences, such as those of SIOP and the Academy of Management, could serve as venues for meeting potential collaborators from other institutions and are in fact resulting in an increasing number of multi-institutional research collaborations. Especially postpandemic, virtual collaborations are normalized and have extended beyond national boundaries and time zones. He encouraged junior scholars to:

11. Proactively reach out to senior researchers as most senior scholars are willing to support their early-career colleagues. It is a sure-shot way of extending one's reach and access to top researchers in the field.

Reflections and Next Steps

We all operate in this research publication ecosystem, so the pressures are inescapable (more so for some than others). Although it will take a while to dismantle the “publish or perish” culture (and practices like A-journal counting), we could, by ensuring that we conceptualize, conduct, and publish high-quality research, play our part to change things from within the system. Careful attention to scientific rigor and transparency in our research, and our continuous upskilling as researchers will help us change things faster!

As our conversation was nearing its end, I was curious about Dr. Aguinis's motivation for investigating publication practices. His response reflected a desire to improve research practices through research itself. It was a reminder that improving the system is not separate but a part of our scholarly task. It also reinforced a broader lesson that is worth noting: Although we pursue the research questions that most

interest us, we also have a responsibility to stay vigilant about the state of our research practices and think critically about the systems within which we work.

This column focused on the pressures that shape publishing and how to navigate them. Assuming you have published successfully, the next logical step is to disseminate your research work. Ensuring that research reaches the audiences (that can use it and/or benefit from it) is as important as producing it. Besides fellow researchers and practitioners, the target audience could be organizational leaders, policy makers, and other stakeholders, depending on the scope and topic of your published research.

In the following column, I will speak with **Dr. Piers Steel**, who is a professor in the Organizational Behavior and Human Resources area and is the Brookfield Research Chair at the Haskayne School of Business at the University of Calgary, Canada. We connected during the 2026 SIOP conference when we discussed his dissemination efforts for a free, open-science, cloud-based platform, [Hubmeta](#), which Dr. Steel and his colleagues developed with the goal of increasing efficiency of meta-analytic research. This next conversation will explore why dissemination matters, what it looks like in action, and how researchers can think more intentionally about the consequences and reach of their work. So, stay tuned!

Author Note

Share your comments, feedback, or your “publication stories” by emailing bharati.belwalkar@gmail.com or reaching out via LinkedIn: <https://www.linkedin.com/in/bharatibelwalkar/>.

I acknowledge using Microsoft CoPilot for editorial support; however, the interview transcript analysis and insights are original.

R&R = revise and resubmit; DOI = digital object identifier.

Note

¹ HARKing is “presenting a post hoc hypothesis... as if it were, in fact, an a priori hypotheses.” (Kerr, 1998, p.196)

References

- Aguinis, H., Cummings, C., Ramani, R. S., & Cummings, T. G. (2020). “An A is an A”: The new bottom line for valuing academic research. *Academy of Management Perspectives*, 34(1), 135–154. <https://doi.org/10.1111/emre.12578>
- Aguinis, H. (2025). Research methodology: *Best practices for rigorous, credible, and impactful research*. SAGE.
- Aguinis, H. (2026). Method-driven theory advancements and AI implementation. *Journal of International Business Studies*. <https://doi.org/10.1057/s41267-026-00851-0>
- Kerr, N. L. (1998). HARKing: Hypothesizing after the results are known. *Personality and Social Psychology Review*, 2(3), 196-217. https://doi.org/10.1207/s15327957pspr0203_4
- Leong, F. T., & Austin, J. T. (Eds.). (2023). *The psychology research handbook: A guide for graduate students and research assistants*. SAGE.
- Marshall, J. D., Aguinis, H., & Beltran, J. R. (2024). Theories of performance: A review and integration. *Academy of Management Annals*, 18(2), 600-625. <https://doi.org/10.5465/annals.2022.0049>
- Murphy, K. R., & Aguinis, H. (2019). HARKing: How badly can cherry picking and question trolling produce bias in published results? *Journal of Business and Psychology*, 34(1): 1-17. <https://psycnet.apa.org/doi/10.1007/s10869-017-9524-7>

Why Leadership Matters in the Age of AI: Implications for I-O Psychology

Pooja Vijayakumar
Papa John's International

Artificial intelligence is fundamentally reshaping how organizations operate, make decisions, and manage talent. In recent years, several major organizations including Amazon, Meta, Microsoft, Oracle, Atlassian, Salesforce, Citigroup, and UPS and so on have implemented significant workforce reductions, including within human resources and other support functions (e.g., *Business Insider*, 2026). Concurrently, organizations such as Deloitte and Zoom have scaled back employee benefits, including paid time off (PTO), parental leave, and pension-related offerings (e.g., *Business Insider*, 2026). Notably, these organizations frequently cite artificial intelligence (AI) driven efficiencies and broader cost optimization strategies as key drivers of these decisions. This trend is particularly concerning, as market-leading firms often set industry benchmarks, which are subsequently emulated across sectors. Although AI can enhance decision-making and improve operational efficiency, it cannot replace the strategic judgment required to balance business performance with employee well-being. This article underscores the role of human resource (HR) leaders as critical organizational stewards who ensure that workforce considerations remain central to strategic discussions, especially during periods of significant technological disruption.

From an I-O psychology perspective, AI is fundamentally reshaping organizational priorities, resource allocation, and decision-making structures (Estep, 2026). These shifts can inadvertently weaken employee-centered domains such as inclusion, parental leave advocacy, and broader people strategy, thereby undermining internal corporate social responsibility (CSR). For example, AI-driven hiring tools trained on historical data may systematically disadvantage candidates with parental leave gaps, assigning them lower evaluations despite equivalent qualifications, thereby reinforcing existing biases in employment decision-making (*The Hill*, 2024). CSR is defined as the “continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as the local community and society at large” (Holme & Watt, 2000, p. 8). More specifically, internal CSR refers to “how organizations engage in a socially responsible way towards their employees” (Mory et al., 2016, p. 1397), encompassing practices such as work-life balance, employment stability, diversity, employee development, and meaningful workforce participation. Current trends suggest a growing divestment from these employee-centered initiatives.

AI and Talent Management

AI is increasingly embedded in core talent management processes, including recruitment, performance management, succession planning, and workforce analytics. AI-driven tools increasingly automate transactional HR processes such as candidate screening, onboarding workflows, and performance tracking (SHRM, 2024). Although this shift has the potential to elevate HR into a more strategic function, in practice it often results in role reduction or restructuring particularly when leadership continues to perceive HR as primarily administrative (Elliot, 2026). Consequently, inclusion-related functions, especially those not directly tied to short-term, measurable ROI may be scaled back, consolidated, or absorbed into broader roles (*People Matters*, 2025), reducing dedicated focus on diversity and inclusion.

Although AI has the potential to enhance inclusion, for example, by identifying pay disparities or detecting biased language in job descriptions (Forbes, 2026b), its effectiveness depends entirely on the quality of underlying data and assumptions. Without appropriate oversight, AI-driven decisions may exacerbate bias. This concern is reinforced by findings from the U.S. Equal Employment Opportunity Commission

(2023) and the National Bureau of Economic Research (2024), which highlight the legal and ethical risks associated with poorly validated algorithms. More broadly, AI adoption raises concerns related to privacy, fairness, and bias (Nag et al., 2025), all of which have direct implications for internal CSR policies.

Although much of the current discourse surrounding AI focuses on the divestment of employee-centered initiatives and the potential for algorithmic bias in talent-related decisions, a less explored yet equally critical question remains: Who will advocate for employees as organizations navigate rapid technological transformation?

The Role of I-O Psychologists

I-O psychologists play a critical role in ensuring that AI-driven HR systems are scientifically valid, legally defensible, and ethically sound. This includes validating selection systems, conducting adverse impact analyses, and ensuring compliance with regulatory frameworks such as EEOC guidelines. Additionally, I-O psychologists leverage data to demonstrate the business value of inclusion and advocate for evidence-based HR practices (Dhanani et al., 2025). Their expertise is particularly vital in designing employee-centered policies, including benefits frameworks that link parental leave, flexibility, and well-being to key organizational outcomes such as retention, engagement, and performance (Hausmann Group, 2025). In doing so, I-O psychologists help organizations move beyond short-term cost considerations toward sustainable workforce strategies.

However, despite increasing demand for these capabilities, I-O roles face significant challenges. With rising investments in AI, these roles are often rebranded as generic “people analytics” or “HR technology” functions, diminishing their scientific rigor. There is also evidence of reduced investment in long-term organizational research and development. The Society for Human Resource Management (SHRM, 2026) cautions organizations against over-reliance on metrics without contextual interpretation, underscoring the risk of undervaluing I-O expertise.

Furthermore, recent evidence indicates that HR leaders are frequently excluded from strategic AI decision-making. A 2026 study reported that approximately half of HR teams are consulted only during implementation rather than during the design phase of AI initiatives (Forbes, 2026a). This marginalization reinforces the perception of HR as a process administrator rather than a strategic partner, limiting the influence of I-O psychologists on critical organizational decisions (Bowker, 2025; Elliot, 2026).

The Critical Role of HR Leadership (HR Champions)

The presence of strong HR leadership is essential for ensuring that internal CSR policies are prioritized and effectively implemented. HR champions including CHROs and senior HR leaders serve as key advocates for employee well-being, inclusion, and organizational culture. Their influence is particularly important in maintaining a balance between technological advancement and human-centered strategy. Empirical evidence supports this assertion. Research demonstrates that organizations with senior HR representation at the executive or board level are more likely to implement progressive workplace policies, such as flexible work arrangements and employee development initiatives, thereby strengthening internal CSR outcomes (Vijayakumar et al., 2021).

However, structural gaps in HR leadership persist. Analyses of *Fortune* 200 companies reveal that a measurable proportion operates without a designated CHRO, including firms such as Berkshire Hathaway and AutoNation (Talent Strategy Group, 2021). More recent studies confirm that this gap continues

(Talent Strategy Group, 2024). The absence of executive-level HR leadership often results in fragmented people strategies and diminished advocacy for employee-centered policies, contributing to the erosion of internal CSR.

AI adoption is fundamentally reshaping organizational practices, with significant implications for internal corporate social responsibility (CSR) such as employee benefits, inclusion, and employee development. Specifically, AI-driven transformation places internal CSR at risk, particularly when efficiency and cost priorities overshadow employee-centered practices. Therefore, the central argument of this paper is that the future of responsible AI adoption is not solely a technology issue; it is fundamentally a leadership issue. Although industrial-organizational (I-O) psychologists possess the expertise to guide the ethical and evidence-based implementation of AI in the workplace, their ability to drive meaningful impact is contingent upon strong leadership support. In this context, influential HR champions such as chief human resources officers (CHROs), senior HR executives, and board-level HR leaders serve as critical enablers of internal CSR by embedding people-centered priorities into strategic decision-making. Acting as strategic partners, employee advocates, and change agents, these leaders ensure that initiatives related to inclusion, employee well-being, work–life balance, and ethical workforce practices are not deprioritized amid technological transformation. By maintaining a strong voice at the executive level, HR champions align internal CSR with business objectives, safeguard investments in human capital, and create the conditions necessary for I-O psychologists to implement equitable and sustainable workforce practices. In the absence of such leadership, organizations risk deprioritizing employee well-being and long-term workforce effectiveness, ultimately undermining both organizational performance and broader societal impact.

In conclusion, organizations that maintain strong HR leadership during technological transformation will be better positioned to protect employee well-being, preserve inclusive workplace practices, and sustain long-term organizational effectiveness. In contrast, organizations that marginalize HR leadership risk eroding internal CSR, weakening employee trust, and sacrificing long-term workforce health for short-term efficiency gains. As AI continues to reshape the workplace, the role of HR champions may become more important than ever in ensuring that technological progress remains aligned with human progress.

References

- Bowker, J. (2025). The impact of recent executive orders on diversity, equity, inclusion, and accessibility in research and graduate training in industrial-organizational psychology. *Industrial and Organizational Psychology, 18*(3), 363–370. doi:10.1017/iop.2025.10018
- Business Insider. (2026). *10 companies that have said they're doing AI-related layoffs*. <https://www.businessinsider.com/list-companies-replacing-human-employees-with-ai-layoffs-workforce-reductions>
- Dhanani, L. Y., Wiese, C. W., & Jaramillo, K. (2025). Holding the line: Strategies for sustaining DEI amid the rising tide of opposition. *TIP: The Industrial-Organizational Psychologist, 62*(3).
- Elliott, B. (2026). An AI reckoning for HR: Transform or fade away. *MIT Sloan Management Review (Online)*, 2-4.
- Estep, J. (2026). Examining AI-driven organizational change in I-O psychology. *TIP: The Industrial-Organizational Psychologist, 63*(4).
- Forbes. (2026a). *Why HR professionals should be involved in AI strategy development*. <https://www.forbes.com/sites/michelletravis/2026/03/12/why-hr-professionals-should-be-involved-in-ai-strategy-development/>
- Forbes. (2026b). *Inclusion reimaged: From DEI paralysis to practical action* <https://www.forbes.com/sites/lbsbusinessstrategyreview/2026/03/11/inclusion-reimagined-from-dei-paralysis-to-practical-action/>

- Hausmann Group. (2025). *Evolving employee expectations on parental leave policies*. <https://www.myhaus.com/blog/evolving-employee-expectations-on-parental-leave-policies>
- Holme, R., & Watts, P. (2000). *Corporate social responsibility: Making good business sense*. World Business Council for Sustainable Development. <http://www.ceads.org.ar/downloads/Making%20good%20business%20sense.pdf>
- Mory, L., Wirtz, B. W., & Göttel, V. (2016). Factors of internal corporate social responsibility and the effect on organizational commitment. *International Journal of Human Resource Management*, 27(13), 1393–1425. <https://doi.org/10.1080/09585192.2015.1072103>
- Nag, M., Leung, D., Zhou, S., & Belwalkar, B. (2025). Use of artificial intelligence in industrial-organizational psychology: Current trends and future outlook. *TIP: The Industrial-Organizational Psychologist*, 63(2).
- National Bureau of Economic Research. (2024). *Algorithmic bias and historical injustice: Race and digital profiling*. https://www.nber.org/system/files/working_papers/w32485/w32485.pdf
- People Matters. (2025). *Did companies scale back on DEI in 2024?* <https://sea.peoplemattersglobal.com/article/diversity-equity-inclusion/did-companies-scale-back-on-dei-in-2024-43631>
- Society for Human Resource Management. (2024). *How AI is changing HR jobs and tasks*. <https://www.shrm.org/topics-tools/news/technology/ai-change-hr-jobs>
- Society for Human Resource Management. (2026). *As AI expands talent analytics, metrics alone are no longer an advantage*. <https://www.shrm.org/executive-network/insights/as-ai-expands-talent-analytics-metrics-alone-are-no-longer>
- Talent Strategy Group. (2021). *CHRO trends 2021*. https://talentstrategygroup.com/wp-content/uploads/2021/07/CHRO_trends_2021.pdf
- Talent Strategy Group. (2024). *CHRO trends 2024*. <https://talentstrategygroup.com/chro-trends-2024-report/>
- The Hill. (2024). *Invisible obstacles: some AI recruiter tools are biased against working moms*. <https://thehill.com/lobbying/4549389-invisible-obstacles-some-ai-recruiter-tools-are-biased-against-working-moms/>
- U.S. Equal Employment Opportunity Commission. (2023). *Navigating employment discrimination in AI and automated systems: A new civil rights frontier*. <https://www.eeoc.gov/meetings/meeting-january-31-2023-navigating-employment-discrimination-ai-and-automated-systems-new/transcript>
- Vijayakumar, P., Morley, M. J., & Heraty, N. (2021). Impact of critical mass on internal CSR: Moderating role of critical actor, position and culture. *Academy of Management Proceedings*, 2021(1), 15958.

Leveraging I-O Psychology During Times of Uncertainty and Ambiguity

Elizabeth Kolmstetter, Mariangela Battista, Shephard, W., Cox, G., Kamen, S., Osicki, M., Sara P. Weiner

Source note: Based on a May 2, 2026, SIOP Annual Conference in New Orleans, LA, roundtable discussion chaired by Mariangela Battista. Quotations are lightly cleaned for readability; specific speaker names are intentionally omitted. The authors served as joint facilitators of this roundtable and thank participants for engaging in thoughtful and meaningful conversations about the uncertainties faced and potential mitigations.

Introduction

This may be the defining question for industrial-organizational (I-O) psychology practice today: When the rules are shifting, the tools are evolving, and the social contract at work feels increasingly fragile, how can organizations remain fair, humane, evidence-based, and accountable? That question energized a SIOP roundtable at the 2026 annual conference, where I-O psychologists engaged in a practical, candid, and deeply felt conversation about what it means to practice amid converging uncertainty. The discussion was not abstract. It reflected the real pressures practitioners face as they advise leaders, protect fairness, support managers and employees, evaluate emerging technologies, and help organizations make sound decisions in conditions where clarity is partial, stakes are high, and the ground keeps shifting.

I-O psychologists are accustomed to complexity. The field is grounded in the science of work and the application of research to organizational, group, and individual programs, including job analysis, selection, training, performance management, organizational design, leadership, employee experience, and change (SIOP, 2024). Fink and Napper (2025) emphasized that I-O practitioners help leaders design, manage, and improve systems related to manager and team effectiveness, employee listening, job architecture, organizational wellness, psychological safety, and change management. That systems orientation matters now more than ever because the uncertainty facing organizations is not a single change event and does not affect a single domain. It is multifaceted and all-encompassing: shifting regulations and legal interpretations, organizational fear around Diversity, Equity, and Inclusion (DEI) and fairness, manager strain and declining engagement, and the rapid diffusion of artificial intelligence into knowledge work.

Three themes dominated the discussion: preserving fairness amid regulatory changes and uncertainty; supporting leaders and motivating employees amid instability; and adopting AI without compromising critical thinking, ethics, or human accountability.

Roundtable theme	Core I-O question
DEI, fairness, and regulatory uncertainty	How can organizations preserve fairness and lawful inclusion when language, metrics, and programs are being scrutinized or restricted by federal policy?
Leadership, respect, and engagement	How can leaders create stability, trust, motivation, and sustainable workplaces when managers themselves are stressed and disengaged?
AI and knowledge work	How can organizations use AI as a tool for augmentation without eroding human judgment, agency, privacy, and accountability?

1. Fairness Under Regulatory Changes and Uncertainty

The first discussion focused on the changing regulatory environment and its impact on DEI-related work, particularly for federal agencies and contractors. Roundtable background included recent executive orders affecting federal DEI programs and contractor requirements, litigation over those orders, and a 2026 Department of Justice settlement with IBM.

- **EO 14151, “Ending Radical and Wasteful Government DEI Programs and Preferencing”** (January 20, 2025): Directed federal agencies to eliminate DEI offices, positions, materials, performance requirements, programs, contracts, and grants.
- **EO 14173, “Ending Illegal Discrimination and Restoring Merit-Based Opportunity”** (January 21, 2025): Revoked EO 11246, ended OFCCP enforcement of federal contractor affirmative action requirements, and required contractors to certify they do not operate prohibited DEI programs.
- **EO 14398, “Addressing DEI Discrimination by Federal Contractors”** (March 26, 2026): Required federal contracts and subcontracts to prohibit “racially discriminatory” DEI practices, permit audits of contractor DEI programs, and warned of penalties including termination or debarment.
- **April 2026 IBM settlement:** IBM agreed to pay \$17 million to resolve DOJ allegations that it unlawfully used race, sex, and other protected characteristics in compensation, hiring, promotion, interviews, and development opportunities tied to diversity targets.
- **National Association of Diversity Officers in Higher Education v. Trump** (Case 1:25-cv-00333): On February 21, 2025, a Maryland federal district court temporarily blocked key portions of the January 2025 DEI executive orders; on March 14, 2025, the Fourth Circuit stayed the injunction, allowing the orders to proceed during appeal. (The injunction remained in effect at the time of the SIOP roundtable.)

The discussion was not a legal analysis. It was an applied I-O conversation about what happens inside organizations when fear, ambiguity, values, and compliance pressure collide.

Participants described organizations responding in four broad ways: halting work that might be perceived negatively by the federal government; discontinuing DEI-labeled activities while continuing EEO and civil rights obligations; continuing as before and accepting risk; or rebranding and modifying programs so that lawful fairness work continues, with changes to language, metrics, and structure. The fourth path appeared most common. DEI titles were being replaced with terms such as employee experience, belonging, justice, or well-being. Employee Resource Groups and affinity groups were being discontinued or reframed to focus on leadership development, allyship, and universal participation. Some demographic analyses, DEI dashboards, and subgroup reporting were being limited or removed.

How do companies continue to ensure that we have fairness in the way we do things, and that there is diversity within the company, when we are not allowed to even track any of this?

For I-O psychologists, this is the central measurement dilemma. Fairness is difficult to manage if organizations stop examining whether experiences and outcomes differ across groups. At the same time, participants recognized that many organizations operate in a high-fear environment, where even routine analysis may be viewed as risky. The practical contribution for I-O psychologists is to help organizations separate legal requirements from fear-based overcorrection, preserve lawful and job-related fairness practices, and keep managers focused on inclusive, respectful leadership behaviors that do not depend on a formal DEI label.

Participants also identified a possible silver lining: broader language may invite people who previously felt excluded from identity-specific programs to participate more fully. Universal inclusion, allyship, employee experience, and intersectionality may provide a path to broader engagement, provided organizations do not use those terms as substitutes for addressing real barriers.

Organizational response	Primary risk	I-O contribution
Stop all related work	Fairness monitoring, employee trust, and early warning signals may be lost. EEO and civil rights obligations may be blurred with discretionary DEI initiatives.	Partner with legal counsel to clarify what is required, what must stop or change, and what can continue. Document decisions and communicate clearly.
Stop DEI-labeled programs; continue EEO/civil rights requirements	Valuable data and initiatives may be lost, and employees may misinterpret changes as abandonment of fairness or values.	Maintain lawful, job-related fairness practices; sustain legally required actions; explain changes transparently.
Continue as before	Potential legal, contract, reputational, or political exposure.	Review programs for job-relatedness, access, consistency, outcomes, documentation, and defensibility. Advise on risk mitigation.
Rebrand and modify	Language may change without meaningful inclusion, or needed analysis may be avoided.	Translate fairness values into lawful behaviors, manager expectations, employee listening, open-access development, and inclusive work design.

