

in developing practical strategies and research agendas to enable organizations to “lean in” to address the gender gap.

Aarti Shyamsunder, Catalyst, **Chair**
 Juliet Bourke, Deloitte Touche Tohmatsu, **Panelist**
 Charmane Harrison, The Timken Company, **Panelist**
 Julia M. Fullick, Quinnipiac University, **Panelist**
 Chloe Lemelle, AT&T, **Panelist**
 Alexis N. Smith, Oklahoma State University, **Panelist**

Submitter: Aarti Shyamsunder, aarti_shyamsunder@hotmail.com

66. Roundtable/Conversation Hour: 12:30 PM–1:20 PM Room 324

Jump Starting Your Academic Career: Tips for Success

The objective of this session is to convene new and prospective faculty members in both psychology departments and business schools to discuss how to successfully transition to a new academic position. This session also creates an opportunity to build professional relationships that can have a lasting impact on participants’ careers.

Gwenith G. Fisher, Colorado State University, **Host**
 Larissa Barber, Northern Illinois University, **Host**
 Benjamin M. Walsh, University of Illinois at Springfield, **Host**

Submitter: Gwenith Fisher, gwen.fisher@colostate.edu

67. Alternative Session Type: 12:30 PM–1:20 PM Room 327

Mindfulness at Work: Research, Teaching, and Practice

Five researchers will provide a brief overview of their research on mindfulness. Participants will then personally experience mindfulness through a brief mindful breath and body awareness exercise. Finally, all participants will be invited to share ideas and experiences on how to apply mindfulness to research, teaching, and practice.

Jochen Reb, Singapore Management University, **Chair**
 Tammy D. Allen, University of South Florida, **Presenter**
 Jayanth Narayanan, National University of Singapore, **Presenter**
 Hannes Leroy, Cornell University, **Presenter**
 Ravi S. Kudesia, Washington University, **Presenter**

Submitter: Jochen Reb, jreb@smu.edu.sg

68. Panel Discussion: 12:30 PM–1:50 PM Room 305B

Adaptive Training Research: A Call to Action for I-O Psychologists

Organizations continue to spend a significant amount of money on employee training with a growing shift toward personalized and tailored learning, known as adaptive training. This session will provide an overview of adaptive training to I-O psychologists and highlight current research and gaps in the area.

Tiffany R. Poeppelman, Aptima, **Co-Chair**
 Michael J. Keeney, Aptima, Inc., **Co-Chair**
 Jeanine Ayers, Aptima, Inc, **Panelist**
 Martin Bink, U.S. Army Research Institute, **Panelist**
 Michael Hruska, Problem Solutions, **Panelist**
 Marty Rosenheck, Cognitive Advisors, **Panelist**
 Melissa M. Walwanis, Naval Air Warfare Center Training Systems Division (NAWCTSD), **Panelist**

Submitter: Tiffany Poeppelman, tiffanyripley@gmail.com

69. Special Events: 1:00 PM–1:50 PM Room 318A

Distinguished Teaching Contributions Award: Teaching Beyond The Classroom: I-O Psychology Influence in Academe



When thinking of teaching excellence, one likely thinks of classroom activities. However, I-O psychologists have a specialized skill set they can use to positively influence the university community through teaching and applying I-O principles and theories outside the classroom. Three compelling examples from different contexts will be presented.

Janet L. Kottke, California State University-San Bernardino, **Host**
 Elizabeth L. Shoenfelt, Western Kentucky University, **Presenter**

Submitter: Janet Kottke, jkottke@csusb.edu

70. Panel Discussion: 1:00 PM–1:50 PM Room 318B

Global Leadership Assessment and Development: Designing Programs to Drive Results

Assessing leadership skills and developing leaders on a global scale is a challenge and opportunity for I-O psychologists and leadership development professionals. This panel will provide an overview of innovative global assessment centers and relevant research. Topics will include logistics, cultural issues, measurement and linkages to business results.

Pat M. Caputo, Aon Hewitt, **Chair**
 Sergio Bernardi, IBM, **Panelist**
 Corey S. Munoz, BAE Systems, **Panelist**
 Lyndsey Havill, The Growth Partnership, **Panelist**
 Lorry A. Olson, Bank of America, **Panelist**

Submitter: Pat Caputo, patcaputo@gmail.com

71. Alternative Session Type: 1:00 PM–1:50 PM Theatre 310

Innovative I-O Practice and Application: The Next Frontier

As organizations navigate the ever changing landscape within the realms of technology, business, and our economy, I-O psychologists are challenged to help lead this change. This IGNITE session will present innovative ways I-O principles are being applied in the real world from a diverse range of panelists.

Kathryn E. Keeton, NASA/Wyle, **Co-Chair**
 Kelley J. Slack, NASA-JSC/Wyle/LZT, **Co-Chair**
 Christopher P. Cerasoli, The Group for Organizational Effectiveness (gOE), **Presenter**
 LCDR Thomas C. Foster, Naval Aerospace Medical Institute, **Presenter**
 David M. Musson, McMaster University, **Presenter**
 Lacey L. Schmidt, City of Houston, **Presenter**
 Jat Thompson, Horizon Performance, **Presenter**
 Sallie J. Weaver, Johns Hopkins School of Medicine, **Presenter**

Submitter: Kathryn Keeton, kathrynekeeton@gmail.com

72. Poster Session: 1:30 PM–2:20 PM Ballroom C

Work and Family/Nonwork Life/Leisure

72-1 Recovery From Work: Examining Attributes of Work and Leisure Activities

Although the recovery literature has proliferated, antecedents of recovery are relatively unknown. This study advances the literature

by examining the nature of work and nonwork activities as antecedents of recovery using an experience sampling design. Results highlight the importance of job characteristics and attributes of leisure activities in recovery.

