

MANUSCRIPT PREPARATION INSTRUCTIONS

In an effort to enhance transparency, reproducibility, and replicability, we require authors to use the following checklists in preparing submissions to the *Journal of Applied Psychology*. There are three sections below that apply to three types of research studies: (1) primary quantitative studies, (2) meta-analytic research, and (3) qualitative and mixed-methods studies. Authors should use this as a guide as not all checklist items within a study type will apply to every submitted manuscript.

Primary Quantitative Studies

Method

____ Sampling plan clearly described, including recruitment strategy and power analysis (as appropriate), any inclusion/exclusion criteria (including outliers detected and removed or winsorized; e.g., adults working more than 40 hours a week), and number of cases excluded.

____ Final sample size associated with each analysis included in text and/or tables, along with response rate in text. This includes change in sample size as a result of data matching as well as differences between final sample and excluded data. Effective sample sizes might be reported as a function of missing data analyses (e.g., multiple imputation).

____ Amount and treatment of missing data reported at the scale and the item levels (e.g., listwise deletion, pairwise deletion, multiple-imputation, full maximum likelihood estimation of missing data).

____ For multi-level/cross-level research, report total sample size at each level of analysis, along with the mean and SD at each level (e.g., mean and SD in team size, mean and SD in organization size). For experimental research, provide sample size per condition.

____ Basic sociodemographic information (e.g., age, sex, race/ethnicity, job tenure) and research context information (e.g., country, industry, occupation, job, work tasks) reported in method.

____ Report full and observed scale range, along with scale anchors, and number of items for all measures.

____ For adapted or shortened measures, specific modifications described.

____ For translated scales/measures, translation-back translation described (e.g., number and qualifications of translators, item modifications and/or deletions, how disagreements were resolved). Note: Simply stating that Brislin (1970, 1984, 1986) recommendations were followed is not sufficient.

____ Experimental manipulations, research protocols, and materials fully described in the manuscript. For measures and research materials, either (1) include sample content (e.g., 2-3 sample items and response scale) along with the citation/website/repository where the full content can be obtained or (2) provide the full content if you have obtained copyright permission from the original publisher. Proprietary measures or materials should be noted as such and require citation but not sample items. Please be aware that photographs of individuals may require copyright permission from the original publisher.

____ For longitudinal design, time-lagged design or experience sampling methodology, measurement time interval(s) provided with rationale.

____ For path analysis, confirmatory factor analysis, and structural equation models information on the specification of the measurement model provided (e.g., individual items vs. parcels, linear vs. ordinal,

identification constraints) and degrees of freedom checked for accuracy (see <https://gmuiopsych.shinyapps.io/degreesoffreedom/>).

Analyses/Results

_____ Manipulation checks reported for experimental studies, including how failed manipulations were handled. Relevant analysis for each manipulation check presented for multiple predictor designs.

_____ Means, SDs, correlations, and reliability coefficients (if applicable) reported for all measured variables, including sociodemographic characteristics, control variables, and transformed/non-linear variables (e.g., interactive and curvilinear terms). When appropriate, skew and kurtosis for relevant variables (e.g., curvilinear effects) reported.

_____ Full results from model testing reported (e.g., if testing 3-way interaction, full report of main effects & all possible 2-way interactions). If testing moderated mediation, include the a, b, and c path coefficients as well as indirect (when possible) and total effects; if unstandardized regression estimates reported, include intercepts/constants.

_____ Appropriate effect size and model explanatory power estimates included (e.g., r , R^2 , ΔR^2 , R , ΔR , *Cohen's f^2* , *Cohen's d* , η^2 , odds ratio).

_____ Information provided in tables and/or text describing how dichotomous/categorical variables (including control variables) were coded.

_____ Standard errors, confidence intervals, and/or test statistics (e.g., t-value) with p-value reported. Alpha level and/or confidence interval specified.

_____ Aggregation model (e.g., direct consensus, reference-shift, configural) and centering decision (e.g., group-mean centered, grand-mean centered) justified and reported for multilevel models.

_____ Model testing procedures and relevant statistics reported for multilevel models (e.g., ICCs, variance component estimates).

_____ For plots of moderation on a Likert-scale based continuous variable (e.g., using +/- 1 SD), results reported using relative ("higher" vs. "lower") not absolute ("high" vs. "low") language and raw values reported for the levels selected. Plots should be scaled in a manner that represents effects appropriately.