2. Leadership When Managers Are Also Struggling

The second discussion shifted from regulatory uncertainty to leadership in an ever-unstable environment. Participants described a sharp shift in their managers' lived experience. Supervisors who once felt competent, accomplished, and empowered are now navigating political and social divisions, market pressures, AI-driven change, resource cuts, COVID-related aftereffects, employee well-being needs, and the expectation that they remain “always on” for their teams.

Managers are now expressing higher levels of stress, loneliness, and just pure unhappiness at work, even as they want to do well.

This is a critical point for I-O practice. Many leadership interventions implicitly assume that managers are the delivery mechanism for organizational change, yet managers' effectiveness depends not only on skill but also on the demands, resources, uncertainty, and emotional load embedded in their roles. The Job Demands-Resources (JD-R) model emphasizes that high job demands can produce strain and burnout when not balanced by resources such as autonomy, feedback, role clarity, and social support (Bakker & Demerouti, 2007). More recent research linking leadership and JD-R theory reinforces the idea that leadership effectiveness is shaped by the work context surrounding leaders, not simply by individual capability or training (Tummers & Bakker, 2021). In practice, this means that when managers are depleted, lonely, demoralized, or unsure, organizations should not respond only with another toolkit or training course. Roundtable participants shared examples to address the constant strain and fatigue among managers, such as clarifying priorities, identifying what to stop doing, strengthening peer and senior-leader support, setting boundaries around change load, and building a more realistic model of sustainable leadership.

Respect emerged as one of the most important levers of leadership. Participants described it as foundational to trust, collaboration, innovation, inclusion, and performance. Respect is not merely interpersonal niceness; it is a condition that creates psychological safety. Edmondson’s (1999) research defines psychological safety as a shared belief that a team is safe for interpersonal risk taking, enabling people to speak up, ask questions, admit mistakes, and challenge assumptions without fear of embarrassment or punishment. In this sense, respect must be “all ways”: respect for the team and respect for the manager. When respect is mutual and embedded in the team climate, it enables productive disagreement, risk-taking, early surfacing of problems, and engagement under unstable external conditions.

The most hopeful leadership frame holds that uncertainty and possibility are linked. Leaders cannot always restore certainty, but they can help people avoid the threat-rigidity response, which narrows attention and leads people or organizations to rely on familiar routines when adaptive behavior is needed (Staw et al., 1981). Leaders must not “freeze” during uncertainty; instead, they must create conditions for learning, experimentation, and adaptation. Furr and Furr (2022) likewise frame uncertainty as a source of possibility, arguing that people can learn to navigate the unknown by reframing it, taking action, and using practical tools to discover new options. In that sense, uncertainty can become the raw material for innovation rather than merely a source of threat, especially when leaders encourage small steps, rapid learning, shared sensemaking, and disciplined testing of new ideas (West & Farr, 1990).

We are teaching leaders to reframe uncertainty as a learning opportunity for their team. OK, so we aren’t sure what to do, let’s decide on something we can pilot test. You never fail when you’re learning.

Participants also emphasized self-care and boundaries as leadership practices. Hobbies, decompression, sleep, meditation, reduced smartphone notifications, and separate work and personal devices may sound simple, but they have significant implications for I-O psychology practice: sustainable performance depends on recovery. Research on work recovery identifies psychological detachment, relaxation, mastery experiences, and control over nonwork time as mechanisms for recovering from job demands (Sonnentag & Fritz, 2007). The stressor-detachment model further suggests that when people cannot mentally disengage from work, job stressors are more likely to carry over as strain and impaired well-being (Sonnentag & Fritz, 2015). For leaders, this means that self-care and boundary management are not peripheral wellness activities; they are central to effective leadership. Leaders cannot consistently model “calm in the storm,” respect, and adaptability if their own nervous systems are continually overloaded.

Leadership challenge	What leaders need to do	Why it matters
Uncertainty and ambiguity	Take small steps, experiment, and keep teams moving forward.	Freezing spreads through teams; action creates momentum and learning.
Declining respect and civility	Model mutual respect in everyday interactions and disagreement.	Respect enables psychological safety, trust, inclusion, collaboration, and performance.
Manager depletion	Clarify priorities, reduce unnecessary demands, strengthen support, build boundaries, and foster recovery.	Managers cannot support others sustainably if they are depleted.
Technology and policy disruption	Treat human experience as central to implementation.	Technology and policy changes succeed or fail through people.

3. AI, Knowledge Work, and Human Accountability

The third discussion focused on artificial intelligence and its disruption of knowledge work. Participants did not frame AI as purely negative. AI can improve data analysis, content creation, client service, workflow efficiency, and organizational capacity. The group's concern was overreliance, especially when AI becomes a substitute for thinking rather than a tool that supports it.

Several participants raised concerns that students, interns, and early-career professionals may rely on generative AI before they have developed sufficient domain knowledge to evaluate its output. The concern was not merely about cheating or shortcuts. It was about professional formation: if people do not grapple with concepts, evaluate evidence, test assumptions, and build judgment, they may lose agency over their expertise. UNESCO's guidance on generative AI in education and research emphasizes that although generative AI may appear easy to use, sophisticated outputs require skilled human input and critical evaluation before use (Miao & Holmes, 2023). Similarly, emerging research on student overreliance on AI dialogue systems suggests potential risks to critical cognitive capabilities, including critical thinking, analytical reasoning, and decision-making (Zhai et al., 2024). The leadership and developmental challenge, therefore, is not to discourage AI use but to ensure that early-career professionals learn to use it as a tool for inquiry, critique, and augmentation rather than as a substitute for the effortful development of expertise.

The group also discussed AI as a strategic issue. From a business-profit perspective, participants described the current technological change as an "AI arms race." From an organizational effectiveness perspective, AI agents and chatbots enable teams to redesign work, expand service capacity, and operate with fewer additional hires. The I-O question is therefore not whether AI will affect work, but how work should be redesigned to augment AI while preserving human judgment and accountability.

There is value in the tool, but humans still need to be intentionally included in decision-making processes.

Participants repeatedly emphasized the intentional use of AI. Organizations should clarify when AI is an aid and when it is a hindrance; what data AI tools can access or capture; where data are stored; who can access them; and where human review is required. These questions are especially important in settings involving sensitive employee, client, patient, or assessment data. For I-O psychologists, AI adoption is not merely a technology implementation issue. It spans work design, selection, training, ethics, performance, culture, and leadership. The field is well-positioned to help organizations define appropriate use, preserve human accountability, build critical evaluation skills, and redesign workflows to augment rather than deskill people.

AI question for I-O psychologists	Why it matters
Where should AI augment work, and where should it not be used?	Clarifies appropriate use and protects judgment-sensitive tasks.
What human knowledge is required to evaluate AI output?	Prevents deskilling and preserves early-career expertise.
What data are captured, stored, reused, or exposed?	Protects privacy, confidentiality, and employee trust.
Who is accountable for AI-assisted work?	Ensures that responsibility remains with people, not tools.
How should jobs and workflows be redesigned?	Moves AI from ad hoc use to intentional work design.

4. What This Moment Asks of I-O Psychology

Taken together, the roundtable revealed a profession at the complex intersection of law, leadership, technology, ethics, and human experience. The uncertainty participants described is not temporary noise around otherwise stable systems. It has become part of the operating environment, with important implications for I-O practice.

Implication	What I-O psychologists can contribute
Translate values into defensible systems	Help organizations preserve fairness through job-related, evidence-based, legally grounded practices.
Separate law from fear	Support leaders in distinguishing actual requirements from over-correction, rumor, and fear-based decision making.
Make respect measurable and actionable	Treat respect as a leadership behavior linked to psychological safety, trust, innovation, inclusion, and performance.
Support managers as humans	Design leadership systems that address manager strain, recovery, boundaries, and sustainable performance.
Rebuild capacity for learning and resilience	Help teams experiment, reflect, recover, and adapt rather than freeze in the face of uncertainty.
Shape responsible AI adoption	Guide work design, governance, training, privacy, and accountability for AI-enabled work.

The common thread is accountability. Organizations remain accountable for fairness even as language and civil rights applications evolve. Leaders remain accountable for respect and the employee experience, even when they are strained. People remain accountable for decisions and outputs, even when AI assists with the work. I-O psychologists can and must help organizations maintain these accountabilities while adapting to new contexts and constraints.

Conclusion

The SIOP roundtable made clear that uncertainty is not a side issue for the profession. It is now a central feature of organizational life. Drastic changes to executive orders and regulations, complex legal risks, rising social divisions, AI disruption, and managerial depletion are reshaping the conditions under which people work and the conditions under which I-O psychologists practice. These roundtable themes should be understood as practitioner perspectives rather than formal legal guidance, consensus recommendations, or empirical findings.

The opportunity for the field is to bring clarity, build adaptability and resilience at all levels, and avoid treating the environment as simple or one-dimensional. I-O psychologists can help organizations ask better questions to cut through uncertainty and design measures that account for complexity: What does the law actually require? Which fairness signals are being lost? What data are needed to understand risk and opportunity? What do managers really need to lead sustainably? Where does AI help, and where does it threaten judgment or trust? Which human capabilities must be developed and protected as work changes?

In uncertain times, the value of I-O psychology may be less about providing a single perfect answer and more about helping organizations keep their footing: evidence over fear, respect over reaction, learning over freezing, and human accountability over abdication to technology.

References

- Bakker, A. B., & Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal of Managerial Psychology*, 22(3), 309–328. <https://doi.org/10.1108/02683940710733115>
- Edmondson, A. C. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly*, 44(2), 350–383. <https://doi.org/10.2307/2666999>
- Exec. Order No. 14,151, 90 Fed. Reg. 8339. (2025). *Ending radical and wasteful government DEI programs and preferencing*.
- Exec. Order No. 14,173, 90 Fed. Reg. 8633. (2025). *Ending illegal discrimination and restoring merit-based opportunity*.
- Exec. Order No. 14,398. (2026, March 26). *Addressing DEI discrimination by federal contractors*.
- Fink, A., & Napper, C. (2025). *The world of HR is changing rapidly: I-O psychology can help*. Society for Industrial and Organizational Psychology. <https://www.siop.org/wp-content/uploads/2025/01/HR-IO.pdf>
- Furr, N., & Furr, S. H. (2022). *The upside of uncertainty: A guide to finding possibility in the unknown*. Harvard Business Review Press.
- Miao, F., & Holmes, W. (2023). *Guidance for generative AI in education and research*. UNESCO.
- National Association of Diversity Officers in Higher Education v. Trump*, No. 1:25-cv-00333-ABA (D. Md. Feb. 21, 2025).
- Society for Industrial and Organizational Psychology. (2024). *Industrial-organizational psychology*. https://www.siop.org/wp-content/uploads/2024/07/Industrial-Organizational-Psychology_sm.pdf
- Sonnentag, S., & Fritz, C. (2007). The Recovery Experience Questionnaire: Development and validation of a measure for assessing recuperation and unwinding from work. *Journal of Occupational Health Psychology*, 12(3), 204–221. <https://doi.org/10.1037/1076-8998.12.3.204>
- Sonnentag, S., & Fritz, C. (2015). Recovery from job stress: The stressor-detachment model as an integrative framework. *Journal of Organizational Behavior*, 36(S1), S72–S103. <https://doi.org/10.1002/job.1924>
- Staw, B. M., Sandelands, L. E., & Dutton, J. E. (1981). Threat-rigidity effects in organizational behavior: A multilevel analysis. *Administrative Science Quarterly*, 26(4), 501–524. <https://doi.org/10.2307/2392337>
- Tummers, L. G., & Bakker, A. B. (2021). Leadership and job demands-resources theory: A systematic review. *Frontiers in Psychology*, 12, Article 722080. <https://doi.org/10.3389/fpsyg.2021.722080>
- U.S. Department of Justice, Office of Public Affairs. (2026, April 10). *IBM pays \$17 million to resolve allegations of discrimination through illegal DEI practices*. <https://www.justice.gov/opa/pr/ibm-pays-17-million-resolve-allegations-discrimination-through-illegal-dei-practices>
- West, M. A., & Farr, J. L. (1990). Innovation at work. In M. A. West & J. L. Farr (Eds.), *Innovation and creativity at work: Psychological and organizational strategies* (pp. 3–13). Wiley.
- Zhai, C., Wibowo, S., & Li, L. D. (2024). The effects of over-reliance on AI dialogue systems on students' cognitive abilities: A systematic review. *Smart Learning Environments*, 11, Article 28. <https://doi.org/10.1186/s40561-024-00316-7>

**I-O at Work Series, the Intersections of Service and Science:
A Career Journey in I-O Psychology From the Military Community Perspective**

Destinee Prete

**Veteran & MIL Spouse and Full-time Next Mission Hunter Extraordinaire
*Sponsored by SIOP's Military and Veterans Inclusion, D&I Subcommittee***

The I-O at Work Series is proud to spotlight a look at the career journey of the military community in partnership with SIOP's Military and Veterans Inclusion Committee to highlight how I-O is used throughout one's career from the service member's and/or spouse's perspective during active duty/reserve, transition to civilian, and postduty life.

This spotlight explores the I-O career journey of Dr. Destinee Prete from her perspective as a veteran and military spouse who is currently stationed in Europe and will be looking for new employment as they return to the states next year.

If you have another I-O at Work spotlight work role you'd like to see highlighted in the series, please contact *TIP*, the SIOP committee chairs, and subcommittee leads for the community of interest. *Please use the [MVI's inquiry form](#) for areas related to the military/veterans, their dependents, or Department of Defense (DoD).*

Introduction

There's a Little I-O in Every Workrole

What I love most about our field of practice is that there is a little bit of I-O integrated in every role in the workplace. Even when you are not positioned in a position explicitly titled I-O, there are countless ways to leverage our science to address a variety of organizational functions, challenges, and opportunities. One of the unique aspects of our field is the marketing challenge it presents; many people have never heard of I-O psychology, even though they interact with its elements daily. As practitioners, we get the distinct opportunity to help others understand what our field is by directly embedding ourselves into the solutions we create. For me, the most meaningful path has been working in roles that intersect with service, specifically military service.

The I-O Career Journey and Components

I-O in Active Military Service

I have a servant's heart and have always gravitated toward service-connected roles. I began my career as a medical service corps officer in the United States Army. My experiences in the military fundamentally shaped how I view leadership and my own place within organizations. The military is an incredible organizational ecosystem; although highly focused on career pathing, it is also deeply people oriented. For example, the military follows a "rank-in-person" structure, meaning that personnel move up in rank, position, and career trajectory based on personal development and performance. Everyone has a clearly identified role and understands their responsibilities and expectations.

Furthermore, every individual in the military develops not only hard, technical skills based on their occupational specialty but also critical soft skills, including leadership, agility, resilience under stress, and unparalleled communication skills. These are highly sought-after capabilities in the civilian workforce, as they are notoriously difficult to develop within traditional corporate norms. The military also utilizes a structured performance system embedded with performance metrics and leadership potential assessments, which are concepts definitely worth mirroring in the civilian ecosystem. Additionally, everyone works toward a common goal. That mission focus underpins the camaraderie, morale, drive, and motivation of individuals and teams. It creates a powerful shared identity that translates seamlessly into the civilian workforce. Ultimately, organizations have a lot to learn from the military's processes, and they stand to gain immensely by bringing veterans into their workplaces

I-O in Transition From Military Service to Civilian Career

At the close of my military career, I had 9-month-old twin boys and was pregnant with my third son. Leaving the Army was a hard decision but I knew that I needed to focus on my family and considered additional goals of mine. I decided to enroll in a PhD program in I-O psychology. Initially, I had a hard time connecting with my peers, who were predominantly in corporate leadership roles, as I had just transitioned from the military into the roles of a stay-at-home mother and a military spouse (my husband is active duty Army). In an effort to connect, I began using parallels from my time in the service in my academic responses and studies. I quickly realized how many intersections existed between I-O psychology and the military-connected community. This realization lit a fire in me. Not only did I identify significant gaps in research and practice, but I also discovered an intense passion for advocating for this population. I started networking and found a small force of trailblazers working to showcase the importance of our military-connected communities within I-O. This became the impetus for my ongoing advocacy, leading me to conduct my dissertation on women veterans and their transition from the military to the civilian workforce.

I-O in the Civilian Career as a Veteran and Military Spouse

My postmilitary career began in the veteran transition space, working for the DoD's Transition Assistance Program and serving in several roles within the Department of the Army. I witnessed the personal struggles of transitioning service members trying to self-promote to the civilian workforce while simultaneously engaging with corporate leaders on the "value of a veteran." This challenging dichotomy, coupled with my following experience as a program manager at the Department of State overseeing over 150 personnel, propelled me to dive deeper into I-O pathways. I quickly learned a lot about people and found myself diving deeper into topics like people analytics, change management, and data-driven decision-making. Although these roles were not I-O in title, I became competent in many areas that are I-O in nature. In every role that I took on, I became a consultant, applying research and best practices to improve company processes and solve workplace challenges. I quickly learned that the secret to employment in our field isn't necessarily seeking an "I-O" title but rather finding ways to bring I-O practices into your daily work.

Following the completion of my PhD, I was hired into a specialized I-O role by an organization contracting with the DoD and the intelligence community. Much of my work focused on psychometrics and highly technical analysis. This broadened my portfolio and challenged me to explore new pathways of service-connected opportunities. From there, I moved to a nonprofit organization, leading their certification and psychometrics programs while connecting service members and veterans to valuable credentials.

Later, I transitioned to a consulting firm supporting the DoD, specifically focusing on space and workforce strategy. My team acted as a think tank of innovation, tackling everything from creating predictive models and performing job task analyses to conducting focus groups and military essentiality studies.

The Link Between an I-O, Career Military Spouse Identity, and Giving Back

The primary reason I have navigated so many different roles across my career path is inextricably linked to my identity as a military spouse. My husband's career has necessitated frequent relocations, and balancing these moves with raising three boys, who were toddlers when I first entered the civilian workforce and are now teenagers, required me to seek out roles that offered flexibility. Although managing my career, studies, and motherhood was exceptionally challenging, every opportunity was worth the effort. These experiences fueled my desire to advocate for other military spouses; I intimately understood the struggle of maintaining meaningful employment, articulating my value, and overcoming the stigma of being viewed by organizational leaders as a "temporary" asset.

Currently, my family is stationed in Germany, where we moved less than a year ago. Overseas employment is notoriously difficult for military spouses to secure, but I was fortunate to find a role I truly love: serving as a Family Readiness Support Assistant for a military brigade. In this position, I help soldiers and their families connect with the right resources and support at the right time. Although it is not a role explicitly titled I-O, I find opportunities to bring our science into the workplace every single day! For example, I created a holistic readiness framework to help leaders balance their approach, identify gaps, and target interventions. I also conducted an organizational culture and dynamics assessment that leverages both organizational and behavioral indicators related to readiness. Additionally, my data background has allowed me to shape how we gather and integrate family data across systems and processes. Above all, I love that my role allows me to constantly remind leaders to consider the "human" factor in every decision they make. As always, I have positioned myself to continue serving the communities I love. True to the cycle of military life, my family will be relocating once again in the summer of 2027 to Anchorage, Alaska, where I will once more be seeking meaningful employment and new opportunities to apply my I-O expertise.

Throughout my entire journey, I have relentlessly advocated for the skills and capabilities of our service members, veterans, and military spouses. I am incredibly proud of my work with SIOP, particularly in helping transition the Military and Veterans Inclusion Committee into a full standing committee. Between mentoring thousands of service members, veterans, spouses, and early-career I-O practitioners, to advocating on Capitol Hill for gainful employment initiatives, I have sought every possible opportunity to champion the intersection of I-O psychology and the military community.

Q&A: Supporting the Military-Connected Community in the Workforce, as an I-O

What are the common misconceptions the labor market has about veterans and/or military spouses?

1. **Veterans:**

A pervasive misconception about veterans is that they are rigid, rely solely on a chain of command, and struggle to function without explicit orders. In reality, the military operates in highly volatile, uncertain, complex, and ambiguous (VUCA) environments. *Veterans are incredibly agile, innovative problem solvers who are trained to adapt and lead when plans fail.*

2. ***Military spouses:***

For military spouses, the most damaging misconception is that they are "unreliable" or "temporary" employees due to frequent relocations. What the labor market often misses is that military spouses are master logisticians, highly adaptable, and incredibly resilient. *Their varied life experiences often make them empathetic leaders and quick learners who can seamlessly integrate into new teams and cultures.*

What little things can HR/recruiters do to better support and evaluate veteran and/or military spouse capabilities?

HR and recruiters can start by looking past exact job title matches and focusing on competencies. Career coaches and performance development specialists can complement these efforts by working with veterans and military spouses to reframe their experiences and present their skills using language that resonates within the civilian workplace environment and the specific industry.

1. ***Get past the jargon and ask clarifying questions.***

Military resumes can be laden with jargon, so recruiters should feel empowered to ask clarifying questions like, *"Can you tell me how your experience in [military role] translates to the skills required for this position?"*

2. ***Recognize the trust and responsibility from a young age.***

Recruiters should recognize the massive scale of responsibility many veterans hold at a very young age, such as managing millions of dollars in equipment or leading dozens of personnel in their early 20s.

3. ***Seek to understand and reframe the story for spouses and dependents.***

For military spouses, recruiters can intentionally offer remote, flexible, or portable work options, and view a nontraditional or "gappy" resume not as a lack of commitment but as a byproduct of their service to the country.

What little things can I-Os build into their projects to better support and represent the veteran and/or military spouse perspective and capabilities?

I-Os hold the keys to systemic organizational change.

1. ***Include veteran and military spouse as demographic identifiers.***

A simple yet highly effective starting point is inclusive demographic data collection; I-Os should ensure that "veteran" and "military spouse" are included as distinct demographic identifiers in climate surveys, engagement surveys, and HRIS systems to enable better people analytics.

2. ***Invite veteran and spouses unique perspectives and experiences in focus groups:***

When conducting Job task analyses (JTAs) or competency modeling, I-Os should intentionally recruit veterans and spouses for focus groups to ensure their unique cognitive diversity and experiences are represented in organizational frameworks.

