

Editorial

Diana Rus and Belgin Okay-Somerville

We are delighted to publish our first 2024 issue of InPractice. The key theme in this issue is individual and societal growth through work and organizational psychology (WOP). The contributions in this issue address several crucial questions concerning the role WOP plays in supporting the growth and development of the disadvantaged individuals in society, as well as that of employees in organizations. The issue also offers plenty for self-reflection with contributions focusing on what it means to be a work and organizational psychologist from academic and practitioner perspectives and to develop the future of WOP.

This issue begins with an interview with *Joanna Butler*, who is an experienced practitioner and academic in WOP. Joanna's career story is an inspiration to all who are seeking to make an impact on society through WOP. She is determined to touch on the lives of the most disadvantaged in society and to advance WOP presence in Scotland. In the interview, you will read about Joanna's career as a practitioner who delivered various skills and employability development projects for private and government organisations in the United Kingdom and globally. Joanna takes her mission to contribute to society beyond these projects to designing, developing and delivering the only British Psychological Society accredited postgraduate occupational psychology programme in Scotland. The interview questions what it takes to create such a programme in the modern day. It is, therefore, an opportunity for us to reflect on the building blocks of our profession and the future of work and organizational psychology as a discipline.

Next, we continue with an insightful career path contribution by *Gamze Arman*. Gamze shares her unique career journey that started as a student in Turkey and led her to the United Kingdom via the United States of America where she earned her doctorate degree. Readers can learn about how Gamze crafted a career path where she manages to persistently balance three different, yet highly interrelated areas: research, teaching and coaching. She describes and explains how these three different career identities (i.e., researcher, lecturer, coach) emerged and the motives and concerns that guided her choices. Importantly, she concludes with a thoughtful reflection on the key insights she gained during her journey of trying to narrow the scientist-practitioner gap. Her career

story will be inspiring for all those who are trying to balance different roles within their careers, are interested in re-evaluating their career expectations and who are looking for ways to define their authentic career identities.

The next piece is an inspiring practice spotlight where a team of coaches – *Anne Blackburn, Jessica Shields, Alice Westbury, Katja Jaqueline, Jacqueline Hammond and Angela Carter*– share details and outcomes of a coaching intervention for disadvantaged young women delivered across five schools in Devon. The authors take us on a journey outlining how coaching can be used as a strategic tool in schools to support student mental health and learning, help remove barriers to learning for disadvantaged students and improve personal development and career goals. They describe in great detail the methods and tools used in their intervention, provide an evaluation of the outcomes, share the lessons learned and highlight the challenges faced during the implementation. This practice spotlight is a must read for educators considering the implementation of youth coaching interventions in schools as well as for coaches interested in learning more about coaching methods and tools.

The final two contributions in this issue bring us into the organizational setting. The empirical work by *Alvin Hadiono* explores how organizations can enhance employee learning and development through creating mastery climates. This article is based on Alvin’s doctoral dissertation which was a multi-method study about understanding employee learning agility. In this article, Alvin explores the role human resource (HR) professionals play in orchestrating organizational mastery climates – i.e., organizational climates that emphasize learning, development and collaboration. This paper demonstrates the balancing act that HR professionals play. More specifically, HR professionals report simultaneously aligning strategic, managerial and employee goals. Based on these findings, Alvin’s paper offers a checklist for people managers who are in charge of creating organizational climates conducive for enhancing employee learning and mastery.

We close this issue with our recurring theme of how science can inform practice and practice can inform science. Our final piece consists of a set of interviews conducted by one of our InPractice editors, *Colin Roth*, at the 2023 edition of the EAWOP WorkLab in Valencia focused on “Engaging leadership: Cultivating employee strengths and psychological safety in organizations”. The EAWOP WorkLab is a yearly interactive event aimed at facilitating the application of state-of-the art research in practice and

is always co-led by an experienced scientist-practitioner duo. Colin interviewed three WOP practitioners attending the WorkLab – *Julie Freeborn* from the United Kingdom, *Mari Järvinen* from Finland and *Marja Jeanson* from The Netherlands – about their key insights and experiences during the WorkLab. In these interviews, you can read more about their main take-aways on fostering psychological safety in organizations and about their main reason for joining the WorkLab repeatedly: the opportunity to share and learn from an internationally diverse yet like-minded group of work and organizational psychologists.

We hope that this last set of interviews has made you curious about the next EAWOP WorkLab and that this issue as a whole has inspired you to look more into what coaching can mean for your practice. If so, we look forward to seeing you at this year's EAWOP WorkLab which will be held October 31 – November 2, 2024 in the wonderful city of Lisbon, Portugal. During this WorkLab we will explore in more depth how we can develop an evidence-based coaching approach to enhance the effectiveness of our interactions with others. We are also happy to announce that our editorial team will hold two separate sessions for those interested in writing for us. You can find more information about the WorkLab [here](#).

Looking ahead, we are working on the next issues of InPractice and this could be your chance to publish with us. We invite your contributions that might further our current understanding of the application of WOP. We especially welcome contributions that present practice-oriented tools used in WOP. These could include the presentation of new tools as well as material showing how certain tools have been used in interventions. We also welcome empirical papers, case studies, reflections on career paths, reports on conferences or events and book reviews. Please contact us (InPractice@eawop.org) with your ideas and a short plan of the paper and we will be delighted to collaborate with you to bring this material into publication.



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