Eunae Cho, SUNY at Albany
 Tammy D. Allen, University of South Florida
 Submitter: Eunae Cho, echo5@albany.edu

72-2 FIW and Present Orientation: Exploring the Links to Safety Performance

Using the energy model framework, psychological fatigue (i.e., cognitive and emotional resource depletion) is identified as an important precursor to workplace safety performance, mediating relationships between situational (i.e., strain-based family interference with work) and dispositional (i.e., present orientation, or the ability to remain real time focused) antecedents to workplace safety.

Matthew R. Grossman, University of South Florida
 Erin Eatough, The City University of New York, Baruch College
 Ryan C. Johnson, Portland State University
 Submitter: Matthew Grossman, mrgrossman@mail.usf.edu

72-3 Does a Weekend Away From Work Fully Replenish Resources?

The carryover effects of Friday interpersonal conflict and role ambiguity onto Monday need for recovery were examined, with occupational self-efficacy and organizational-based self-esteem as mediators. Only occupational self-efficacy mediated the relationship between stressors on Friday and need for recovery on Monday.

Coty S. Hoover, University of Tulsa
 Jennifer M. Ragsdale, University of Tulsa
 Submitter: Coty Hoover, coty-hoover@utulsa.edu

72-4 Does Weekend Communication Recover Employees' Self-Regulatory Resources?

Employee's fluctuating self-regulatory resource over the weekend was examined as a function of communication content and co-rumination with available weekend social support. Results demonstrate that a problem-solving aspect to weekend conversations restore employee self-regulation for the start of the work week.

Elizabeth A. Zwierko, University of Tulsa
 Jennifer M. Ragsdale, University of Tulsa
 Submitter: Elizabeth Zwierko, ezwierko@gmail.com

72-5 A Dispositional, Situational, and Motivational Approach to Work-School Enrichment

This study examines the roles that proactive personality, work-school facilitation, and accomplishment striving play in the work-school interface. Conservation of resources (COR) theory is used to explain the direct and indirect roles that dispositions, work-school facilitation, and motivation have on self-report performance evaluations and attendance behaviors of employed students.

Daren S. Protolipac, St. Cloud State University
 Chelsey Stepanek, St. Cloud State University
 Stephanie Fletcher, St. Cloud State University
 Laura D. Olean, St. Cloud State University
 Jaclyn Holt, St. Cloud State University
 Submitter: Daren Protolipac, dsprotolipac@stcloudstate.edu

72-6 Family Regulatory Focus: Scale Development and Validation

Regulatory focus theory has been applied to a number of different domains and contexts, including recent work in IO/OB on work regulatory focus. This poster develops a measure of family regulatory focus and demonstrates its reliability and incremental validity over work regulatory focus in predicting work, family, and work-family outcomes.

Maryana Arvan, University of South Florida
 Winny Shen, University of South Florida
 Kristen M. Shockley, Baruch College and The Graduate Center-CUNY
 Submitter: Maryana Arvan, msheroiansan@mail.usf.edu

72-7 Work-Home Interference and Well-Being: A Cross-Lagged Analysis.

This research aimed to examine the directionality of the relationship between negative and positive work-home interference (NegWHI and PosWHI), job strain, and job engagement. Through 2 studies and using a cross-lagged panel analysis with 2 measurement times, reciprocal relationships were found between PosWHI-job engagement and NegWHI-job strain.

Audrey Babic, University of Liege
 Florence Stinglhamber, Université Catholique de Louvain
 Marie Barbier, University of Liege
 Françoise Bertrand, Belgian Defence Staff
 Isabelle Hansez, University of Liege
 Submitter: Audrey Babic, Audrey.Babic@ulg.ac.be

72-8 Introverts Are More Sensitive to Work-Home Spillover Than Extraverts

Extraversion was examined as a moderator of the relationship between negative work-home spillover and stress outcomes. The negative relationships between spillover and work outcomes (satisfaction with balance, work burnout, work engagement), but not general stress outcomes (personal burnout, psychological strain, physical symptoms), were stronger among introverts than extraverts.

Larissa Barber, Northern Illinois University
 Stacy M. Baer, Northern Illinois University
 Submitter: Larissa Barber, lbarber@niu.edu

72-9 Double Trouble: Interrole Conflict and Outcomes for Second Job Holders

This study investigated theoretical arguments regarding the relationship between WFC and outcomes for individuals who hold 2 jobs. Results indicated that WFC from 2 jobs is interactive for emotional exhaustion, physical symptoms, and life satisfaction, but additive for exercise. Results are discussed within the context of relevant theory.

Elizabeth M. Boyd, Indiana University-Purdue University Indianapolis
 Michael T. Sliter, Indiana University-Purdue University Indianapolis
 Sarah Elizabeth Chatfield, Indiana University-Purdue University Indianapolis
 Submitter: Elizabeth Boyd, drlizboyd@gmail.com

72-10 Work-School Facilitation and Conflict in Relation to Organizational Outcomes

Researchers have become increasingly concerned with conflict between work and school, however little attention has been focused on the positive influences these 2 roles may have on each other. This poster seeks to further this literature by examining the effects of conflict and facilitation on educational and organizational outcomes.

Aloha!



While you're enjoying the warm Hawaiian sun, surf, and the SIOP Conference, back on the mainland we're putting the finishing touches on our new website and keeping busy with tweets and updates to our Facebook and LinkedIn pages.

We've also just posted an interesting video on executive assessment.



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