3. ***Map military competencies to civilian competency models***

Finally, when designing selection systems or leadership development programs, I-Os can explicitly map military competencies (like those developed in formal military schooling) to civilian competency models to create clearer pathways for hiring and promotion.

In the Zone or Out of Touch?
Assessing Work-Related Flow Expertise in Occupational Health Psychology

Ryan Lizerbram
Colorado State University

Jared Weintraub
Deloitte

Emmalee Diederichs
Bowling Green State University

Roy Shalev
Colorado State University

Work-related flow (WRF) refers to a state of deep absorption, enjoyment, and motivation in a work activity (Bakker et al., 2008). During flow, people are optimally challenged, possess clear goals, receive unambiguous feedback, merge action and awareness, feel concentrated and in control, lose self-consciousness, experience time transformation, and act for intrinsic task enjoyment rather than external rewards (Nakamura & Csikszentmihalyi, 2002). As a musician, I (Ryan) often experience deep flow during music making; time slips away, and the activity increases in meaning. Upon entering graduate school, I wanted to learn how to apply this flow experience as it relates to workers and workplaces.

Although the concept of flow has gained increased attention through daily conversation and social media, its scientific foundations are often overlooked. Modern research demonstrates positive connections between flow and worker well-being, yet the construct remains rarely emphasized within occupational health psychology (OHP) contexts. This gap limits the utility of flow in both research and practice, stifling its potential as a valuable construct in the field.

Drawing from a recent meta-analysis on the nomological net of WRF (Liu et al., 2023), we developed a multiple-choice survey to assess WRF knowledge in the OHP community. These items cover core theory in I-O psychology, relationships to commonly studied constructs such as work engagement, and OHP topics such as burnout and workplace safety. With this project, we hope to bring greater attention to the value of flow in the workplace and inspire the study and application of its principles more intentionally.

We sampled 50 participants from the OHP community who identified as academics (38%, $n = 19$), practitioners (18%, $n = 9$), and graduate students (38%, $n = 19$; multiple selections allowed), with 4 participants not reporting their role. Participants primarily identified as women (64%, $n = 32$) and White (76%, $n = 38$), and most reported a highest education level of either a doctoral (44%, $n = 22$) or a master's degree (36%, $n = 18$). On average, participants were 34.5 years old ($SD = 11.9$, range = 23–72 years), reflecting a broad span of early-career OHP students and professionals to more established veterans.

Before the knowledge items, we asked participants to rate their confidence in WRF understanding, as well as their self-perceived knowledge of the literature surrounding the construct. Using a 4-point Likert scale from 1 = *strongly disagree* to 4 = *strongly agree*, paired-samples *t*-tests indicated significant decreases from pre- to postsurvey in confidence in understanding WRF (pre: $M = 3.22$, $SD = 0.58$; post: $M = 2.83$, $SD = 0.56$), $t(47) = 4.50$, $p < .001$, $d = 0.69$, and in perceived knowledge of WRF research findings (pre: $M = 2.42$, $SD = 0.81$; post: $M = 2.13$, $SD = 0.61$), $t(47) = 3.71$, $p < .001$, $d = 0.38$. This pattern suggests that participants overestimated their understanding of WRF and its empirical literature. In other words, exposure to evidence-based items about WRF appeared to prompt metacognitive recalibration, revealing previously unrecognized gaps in knowledge that are conceptually similar to Dunning-Kruger effects, where people become more aware of what they do not know.

To evaluate the robustness of these effects, we conducted post-hoc power analyses for the paired-samples tests based on the observed effect sizes in RStudio. For changes in confidence ($d = 0.69$), the sample ($n = 48$) provided very high statistical power ($1 - \beta = .997$), suggesting this effect is unlikely to reflect low power. In contrast, power for changes in perceived knowledge ($d = 0.38$) was more modest ($1 - \beta = .73$), falling below the common .80 benchmark, so this smaller effect warrants caution and replication in a larger sample. Before the knowledge items, we asked participants to describe personal experiences of WRF (if applicable). After reading its formal definition, most participants reported having experienced WRF (86%, $n = 43$), 4% ($n = 2$) denied experiencing it, one participant was unsure, and 8% ($n = 4$) did not respond. Common words used to describe the experience included variations of “focus” (34%, $n = 17$), “engagement” (24%, $n = 12$), and “immersion” (16%, $n = 8$). Other commonly reported sentiments included enjoyment (14%, $n = 7$), ease (10%, $n = 5$), and motivation (10%, $n = 5$). Many participants disclosed feeling free from distractions (14%, $n = 7$), with some even reporting reduced awareness of basic physiological needs (6%, $n = 3$). Although not explicitly prompted, several participants volunteered activities in which they have experienced WRF, such as writing (10%, $n = 5$) and data analysis (10%, $n = 5$).

Who Can Experience WRF?

We began by asking a simple question: Who can experience flow at work? To probe their understanding, we presented several tempting but narrow options: “highly skilled individuals at the top of their field (e.g., professional athletes, Nobel winners),” “people working in creative or artistic professions (e.g., musicians, writers),” and “those working in high pressure environments (e.g., surgeons, pilots).” Despite these plausible distractors, nearly all participants (98%, $n = 49$) correctly selected “mostly anyone, regardless of profession or skill level.” Only one participant indicated uncertainty. This result underscores a key point: although people in high-pressure or creative roles may more readily experience flow, the capacity for flow is not exclusive to these contexts. With proper conditions, almost anyone can experience this state.

Consistent with the idea that “mostly anyone” can experience flow, we also asked participants to estimate which demographic groups are most likely to experience WRF. Nearly half (48%, $n = 24$) correctly chose no significant differences between demographic groups, whereas others believed that workers with longer tenure (16%, $n = 8$), with a college education (4%, $n = 2$), or women (2%, $n = 1$) experience

flow most often, and 30% ($n = 15$) reported that they did not know. Taken together, these responses align with the broader literature suggesting that flow is a broadly accessible state rather than one confined to specific identities.

Flow in Work and Leisure

We next examined how OHP professionals and graduate students think about flow along the work–non-work divide. When asked whether people experience flow more often in work or in leisure activities, participants were split: 34% ($n = 17$) believed that flow is more prevalent in work, 24% ($n = 12$) believed it is more prevalent in leisure, and nearly half (42%, $n = 21$) indicated that they were unsure. The evidence, however, suggests that higher frequencies occur at work, as work activities are often more structured in ways that support flow (e.g., clear goals, immediate feedback, optimal challenges) than typical leisure activities (Csikszentmihalyi & LeFevre, 1989). Subsequent experience-sampling studies have replicated and extended this pattern: Engeser and Baumann (2016) found that employees reported the highest flow during work, with slightly but significantly lower flow during active leisure (e.g., sports, arts) and substantially lower flow during passive leisure (e.g., watching television, scrolling social media), even though leisure was characterized by more positive affect overall. Their findings reinforce the notion that although people often prefer leisure, everyday work is more likely to facilitate conditions under which flow actually occurs.

Related Organizational Theories and Measures of WRF

As for where flow fits into commonly studied theories in I-O psychology and OHP, 76% of participants ($n = 38$) recognized that theories of motivation (e.g., self-determination theory; Ryan & Deci, 2000), stress (e.g., job demands-resources theory; Bakker & Demerouti, 2007), and work design (e.g., job characteristics model; Hackman & Oldham, 1975) frequently provide the theoretical foundation for flow research. The majority of participants (76%, $n = 38$) correctly indicated that justice theories, such as the organizational justice taxonomy (Colquitt et al., 2001), are not as commonly used in this literature, with 24% of participants expressing uncertainty.

Although justice theory has not traditionally been central to flow research, it offers a promising avenue for future work examining whether different forms of perceived injustice reduce opportunities to experience flow. Such injustices may act as stressors or ruminations that distract employees, consume cognitive resources, and hinder optimal engagement in work tasks, making this a rich area for future research.

We also presented several common approaches to measuring WRF, along with one potential misconception. We asked participants to identify which is not commonly used: daily diary/experience sampling methods (ESM), quantitative validated scales, qualitative interviews, and biomarkers via smartwatch technology. Sixty-eight percent of participants ($n = 34$) correctly selected smartwatch-based biomarkers as the least common approach, whereas 14% ($n = 7$) incorrectly chose quantitative validated scales, with the remaining responses distributed across the other options. In fact, much of the early research on flow was

conducted by Csikszentmihalyi, who derived the construct from qualitative interviews ranging from athletes to artists describing flow as feeling “carried along” during a task (Csikszentmihalyi, 1990). Validated scales such as the Flow State Scale and Dispositional Flow Scale (Jackson et al., 2008) continue to dominate research on WRF, and ESM is especially useful for capturing these transient states, despite the irony of interrupting flow to measure it. Although research on the neurophysiology of flow is developing (Durcan et al., 2024), leveraging smartwatch-based physiological data remains a viable path for future work.

Relationships to Other Constructs

One question I often receive as a flow researcher is this: Aren’t we already measuring the same thing with engagement? Although the constructs share similarities, particularly when work engagement is conceptualized in terms of vigor, dedication, and absorption (Schaufeli et al., 2002), there are important distinctions. WRF is a short-term, task-specific episode of intense absorption, intrinsic enjoyment, and optimal challenge, whereas work engagement is a more pervasive, relatively stable state toward one’s work in general (Yan & Donaldson, 2022). Practically, flow-oriented efforts are best suited to supporting peak experiences in specific activities, whereas engagement-oriented efforts focus on sustaining ongoing work-related energy and well-being over time.

We asked participants to identify which is **not** a key difference between the constructs: (a) flow is a short-term, fleeting experience, whereas work engagement represents an enduring, relatively stable state of mind; (b) flow occurs during specific tasks or activities, whereas work engagement pertains to work life in general; (c) flow is experienced only during creative tasks, whereas work engagement applies to all types of tasks; and (d) flow fluctuates substantially within-person across time and activities, whereas work engagement fluctuates moderately on a daily basis. Not surprisingly, 46%, ($n = 23$) correctly identified that the misconception is that flow occurs only during creative tasks. The remaining responses were distributed across the other options, with 12% ($n = 6$) indicating they did not know. These responses highlight that, although flow and engagement are related, people still hold important misconceptions about how they differ.

Like many constructs in psychology, flow emerges from the interplay between individual behaviors and situational conditions. To explore this relationship, we asked participants how people can actively enhance their own likelihood of experiencing flow by selecting from several mechanisms: (1) identifying and removing hindrance demands, (2) engaging in proactive behaviors like self-leadership, (3) striving to earn a greater income, or (4) there is no reliable way to increase one’s chances of experiencing flow. Participants overwhelmingly selected identifying and removing hindrance demands as the primary method for increasing flow (56%, $n = 28$). However, contrary to expectations, Liu et al. (2023) found no significant relationship between hindrance demands and flow. In fact, neither challenge nor hindrance demands showed a significant correlation with flow. Instead, proactive behaviors emerged as the strongest individual predictor of flow, aligning with 28% of participants ($n = 14$) in our study. This finding is consistent with the self-determination model of flow (Bakker & Van Woerkom, 2017), which emphasizes the central role of personal agency and self-initiated action in fostering flow.

However, flow is not determined solely by individual behavior. To explore the role of broader influences, we also asked participants to consider antecedents in relation to flow that extend beyond personal actions, such as (1) social support from peers, (2) job tenure, (3) positive leadership styles (e.g., transformational leadership), and (4) age. Participant responses were mixed: 14% ($n = 7$) selected social support from peers, 20% ($n = 10$) selected job tenure, 24% ($n = 12$) identified positive leadership styles, and 42% ($n = 21$) indicated that they were unsure. Interestingly, positive leadership behaviors also correlate highly with flow, suggesting that external direction and support, combined with individual effort, help employees achieve more satisfying and immersive work experiences.

When considering outcomes of flow within an OHP context, burnout emerges as a paramount topic. When asked which statement best describes the relationship between flow and burnout, most participants (80%, $n = 40$) correctly recognized that flow can coexist with burnout; as noted in Liu et al.'s (2023) meta-analysis, flow experiences are temporary and often fail to address chronic stressors or ongoing recovery needs. However, it is worth noting that recent studies excluded from that meta-analysis, such as Weintraub et al. (2021), found that flow experiences were negatively associated with burnout, utilizing ESM. This remains an encouraging but underexplored area, warranting more longitudinal research to examine whether flow experiences buffer against, or simply coexist with, burnout across occupational contexts.

Given that workplace accidents and injuries represent another major focus within OHP, we sought to explore participants' beliefs about relations between flow and risk-taking behavior. When prompted about this potential connection, nearly half of the participants (48%, $n = 24$) indicated a belief that flow is uncorrelated with risk-taking behavior, while 20% ($n = 10$) believed there is a relationship, 30% ($n = 15$) reported that they did not know, and one participant did not respond. We identified this as a common misconception among OHP professionals, as the meta-analysis reported a moderate-to-strong positive relationship between flow and risk-taking. From an applied standpoint, this misconception underscores the need for OHP education and training to address how flow may contribute to safety-critical workplace behaviors. This also reflects emerging work on the "dark side" of flow. Future studies in this area could examine topics such as the relationship between flow and workaholism, the neglect of basic physiological or psychological needs during intense flow states, and other potentially maladaptive outcomes. While these cautionary perspectives highlight potential risks associated with flow, it is important to note that scholars overwhelmingly view flow as a net-positive experience with well-being and performance benefits.

Interventions for WRF

Building on this perspective, several survey items assessed participants' knowledge of targeted strategies to increase the likelihood of employees experiencing WRF. For instance, we asked participants which would be effective suggestions for a manager wanting to facilitate flow in the workplace. Although 7 participants (14%) indicated that opportunities for job crafting (i.e., manipulating aspects of one's work to fit personal preferences) would be an effective approach, 2 participants (4%) were unsure, and 2 (4%) did not respond, the overwhelming majority selected "All of the above," which included job

crafting, playful work design (i.e., intentionally incorporating fun and stimulating elements into work tasks), and the assessment and use of individual strengths (i.e., aligning tasks with what employees naturally do well). Together, these approaches can increase employees' immersion, enjoyment, and sense of fit with their work, thereby fostering WRF.

Because clear goals are a key antecedent of WRF, we also asked participants about a specific intervention: nudges, or subtle behavioral influences that guide choices without coercion. Drawing on Weintraub and colleagues' 2021 study, we formulated an item assessing knowledge of the outcomes associated with a daily goal-setting nudge intervention. The majority of participants (54%, $n = 27$) correctly endorsed that all listed outcomes were associated with daily nudges, including increased flow, daily performance, and work engagement, plus lower daily stress, while roughly one quarter (26%, $n = 13$) indicated that they did not know. This suggests that many OHP professionals are aware (or could guess) that brief, low-cost interventions such as nudges can have broad, positive effects on employees' experience and functioning at work, although a sizable minority may still be unfamiliar with this emerging line of research.

Moreover, we presented participants with a list of potential intervention steps that could be used to enhance flow experiences at work (i.e., setting clear and meaningful goals, providing structured guidelines that reduce autonomy, giving unambiguous and constructive feedback, and designing work to balance challenges with employees' skill levels) and asked them which would be the least effective. Although structure in work activities is important for facilitating flow—especially for employees with lower skill levels on the task—reducing autonomy can undermine opportunities to engage in the activity autotelically, given the loss of decision latitude. As a result, this option was considered the least effective step for enhancing flow. The vast majority of participants (86%, $n = 43$) correctly identified reduced autonomy as potentially harmful for flow. This conveys that many OHP professionals recognize the importance of preserving employees' sense of choice and self-direction when it comes to flow-enhancing interventions.

Willingness to Champion WRF

The survey concluded with the item "I would educate my colleagues about work-related flow," rated on the same Likert scale as used above. The majority of respondents indicated some level of agreement ($n = 26$), while a substantial portion still expressed disagreement ($n = 22$). This pattern suggests a promising start to engaging more OHP professionals in conversations about WRF, but also indicates that additional effort is needed to demonstrate its relevance for research and practice. It is also possible that those who disagreed simply do not view WRF as aligned with their interests or primary areas of work, underscoring the importance of clearer communication about when and for whom this construct is most useful.

Taken together, these patterns point to several implications for OHP education and practitioner development. Our findings suggest that many professionals are familiar with the language of flow but lack deeper conceptual literacy, for example, accurately distinguishing WRF from work engagement, or recognizing both its potential benefits and risks (e.g., links with risk-taking). Training programs may therefore need to devote more explicit attention to WRF conceptualization and assessment, including when


to use state versus trait measures, how to deploy experience sampling, and how to interpret emerging physiological indicators alongside established self-report tools. Finally, competencies in designing flow-conducive yet ethically grounded interventions, such as aligning challenge-skill balance, autonomy, and feedback with broader goals of health, recovery, and safety, could help practitioners integrate WRF more responsibly into coaching, job redesign, and safety initiatives.









Conclusion

Altogether, our findings highlight both the openness and hesitations within the OHP community and point to a valuable opportunity for future outreach, education, and collaboration around WRF. At the same time, these conclusions should be interpreted in light of limitations, including our small sample ($n = 50$), reliance on custom items developed for this survey, the usual constraints of self-report survey data (e.g., response and selection biases), and the fact that our interpretation of the WRF literature draws heavily on a 2023 meta-analysis that omits more recent studies and some earlier work. Lastly, as mentioned, given that flow is reaching mainstream audiences, this work underscores fruitful opportunities to examine misconceptions about other trending I-O psychology topics such as GenAI, DEI, and hybrid work.

Table 1: Tips for Fostering Flow in Work and Life

Tips for Fostering Flow in Work and Life



	1. Set clear daily goals and define what success looks like before you start.		5. Proactively craft your job toward tasks that use your strengths and feel meaningful.
	2. Break big, challenging tasks into smaller steps that match your current skills.		6. Add playful elements or variety to keep challenge engaging.
	3. Reduce nonessential distractions during focus periods.		7. Practice self-leadership skills such as planning, self-monitoring, and reframing obstacles.
	4. Seek timely, specific feedback on your progress.		8. Cultivate supportive conditions, including autonomy and constructive leadership.

References

- Bakker, A. B. (2008). The work-related flow inventory: Construction and initial validation of the WOLF. *Journal of Vocational Behavior, 72*(3), 400–414. <https://doi.org/10.1016/j.jvb.2007.11.007>
- Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources model: state of the art. *Journal of Managerial Psychology, 22*(3), 309–328. <https://doi.org/10.1108/02683940710733115>

- Bakker, A. B., & van Woerkom, M. (2017). Flow at work: A self-determination perspective. *Occupational Health Science*, 1(1), 47–65. <https://doi.org/10.1007/s41542-017-0003-3>
- Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O. L. H., & Ng, K. Y. (2001). Justice at the millennium: A meta-analytic review of 25 years of organizational justice research. *Journal of Applied Psychology*, 86(3), 425–445. <https://doi.org/10.1037/0021-9010.86.3.425>
- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience* (Vol. 1990). Harper & Row.
- Csikszentmihalyi, M., & LeFevre, J. (1989). Optimal experience in work and leisure. *Journal of Personality and Social Psychology*, 56, 815–822. <https://doi.org/10.1037/0022-3514.56.5.815>
- Durcan, O., Holland, P., & Bhattacharya, J. (2024). A framework for neurophysiological experiments on flow states. *Communications Psychology*, 2(1), 66. <https://doi.org/10.1038/s44271-024-00115-3>
- Engeser, S., & Baumann, N. (2016). Fluctuation of flow and affect in everyday life: A second look at the paradox of work. *Journal of Happiness Studies*, 17(1), 105–124. <https://doi.org/10.1007/s10902-014-9586-4>
- Hackman, J. R., & Oldham, G. R. (1975). Development of the Job Diagnostic Survey. *Journal of Applied Psychology*, 60(2), 159–170. <https://doi.org/10.1037/h0076546>
- Jackson, S., Martin, A., & Eklund, R. (2008). Long and short measures of flow: The construct validity of the FSS-2, DFS-2, and new brief counterparts. *Journal of Sport & Exercise Psychology*, 30, 561–587. <https://doi.org/10.1123/jsep.30.5.561>
- Liu, W., Lu, H., Li, P., van der Linden, D., & Bakker, A. B. (2023). Antecedents and outcomes of work-related flow: A meta-analysis. *Journal of Vocational Behavior*, 144, 103891. <https://doi.org/10.1016/j.jvb.2023.103891>
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>
- Schaufeli, W. B., Salanova, M., González-Romá, V., & Bakker, A. B. (2002). The measurement of engagement and burnout: A two sample confirmatory factor analytic approach. *Journal of Happiness Studies*, 3(1), 71–92. <https://doi.org/10.1023/A:1015630930326>
- Weintraub, J., Cassell, D., & DePatie, T. P. (2021). Nudging flow through ‘SMART’ goal setting to decrease stress, increase engagement, and increase performance at work. *Journal of Occupational and Organizational Psychology*, 94(2), 230–258. <https://doi.org/10.1111/joop.12347>
- Yan, Q., & Donaldson, S. I. (2022). What are the differences between flow and work engagement? A systematic review of positive intervention research. *The Journal of Positive Psychology*, 0(0), 1–11. <https://doi.org/10.1080/17439760.2022.2036798>

Integrating AI Into Graduate I-O Training: Development and Implementation of a Competency-Based Curriculum Model

**Peter B. McLemore, Julian Pico, Rachel Baldrige, Nicolette Hass, Jared Kenworthy,
Larry Martinez, Michelle Martin-Raugh, Nic Smith, and Logan L. Watts
The University of Texas at Arlington**

Acknowledgements: Correspondence concerning this article should be addressed to Peter “Pete” McLemore, Department of Psychology, The University of Texas at Arlington, pbm3106@mavs.uta.edu. This work was supported by a Teaching Innovation Grant from The University of Texas at Arlington College of Science.

Introduction

Artificial intelligence (AI), particularly large language models (LLMs) such as ChatGPT, is rapidly transforming the practice of industrial-organizational (I-O) psychology. These tools are already being used across core I-O functions, including job analysis, applicant screening, and adaptive training (Aguinis et al., 2024). At the same time, concerns surrounding bias, ethical use, and overreliance remain prominent (Carmichael, 2024; Chen, 2023). Scholars forecast that AI will fundamentally reshape I-O practice within the next five years (Gutierrez & Landers, 2024; Weiner et al., 2024), creating an urgent need to reconsider how graduate training prepares students for this evolving landscape.

