

be used as a vital tool to examine and predict various organizational behaviors and constructs (Thibault & Kelloway, 2020). Methods: We utilized the standard protocol to test the scale of Dark Tetrad at Work (Thibault & Kelloway, 2020), comprising about 22 items, and validate it psychometrically in the Indian organizational context. We used Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) on a sample of $n = 526$ employees working in different public domains to check and validate the four-factor model of the scale. In addition, we report correlations, reliability, and validity statistics. Findings: The total variance explained is 50.3%, and four factors were obtained, like in the original scale, with only a couple of items having significant cross-loadings. The Cronbach's alpha and McDonald's omega of the scale were found to be acceptable ($\alpha = 0.89$, $\omega = 0.90$), and the four-factor model also showcases adequate model fit statistics ($\chi = 574$; $df = 203$; $p < .001$) and other indicators with acceptable values (CFI = 0.928; TLI = 0.919 and RMSEA = 0.0589). Implications: The acceptable model fit indices and other parameters of factor analysis helped us speculate that the DTW will be an important tool in the repository of I/O psychology and can be used with minimum alteration.

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Contributions of Workers with Intellectual Disabilities through Integrated Employment

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One of the most effective ways to achieve genuine social inclusion for individuals with intellectual disabilities is through integrated employment. In this type of employment, individuals with intellectual disability work in "natural" settings, interacting with non-disabled coworkers in various types of organizations under the same conditions as their non-disabled counterparts in comparable positions (Jordán de Urríes & Verdugo, 2003). Research has primarily focused on studying the positive effects of this employment on individuals with intellectual disability, including aspects such as the satisfaction of the need for belongingness (Voermans et al., 2020), physical and mental health (Robertson et al., 2019), skill development (Donnelly et al., 2010), self-esteem (Dunn, Wewiorski, & Rogers, 2008), and safety and independence (Carew, Birkin, & Booth, 2010; Jahoda et al., 2009). However, little research has been conducted on the contributions of workers with intellectual disability to their work environment, especially the effects on their non-disabled colleagues. It is challenging for individuals with intellectual disability to become more visible in

the community if a positive contribution from this group towards others is not perceived. With this in mind, we conducted a qualitative study to explore the contributions of workers with intellectual disability through integrated employment. Semi-structured interviews were conducted and, for content analysis, the Grounded Theory methodology of Strauss (Strauss & Corbin, 1998) was specifically applied. To ensure triangulation and consideration of different perspectives, we interviewed four experts in integrated employment for individuals with intellectual disabilities, four workers with intellectual disabilities, and two team supervisors with at least one person with intellectual disability in their teams. Various topics emerged related to the impact of workers with intellectual disability on their colleagues without intellectual disability, such as the impact on team performance, the well-being of coworkers without disabilities, attitudes toward workers with intellectual disabilities, and personal growth.

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Them against us: A pilot study on reducing intergroup conflict in the workplace

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Workplace conflict is associated with employee effectiveness, performance, and well-being at individual, group, and organizational levels. The aim of this study was to examine the effectiveness of a group-based intervention designed to reduce intergroup conflict in the workplace among two identified groups of employees experiencing conflict: Bus drivers and fleet operators. Using a quasi-experimental design with a single-group pretest-posttest approach, the study involved 19 fleet operators managing bus drivers through an online system and 25 bus drivers. Participants from both groups attended a structured intervention for 5 weekly sessions. Based on Social Identity Theory, the study employed quantitative measures to evaluate Perceived Intergroup Conflict, Outgroup Trust, and Perceived Discrimination. In addition, qualitative content analysis was used to examine participants' responses to an open-ended question about their attributions for communication conflict during interactions with the other group in both pre- and post-test assessments. The content of the intervention was designed and implemented by the researchers on the basis of Intergroup Contact Theory. It focused on addressing stereotypes and prejudices towards the other group through cognitive restructuring techniques. Drama techniques, including warm-up games, role-playing, and role reversal were used in the intervention. According to the results of a one-way within-subject ANOVA, the participants' trust in the other group increased, and the perceived level of

conflict and discrimination between the groups decreased after the intervention. The analysis of qualitative data revealed a change in participants' causal attributions. The effectiveness of the intervention was expected to increase by applying a mixed methods study to integrate theory and practice in demonstrating the impact of identity strategies on intergroup conflict in the workplace.

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Bystanders' willingness to help in workplace bullying: Perceived psychological benefits matter

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The cost-benefit analysis has widely been applied to explain how bystanders balance their costs and benefits before intervening in bullying events (Spadafora et al., 2020). Surprisingly, there is limited research showing the interplay between bystanders' perceived psychological costs and benefits in the workplace bullying literature. Thereby, the current study aims to explore whether bystanders' perceived psychological costs and benefits would moderate the relationship between perceived severity and willingness to help the victim in a sample of 241 mainland Chinese full-time workers ($M_{age} = 30.14$, $SD = 5.65$, range = 19–57). A hypothetical vignette was used, in which the participant was asked to imagine he/she was the only witness in the incidents where their colleague has been bullied by another teammate for over 6 months. Participants perceived severity of workplace bullying events, psychological costs and benefits, as well as the willingness to help the victim were assessed. The findings of binary logistic regression analysis revealed a significant moderating effect of perceived psychological benefits on the relationship between perceived severity and bystanders' willingness to help, even after controlling for participants' age and gender. Particularly, the positive relationship was only found in the participants with greater perceived psychological benefits ($B = 1.81$, $S.E. = .58$, $p = .002$), but not in those with lower psychological benefits. The moderating effect of perceived psychological costs was not shown. The finding of this study suggests that perceived psychological benefits, instead of perceived psychological costs, are more crucial in motivating bystanders' likelihood to take action to help the victim in the face of the workplace bullying.

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Burnout and its antecedents among university staff at a rural South African university

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