

Bridging the science- practice gap:

Competency development in
psychological assessment report
writing for I-O psychology
education

Transnational report

Research questions

- What are the key competencies required for psychological assessment reporting?
- What gaps exist between current teaching practices and industry demands?
- How can teaching and learning in this area be improved?

Goal: Identify core competency domains and gaps in teaching and develop evidence-based recommendations for university programs

The study

- Nine semi-structured focus groups
- 40 participants across three stakeholder groups and three countries
- Thematic analysis (Braun & Clarke, 2006, 2012) with MAXQDA

Participants by stakeholder group and country

	Austria	Germany	Romania	Total
Students	6	3	5	14
Lecturers	5	5	5	15
Practitioners	4	3	4	11
Total	15	11	14	40

Ten competency domains identified

1

Theoretical knowledge

2

Methodological skills

3

Effective communication

4

Organizational understanding

5

Soft skills

6

Ethical & legal frameworks

7

Cognitive abilities

8

Project management

9

Digital literacy & AI

10

Theory application

Two main gaps emerged

1 Theory-Practice Divide

- Students feel unprepared for practical application
- Lecturers struggle to integrate theory and practice within curriculum constraints
- Practitioners observe deficiencies in applied competencies among graduates

“I would probably be very scared to apply my psychological knowledge, because I actually have no idea how that works”

— Austrian student

2 Underdeveloped Confidence

- Austrian students express anxiety about applying knowledge
- Romanian students show greater confidence in competencies
- Practitioners note psychologists often appear insecure despite knowledge

“We have so much knowledge, but we often come across as insecure”

— Austrian practitioner

Ten teaching recommendations derived

- 1 Dedicated assessment report writing modules
- 2 Holistic learning experiences (start to finish)
- 3 Clear course structures with explicit learning objectives
- 4 Continuous feedback from lecturers and peers
- 5 Comprehensive materials: Sample reports, case studies

- 6 Diverse teaching methods emphasizing active learning
- 7 Practical experiences through practitioner partnerships
- 8 Digital technologies and AI tools (used critically)
- 9 Boost student self-efficacy and confidence
- 10 Career orientation guidance

Key take-aways

- Nine focus groups across three countries and three stakeholder groups
- Teaching currently underprepares graduates for industry demands: Insufficient practical application and underdeveloped confidence
- Assessment report writing as a complex skill for I/O psychologists, encompassing ten competency domains
- Targeted teaching recommendations may improve current teaching practices