In response to this shift, the present paper describes a case study of how one university integrated AI competencies into their I-O psychology graduate curriculum. The goal of this paper is twofold: (a) to provide a practical, competency-based framework that other programs can adapt when incorporating AI into their training, and (b) to stimulate dialogue within the field regarding effective approaches to AI integration in I-O education. Rather than offering a prescriptive “one-size-fits-all” solution, this case illustrates a structured, iterative approach to curriculum transformation that may serve as a template or starting point for other programs as they prepare students for impactful careers.

Traditional I-O competencies (e.g., data literacy, ethical reasoning, and domain expertise) remain essential. However, they must now be applied within AI-augmented contexts. For example, SIOP (2023) emphasized that AI-based assessments must meet the same standards of validity, reliability, fairness, and transparency as traditional methods, despite differences in how those standards are evaluated. This reinforces the need for integrated competency development rather than treating AI as an isolated technical skill.

Theoretical and Educational Rationale for AI Integration

Emerging research suggests that integrating AI into higher education can enhance student engagement, critical thinking, and preparedness for AI-augmented work environments. For example, Walter (2024) highlighted the importance of prompt engineering, AI literacy, and critical thinking as foundational skills, with students reporting increased confidence in applying AI tools following exposure.

However, these benefits are not without caveats. Lin and Chen (2024) demonstrated that AI-integrated learning environments can both enhance creativity and engagement (via interactivity, personalization, idea generation) while also constraining creativity and motivation (via rigid structures, disengagement, and performance anxiety). This duality underscores a key implication: AI integration must be intentional and structured to maximize benefits while mitigating risks.

Additionally, AI is already reshaping instructional practices. Educators are using tools such as ChatGPT to adapt curricula, revise lesson content, and personalize learning experiences (Karataş et al., 2025). This suggests that AI is not only a content domain but also a pedagogical tool, further reinforcing the need for competency-based integration.

Project Overview and AI Competency Model

To address the growing need for structured AI training in I-O psychology, a university-supported initiative was developed to design and implement an AI competency model for graduate education in I-O psychology at the University of Texas at Arlington. This project was guided by an essential research question: “What are the core competencies that I-O graduate students need to develop in school to use AI successfully in the field?” The project followed a three-phase approach consisting of needs assessment, curriculum transformation, and evaluation, with each phase building toward the integration of AI competencies into existing coursework.

Phase 1: Needs Assessment

The first phase, conducted in spring 2025, focused on identifying the AI-related competencies needed for effective practice in I-O psychology. Consistent with established training design principles, a needs assessment serves as a critical first step to ensure that training is aligned with actual job demands and organizational requirements (Goldstein & Ford, 2002). To ensure the model reflected real-world application, we used a multimethod approach that combined existing research, job analysis data, and input from practicing professionals.

We began by reviewing recent literature on artificial intelligence in organizational contexts, with particular attention to how generative AI is being used in applied settings and what skills are required for effective use. Scholarly databases (including the university library resources and Google Scholar) were used to identify research on generative AI applications in I-O-related fields, competency requirements for AI-integrated work, and broader discussions of ethical and practical implications (e.g., Aguinis et al., 2024; Archidivilli et al., 2024; Ekuma, 2024; Graßmann & Schermuly, 2021). This review was complemented by examining existing competency frameworks (e.g., AI in Government Act of 2020) to identify broadly relevant AI capabilities. Together, these sources helped establish an initial foundation and informed the selection of I-O-relevant roles for further analysis using O*NET (National Center for O*NET Development, 2026).

To ground the model in actual job demands, we reviewed I-O-related roles within O*NET and extracted representative job tasks across domains such as training, talent management, consulting, and analytics. Associated job tasks were extracted and consolidated into a comprehensive list of distinct activities representative of applied I-O work, particularly those aligned with master’s-level training and early-career practitioner roles. This step ensured that competency development was grounded in actual job demands rather than abstract skill definitions. Given this applied focus, the resulting competency model is most directly applicable to practice-oriented graduate programs. Programs focused on training academics and researchers (e.g., PhD programs) may require additional competencies not fully captured in the current model.

We then conducted semistructured interviews with I-O practitioners to better understand how AI is currently being used and what capabilities are most critical for success. The interview protocol was developed iteratively and focused on areas such as current AI use, prompt development, and workflow integration. For example, participants were asked, “Could you describe how you currently incorporate AI tools into your daily work?” and “How do you develop prompts or queries to obtain useful, context-specific results?”

A total of 12 subject matter experts (SMEs) representing a range of applied roles (e.g., leadership development, training, analytics) participated in these interviews. The majority were alumni of the program ($n = 11$), with one additional participant recruited via referral. Participants primarily held master’s degrees in I-O psychology ($n = 10$), with one holding PhD and one completing a PhD while working. SMEs reported between 1 and 10 years of professional experience in the field. Their responses were systematically coded by members of the research team to identify recurring themes and competency domains, with discrepancies resolved through discussion and consensus. Initial coding drew from existing frameworks, but additional competencies emerged directly from the data, reflecting how practitioners are adapting to AI in real time.

This process resulted in an initial set of 29 competencies, which were then consolidated into 12 higher order competencies based on conceptual overlap and practical relevance. Notably, the resulting competencies extended beyond technical skills to include areas such as critical evaluation, adaptability, collaboration, and ethical judgment; highlighting the importance of human-centered capabilities in AI-supported work.

Following competency consolidation, detailed descriptions and illustrative behaviors were developed for each higher order competency. This resulted in 58 illustrative behaviors that reflect how these competencies are enacted in practice (e.g., refining AI-generated outputs, selecting appropriate tools, and ensuring ethical data use). These behaviors were designed to support both instruction and assessment by translating abstract competencies into observable actions.

Finally, a survey was administered to SMEs to assess two dimensions: *instructional priority*, defined as how important is it that a given task be taught or developed during a graduate I-O psychology program, and the *proficiency at entry*, defined as the level of proficiency a graduate should possess upon entering the workforce to perform this task effectively. Together, these dimensions capture both the importance of a task for practice and the extent to which graduates are expected to already demonstrate competence, allowing for the identification of potential training gaps.

Results indicated that instructional priority consistently exceeded proficiency at entry (average difference = 0.47), suggesting meaningful skill gaps that graduate training should address. A weighted scoring approach was used to identify the most critical competencies, resulting in a final set of eight competencies and 20 key behaviors that informed subsequent curriculum integration (see Table 1).

Table 1
AI Competency Model for I-O Practice

Competency	Definition	Illustrative behaviors
Change leadership & advocacy	Advocating for the responsible adoption of AI by demonstrating its connection with organizational priorities, emphasizing the benefits, and reinforcing the necessity of human judgment in AI-supported practices.	<ul style="list-style-type: none"> • Communicate the value of AI tools by aligning them with organizational goals and motivating teams to embrace new solutions. • *Highlight unique human capabilities—like critical thinking and contextual judgment—to complement AI use and reinforce professional value.

<p>Content generation & refinement</p>	<p>Using AI to generate, refine, iterate, and translate content of various formats for organizational and work-related goals.</p>	<ul style="list-style-type: none"> • Convert complex ideas or frameworks (e.g., road maps, leadership models) into concise summaries using AI, then integrate into presentation slides. • Leverage AI writing tools to polish existing content—scripts, job descriptions, or lesson plans—while retaining human tone and intent. • Maintain quality by reviewing AI-generated drafts for style, grammar, and content consistency before finalizing deliverables.
<p>Critical evaluation & fact checking</p>	<p>Validating accuracy, detecting bias, and correcting AI-generated outputs through source verification, iterative refinement, and thoughtful analysis before workplace application.</p>	<ul style="list-style-type: none"> • *Identify and correct inaccuracies in AI-generated outputs by comparing them against independently verified data or trusted external sources. • Review AI-generated proposals or content and iteratively adjust prompts until results meet organizational standards for tone, structure, and relevance. • *Conduct manual quality checks—including data triangulation or parallel analysis—before distributing or acting on AI-assisted outputs. • Use chain-of-thought tools or model reasoning views to diagnose misinterpretations in AI responses and revise inputs accordingly. • Design assessments or prompts that require candidates or users to explain their reasoning behind AI-generated responses, ensuring true understanding and not blind acceptance.
<p>Curiosity & adaptive learning</p>	<p>Proactively exploring emerging AI solutions, unlearning outdated habits, and updating practices to keep pace with technological advancements.</p>	<ul style="list-style-type: none"> • Seek out and experiment with new AI tools or features, adjusting workflows as technologies evolve.
<p>Data privacy & governance</p>	<p>Safeguarding sensitive information and upholding ethical standards to ensure fair, secure, and compliant AI use.</p>	<ul style="list-style-type: none"> • Screen inputs for confidential or personally identifiable information (PII) and redact sensitive fields before submission to AI tools. • Audit AI outputs for potential bias or risk and intervene when automated suggestions may lead to unfair or noncompliant outcomes.
<p>Human-centered judgement</p>	<p>Exercising discernment to balance AI automation with human oversight, ensuring decisions and communications preserve ethics, empathy, and contextual understanding.</p>	<ul style="list-style-type: none"> • Distinguish between tasks that benefit from AI automation and those that require human oversight, reserving complex or sensitive work for manual handling. • Use AI to generate first drafts or options, then conduct thorough human review to ensure quality, contextual accuracy, and ethical alignment. • *Maintain a human-in-the-loop policy for decision-making, using AI outputs as advisory input while preserving final judgment for people leaders. • Preserve authenticity and human connection in communications by personalizing AI-generated content, especially in sensitive situations. • Advocate for human expertise by highlighting intuition, ethical reasoning, and contextual awareness in conversations about AI adoption.

Knowledge-based strategic integration	Applying specialized disciplinary knowledge to shape how AI is used, ensuring that its contributions are both analytically sound and meaningfully connected to an organization’s long-term priorities.	<ul style="list-style-type: none"> • Clarify the purpose and intended outcome of AI-assisted tasks to ensure outputs contribute to broader organizational goals. • Synthesize domain-specific research (e.g., IO psychology, organizational behavior) alongside AI outputs to ensure accurate, evidence-based insights.
--	--	---

Note: *Special consideration illustrative behavior (highest rated behaviors)

Collectively, this needs assessment produced a competency model grounded in practitioner input and real-world job demands. Importantly, the model emphasizes not only technical AI skills but also the broader capabilities required for effective human–AI collaboration, including critical evaluation, ethical reasoning, and strategic integration. These findings served as the foundation for embedding AI competencies into the graduate training program at UTA.

Phase 2: Curriculum Transformation

The second phase, completed in summer 2025, focused on translating the competency model into actionable instructional practices. Rather than introducing standalone AI courses, faculty integrated competencies directly into existing graduate courses by revising syllabi and embedding targeted assignments aligned with specific skills. This approach was designed to make AI use context-specific and immediately relevant to core I-O tasks.

Instructional activities emphasized applied use of AI in ways that mirror professional practice, including evaluating AI-generated outputs, refining AI-assisted work products, and integrating AI tools into common I-O functions such as data analysis, training development, and assessment design. To support implementation, faculty were provided with both general and course-specific assignment templates that could be adapted to different content areas.

General strategies that can be applied across courses were provided to faculty (see Table 2). These activities focused on developing foundational competencies such as critical evaluation, human-centered judgment, and adaptive learning by engaging students in tasks like critiquing AI outputs, refining prompts, and exploring new tools. Examples of how these strategies can be embedded within specific I-O courses were also provided (see Table 3), illustrating how AI integration can be tailored to domain-specific learning objectives (e.g., psychometrics, organizational behavior, and training).

Table 2
General Suggestions for Curriculum Transformation

Strategy	Description	Competencies mapped
Case-based simulations	Present students with real-world HR/IO scenarios that involve flawed or incomplete AI outputs. Ask students to critique, refine, and validate results.	<ul style="list-style-type: none"> • Critical evaluation & fact checking • Human-centered judgment
Prompt refinement challenges	Give students vague or poorly structured prompts and ask them to revise them for clarity, context, and task fit.	<ul style="list-style-type: none"> • Prompt engineering • Content generation & refinement

AI-augmented assignments	Have students draft something using AI (e.g., job descriptions, training outlines) and then revise it with human input, emphasizing tone, ethics, and clarity.	<ul style="list-style-type: none"> • Content generation & refinement • Human-centered judgment
Tool exploration logs	Ask students to experiment with a new AI tool or feature each week and reflect on its usefulness, limits, and ethical risks.	<ul style="list-style-type: none"> • Curiosity & adaptive learning • Data privacy & governance
Team presentations on AI use cases	Assign groups to research and present emerging uses of AI in HR or OB, highlighting potential benefits, risks, and organizational strategy implications.	<ul style="list-style-type: none"> • Change leadership & advocacy • Strategic foresight

Table 3
Course-Specific Suggestions for Curriculum Transformation

Strategy	Description	Competencies mapped
AI tool validation lab (psychometrics)	Students use AI to generate assessment items, then validate them using psychometric methods (e.g., item difficulty, discrimination).	<ul style="list-style-type: none"> • Content generation & refinement • Critical evaluation & fact checking
Leadership & advocacy memo (OB)	Students draft a change management plan using AI to advocate for ethical AI adoption in their organization.	<ul style="list-style-type: none"> • Change leadership & advocacy • Content generation & refinement
Training script generation (employee training)	Students prompt AI to generate outlines for a training session, then revise using best practices from instructional design.	<ul style="list-style-type: none"> • Content generation & refinement • Prompt engineering
Onboarding content redesign (business psychology)	Students use AI to draft onboarding documents, then personalize content for tone, clarity, and engagement.	<ul style="list-style-type: none"> • Content generation & refinement • Human-centered judgment

Phase 3: Implementation and Evaluation

The final phase, conducted from fall 2025, involved implementing AI-integrated instructional activities and evaluating their effectiveness. AI-based assignments and instructional strategies were deployed across multiple graduate courses, with implementation occurring in two waves to allow for iterative refinement based on early experiences. Evaluation efforts included student and faculty surveys assessing perceived competency development, reactions to AI-integrated instruction, and knowledge assessments. These measures were designed to capture both subjective experiences (e.g., confidence, perceived usefulness) and indicators of learning related to AI competencies. This phase emphasized not

only the deployment of AI-integrated curriculum but also the systematic collection of feedback to inform ongoing refinement of instructional approaches.

Preliminary Findings and Insights

Five out of 15 graduate students completed the end-of-semester survey. The sample was primarily female (80%) and represented both master's (60%) and doctoral (40%) I-O psychology students. The average age of participants was 26 years. Students were enrolled across multiple courses that incorporated AI-related content, including Organizational Behavior, Employee Training, and an I-O Psychology Internship course. These results should be interpreted cautiously given the small sample size but provide initial insight into student experiences with AI-integrated instruction.

Student Survey

We first examined students' perceived AI self-efficacy following exposure to AI-integrated coursework. Overall, students reported relatively high levels of confidence in their ability to use AI effectively ($M = 4.08$, $SD = .69$), using a 5-point scale where anchors ranged from 1 = strongly disagree to 5 = strongly agree. In particular, students felt most confident in their ability to combine AI outputs with their own expertise to make informed decisions and to use AI responsibly in professional settings. Students also reported strong capability in identifying when AI could improve their work processes. Comparatively lower, though still positive, ratings were observed for adapting to new AI tools and using AI efficiently for task completion, suggesting some variability in applied fluency despite generally high confidence. See Table 4 for results.

Table 4
AI Self-Efficacy Results

AI self-efficacy	<i>M</i>	<i>SD</i>
I am confident in my ability to use AI tools to complete work-related tasks efficiently.	3.60	.80
I feel capable of identifying when AI can improve my work processes.	4.20	.40
I can adapt to new AI tools or features without extensive instruction.	3.80	.75
I know how to combine AI outputs with my own expertise to make informed decisions.	4.40	.49
I feel prepared to use AI responsibly in a professional setting.	4.40	.49
AI self-efficacy composite	4.08	.69

We next examined competency development using two complementary indicators: *competency*, reflecting students' current ability to perform AI-related behaviors, and *mastery*, reflecting the extent to which those abilities improved as a result of AI-integrated coursework (see Table 5). Across competencies, students reported relatively high levels of perceived ability, with composite scores generally above the midpoint of the scale. The highest competency ratings were observed for content generation and refinement ($M = 4.27$), followed by change leadership ($M = 4.10$) and critical evaluation and fact checking ($M = 4.08$), suggesting that students felt most capable in using AI in applied, task-oriented competencies to produce and refine work outputs, communicate its value, and evaluate AI-generated information.

In contrast, lower competency ratings were observed for human-centered judgment ($M = 3.44$) and knowledge-based strategic integration ($M = 3.30$), indicating that more complex, integrative skills involving contextual decision-making and domain-specific application of AI may be less developed. Notably, these competencies also showed higher variability, suggesting inconsistent experiences or understanding across students.

Patterns for perceived mastery differed somewhat from competency levels. The greatest reported improvements were observed in Data Privacy and Governance ($M = 3.80$), indicating that students perceived substantial growth in their ability to manage sensitive information and evaluate risks associated with AI use. Moderate gains were observed in critical evaluation and fact checking ($M = 3.00$) and human-centered judgment ($M = 2.96$), suggesting that coursework may have supported development in evaluative and oversight-related skills.

Alternatively, lower mastery ratings were observed for curiosity and adaptive learning ($M = 1.80$) and knowledge-based strategic integration ($M = 2.40$), indicating more limited perceived growth in developing habits of ongoing AI exploration and in integrating AI with domain-specific expertise.

Table 5
Student’s Self-Report Competency and Mastery Ratings

Competency	Illustrative behavior	Competency rating		Mastery rating	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Change leadership (CL)	Communicate the value of AI tools by aligning them with organizational goals and motivating teams to embrace new solutions.	4.00	.63	2.80	.98
	Highlight unique human capabilities—like critical thinking and contextual judgment—to complement AI use and reinforce professional value.	4.20	.75	3.00	1.10
	CL composite	4.10	.70	2.90	1.04
Content generation & refinement (CGR)	Convert complex ideas or frameworks (e.g., road maps, leadership models) into concise summaries using AI, then integrate into presentation slides.	4.20	.75	2.40	1.02
	Leverage AI writing tools to polish existing content—scripts, job descriptions, or lesson plans—while retaining human tone and intent.	4.20	.40	2.80	.75
	Maintain quality by reviewing AI-generated drafts for style, grammar, and content consistency before finalizing deliverables.	4.40	.49	3.20	.75
	CGR composite	4.27	.57	2.80	.91
Critical evaluation & fact checking (CEFC)	Identify and correct inaccuracies in AI-generated outputs by comparing them against independently verified data or trusted external sources.	4.20	.75	3.20	.75
	Review AI-generated proposals or content and iteratively adjust prompts until results meet organizational standards for tone, structure, and relevance.	4.00	.63	2.40	.80
	Conduct manual quality checks—including data triangulation or parallel analysis—before distributing or acting on AI-assisted outputs.	4.20	.75	3.20	.75
	Use chain-of-thought tools or model reasoning views to diagnose misinterpretations in AI responses and revise inputs accordingly.	4.00	.63	3.20	.75

	Design assessments or prompts that require candidates or users to explain their reasoning behind AI-generated responses, ensuring true understanding and not blind acceptance.	4.00	.63	3.00	1.10
	CEFC composite	4.08	.69	3.00	.89
Curiosity & adaptive learning (CAL)	Seek out and experiment with new AI tools or features, adjusting workflows as technologies evolve.	3.60	.80	1.80	.98
	CAL composite	3.60	.80	1.80	.98
Data privacy & governance (DPG)	Screen inputs for confidential or personally identifiable information (PII) and redact sensitive fields before submission to AI tools.	3.60	1.50	3.80	.75
	Audit AI outputs for potential bias or risk and intervene when automated suggestions may lead to unfair or non-compliant outcomes.	3.60	1.50	3.80	.75
	DPG composite	3.60	1.50	3.80	.75
Human-centered judgment (HCJ)	Distinguish between tasks that benefit from AI automation and those that require human oversight, reserving complex or sensitive work for manual handling.	3.60	1.50	3.20	1.33
	Use AI to generate first drafts or options, then conduct thorough human review to ensure quality, contextual accuracy, and ethical alignment.	3.40	1.02	3.00	.63
	Maintain a human-in-the-loop policy for decision-making, using AI outputs as advisory input while preserving final judgment for people leaders.	3.40	1.36	3.00	1.10
	Preserve authenticity and human connection in communications by personalizing AI-generated content, especially in sensitive situations.	3.20	1.33	2.60	1.02
	Advocate for human expertise by highlighting intuition, ethical reasoning, and contextual awareness in conversations about AI adoption.	3.60	1.50	3.00	1.10
	HCJ composite	3.44	1.36	2.96	1.08
Knowledge-Based Strategic Integration (KBSI)	Clarify the purpose and intended outcome of AI-assisted tasks to ensure outputs contribute to broader organizational goals.	3.40	1.36	2.40	1.36
	Synthesize domain-specific research (e.g., I-O psychology, organizational behavior) alongside AI outputs to ensure accurate, evidence-based insights.	3.20	1.33	2.40	1.02
	KBSI composite	3.30	1.35	2.40	1.20

Taken together, these results suggest that AI-integrated coursework may be particularly effective in supporting applied, task-oriented competencies (e.g., content generation, evaluation, and responsible use), while more complex competencies involving strategic integration, adaptability, and human-centered judgment may require more sustained instructional emphasis.

Student Course Feedback

Students also provided feedback on their courses that integrated AI into the coursework. Student feedback across courses was generally positive, with participants reporting that AI integration supported learning, increased confidence, and was relevant to course objectives (see Table 6). In both the I-O Internship and Organizational Behavior courses, students reported relatively strong agreement that AI improved their understanding of course material ($M = 4.00\text{--}4.33$) and that AI-related activities aligned with course goals ($M = 4.33\text{--}4.50$). Students in these courses also indicated increased confidence in using AI in academic or professional settings and expressed strong support for including AI skill-building activities in future coursework. However, responses from the employee training course were more mixed. Although students still reported that AI supported their understanding ($M = 4.00$), lower ratings were observed for perceived relevance, confidence gains, and support for future inclusion.