_____ Continuous data (e.g., a moderator variable) should not be converted to binary or categorical data without sufficient rationale.

_____ Estimation procedure and methods reported for more advanced analytical approaches (*dfs* or *df* correction, bootstrapping approach, Bayesian credibility interval, etc.).

_____ Statistical packages and programs (including version number) used for data analysis reported.

_____ Alternative data analysis (e.g., including a variable that was subsequently dropped through the review process) and robustness tests described in footnote or appendix.

Other

_____ Text checked against tables for consistent and accurate statistical reporting (manually or using tools like statcheck.io).

_____ Consult with the APA JARS Guidelines as appropriate (<https://apastyle.apa.org/jars/>). For additional information, see Applebaum, M., Cooper, H., Kline, R. B., Mayo-Wilson, E., Nezu, A. M., & Rao, S. M. (2018). Journal reporting standards for quantitative research in psychology: The APA Publications and Communications Board task force report. *American Psychologist*, 73, 3-25. <http://dx.doi.org/10.1037/amp0000191>

Meta-Analytic Research

_____ PRISMA-type search flowchart included to describe search protocols (<http://www.prisma-statement.org/>).

_____ Information provided about inter-coder agreement/reliability, coder qualifications/calibrations/training (if necessarily, anonymized for review), and methods used to resolve inter-coder discrepancies.

_____ If corrections for psychometric artifacts applied (e.g., unreliability, range restriction), method used (e.g., individual correction, artifact-distribution, Case II, Case IV, Case V) reported in text with rationale. Artifact distribution statistics (e.g., mean and SD of the relevant artifact, how missing reliability estimates were handled) reported along with the order in which corrections were applied.

_____ Justification provided for corrections/no corrections for psychometric artifacts.

_____ Information on each primary study, relevant code(s), reliability information (where relevant), sample size(s), and effect size(s) included in Appendix or made available online (e.g., Open Science Framework, osf.io).

_____ If the Schmidt-Hunter method used, all relevant results reported by referring to recommended result tables (see Schmidt & Hunter, 2015, p. 492).

_____ Confidence and/or credibility intervals used when interpreting meta-analytic estimates rather than NHST.

_____ For moderator testing, choice of method (e.g., subgroup, meta-regression) justified.

_____ Publication bias check (including results) reported in text and/or tables or made available online (e.g., osf.io).

_____ Text checked against tables for consistent and accurate statistical reporting.

_____ Consult with the APA JARS (including MARS) Guidelines as appropriate (<https://apastyle.apa.org/jars/>). For additional information, see Applebaum, M., Cooper, H., Kline, R. B., Mayo-Wilson, E., Nezu, A. M., & Rao, S. M. (2018). Journal reporting standards for quantitative research in psychology: The APA Publications and Communications Board task force report. *American Psychologist*, 73, 3-25. <http://dx.doi.org/10.1037/amp0000191>

Qualitative and Mixed-Methods Research

_____ Qualitative approach (e.g. grounded theory, phenomenological, thematic analysis, consensual qualitative research) described.

_____ Data collection procedures (e.g., context of data collection, participant recruitment, interview protocol, observational methods, time in field, number of researchers involved in data collection) described.

_____ Level or unit of analysis (e.g., individual word, meaningful thought, participant) specified.

_____ If coding taxonomy used, development of codes and coding procedures described in detail. Total number of coders, number of coders per code, coder training/expertise, and coder agreement (e.g., percent agreement or hit rate, Cohen's or Fleiss' kappa) reported.

_____ If relevant, statistical packages and programs (including version number) used for data analysis reported.

_____ The manner in which raw data were analyzed and/or interpreted clearly described. Direct quotations, observations or other examples of raw data included.

_____ Consult with the APA JARS Guidelines <https://apastyle.apa.org/jars/qualitative> and <https://apastyle.apa.org/jars/mixed-methods> as appropriate.

_____ For additional information, see Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Joseelong, R., & Suarez-Orozco, C. (2018). Journal reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: The APA Publications and Communications Board task force report. *American Psychologist*, 73, 26-46. <http://dx.doi.org/10.1037/amp0000151>

_____ For additional information, see Pratt, Kaplan & Whittington (2020). Editorial essay: The tumult over transparency: Decoupling transparency from replication in establishing trustworthy qualitative research. *Administrative Science Quarterly*, 65, 1-19. doi: 10.1177/0001839219887663