Table 6
Student Feedback on Course-Specific AI Integration

Questions	I-O internship		Organizational behavior		Employee training	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
The use of AI in [Field-1] improved my understanding of the subject matter.	4.00	1.00	4.33	.47	4.00	1.00
The AI-related assignments or activities felt relevant to the course goals.	4.50	.50	4.33	.47	3.50	.50
I feel more confident using AI tools in academic or professional settings because of [Field-1].	4.50	.50	4.00	.82	3.00	.00
I would support the inclusion of AI skill-building activities in future psychology or I-O courses.	4.50	.50	4.33	.47	3.50	.50

Note: “[Field-1]” auto-populated with the respondent’s corresponding course title in the survey software.

Qualitative responses from students provided additional context and revealed three consistent themes across courses (see Table 7). In the internship course, AI was primarily used as a targeted, self-directed tool for career development, with one student noting it helped “improve my confidence during interviews” and helped with summarizing job materials, reflecting practical but unstructured use. In organizational behavior, students emphasized a shift toward greater acceptance of AI, noting that tools were “not viewed as negatively” as in prior experiences and that integration into coursework were viewed positively, highlighting the role of faculty framing in shaping attitudes. In contrast, feedback from Employee Training reflected that although AI could be utilized, it was not formally and explicitly integrated into assignments, echoing the need for more structured guidance for integration. Taken together, these patterns suggest that students perceive the greatest value when AI is intentionally embedded into coursework, whereas passive or optional use may limit perceived relevance and skill development.

Across student responses, a key takeaway emerged: Structured, competency-based integration is critical for maximizing engagement and skill development, whereas permissive or ad hoc use may limit the perceived value of AI in coursework.

Table 7

Qualitative Themes by Course

Course	Theme	Description	Example quote
I-O internship	Targeted, self-directed use	AI used independently for practical career tasks (e.g., interview prep, job materials); limited structured integration	“AI has helped me come up with prompts on how to improve my confidence during interviews and summarize key points...”
Organizational behavior	Normative acceptance and encouragement	Faculty openness fostered positive attitudes toward AI; integration viewed as forward-looking even without standout activities	“AI tools aren’t viewed as negatively... pretty cool the program is trying to integrate AI...”
Employee training	Permitted but minimally integrated use	AI allowed but not embedded into assignments or instruction; limited intentional exposure	“Did not have AI-related assignments other than we could use it.”

Faculty Survey

Faculty responses revealed meaningful variation in how AI was integrated across courses but converged on several core patterns (see Table 8). In organizational behavior, AI was deliberately embedded into course design through revised learning objectives, structured assignments, and explicit policies emphasizing responsible use and transparency. This approach positioned AI as a tool for augmentation, supporting idea generation and refinement rather than replacement, while also fostering open discussion and norm setting around appropriate use. Similarly, the internship course incorporated AI through iterative, applied activities (e.g., resume refinement, mock interviews), with instructor scaffolding and feedback shaping how students engaged with AI in practice. Consistent with student feedback, the employee training course reflected a more permissive but less structured approach, where AI use was allowed but not systematically integrated into assignments. Across courses, faculty identified key facilitators and barriers to integration. Effective implementation was associated with clear instructional scaffolding, alignment with course objectives, and active learning strategies that embedded AI into meaningful tasks. Barriers noted by faculty included time constraints, variability in faculty expertise and comfort with AI, and uncertainty around best practices.

Table 8

Faculty AI Integration Themes by Course

Domain	Organizational behavior	I-O internship	Employee training	Cross-course insight
Integration approach	Fully embedded into objectives, assignments, and policy	Integrated through applied, iterative activities	Permitted but not embedded in coursework	Degree of structure varies substantially
Instructional design	Clear scaffolding (prompt-building, revision cycles, transparency requirements)	Guided practice (mock interviews, resume refinement, AI-assisted feedback)	Minimal scaffolding; primarily optional use	Structured design drives engagement and learning

Domain	Organizational behavior	I-O internship	Employee training	Cross-course insight
Role of AI	Augmentation tool (brainstorming, organizing, refining—not replacing work)	Skill-development partner (career prep, interviewing, job materials)	Utility tool (optional support, limited instructional framing)	Framing influences how students use AI
Student engagement	High engagement via interactive and flexible activities	Active engagement through applied tasks and feedback loops	Lower engagement due to lack of structured use	Engagement tied to integration depth
Faculty framing	Explicit emphasis on responsible use and transparency	Encouraged use within guided activities	Neutral/permissive stance	Norm-setting shapes student attitudes and behavior
Challenges	Time constraints; balancing instruction with evolving tools	Need for ongoing refinement of activities	Low perceived value for certain tasks (e.g., summarization)	Faculty capacity and clarity are key constraints
Future directions	Expand structured integration and assessment of AI competencies	Continue refining applied activities and scaling integration	Increase intentional integration into assignments	Shift toward competency-based AI integration

Summary Insight

Taken together, these findings suggest that AI-integrated coursework is effective in developing applied, task-oriented skills but may be less effective in fostering higher order competencies without deliberate instructional support. Most importantly, the results indicate that how AI is integrated—through structured, intentional design—plays a central role in shaping both student outcomes and perceptions.

Future Guidance: Lessons Learned and Best Practices

The findings from this project highlight several practical considerations for faculty integrating AI into I-O psychology coursework. Across both student and faculty perspectives, a consistent pattern emerged: AI integration is most effective when it is intentionally designed, structured, and aligned with competency development rather than treated as optional or ad hoc.

First, one of the clearest lessons is that simply permitting AI use is insufficient. Courses that treated AI as optional saw lower perceived relevance, confidence gains, and engagement, whereas structured integration into assignments and learning objectives produced stronger outcomes. This indicates that AI should be embedded directly into instructional design through activities that require students to actively use, critique, and refine AI-generated outputs rather than treating it as an optional tool.

Second, students readily develop basic AI skills (e.g., content generation), but more complex competencies (e.g., human-centered judgment and strategic integration) require explicit scaffolding. Faculty

should design activities that require students to justify AI-assisted decisions, evaluate outputs for accuracy and bias, and iteratively refine their use of AI. These approaches reinforce human oversight and support development of higher order skills.

Third, aligning AI activities with real-world I-O tasks also appears critical. Courses that incorporated applied assignments, such as resume development, training design, or proposal refinement, were perceived as more valuable and engaging. Situating AI use within authentic professional contexts helps students understand how these tools support, rather than replace, domain expertise and improves transferability to applied settings.

Fourth, from the faculty perspective, uncertainty around how to begin integrating AI was a primary barrier. Providing ready-to-use resources (e.g., assignment templates, example prompts, and repositories of AI-integrated activities) may reduce this barrier and facilitate adoption. Clear guidelines for ethical AI use can further support implementation without requiring faculty to develop materials independently.

Fifth, faculty development is also essential, as variability in expertise and comfort with AI remains a challenge. Workshops that include general AI overviews, practical classroom applications, and discipline-specific examples may help build confidence. Effective facilitation requires that faculty establish a baseline level of proficiency with AI tools and their applications. Faculty must be proactive in developing this competence to responsibly guide students in their use. Importantly, faculty do not need to be technical experts; rather, they can serve as facilitators who guide students in developing effective and responsible AI use. Similar to how instructors teach students to use tools like SPSS or R without requiring expertise in their underlying codebase, faculty can guide AI use by focusing on application, interpretation, and critical evaluation.

Finally, given the rapid evolution of AI, a competency-based approach is more sustainable than focusing on specific tools. Emphasizing transferable skills (e.g., critical evaluation, ethical reasoning, and adaptive learning) ensures that students can apply these capabilities across changing technologies and contexts.

These findings offer insight not only into the development and implementation of AI competencies within one I-O graduate program, but also into how students and faculty respond to these efforts in practice. As AI becomes increasingly embedded in organizational contexts, there is a growing need for I-O practitioners who can not only leverage these tools but also critically evaluate their outputs, apply them responsibly, and integrate them effectively into organizational systems.

By presenting this case study, the current paper provides a practical, competency-based framework that other I-O programs can adapt when integrating AI into their curricula. Although specific implementation strategies may vary across programs, the broader principles outlined here—such as structured integration, alignment with applied tasks, and emphasis on transferable competencies—offer a foundation for curriculum development.

More broadly, this work is intended to contribute to an ongoing conversation within the field regarding how best to prepare future I-O psychologists for an AI-integrated workplace. As programs continue to experiment with different approaches, sharing these experiences can help establish best practices, identify common challenges, and support more consistent and effective training across institutions.

References

- Aguinis, H., Beltrán, J. R., & Cope, A. (2024). How to use generative AI as a human resource management assistant. *Organizational Dynamics*, 53(1), Article 101029.
- Ardichvili, A., Dirani, K., Jabarkhail, S., El Mansour, W., & Aboulhosn, S. (2024). Using generative AI in human resource development: An applied research study. *Human Resource Development International*, 27(3), 388–409. <https://doi.org/10.1080/13678868.2024.2337964>
- Becker, S. (2022). A fast-growing segment of psychology is landing grads jobs in corporate America. *Fortune*. <https://fortune.com/education/articles/a-fast-growing-segment-of-psychology-is-landing-grads-jobs-in-corporate-america/>
- Carmichael, M. (2024). People are worried about the misuse of AI, but trust it more than humans. *Ipsos*. <https://www.ipsos.com/en-us/people-are-worried-about-misuse-ai-they-trust-it-more-humans>
- Chen, Z. (2023). Ethics and discrimination in artificial intelligence-enabled recruitment practices. *Nature Humanities and Social Sciences Communications*, 10. <https://doi.org/10.1057/s41599-023-02079-x>
- Ekuma, K. (2024). Artificial Intelligence and automation in human resource development: A systematic review. *Human Resource Development Review*, 23(2), 199–229. <https://doi.org/10.1177/15344843231224009>
- Goldstein, I. L., & Ford, J. K. (2002). *Training in organizations: Needs assessment, development, and evaluation* (4th ed.). Wadsworth/Thomson Learning.
- Graßmann, C., & Schermuly, C. C. (2021). Coaching with Artificial Intelligence: Concepts and capabilities. *Human Resource Development Review*, 20(1), 106–126. <https://doi.org/10.1177/1534484320982891>
- Gutierrez, S., & Landers, R. N. (2024). *How to survive the AI revolution in HR: Culture change and immediate action*. SIOP White Paper. <https://www.siop.org/resource/how-to-survive-the-ai-revolution-in-hr-culture-change-and-immediate-action/>
- Karataş, F., Eriçok, B., & Tanrikulu, L. (2025). Reshaping curriculum adaptation in the age of artificial intelligence: Mapping teachers' AI-driven curriculum adaptation patterns. *British Educational Research Journal*, 51, 154–180. <https://doi.org/10.1002/berj.4068>
- Lin, H., & Chen, Q. (2024). Artificial intelligence (AI)-integrated educational applications and college students' creativity and academic emotions: Students' and teachers' perceptions and attitudes. *BMC Psychology*, 12(1), 487. <https://doi.org/10.1186/s40359-024-01979-0>
- Society for Industrial and Organizational Psychology. (2023). *Considerations and recommendations for the validation and use of AI-based assessments for employee selection*. <https://www.siop.org/wp-content/uploads/2024/06/Considerations-and-Recommendations-for-the-Validation-and-Use-of-AI-Based-Assessments-for-Employee-Selection-January-2023.pdf>
- Walter, Y. (2024). Embracing the future of artificial intelligence in the classroom: The relevance of AI literacy, prompt engineering, and critical thinking in modern education. *International Journal of Educational Technology in Higher Education*, 21(15). <https://doi.org/10.1186/s41239-024-00448-3>
- Weiner, J. A., Tippins, N., Landers, R., Ryan, A., Handler, C., & Munson, L. (2024, April). *Ethical AI-based assessment in practice*. Panel presented at the Society for Industrial and Organizational Psychology Annual Conference, Chicago, IL, April 17-20.

Appendix A

Subject Matter Expert (SME) Interview Protocol

Introduction

- **Purpose:** Introduce yourself, clarify the study's objectives (i.e., how AI usage in HR/IO roles can shape the AI competencies that I-O psychology students need).
- **Confidentiality and consent:** Explain confidentiality measures and request permission to record & transcribe.
- **Interview structure:** Mention the semi-structured format; there are main questions plus potential follow-ups.

1. Role & AI responsibilities

Main question

1. "Could you briefly describe your role and how you currently incorporate AI tools or techniques into your daily tasks or responsibilities?"

Follow-up questions

- "Which specific tasks do you handle that involve AI, and how frequently?"
- "How did AI first become part of your work routine? Was it your idea, or was it part of an organizational initiative?"

2. Organizational objectives & AI goals

Main question

2. "Which organizational objectives or challenges are you aiming to solve by using AI, and why did these become priorities?"

Follow-up questions

- "Could you give an example of a key pain point AI helps address (e.g., time savings, improved accuracy, better candidate matching)?"
- "What factors led leadership to invest in AI solutions (e.g., cost reduction, strategic differentiation, or something else)?"

3. Tools & methods

Main question

3. "What AI tools, platforms, or methods (e.g., chatbots, predictive analytics, machine learning) do you rely on most often, and for which specific tasks?"

Follow-up questions

- "Is your choice of AI tools shaped by corporate policy or personal preference?"
- "Have you tried multiple AI solutions? What made you settle on your current toolset?"

4. Developing AI prompts & providing context

Main question

4. "How do you develop prompts or queries for AI systems (like ChatGPT) to ensure you get useful, context-specific results? Could you give examples?"

Follow-up questions (prompt engineering focus)

- "How do you refine or iterate on your initial prompts to get more accurate or actionable insights from AI?"
- "What strategies do you use to ensure the AI receives enough context (like data, background info, or constraints) to generate meaningful results?"
- "Have you developed or discovered any prompting best practices (e.g., structured formatting, specific keywords) that reliably improve AI output quality?"

- “Do you find yourself reusing or standardizing certain prompt structures, and if so, how do you document or share them within your team?”

5. Automation versus manual tasks

Main question

5. “Which parts of your role are now automated or partially automated through AI, and which tasks do you still prefer to handle manually?”

Follow-up Questions

- “What categories or ‘buckets’ of tasks (e.g., communication, data aggregation) do you find easiest to automate?”
- “Are there areas where you deliberately avoid using AI, and if so, why?”

6. Verification & governance

Main question

6. “When AI provides recommendations or analyses, how do you verify the information? Do you have any governance frameworks or checks in place to ensure accuracy and compliance?”

Follow-up questions

- “What steps do you take if the AI’s suggestions look questionable? Who do you consult or what external data sources do you rely on?”
- “Are there guidelines or protocols (organizational or personal) that outline how to validate AI outputs?”

7. Organizational context & AI policy

Main question

7. “Is AI use in your function personally driven, or is it institutionally encouraged? What is your organization’s official stance on AI tools?”

Follow-up questions

- “Do you feel organizational support (e.g., resources, training, top management buy-in) for AI usage?”
- “Are there formalized AI governance policies or disclaimers you must follow?”

8. Ethical, bias, & fairness concerns

Main question

8. “Have you encountered concerns around ethics, bias, or fairness with AI tools? How do you address potential biases or privacy issues when using AI?”

Follow-up questions

- “Could you describe a real incident or close call where AI recommendations seemed biased or ethically problematic?”
- “How do you handle ambiguity or incomplete data in your prompts to prevent AI from producing irrelevant or misleading responses?”

9. Required skills & competencies

Main question

9. “What new skills or competencies did you (or your team) need to develop to effectively interpret, manage, or implement AI outputs in your HR/IO context?”

Follow-up questions

- “Did you or others undergo specific training or certification programs?”

- “Which skills (technical, analytical, ethical, communication) have proven most critical to using AI effectively?”

10. Measuring impact & AI benefits

Main question

10. “How do you measure the impact of AI on your performance or productivity? Are there specific KPIs or metrics you track to gauge success?”

Follow-up questions

- “How has AI changed your job performance, if at all (time savings, better accuracy, improved insights)?”
- “Which benefits have you observed from integrating AI (efficiency, accuracy, deeper insights)?”

11. Challenges & change management

Main question

11. “Did you face any hurdles (technical, cultural, or ethical) when first introducing AI in your function, and how did you overcome stakeholder pushback?”

Follow-up questions

- “Were there misunderstandings or resistance from employees about AI’s role?”
- “What strategies did you find effective for gaining buy-in from leadership or colleagues?”

12. AI–human collaboration

Main question

12. “How do your own expertise and judgment combine with AI’s outputs? Do you see AI more as an assistant offering suggestions or as a decision-maker?”

Follow-up questions

- “When do you rely heavily on AI vs. when do you override its recommendations?”
- “In tasks like selection, do you treat AI input as one data point among many, or is it decisive?”

13. Future outlook & evolution

Main question

13. “Which additional aspects of your role (or the organization) do you foresee could be automated soon, and how do you envision AI evolving in your field over the next few years?”

Follow-up questions

- “Do you predict new opportunities or concerns might emerge (for instance, advanced analytics, robotics integration, or deeper personalization)?”
- “Could you see a shift from more operational tasks to purely strategic tasks once more AI tools are in place?”

14. Best practices for prompting AI

Main question

14. “Do you have any best practices or lessons learned for crafting better AI prompts or setting up AI queries, especially to ensure context and accuracy?”

Follow-up questions

- “Could you give a specific example of a well-crafted prompt you used and why it worked better than a simpler version?”
- “How do you refine or iterate on prompts? Do you do it alone or collaboratively with a team?”

15. Advice for I-O students

Main question

15. "What guidance or lessons learned would you share with I-O students who want to integrate AI into their future roles? Any pitfalls to avoid or quick wins to pursue?"

Follow-up questions

- "Are there certain AI competencies (ethical oversight, data analytics, coding basics, etc.) they should prioritize?"
- "Do you see more synergy between AI and I-O psychology in the future?"

Closing

- **Thank the SME** for their time and insights.
- **Confirm** if it's alright to contact them for follow-up questions or clarifications.
- **Next steps:** Briefly outline how their input will shape the AI competencies to be taught in I-O programs.

Appendix B Subject Matter Expert (SME) Competency Survey

Introduction & Welcome!

Thank you for participating in this study. Your insights will help us determine which AI-related competencies are most critical for I-O psychology graduate students to learn before entering the workforce. The findings will be used to guide curriculum development at UTA and ensure that future I-O professionals are prepared to work effectively with AI-enhanced tools and environments.

Specifically, we are not asking you to assess what you personally do in your job but rather what new I-O psychology graduates should know and be able to do on day one of an entry-level role involving AI-related work.

Your expertise is instrumental in shaping a curriculum that reflects the demands of real-world practice.

Survey Instructions

Please read these instructions carefully. You will be presented with a set of 58 task statements and illustrative behaviors grouped under high-level competency areas related to AI use in I-O psychology. For each item, you will rate two things using the following 0–5 scales:

Scale 1: Instructional Priority

How important is it that this task be taught or developed during a graduate I-O psychology program?

- 0 = Not at all important - Does not need to be taught in a graduate program
- 1 = Slightly important - Might be helpful, but low priority for instruction
- 2 = Moderately important - Some relevance; could be introduced but not emphasized
- 3 = Important - Should be covered at a basic level in the curriculum
- 4 = Very important - Should be taught in detail and practiced in class
- 5 = Essential - Core instructional priority; graduates must learn this to be prepared for an entry-level position in the field

Scale 2: Proficiency at Entry

What level of proficiency should a graduate possess upon entering the workforce to perform this task effectively?

- 0 = No proficiency - Not expected to perform this task at entry-level
- 1 = Basic awareness - Can recognize or describe the task, but cannot perform it independently
- 2 = Introductory skill - Can perform the task with significant guidance or support
- 3 = Intermediate proficiency - Can perform the task with minimal guidance or oversight
- 4 = Advanced proficiency - Can perform the task independently and accurately
- 5 = Expert-level proficiency - Can execute, teach, and improve this task without assistance (typically not expected at entry level**)
- **Note: Most tasks will not require a level 5 at entry.

Please be realistic based on what you expect from a new graduate in an applied setting. Estimated time to complete: 20-30 minutes; Please answer honestly and based on your professional judgement. All responses are anonymous and will be used in aggregate only. You may skip any items if they do not apply to you or are not relevant.

Job title

Organization/department

Years of experience

Education level

1. Bachelors
2. Masters
3. PhD
4. Other

Field of study (I-O psychology, human resources, data science, business etc.)

automation or transformation through AI.												
57. Clarify the purpose and intended outcome of AI-assisted tasks to ensure outputs contribute to broader organizational goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Maintain and update a structured repository of AI use cases (e.g., Power BI dashboard) to support long-term planning, decision-making, and cross-functional knowledge sharing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What AI skills or competencies do you believe are missing from this list? Comments/suggestions:

Please describe any specific tasks or projects where you've successfully applied AI.

Do you have concerns or barriers that impact AI use in your role?

SIOP LGBTQIA+ Committee: Looking Back and Forging Ahead

I-Heng (Ray) Wu
University of New Mexico

Tonya Lucas
Wonderlic

Nick Salter
Hofstra University

Zhixu (Rick) Yang
Baruch College and the Graduate Center of the City University of New York

Daniel Maday
University of Hartford

Note: Tonya, Nick, and Rick, whose names are listed in alphabetical order, contributed to the article equally.

Introduction

Workplaces have historically marginalized individuals who identify as LGBTQIA+ (Silimon et al., 2020). Despite progress, many such individuals to-date still face significant challenges, such as employment discrimination and identity concealment pressure (e.g., Hebl et al., 2020), especially given recent anti-LGBTQ+ restrictions and legislation (King et al., 2024). Such challenges have reliably produced lower psychological safety, job satisfaction, performance, and higher strain and turnover among LGBTQIA+ individuals at work. This reality applies not only to the lived experiences of working LGBTQIA+ individuals in general but also to those of LGBTQIA+ scholars, practitioners, student members, and other affiliates of SIOP who share similar challenges at work and school. In this *TIP* summer issue, featuring Pride Month, we reflect on the SIOP LGBTQIA+ committee's recent priorities, accomplishments, and insights gained from its work while acknowledging contributing members. By writing this article, we hope to connect with members of the LGBTQIA+ community and allies within SIOP. At the core of the LGBTQIA+ committee, we hope to provide a safe space for professionals with aligned interests, whether their interests are in research, teaching, practice, or mentorship efforts that elevate the LGBTQIA+ community.

The LGBTQIA+ committee primarily focuses on increasing awareness of LGBTQIA+ issues within organizations, encouraging research, and promoting LGBTQIA+ voices. The LGBTQIA+ committee is formed by three subcommittees: the professional-development subcommittee, the awards subcommittee, and the community-building subcommittee. Each subcommittee is led by a chair, all of whom work closely with the LGBTQIA+ committee chair, I-Heng (Ray) Wu. The professional-development subcommittee (led by Nick Salter) provides ongoing learning opportunities to improve members' professional knowledge, competence, and effectiveness in their careers. The awards subcommittee (led by Tonya Lucas) reviews eligible submissions and selects the recipients for the annual LGBT Research Award and LGBTQIA+ Trailblazer Award. The community-building subcommittee (led by Zhixu "Rick" Yang) designs social initiatives to create, strengthen, and sustain relationships among community members. Last, the chair of the LGBTQIA+ committee oversees the deliverables by its three subcommittees, and works with **Enrica Ruggs** (SIOP Diversity and Inclusion Officer), Heather Flattery (SIOP Program Development Manager and Staff Liaison), **Jeff Cucina** (2026 SIOP Program Chair), and **Vipancho Mishra** (2026 SIOP Program Chair-in-Training).

Recent Initiatives and Accomplishments

Chair

This year, we continued to oversee a research-matching effort, bringing together members of the LGBTQIA+ community with similar interests to collaborate on submissions for the SIOP conference. Furthermore, two newsletters were published in November 2025 and April 2026, where we highlighted recent updates from our committee and our members. This way, members of the LGBTQIA+ community can learn about one another, both as professionals and as people. Last, at this year's SIOP conference, we connected with prospective committee members through the Commons (an engaging space at the SIOP conference providing attendees the opportunity to make new connections or reconnect with past colleagues), hosted a business meeting, and participated in the D&I reception.

Professional-Development Subcommittee

The goal of the professional-development subcommittee was to help develop job-related skills and discuss issues our community faces in the context of career-readiness. Subcommittee members included **Laura Johnson**, Daniel Maday, **Gloria González Morales**, and **Wiston Rodriguez**. Although our primary focus is on LGBTQIA+ individuals, our events are generally open and accessible to all SIOP members, so all are welcome! This year, we have been busy with several different projects. Specifically, we hosted two virtual panel discussions on professional development issues, the first titled "Navigating the Job Market as an LGBTQ+ Person" (January 22, 2026; panel: Angela Acevedo, **Mateo Cruz**, Matt Huston, **Kristen Jaramillo**, and **Ben Spurlock**) and the second titled "Secret Agents of DEI: Doing LGBTQ Work in Today's Climate" (April 14, 2026; panel: **Sabrina Volpone**, **Cindy Dziuba-Liu**, **Larry Martinez**, and **Alexandra Zelin**). Both sessions were enthusiastically received by the audience and were engaging deep dives into current issues faced by LGBTQIA+ professionals in academia and practice. Being LGBTQIA+ in the workplace is a unique experience that comes with additional considerations and challenges—such as shifts in political climate, backlash over DEI initiatives, identity disclosure—that others may not experience (Martinez et al., 2017), so having a space to talk about these topics and connect with others has been invaluable. Our next panel will take place this summer, so please keep your eye out for the announcement. We hope to see you there!

The professional-development subcommittee is also setting the stage for some larger projects. We are developing a mentorship program, which we will pilot in the 2026–2027 academic year. As LGBTQIA+ people, navigating one's career requires thoughtfulness and care. A mentorship program represents a great opportunity for early-career individuals to learn and grow from people who have shared experiences and can share advice. This program will pair early-career LGBTQIA+ individuals, regardless of their career path, with seasoned professionals in the field who match their needs and interests. The program is being developed intentionally, based on four pillars: (a) it is career-oriented, (b) but it is also identity-informed, (c) it is developmental in nature, and (d) it is structured and intentional. We will pair together our mentor-mentee dyads this summer and the program will run from September 2026 through April 2027, with a plan to expand the program next year.

In addition to the mentorship program, the professional-development subcommittee is drafting an alternative development program dubbed "SIOP Uncommons" which seeks to gather interested volunteers for a series of "difficult conversations" accompanied by feedback and coaching. The intent for SIOP Uncommons will be to help refine participant's negotiation skills by role play of hard topics around identity-based accommodations, salary negotiation, and other critical conversations which we often discuss the impacts of but seldom have a chance to experience in a safe, simulated environment. Contact Daniel

Maday with any ideas for difficult conversations that you wish you could have more practice on, and stay tuned for a survey seeking input sometime in the early summer.

Awards Subcommittee

The awards subcommittee oversaw the nomination, review, and selection process for the two awards administered by the LGBTQIA+ committee. Subcommittee members included **Gary Burns** and **Joshua Caraballo**.

The LGBT Research Award: The LGBT Research Award is an annual award recognizing the author(s) of a poster, symposium, or panel that has been accepted to the annual SIOP conference. This award honors scientifically rigorous contributions that further the field's understanding of LGBTQIA+ issues in the workplace. Specifically, the awarded submission would have the potential to advance rigorous, scientifically grounded understanding of LGBTQIA+ workplace experiences by strengthening theory and evidence, ensuring methodological soundness, and providing organizations with practical guidance for improving conditions for LGBTQIA+ employees. The prize for this award is \$1,000, to be split among author(s) or chair(s) as appropriate. This year, three symposium submissions and six poster submissions were eligible for the award. Each reviewer evaluated three submissions, though anything from one to nine was allowed, insofar as all submissions received at least three independent evaluations. The process had overall 10 reviewers who evaluated between three and nine submissions, averaging five reviews each. Each submission received from 4 to 7 ratings, with an average of 5.56 ratings per submission. Among the nine eligible submissions, the awards subcommittee identified **Lindsay Yasmin Dhanani, David (Dave) Arena, and Matthew Luke Lapalme** for their poster titled "*Controllability as a barrier to deontic responses on behalf of LGBT employees*" as the recipients of this year's LGBT Research Award. The authors found that individuals who believe LGBT identities are a controllable choice show weaker bystander reactions to discrimination, including less anger at perpetrators, less empathy for targets, and less willingness to intervene. They conducted two studies to show that perceived controllability of LGBT identities dampens both emotional and corrective responses.

The LGBTQIA+ Trailblazer Award: The LGBTQIA+ Trailblazer Award is an annual award that recognizes a visionary individual whose unwavering dedication has transformed workplace experiences, championed inclusivity, and driven meaningful advocacy for LGBTQIA+ individuals within organizations. The prize for this award is \$500. This year, we received five exceptional nominations. Rating criteria included the areas of significant contribution, leadership and advocacy, and evidence of impact. All nominees were rated favorably and recognized for their contributions to advancing research and practice in LGBTQIA+ issues. The three members of the awards subcommittee independently completed the ratings; all members confirmed that they had no conflicts of interest. Based on the collective review and ratings, the awards subcommittee ultimately recommended **Brian Roote** as the 2026 LGBTQIA+ Trailblazer Award recipient.

Roote's career reflected a sustained, research-driven commitment to advancing LGBTQIA+ equity within SIOP and across the organizations he has served. As Chair of the SIOP LGBTQIA+ committee in 2010, he led the development and eventual passage of SIOP's first-ever policy statement supporting LGBTQIA+ employee rights. Through two years of strategic coalition-building, individual stakeholder engagement, and extensive benchmarking against APA policy practices, Roote and his team produced a research-grounded document demonstrating how workplace discrimination harms LGBTQIA+ professionals and organizational effectiveness. His leadership helped shift SIOP toward the more active public-policy role it embraces today.

Roote's impact extended well beyond SIOP. At Regeneron, as director of Belonging, Culture and People Insights, he led initiatives that contributed to the company earning a top score on the Human Rights Campaign's 2025 Corporate Equality Index, its first such recognition. He developed an LGBTQ+ equity program that identified gaps in career conversations, trust with managers, and psychological safety; he then built targeted interventions to strengthen inclusion and leadership development. Prior to Regeneron, at Ernst & Young, he supported and expanded ERGs, created a corporate DEI mentoring board, and provided DEI coaching across organizational levels. Across roles, Roote has consistently embedded LGBTQIA+ equity into organizational systems, establishing himself as a thought leader whose work has improved workplace climates and advanced rights for LGBTQIA+ professionals.

Community-Building Subcommittee

The community-building subcommittee aimed to facilitate spaces where I-O psychologists who identify as part of, work with, or support the LGBTQIA+ community can connect. Subcommittee members included **Erica Boucher**, **Ashley Rhodes**, and **David Taullahu**. Although many of us meet at the SIOP conference or through professional networks, opportunities for LGBTQIA+ members and allies to network, foster community, and support each other remain limited. Our goal was to address this by creating accessible, friendly spaces for open conversations and connections.

In this past year, the community-building subcommittee hosted two virtual networking events. The first, on November 24, 2025, brought together about 15 participants in an informal setting for networking, subcommittee updates, and meaningful conversations in both one-on-one and small-group formats. Guided by conversation prompts, participants identified common interests or experiences and reflected on practices that make professional spaces more welcoming for the LGBTQIA+ community, such as including identity-safety cues in the workspace (Johnson et al., 2021) and having allies who have the courage to speak up (Thoroughgood et al., 2021).

The second virtual networking event was held on April 8, 2026, shortly before the SIOP 2026 annual conference, with 10 participants in attendance. This event had a similar purpose and also enabled attendees to connect before meeting in-person at SIOP. At this event, we were especially fortunate to be joined by Brian Roote, this year's SIOP LGBTQIA+ Trailblazer Award recipient. Roote shared reflections on his role in advancing what became SIOP's first policy statement supporting nondiscrimination for LGBTQIA+ individuals in the workplace. He highlighted that when we have clear scientific evidence, I-O psychologists have both the expertise and the responsibility to help shape more equitable workplaces for people from all backgrounds. He also reminded attendees that change within a professional community rarely happens because of one person alone; it emerges through collective effort, thoughtful dialogue, and people's willingness to bring forward ideas that may shape the field in ways they cannot yet anticipate. Participants found Roote's reflections empowering and encouraging.

The discussion also created a space for attendees to brainstorm both the challenges and possibilities involved in supporting the LGBTQIA+ community within SIOP. For example, participants discussed the idea of adding an optional question about sexual orientation to SIOP's demographic surveys, which could potentially help the organization better understand the composition, needs, and diversity of its LGBTQIA+ members. This also echoes the recent call for including sexual orientation or gender identity demographic data on the U.S. STEM workforce (Freeman, 2020). More broadly, the conversation underscored the importance of creating channels for members to share ideas, identify needs, and envision future directions for the organization.

Across both events, participant feedback was overwhelmingly positive. Attendees especially appreciated the chance to meet other I-O psychologists who are passionate about similar topics, reconnect with familiar colleagues, and have low-pressure, genuine conversations.

Attendees also appreciated the opportunity to meet people they might not otherwise have encountered. For example, in one breakout conversation, a participant who had recently published a book was paired with someone who was reading it, creating an unexpected and memorable connection between the author and the reader. At the same time, the feedback provided us with helpful ideas for future events. In particular, participants expressed interest in seeing more people attend, incorporating fun virtual activities or games, and continuing to refine how we facilitate conversations so that everyone feels comfortable participating.

Looking ahead, we hope to build on these lessons and continue to strengthen LGBTQIA+ community building within SIOP. We would love to see more professional members, student affiliates, and allies join future events, whether they are looking for support, hoping to meet new colleagues, or simply interested in contributing to a more welcoming professional community. We also welcome additional volunteers who would like to help plan and facilitate future community-building activities. These events have reinforced a simple but important reminder: it is important to have spaces where people can connect, be seen, and support one another.

How to Get Involved

There are many ways to get involved with the LGBTQIA+ committee, which include, yet are not limited to, the following means:

- Connecting with the Chair or any committee member.
- Signing up to volunteer on the committee through the SIOP Volunteer System (SVS).
- Submitting a poster, symposium, or panel relevant to LGBTQIA+ issues to the annual SIOP conference.
- Attending our committee's meetings and events (e.g., networking events, or the business meeting and D&I reception at SIOP).
- Serving as a speaker or mentor at one of our events.
- Reviewing for our committee awards.
- Learning more about our committee at the SIOP Commons, on-site at the conference.

Conclusion

We live in a world in which multiple marginalized identities call for meaningful recognition and intentional support. This year, the LGBTQIA+ committee's initiatives—spanning professional development, research advancement, and community building—demonstrate how evidence-based, inclusive practices can be mobilized to enhance belonging, psychological safety, and equitable career development at scale. We feel particularly grateful for the opportunity to reflect on the committee's initiatives and accomplishments in the past year. Looking forward, we will continue to work on, create, and maintain events to ensure an invaluable experience for LGBTQIA+ individuals within SIOP. Ultimately, the LGBTQIA+ committee's work illustrates how I-O psychology can continue to lead in building equitable workplaces where LGBTQIA+ individuals are not only protected but empowered, an aspiration that strengthens both our science and our profession.

References

- Freeman, J. B. (2020). Measuring and resolving LGBTQ disparities in STEM. *Policy Insights from the Behavioral and Brain Sciences*, 7(2), 141–148.
- Hebl, M., Cheng, S. K., & Ng, L. C. (2020). Modern discrimination in organizations. *Annual Review of Organizational Psychology and Organizational Behavior*, 7(1), 257–282.
- Johnson, I. R., Pietri, E. S., Buck, D. M., & Daas, R. (2021). What's in a pronoun: Exploring gender pronouns as an organizational identity-safety cue among sexual and gender minorities. *Journal of Experimental Social Psychology*, 97, 104194.
- King, E., Hebl, M., Corrington, A., Dhanani, L., Holmes IV, O., Lindsey, A. P., Madera, J., Maneethai, D., Martinez, L., Ng, E. S., Nittrouer, C. L., Sabat, I., Sawyer, K., & Thoroughgood, C. (2024). Understanding and addressing the health implications of anti-LGBTQ+ legislation. *Occupational Health Science*, 8(1), 1–41.
- Martinez, L. R., Sawyer, K. B., & Wilson, M. C. (2017). Understanding the experiences, attitudes, and behaviors of sexual orientation and gender identity minority employees. *Journal of Vocational Behavior*, 103, 1–6.
- Silimon, A., Salter, N. P., & Carter, N. T. (2020). A historical review of the study of US LGBTQ employees' workplace experiences. In *Historical perspectives in industrial and organizational psychology* (pp. 161–183). Routledge.
- Thoroughgood, C. N., Sawyer, K. B., & Webster, J. R. (2021). Because you're worth the risks: Acts of oppositional courage as symbolic messages of relational value to transgender employees. *Journal of Applied Psychology*, 106(3), 399–414.

The 2026 SIOP Annual Conference

Jeffrey M. Cucina
2026 SIOP Program Chair
U.S. Customs and Border Protection

John K. (Jack) Kennedy, Jr.
2025-2026 Conference Chair
Half Moon Consulting

Vipanchi Mishra
2026 Program Chair-in-Training
West Chester University

Joseph A. Allen
2026 Past Program Chair
University of Utah

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.

I-O psychologists convened for SIOP's 41st Annual Conference from April 29 through May 2, 2026. This year marked SIOP's third visit to New Orleans, and took place in the newly renovated Ernest N. Morial Convention Center. The conference was attended by 4,400 I-O academics, practitioners, and students from around the world. A total of 1,071 presentations, consisting of 588 posters (55% of the presentations) and 483 nonposters (i.e., symposia, special sessions, panel discussion, master tutorials, IGNITE! Sessions, debates, or alternative sessions representing 45% of the presentations), filled a very varied program. The conference began with an opening plenary session highlighting award winners and the new class of Fellows (see the [online 2026 SIOP Salutes brochure](#) for more information). SIOP President Scott Tannenbaum gave his presidential address, which provided [10 tips](#) for remaining effective and energized throughout one's career and practical strategies to implement them. Some examples include recognizing the power of questions, improving listening skills, learning to adapt, ongoing learning, working with patience and grace, and approaching work with curiosity, enthusiasm, and empathy (Tannenbaum, 2026).

The Welcome Reception after the opening plenary included displays of the 10 top-rated posters, based on the numerical ratings provided by peer reviewers. A list of these posters can be found in Table 1. The Program Committee sponsors three conference awards in addition to the top posters: John C. Flanagan Award for Best Student Presentation at the SIOP Conference, the SIOP Best International Paper Award, and the SIOP Best Lesbian/Gay/Bisexual/Transgender (LGBT) Research Award. Recipients of these awards are selected from submissions to the peer-reviewed portion of the program. The Program Committee identifies candidates for these awards (based on the numerical ratings and the [eligibility criteria posted online](#)). Separate committees review the proposals and come to a consensus on the winners.

Table 1

The 2026 SIOP Top 10 Posters, Selected Based on Numerical Ratings From Peer Reviewers, in Alphabetical Order by Author

APA citation
Cavanagh, T. M., Kiersch, C., O'Brien, A. (2026, April 30 – May 2). <i>Validating generative AI for scoring open-ended training assessments</i> [Poster]. Society for Industrial and Organizational Psychology Annual Conference, New Orleans, LA, United States.
Kim, S. C., Li, J., Fan, J. (2026, April 30 – May 2). <i>Measuring performance-based emotional intelligence through an AI chatbot</i> [Poster]. Society for Industrial and Organizational Psychology Annual Conference, New Orleans, LA, United States.
Liu, Y., Zhou, L., Xing, Y., & Zhu, Y. (2026, April 30 – May 2). <i>The divergent effects of reality shock on newcomer socialization</i> [Poster]. Society for Industrial and Organizational Psychology Annual Conference, New Orleans, LA, United States.
Maladkar, R. M., Jackson, A. T., Loveless, J. P., Hultz, H. & Alaniz, E. (2026, April 30 – May 2). <i>Cross-validating the mindfulness skill scale</i> [Poster]. Society for Industrial and Organizational Psychology Annual Conference, New Orleans, Louisiana, United States.
Owens, T.L. (2026, April 30 – May 2). <i>Racial and performance dynamics in informal managerial feedback</i> [Poster]. Society for Industrial and Organizational Psychology Annual Conference, New Orleans, LA, United States.
Pitcher, B. D., White, J. C., Blachly, B. D., Huey, L., Behrend, T. S., (2026, April 30 – May 2). <i>AI feedback aids skill acquisition by reducing anxiety depending on goal orientation</i> [Poster]. Society for Industrial and Organizational Psychology Annual Conference, New Orleans, LA, United States.
Qin, G., Agnihotri, N., Huang Y. & Huang, X. (2026, April 30 – May 2). <i>Human versus AI rater: Evaluation of open-ended situational judgment test responses</i> [Poster]. Society for Industrial and Organizational Psychology Annual Conference, New Orleans, LA, United States.
Yoo, S., & Kim, S. (2026, April 30–May 2). <i>Re-evaluation of work engagement: The mediating role of work demands</i> [Poster]. Society for Industrial and Organizational Psychology Annual Conference, New Orleans, LA, United States.
Zhou, Y. (2026, Apr 30-May 2). <i>When vision should wait: Why team failure turns vision communication into distrust</i> [Poster]. Society for Industrial and Organizational Psychology Annual Conference, New Orleans, LA, United States
Zhu, X., Campion, E. D., Ptashnik, T., Campion, M. A. & Alonso, A. (2026, April 30–May 2). <i>The influence of remote work enabling HRM practices on organizational outcomes</i> [Poster]. Society for Industrial and Organizational Psychology Annual Conference, New Orleans, LA, United States.

The John C. Flanagan Award for Best Student Presentation at the SIOP Conference is named after **John Flanagan**, a now deceased SIOP Member, who created the critical incidents method, founded the American Institutes for Research, and led the Project TALENT study (see Cucina & Bowling, 2016 for more information). The award was created to recognize the best SIOP poster that had a doctoral student author. This year's Flanagan Award recipient was Siqi He, a doctoral student in management at the University of Iowa's Tippie College of Business. Her study ("How Employees Respond to Daily Restrictions in Remote Work Intensity") used a diary methodology and found that when employees were restricted from remote work, their cognitive engagement was lower, which undermined their work productivity on that day. The findings were stronger for employees who were high on psychological reactance (He et al., 2026).

The SIOP Best International Paper Award winner was **Artemii Udovenko**, who is a doctoral student in management at University of Memphis’s Fogelman College of Business and Economics. His poster (“When Understanding Isn’t Enough: Accent Bias and the Competence Penalty in Hiring”) examined the relationship between accent strength and language background on hiring evaluations in recorded interviews. He found that applicants with a foreign accent (especially those who had moderate accent level) were evaluated lower, even after controlling for how comprehensible they were (Udovenko, 2026).

This year’s SIOP Best Lesbian/Gay/Bisexual/Transgender (LGBT) Research Award winners were **Lindsay Dhanani** (an associate professor in the School of Management and Labor Relations at Rutgers University), **David Arena Jr.** (an associate professor of Management at the University of Texas at Arlington), and **Matthew LaPalme** (a research strategist at Amazon). Their poster, “Controllability as a Barrier to Deontic Responses on Behalf of LGBT Employees,” examined the affective and behavioral outcomes of misconceptions surrounding the perceived controllability of sexual orientation and gender identity. They found, across two recall studies, that perceptions of controllability were associated with lower empathy toward targets of workplace mistreatment and lower anger toward perpetrators of such mistreatment. Further, these deontic responses led to a lower likelihood of intervention against mistreatment targeted toward these communities.

Three full days of conference programming began on Thursday morning. Based on informal feedback, attendees were very happy with the conference programming. Formal feedback will be through the 2026 SIOP Annual Conference Survey, which was being administered at the time this report was written.

This year’s conference included Content Area Theme Tracks, which were experimental sets of curated sessions. The Program Committee selected sets of highly rated nonposter sessions, based on numerical ratings from peer reviewers, content area fit, and session type, and scheduled these sessions back-to-back on the same day in the same room. Four Content Area Theme Tracks were featured each day. At the end of the day, a joint poster session was held featuring the top 5 to 10 posters from each content area.

The 10 most popular sessions (measured by the number of registrants who added the session to their Whova agenda) are listed in Table 2. Other conference-related events included the SIOP’s Got Talent Show, Networking for Introverts, and the closing reception. Selected official photographs from the conference can be found in Figure 1.

Table 2

The 10 Most Popular 2026 SIOP Sessions, as Measured by Attendee’s Whova Agenda Additions (in Descending Order of Whova Agenda Additions)

APA citation

Oelbaum, Y. (Chair), Hatem, A., Rosch, Z. I., Le Sante, D. R., & Nesbitt, C. K. (2026, April 30–May 2). *Proactive people analytics: Proactive people analytics solutions: Addressing tomorrow’s problems today* [IGNITE] Society for Industrial and Organizational Psychology Annual Conference, New Orleans, LA, United States.

APA citation

Waclawski, J. (Moderator), Adler, S., Church, A.H., Rogelberg, S.G. & Seaton, G. (2026, April 30–May 2). *Rethinking talent management: Challenging conventional assumptions*. [Panel]. Society for Industrial and Organizational Psychology Annual Conference, New Orleans LA, United States

Sullivan, T.S., & Hulett, A.L. (Co-Chairs), Carter, N.T., Elliott, J.P., Fink, A.A., Howes, S.S., Nesbitt, C.K. (Panelists) (2026, April 30–May 2). *Hot takes, hot wings: A spicy conversation with I-O psychology's thought leaders* [Alternative Session]. Society for Industrial and Organizational Psychology Annual Conference, New Orleans, LA, United States.

Adler, S., Nelson, M., Smith, A., Festa, R. Heaton, L., Islam, S., & Ward, J. (2026, April 30–May 2). *Binge-worthy leadership development: Leveraging the leadership lessons of popular media* [Alternative session]. Society for Industrial and Organizational Psychology 41st Annual Conference, New Orleans, LA, United States.

Lambert, D. D. (Chair), Abraham, J. D., Cucina, J. M., Hough, L. M., Sackett, P. R., Solomonson, A., & Tippins, N. T. (2026, April 30–May 2026). *Cognitive ability in personnel selection: What is its place today?* [Panel Discussion]. Society for Industrial and Organizational Psychology Annual Conference, New Orleans, LA, United States.

Kriek, H., Kinney, T., Mondragon, N., MacIver, R., van Aggelen, J., & Sherman, R. (2026, April 30–May 2). *Generative AI and the future of assessment: From mitigating cheating to embracing innovation* [Panel]. Society for Industrial and Organizational Psychology Annual Conference, New Orleans, LA, United States.

Church, A. H., Schmidt, G., Chakrabarti, M., Gibby, R. E., Chamorro-Premuzic, T., Sahm, J.V. (2026, April 30–May 2). *The great AI debate: Where AI fits—and where it doesn't* [Debate]. Society for Industrial and Organizational Psychology Annual Conference, New Orleans, LA, United States.

Buseman, R., Pachmann, E., Sa, M., Voyles, E., & Wooderson, L. (2026, April 30–May 2). *How to leverage employee listening data to effectively drive change* [Alternative Session: Case studies & interactive Q&A]. Society for Industrial and Organizational Psychology Annual Conference, New Orleans, LA, United States.

Lam, S. (Chair), Almeida, K. (Panelist), Hartley, J. (Panelist), Stevenson, A. (Panelist), & Thornton, J. (Panelist). (2026, April 30–May 2). *Data is the beginning of wisdom, not the end: People analytics requires soft skills* [Panel]. Society for Industrial and Organizational Psychology Annual Conference, New Orleans, LA., United States.

DeNunzio, M. M. (Chair), Agnello, P., Aqwa, J., Bartkoski, T. J., Caylor, J., Oelbaum, Y., & Yusko, K. P. (2026, April 30–May 2). *Beyond utility: Advancing ROI in talent assessment practices* [Panel]. Society for Industrial and Organizational Psychology Annual Conference, New Orleans, LA, United States.



Figure 1. Photographs from the 2026 SIOP Annual Conference (Courtesy of SIOP Staff). (a) 2026 SIOP Conference Chair, Jack Kennedy (right), (b) 2026 SIOP Program Chair Trio Jeffrey Cucina, Vipanchi Mishra, and Joe Allen, (c) a packed SIOP session, (d) and (e) poster presentations, and (f) the passing of gavel representing the change in the SIOP presidency from Scott Tannenbaum to Richard Landers



(b)



(c)



(d)



(e)



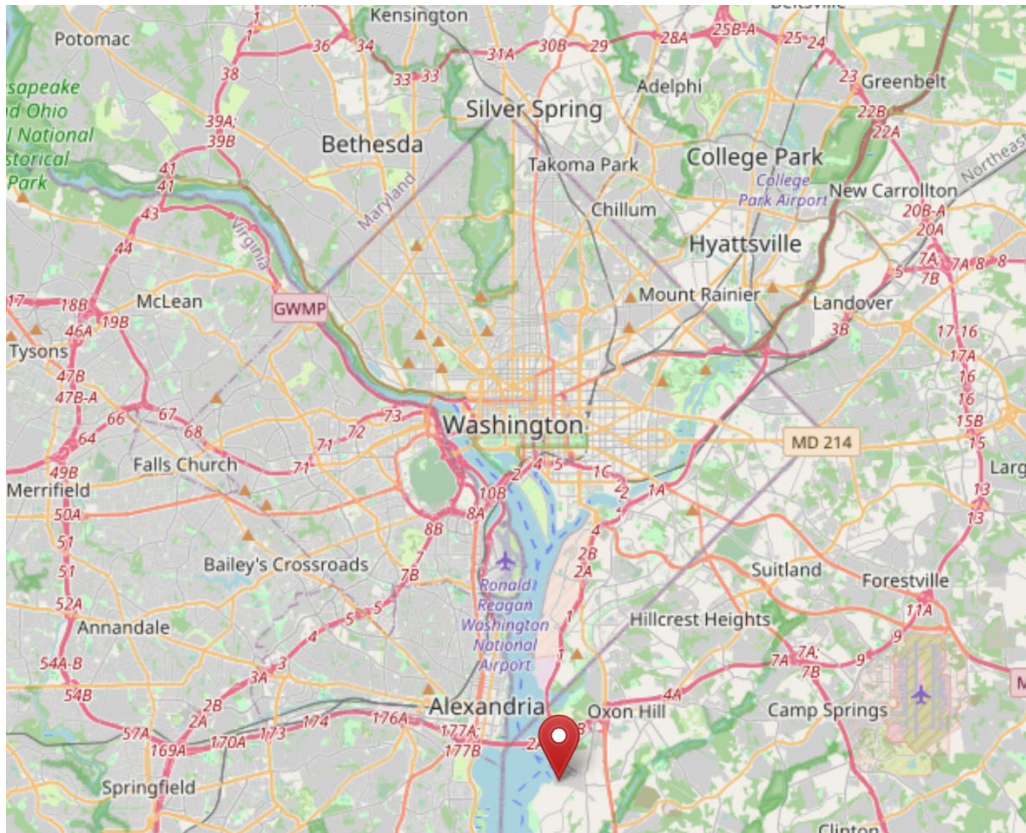
(f)

The conference concluded with a closing plenary session and reception, featuring a local New Orleans jazz band and Louisiana cuisine. This year marked the return of the closing plenary that highlighted selected SIOP Award winners and an address by 2026–2027 SIOP President, **Richard Landers**. In his speech he emphasized the current challenges facing the field of I-O psychology, including artificial intelligence-driven workforce disruptions, threats to funding and diversity, equity, and inclusion efforts, and the overall impacts on the discipline. He reaffirmed SIOP’s science–practice mission and goals of advancing research and practice and supporting education and development. He also described SIOP’s recent restructuring efforts that support initiatives aimed at promoting member value, visibility, and vitality. More information about Richard Landers’s speech can be found in this issue of *TIP* (Landers, 2026).

The closing plenary also included the official passing of the SIOP gavel from the outgoing president, **Scott Tannebaum**, to the incoming president, **Richard Landers**. The passing of the gavel represents the official change in SIOP’s leadership (including the SIOP presidency, Executive Board, and Committee volunteers).

Next year’s conference will be held at the Gaylord National Resort & Convention Center in National Harbor, MD from April 15–17, 2027. SIOP was previously at this venue in 2019, just before the pandemic. Some of you may be wondering, where is National Harbor, MD? Is it the same as the Inner Harbor in Baltimore? As shown in the map in Figure 2, National Harbor is in the metropolitan Washington area rather than near Baltimore. It is south of the District of Columbia, just outside the beltway, near the Woodrow Wilson Memorial Bridge. The area is relatively new and has several hotels, restaurants, shops, and even a Ferris wheel. Planning for the 2027 SIOP Annual Conference was kicked off by the new Program Chair, Vipanchi Mishra, while the 2026 conference was taking place in New Orleans. As usual, the call for proposals is scheduled for release in August with a submission deadline in October.

Figure 2: *Map showing the location of National Harbor, MD in relation to the greater metropolitan Washington area. © OpenStreetMap; this map is available under the Open Database License (see openstreetmap.org/copyright).*



References

- Cucina, J.M., & Bowling, N.A. (2016). John C. Flanagan's contributions within and beyond I-O psychology. *The Industrial-Organizational Psychologist*, 53(3), 100-112.
- Dhanani, L. Y., Arena, D. F. Jr., & LaPalme, M. L. (2026, April 30 – May 2). *Controllability as a barrier to deontic responses on behalf of LGBT employees* [Poster]. Society for Industrial-Organizational Psychology Annual Conference, New Orleans, LA, United States.
- He, S., Nahrgang, J. D., & Colbert, A. E. (2026, April 30 – May 2). *How employees respond to daily restrictions in remote work intensity* [Poster]. Society for Industrial and Organizational Psychology Annual Conference, New Orleans, LA, United States.
- Landers, R.N. (2026). United by Values, Strengthened by Differences. *The Industrial-Organizational Psychologist*, 64(1).
- Udovenko, A. (2026., April 30 – May 2). *When understanding isn't enough: Accent bias and the competence penalty in hiring* [Poster]. Society for Industrial and Organizational Psychology Annual Conference, New Orleans, LA, United States.
- Tannenbaum, S. (2026). *Ten tips for thriving at work: An I-O psychology perspective*. LinkedIn. <https://www.linkedin.com/pulse/ten-tips-thriving-work-i-o-psychology-perspective-scott-tannenbaum-kt4ve/>

Building Connections, Launching Careers: The 2026 SIOP Consortia

Kristina Bauer
2026 SIOP Consortia Chair

The SIOP Consortia Committee remains committed to advancing the professional development of student and early career members through meaningful, career-focused experiences. The 2026 SIOP Consortia served as an important opportunity for learning, mentoring, and networking within the I-O community. This year's programming emphasized fostering connections designed to support continued professional growth while integrating consortia participants into the broader SIOP conference experience.

The 2026 consortia welcomed 150 registrants and featured 21 thoughtfully curated sessions, with contributions from 45 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: 89% of those who responded to the postconsortia survey felt the topics and material would be helpful for their future success, 90% indicated that the Consortia helped them feel connected to SIOP, and 90% would recommend the consortia to peers. These numbers reflect the committee's ongoing commitment to high quality, relevant programming.

Participant feedback also points to broader lessons for career development in I-O psychology. Respondents' open-ended comments emphasized the value of hearing real career journeys, exploring the range of roles available to I-Os, gaining practical tools for professional branding and job search preparation, and building connections with peers and mentors. These themes suggest that career development is strengthened when professional learning, mentoring, and community building are integrated. Consortia continue to bridge graduate training and early career experience into a more connected, confident, and engaged professional identity.

New this year, the Consortia Committee explored the possibility of expanding its programming to include a Midcareer Consortium, led by a task force including **Rachel Callan** (Adobe) and **Jill May** (City of Chicago). As a first step, the committee pilot tested the concept through an annual conference panel session, where attendees discussed midcareer challenges and opportunities and offered thoughtful feedback to guide future planning.

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. As Kristina Bauer (Illinois Institute of Technology) rolls off the committee, the Consortia remains in excellent hands under the leadership of **Rachel Smith** (Georgia Southern University), who will serve as Chair next year. We are excited to see Rachel's vision continue to strengthen the consortia as a space for learning, mentoring, and connection across the I-O community.

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

Master's Consortium

The 2026 Master's Consortium successfully transitioned from a fully virtual format to an in-person event, with 96% of the postevent survey respondents agreeing that an in-person environment worked well.

The consortium included a virtual kickoff session focused on networking and a debrief of the participants' Hogan assessment results. Following the structure of previous years, the in-person event featured sessions representing four broad career paths: external consulting, internal HR and talent management practices within organizations, public sector and government contracting, and talent assessment. This exploratory approach to the field continues to be well received by participants, one person noting that, "every speaker [being from] a different area in I-O showcased how versatile the field is."

We were joined by a strong group of speakers, including:

- **Amy Renshaw** (independent consultant) and **Kaylen Wood** (Korn Ferry): The World of Consulting: What Is It and How to Excel
- **Jason Frizzell** (Walmart): Internal Practices & Navigating HR as an I-O Psychologist
- **Veronica LeRoy** and **Anita Pai** (DCS Corporation): Public Service: Navigating Government/Public Sector Contracting
- **Paul Fursman** (SHL), **Monica Elcott** (Talogy), **Mark Shoemaker** (Hogan Assessment Systems), and **Dara Drescher** (Valmont Industries): Expert Panel: Inside the Assessment Industry

Across sessions, speakers emphasized the transition from graduate training to applied roles, offering guidance grounded in their own career journeys and day-to-day experiences as practitioners with master's degrees. Our postevent feedback was largely positive with participants describing the experience as providing practical tools, generating excitement to be part of the I-O community, and a beneficial pre-conference activity to get to know other I-Os.

The Master's Consortium continues to serve as a critical bridge between graduate education and applied careers. On behalf of cochairs **Juliette Lloyd** (Hogan) and **Brooke Ackerman** (Williams), thank you to all who participated. We look forward to the continued impact these emerging professionals will make in advancing the science and practice of I-O psychology.

Lee Hake! Doctoral Consortium

This year, over 30 I-O psychology and organizational behavior/human resource management doctoral students attended the Lee Hake! Doctoral Consortium at the SIOP conference! Students came from nearly 25 programs at schools across the United States and Canada. Students with an interest in joining academia or industry upon graduation attended a series of in-person professional development sessions.

The opening segment of the Doctoral Consortium focused on the dissertation process. Two speakers, **Jenna McChesney** (Meredith College; winner of SIOP's 2025 S. Rain Wallace Dissertation Award) and **Isabel Skovera** (The Port Authority of NY & NJ), discussed their personal experiences, strategies, and tips for completing a stellar dissertation. They offered complementary perspectives on how to approach the dissertation with an eye toward careers in academia and industry, respectively. Jenna and Isabel also fielded a range of audience questions, spanning technical topics (e.g., accessing data and choosing analytic methods) to more practical concerns (e.g., sustaining motivation and preventing burnout during the final couple years of a doctoral program).

In the second session, students interested in academic careers joined a discussion with a faculty panel featuring **Andrea Bazzoli** (Baruch College), **Ricardo Brooks** (Penn State University), **Elisabeth Silver**

(Michigan State University), **Claire E. Smith** (University of South Florida), and Paige Watson (Auburn University). Those interested in pursuing a career in industry participated in a practice-focused panel with **Sarah Foster** (Foster Insights), **Ellen Lovell** (Perceptyx), **Maureen McCusker** (Marriott), and **Grayson Sturgis** (APTMetrics). Panelists from both tracks shared experiences navigating their respective job markets and offered practical guidance on how to “ace” various stages of the job search, including search strategies and selection criteria, and how to stand out in application materials and job interviews.

The third session focused on bridging the gap between academia and industry. **Richard Landers** (University of Minnesota) and **Brent Stevenor** (National Registry of EMTs) shared their experiences conducting practically minded I-O research and offered advice on developing scientific partnerships with academics and practitioners. They offered practical strategies, examples, and “dos and don’ts” for making I-O research accessible and actionable—and reflected on how developing a scientist-practitioner mindset can enhance not only individual careers but also broaden the impact of our field overall.

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, which was held jointly with the Early Career Faculty Consortium and led by the editorial team from the *Journal of Applied Psychology (JAP)*. Participants were paired with JAP editors and action editors, including **Mo Wang** (University of Florida), **Alicia Grandey** (Pennsylvania State University), **Kim French** (Colorado State University), **Ivan Hernandez** (Virginia Tech), **Babatunde (Tunde) Ogunfowora** (University of Calgary), and **Yihao Liu** (University of Georgia). 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 by Nicole C. Sellers (Right Management) focused on the “Career Compass” model for aligning your professional brand, which featured insights on fostering a professional identity and developing a professional network.

According to the postconsortia survey, the Doctoral Consortium received positive feedback from student attendees. On average, students indicated that the Doctoral Consortium met their expectations (4.00/5.00), they learned a great deal throughout the consortium (4.14/5.00), felt the topics and material would be helpful for their future career success (4.27/5.00), and they would recommend the Doctoral Consortium to other students (4.24/5.00).

Once again, Doctoral Consortium Cochairs **Kira Foley** (Army Research Institute) and **Ian Hughes** (Texas A&M University) 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, careers, and beyond!

Early Career Faculty Consortium

We are pleased to share that the 2026 Early Career Faculty Consortium (ECFC) was a success! ECFC hosted 21 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 consortium kicked off the day with a panel on teaching undergraduate and graduate courses, led by **Courtney Keim** (Bellarmine University), **Gloria González-Morales** (Claremont Graduate University), and **José-María Peiró** (University of Valencia).

Then, participants learned about surviving and thriving through the promotion and tenure process and managing marketability from tenured faculty, including **Mindy Bergman** (Texas A&M University), Kimberly French (Colorado State University), **Larry Martinez** (University of Texas Arlington), **Phil Thompson** (Virginia Tech University), and **Candice Thomas** (Arizona State University).

The final panel session discussed research and pipeline tips and tricks. Panelists included **Mindy Bergman** (Texas A&M University), **Jose Cortina** (Virginia Commonwealth University), and **Katina Sawyer** (University of Arizona). To finish off the day, the *JAP* Responding to Reviewers Bootcamp, a session shared with the Doctoral Consortium, paired participants with *JAP*'s editors or action editors. Discussion focused on navigating the four common themes for rejection with review.

Feedback from the consortium was positive, with participants reporting they were satisfied with panels and the *JAP* bootcamp. Participants specified that they appreciated hearing from “a range of experiences” and engaging faculty during the Teaching Undergraduate and Graduate Courses Panel. They appreciated “the opportunity to connect directly with the editors” during the *JAP* bootcamp. Participants also valued the transparency and informativeness of the panelists from the Promotion and Tenure Process Panel, as well as the Managing Marketability and Research & Pipeline Tips panel.

From cochairs **Becca Brossoit** (Rice University) and **Monique Domingo** (Louisiana State University): 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 making the consortium a success!

Early Career Practitioner Consortium

The 2026 Early Career Practitioner Consortium (ECPC) was attended by 19 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:

- **Expand their professional network** by connecting with peers, mentors, and leaders across diverse industries and career paths.
- **Focus on career growth and transitions** through mentoring and discussion designed to support both new and evolving practitioners.
- **Identify individual strengths and development opportunities** through the OPQ assessment and guided interpretation session.
- **Gain practical insights** into applied I-O work, including internal HR functions, organizational consulting, and data-driven talent practices.
- **Develop key skills and confidence** to thrive as an applied I-O professional and navigate career progression effectively.

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 ECPC 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 **Sara Gutierrez** (SHL), **Erica Desrosiers** (SC Johnson), **Victoria Smoak** (Johnson Controls), and **Scott Brooks** (Org Vitality) 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 interpreting their OPQ results and on building a personalized development plan.

Desmond Leung (Intuitive), **Michael Durando** (Chevron), **Kimberly Wrenn** (SHL), **Rose Fonseca** (DICK'S Sporting Goods), and **Steve Young** (Caterpillar) 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 afternoon 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 feel more connected to SIOP and eager to be involved and network within the SIOP community. Participants were asked to share what two things they would take away from ECPC, and a few theme areas were seen around learning more about career paths, how to influence, and the importance of mentorship, building relationships, and networking. There was a great deal of positive feedback on the session, with a few comments that stood out below, on what participants will carry forward:

Keep building my network because you never know which connection will matter in the future.

Importance of influence as a skill, and that leading to impact, even if you don't have authority.

It's all about relationships, Science is the foundation. Communication is the bridge. Invest in relationships.

Cochair Andre Hennig and **Casey Witherspoon** (Target) are energized by the positive impact of the 2026 ECPC and are looking forward to ECPC 2027!

Gender Equality on the Global Stage: Reflections from the 70th Session of the Commission on the Status of Women and the NGO Parallel Event

Alisha J. Silkey, Alison Eyring, Chelsi Campbell, and Sara P. Weiner
SIOP United Nations Committee

Author Note: Alisha Silkey, Alison Eyring, and Chelsi Campbell are members of the SIOP UN Committee. Sara Weiner is Past Chair of the SIOP UN Committee. Direct correspondence on this article to the SIOP UN Committee at siopun@siop.org.

Executive Summary

In March 2026, the SIOP United Nations Committee represented SIOP at the 70th Session of the UN Commission on the Status of Women (CSW70) and the parallel NGO CSW Forum in New York City. This article shares observations from those events and identifies opportunities for SIOP and its members to contribute to the global movement for gender equality at work.

CSW70's priority theme was “ensuring and strengthening access to justice for all women and girls, including by promoting inclusive and equitable legal systems, eliminating discriminatory laws, policies and practices, and addressing structural barriers” (UN Women, n.d., "Themes," para. 1). The theme reflects a moment the UN characterizes as one where the rule of law is under attack, democratic space is shrinking, and women's and girls' rights are being rolled back while justice systems fail to protect them (UN Women, 2026). Legal equality remains structurally out of reach for many women and girls worldwide.

The parallel NGO CSW Forum brought together NGOs and civil society to share progress, highlight data, and advance social justice for women and girls globally. UN Women reported that nearly a quarter of the Member States¹ have identified a backlash against “women’s rights” (2025b), and globally it is estimated that women only have access to 64% of the rights enjoyed by men (World Bank, 2024). Our attendance goals were to understand perspectives from UN Member States and other NGOs, learn about global initiatives promoting fairness at work, and advocate for workplace science that advances fairness and social justice. We encourage all interested members to continue this advocacy and invite those who want to engage directly to contact siopun@siop.org.

Background: The UN Commission on the Status of Women

The United Nations (UN) Commission on the Status of Women (CSW) first convened in 1947 and is the UN’s principal intergovernmental body for advancing gender equality and women's empowerment. The CSW is a functional commission of the Economic and Social Council (ECOSOC), the principal UN body responsible for coordinating the work of the UN system and facilitating engagement with the more than 6,000 NGOs that hold consultative status. SIOP has held Special NGO Consultative Status with ECOSOC since 2011 and has actively participated in the work of UN Women, the UN's lead entity for gender equality.

CSW70 The Intergovernmental Sessions

CSW70 took place at the UN Headquarters in New York, NY, from March 9 to 19, 2026. The gathering brought together representatives of 45 Member States (UN Women, 2025a), UN entities, and ECOSOC-accredited NGOs from all regions of the world (UN Women, 2026).

Each CSW produces an Agreed Conclusions document through Member State negotiation, historically marked by diplomacy and consensus. This year broke with that tradition. For the first time since 1947, negotiations failed, and a vote was required. The Agreed Conclusions were adopted 37-1-6, with the United States casting the sole dissenting vote plus six abstentions (United Nations, 2026). The U.S. sought to revert to the binary definition of gender established in the 1995 Beijing Platform for Action, proposing text affirming “two biological sexes” and rejecting “radical gender ideology” (United States Mission to the United Nations, 2026). The majority voted not to consider the proposal. Despite geopolitical tension, the overwhelming majority of Member States reaffirmed their commitment to advancing women's rights, gender equality, and multilateral cooperation.

The NGO CSW Forum: A Parallel Civil Society Conversation

The NGO CSW is a forum organized by and for NGOs with consultative status to the UN, as well as other global NGOs, civil society, and individuals, focused on ensuring equal protection of rights for women and girls. The following are takeaways from several sessions:

Session 1. Mind the Gap: Achieving Gender Justice in the Workplace

This session was presented by the United States Women's Caucus & International Alliance of Women. “Women and girls represent half of the population, yet they remain systematically underrepresented in political, economic, social and sporting decision-making bodies. Despite progress in recent decades, parity is still far from being achieved” (European Women's Lobby, 2026a, p. 1). To address this problem, the session promoted the European Women's Lobby PARITY NOW! campaign, launched in early 2026, which calls for 50–50 parity between women and men in all decision-making bodies across political, economic, and social spheres (European Women's Lobby, 2026b).

During this session, the broader global trend of democratic backsliding, which has disproportionately targeted gender equality gains (UN Women, 2025b), was discussed. As gender equality faces one of its most challenging periods in decades, UN Women is calling on governments, businesses, and civil society to reinforce their commitments and push back against the decline of gender justice.²

Actions and Opportunities for SIOP Members

In this and other sessions, a theme that emerged was “data-driven justice,” which refers to collecting sex- (or gender-) disaggregated data to understand the predictors and outcomes of workplace injustice for women. Without this information, institutions struggle to accurately measure women's contributions, identify barriers, track progress, and design effective, targeted solutions (Le Gall et al., 2026). For SIOP members who conduct employee, team, leadership, or organizational research, this theme aligns closely with our expertise. We can advocate for and lead the ethical collection of sex- (or gender-) disaggregated data to better understand workplace experiences across different types of businesses and sectors, regardless of whether such collection is legally mandated. Sex-disaggregated data are essential for evidence-based policy and program design, helping pinpoint where women encounter obstacles within the economic system and ensuring that those most affected by these systems are not rendered invisible within them (Klein & Marshall, 2022; Le Gall et al., 2026). Armed with data, justice advocates are better positioned to contribute to policy recommendations on justice for women at work within the UN, its Member States, and organizations.

The session also highlighted several actions that NGOs and civil societies, like SIOP, can take:

1. **Advocate** for the ratification and implementation of **ILO Convention 190** (Violence and Harassment), the first international treaty to “recognize the right of everyone to a world of work free from violence and harassment, including gender-based violence and harassment.”
2. **Audit** organizational policies to ensure they include intersectional perspectives (e.g., protections for migrant women or women with disabilities).
3. **Partner** with legal aid clinics to provide "Workplace Justice" workshops for female employees in the informal sector (e.g., domestic workers, street vendors, agricultural workers, home-based workers, and other workers who may lack formal employment protections).

Session 2. Reimagining Justice: Decent Work for Women

This panel convened representatives from the International Labour Organization (ILO), the American Federation of Labor and Congress of Industrial Organizations (AFL-CIO), and labor unions from Ghana and the United Kingdom to discuss the role of collective bargaining in advancing decent work for women.³ The priorities expressed by the labor organizations aligned closely with two focus areas that SIOP's UN Committee has prioritized, among others: decent work and reduced inequalities.

In the session, our UN Committee member, Alison Eyring, urged the union representatives and all attendees to draw on decades of science on fair and effective selection, development, and promotion systems, equitable pay practices, and cross-cultural and gendered understanding of leadership. She pointed out that science-informed practices are good for women, lead to better business outcomes, and that “fairness” is a business issue. She further invited the unions to seek out our professional society as fellow advocates for workplace justice.

Actions and Opportunities for SIOP Members

SIOP members bring expertise spanning the full employment lifecycle, from selection and job design to performance management, compensation, leadership development, and organizational climate, placing the field in a strong position to strengthen organizational justice and reduce inequalities for women at work. SIOP members can network, collaborate, and share evidence across a broader range of stakeholders, ensuring that scientific findings on gender justice extend beyond academic journals and into the spaces where policy and practice decisions are made. Evidence linking the positive outcomes of flexible work (Harrop et al., 2026), caregiver-supportive policies including paid family leave (Bartel et al., 2023), pay equity (Sitzmann et al., 2026), and workplace design (Vilar-Compte et al., 2021) for both women and organizations can be drawn on to make the business case for decent work to elected officials, international bodies, organizational leadership, labor organizations, and other worker advocacy groups. The SIOP UN Committee, given its consultative status to the UN, offers an additional outlet for SIOP members through periodic opportunities to contribute reports⁴ delivered directly to UN committees.

Session 3. Justice at Work: Implementing ILO Convention 190 to Eliminate Violence and Structural Barriers

This session, organized by the NGO Coalition to End Violence and Harassment in the World of Work, reviewed progress and barriers in implementing ILO Convention No. 190 (C190), the Violence and Harassment Convention (ILO, 2019). Adopted in 2019, C190 is the first international treaty affirming every worker's right to a workplace free from violence and harassment, including gender-based violence.⁵

As of 2026, the convention had been ratified by 50 of the UN's Member States (ILO, n.d.b), though neither the United States nor Turkey, both of whom were referenced and made statements in the session,

have ratified. A Turkish speaker offered a nuanced perspective: Although Turkey has not ratified C190, it has made meaningful progress in aligning national policy with its provisions. So, although some nations may not formally ratify a convention, they can take action and implement the spirit of the convention, sometimes even faster than going through formal ratification. In other words, it is better to implement without ratifying than to ratify and fail to implement.

Actions and Opportunities for SIOP Members

For SIOP members, this presents an opportunity to use our scientific voice to support preventive practices and the measurement of workplace violence and harassment, whether or not C190 has been formally ratified in their own nation or the nations in which they consult. I-O psychologists bring expertise in organizational climate assessment, the design of reporting and accountability systems, bystander intervention training, and the structural conditions that enable or suppress harassment. As the session made clear, meaningful implementation can precede ratification, and SIOP members working within organizations can promote C190-aligned practices at the organizational level even in nonratifying states. Members can also contribute to the legal and policy process more directly through amicus briefs and expert testimony.

Session 4. Who Fixes the System? Women at Work, Power, and Justice

This session showcased the Australian government's Rise Initiative (n.d.), a leadership development program designed to promote women into senior roles within the real estate industry. The program featured assigned paid mentors and a strengths-based assessment for participant feedback. Although the initiative exemplified genuine organizational commitment to women's advancement, it also illustrated a persistent limitation in applied gender equity work: the reliance on individual-level interventions rather than systemic change, and the use of evaluations based solely on participant interviews, with no or poor measures of organizational impact.

The session also featured an informative discussion on intersectionality (Crenshaw, 1989), specifically around the importance of acknowledging that women's experiences of workplace inequality are not monolithic, but they are shaped by overlapping identities, ethnicity, disability, sexual orientation, and class. Although intersectionality has been integrated in organizational research (e.g., Gottardello et al., 2025; Thatcher et al., 2023), this session was a valuable reminder of its importance in applied and intervention evaluation work, where it can help identify when solutions work for some groups of women but not others. For example, designing a leadership development program for "women" without understanding the experiences of different kinds of women and the impact such programs have on them risks perpetuating the very inequities such programs intend to address.

In this session, there seemed to be an absence of objective behavioral or organizational outcome measures and longitudinal follow-up, making it difficult to draw causal inferences about program effectiveness. Although "program effectiveness" and "evaluation" are recurring themes in UN events, the application of our science in these areas remains limited.

Actions and Opportunities for SIOP Members

As an NGO composed of scientist-practitioners with consultative status to the UN, SIOP can elevate awareness of how data collection and analysis can be used to assess the impact of interventions designed to develop individual capabilities, determine the effectiveness of programs, and evaluate organizational change efforts. This type of contribution has precedent: In 2023, the SIOP UN Committee organized and facilitated a

"sounding board" whereby UN stakeholders involved with its #NewWork change initiative met with SIOP practitioners and researchers, who provided expert guidance on measuring the success and impact of the change effort (Olson-Buchanan et al., 2023). The committee has also collaborated with SIOP members to deliver presentations and webinars to the UN Secretariat on fair and effective selection practices, including topics such as mitigating bias in assessment and leveraging recruitment and selection to support diversity goals. As the UN faces its greatest funding shortfall and is actively cutting costs to sustain its efforts, the committee will continue to seek the expertise of SIOP members to provide much-needed resources to promote effective and fair practices during this period of resource constraint. At the UN, the will to further gender equality is abundant; our field can provide the rigor to design, implement, and evaluate what actually works.

Session 5. Women in Medicine: Reflecting on Current Inequities in Medicine

This session was organized by the Federation of Medical Women of Canada and included a panel of surgeons, all of whom are women. In this session, there was a screening of the documentary *1001 Cuts* (Temkin, 2024), which explored the experiences of surgeons who are women in a profession dominated by men. The film highlighted the unique challenges women face as surgeons (e.g., gloves that are too big, operating tables set too high, and a greater likelihood of nurses questioning their instructions) while also addressing intersectional issues such as racial bias, discrimination, and broader challenges facing women in the workplace. Based on the panel discussion, it was evident that the extensive research in our field could benefit those working to solve the issues and challenges faced by women in medicine and male-dominated careers more broadly.

Actions and Opportunities for SIOP Members

There is an opportunity for SIOP and its members, building on the impactful work of its Visibility Committee, to continue raising awareness of and showcasing our field of science in the public sector, especially in healthcare. For SIOP members working in or doing research in healthcare, the film *1001 Cuts*⁶ is an excellent resource.

What SIOP Members Can Do

As a field, we have an opportunity to impact decent, fair, equitable, and safe work and workplaces for all women. We encourage all SIOP members to keep in mind the following:

Speak the Language of Business

A powerful argument for gender equality in organizational contexts is presenting the business case for safe, just, and decent work. SIOP and its members can help further these priorities by proactively engaging with businesses and helping them understand the business value of fair and safe workplaces and making it easier for them to create safe and fair workplaces for everyone.

Be Champions of Rigor

As practitioners, we should celebrate investments in women's advancement while also holding them to the standards of best practice. Program evaluations based solely on self-report or interviews are insufficient. We must advocate for, and offer to conduct, evaluations that include objective outcome measures, longitudinal follow-up, and, where feasible, control conditions.

Exercise Our Professional Agency

Our science is relevant wherever people work: in hospitals, unionized and non-unionized workplaces, NGOs, government agencies, and community organizations. Building strategic partnerships with labor unions, public health systems, and international organizations like UN Women would extend the reach of I-O evidence into spaces where it is urgently needed. To achieve this, we can exercise our professional agency at the individual level and stay informed on the collective movement advocating for gender equality and, when possible, contribute to the efforts.

Conclusion

The CSW70 and the parallel NGO CSW series were a demonstration of advocacy and unity, while at the same time they were a sobering reminder that gaps exist in creating workplaces that are fair, enable all employees to do their best work, and ensure organizations can take advantage of all the talent available. As a field, we have decades of research and science-based practice, and we can work to increase our influence in shaping decisions that affect the majority of the world's workers.

We invite I-O professionals who are currently engaged in, or interested in supporting, the efforts promoted and advocated at the CSW to reach out to the SIOP UN Committee. Please share your efforts and ideas, and they can serve to guide our ongoing advocacy for bringing science to work, the workplace, and workers. We can be reached at siopun@siop.org.

Notes

¹ Member States refer to the sovereign countries that are members of the United Nations. The official list of UN Member States is available at: <https://www.un.org/en/about-us/member-states>.

² For readers interested in this topic, listen to the CSW70 side event title "Bridging Systemic Gaps: Advancing Justice for all Women and Girls" freely available on UN TV. <https://webtv.un.org/en/asset/k1l/k1lgdqr82i>

³ To read the official statement from the trade union delegates who spoke at the CSW70 demanding justice for women workers view https://www.ituc-csi.org/IMG/pdf/tu_statement_on_csw70_final_10.10_2025.pdf?43525/47f050e3b6616f9b0fb9e784c7ee545a85449bfa5fd6da104f234de0a40182c3. To learn more about what was shared at this session visit <https://www.ituc-csi.org/csw-70-ituc-statement> and to learn more about what labor unions are championing this work see <https://new.express.adobe.com/webpage/AXDuqacg4TQ6E/>.

⁴ For example, in 2016, SIOP UN Committee members **Alexander Gloss** and **Lori Foster** authored a policy brief on leveraging big data to support a human-centered approach to sustainable development, which was submitted in preparation for the UN's 2016 Global Sustainable Development Report (Gloss et al., 2016).

⁵ To access the ILO campaign toolkit to promote the ratification of C190 and learn more about what it entails view <https://brand.ilo.org/d/XdDMx745iKTL/events-and-campaigns#/campaigns/c190-campaign-toolkit>.

⁶ Here is the link to view the trailer for the *1001 Cuts* film <https://www.youtube.com/watch?v=IXS81NOPGu0>

References

Bartel, A., Rossin-Slater, M., Ruhm, C., Slopen, M., & Waldfogel, J. (2023). The impacts of paid family and medical leave on worker health, family well-being, and employer outcomes. *Annual Review of Public Health, 44*, 229–250. <https://doi.org/10.1146/annurev-publhealth-071521-025257>

- Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black feminist critique of anti-discrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, 1989(1), 139–167. <https://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8/>
- European Women's Lobby. (2026a, January 27). *EWL calls on political leaders and decision-makers at all levels to act for full parity in all spheres of society & launches its Parity Now! campaign* [Press release]. <https://womenlobby.org/wp-content/uploads/2026/01/PR-%E2%80%93PARITY-NOW.pdf>
- European Women's Lobby. (2026b). *PARITY NOW! Ending the gender power gap*. <https://womenlobby.org/parity-now-ending-the-gender-power-gap/>
- Gloss, A., Foster, L., Rupp, D. E., Scott, J. C., Saari, L., Osicki, M., Charles, K., Mallory, D., & Maday, D. (2016). United Nations policy brief: Decent work for all: Leveraging big data for a human-centered approach to sustainable development. *The Industrial-Organizational Psychologist*, 53(3), 147–152.
- Gottardello, D., Calvard, T., & Song, J. W. (2025). When neurodiversity and ethnicity combine: Intersectional stereotyping and workplace experiences of neurodivergent ethnic minority employees. *Human Resource Management*, 64(3), 841–859. <https://doi.org/10.1002/hrm.22286>
- Harrop, N., Jiang, L., & Overall, N. (2026). A meta-analysis of antecedents and outcomes of flexible working arrangements. *Journal of Organizational Behavior*, 47(2), 208–236. <https://doi.org/10.1002/job.2896>
- International Labour Organization. (n.d.a). *Ratifications of ILO conventions: United States*. https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:11200:0::NO:11200:P11200_COUNTRYPID:102871
- International Labour Organization. (n.d.b). *Violence and harassment in the world of work*. <https://www.ilo.org/topics-and-sectors/violence-and-harassment-world-work>
- International Labour Organization. (2019). *C190—Violence and harassment convention, 2019 (No. 190)*. https://normlex.ilo.org/dyn/nrmlx_en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C190
- Klein, L., & Marshall, B. (2022, October). *A social justice framework for leveraging data science to advance gender equity* (Expert paper No. EGM/STI/EP.8). UN Women Expert Group Meeting on Innovation and Technological Change, and Education in the Digital Age for Achieving Gender Equality and the Empowerment of All Women and Girls.
- Le Gall, L., Meunier, F., & Warren, H. S. (2026, February 5). Why sex-disaggregated data is key for gender equality and unlocking prosperity. *World Bank Blogs*. <https://blogs.worldbank.org/en/opendata/why-sex-disaggregated-data-is-key-for-gender-equality-and-unlock>
- Olson-Buchanan, J., Carr, S. C., Glazer, S., McChesney, J., McWha-Hermann, I., Meyer, I., Mullins, M., Osicki, M., Poteet, M. L., & Sheikh-Hashmi, N. (2023). SIOP UN Committee sounding board: Helping the United Nations assess the impact of change. *The Industrial-Organizational Psychologist*, 61(1). <https://www.siop.org/tip-article/siop-un-committee-sounding-board-helping-the-united-nations-assess-the-impact-of-change/>
- Rise Initiative. (n.d.). *About*. <https://www.riseinitiative.org.au/about>
- Sitzmann, T., Schwartz, S., Dwivedi, P., & Johnson, S. (2026). Equal pay, better performance: The organization-level impact of gender pay equality and work–life balance. *Human Resource Management*. <https://doi.org/10.1002/hrm.70069>
- Temkin, S. M. (Director). (2024). *1001 Cuts* [Documentary short film]. <https://www.1001cuts.org/>
- Thatcher, S. M. B., Hymer, C. B., & Arwine, R. P. (2023). Pushing back against power: Using a multilevel power lens to understand intersectionality in the workplace. *Academy of Management Annals*, 17(2), 710–750. <https://doi.org/10.5465/annals.2021.0210>
- UN Women. (n.d.). *CSW70 (2026)*. <https://www.unwomen.org/en/how-we-work/commission-on-the-status-of-women/csw70-2026>
- UN Women. (2025a). *Membership of the Commission on the Status of Women at its seventieth session (2026)*. <https://www.unwomen.org/sites/default/files/2025-04/csw70-2026-membership.pdf>

- UN Women. (2025b). *Women's rights in review 30 years after Beijing*. <https://www.unwomen.org/en/digital-library/publications/2025/03/womens-rights-in-review-30-years-after-beijing>
- UN Women. (2026). *The 70th session of the UN Commission on the Status of Women (CSW70)*. <https://www.unwomen.org/en/articles/in-focus/the-70th-session-of-the-un-commission-on-the-status-of-women-csw70>
- United Nations. (2026, March 19). *Commission on the status of women concludes session as tensions over language, scope, prevent consensus on key text* (Press Release WOM/2254) [Press release]. <https://press.un.org/en/2026/wom2254.doc.htm>
- United States Mission to the United Nations. (2026, March 19). *Explanation of vote on the Agreed Conclusions: 70th session of the Commission on the Status of Women* [Statement]. <https://usun.usmission.gov/explanation-of-vote-on-the-agreed-conclusions-70th-session-of-the-commission-on-the-status-of-women/>
- Vilar-Compte, M., Hernández-Cordero, S., Ancira-Moreno, M., Burrola-Méndez, S., Ferre-Eguiluz, I., Omaña, I., & Pérez Navarro, C. (2021). Breastfeeding at the workplace: A systematic review of interventions to improve workplace environments to facilitate breastfeeding among working women. *International Journal for Equity in Health*, 20(1), Article 110. <https://doi.org/10.1186/s12939-021-01432-3>
- World Bank. (2024). *Women, business and the law 2024*. <https://doi.org/10.1596/978-1-4648-2063-2>

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 March 10, 2026, through June 10, 2026. 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.

Samuel Blacher with research practice-based insights on why most meetings fail, and how to fix them: <https://www.cio.com/article/4143747/meeting-culture-hidden-costs-pitfalls-and-practical-guide-lines.html>

Matt Howard on social courage in workplaces: <https://www.apa.org/monitor/2025/09/courage>

Matt Howard on the relationship between home and well-being: <https://nautil.us/home-really-is-where-the-heart-is-1269002>

Suzanne Bell on Artemis II and ARChER (Artemis Research for Crew Health and Readiness): <https://www.fox5atlanta.com/video/fmc-k4hwkgrzbzdhhvx.amp>

Note: This is only one of several interviews Bell did as part of her role as lead scientist for NASA's Behavioral Health and Performance Lab and principal investigator for ARChER.

Priyanka Dave on workforce upskilling and challenges in AI adoption from a behavioral science perspective: <https://www.inc.com/priyanka-dave/80-percent-of-ai-adoption-efforts-fail-it-has-nothing-to-do-with-motivation/91301782>

Lauren Kiproff-Downer on the current face of joblessness: <https://wpln.org/post/episodes/educated-experienced-and-unemployed/>

Richard Landers on bringing psychological expertise into the AI development process from conception: <https://www.apa.org/monitor/2026/06/psychological-expertise-ai-development>

IOtas

Jenny Baker
Sr. Mgr., Publications and Events



John Jasionowicz, Florida State University, is the first author on a new article in the Southern Management Association *Journal of Management*. "Bridging the Gap: An Integrative Review of Research on Veterans' Transition to the Civilian Workforce" is available at <https://journals.sagepub.com/doi/10.1177/01492063261456641>.