Mason Faculty Win Prestigious Teaching Awards

By Afra Ahmad

As the I/ON’s “Good News” corner regularly reveals, Mason I/O faculty are certainly productive researchers. What may be less well-known is that they also place a strong emphasis on their roles as teachers and mentors. Recently, two of our very own professors, Drs. Jose Cortina and Eden King, were recognized for their accomplishments in these areas.

The first of our awardees, Dr. Cortina, or Jose, as he is called by his students, has been awarded the Society for Industrial & Organizational Psychology (SIOP) Distinguished Teaching Contributions Award. This award is given in recognition of a member who demonstrates a sustained record of excellence in teaching, as revealed by excellence in the...
classroom, student development, and community service via teaching. Many Mason students who have taken his courses in Advanced Statistics, Meta-Analysis, SEM, and Regression have expressed their enthusiastic agreement with SIOP’s selection.

In addition to serving as a musical inspiration (Jose’s theme song is “Regression,” with music, lyrics, vocals, and instrumentals composed by alumnus Joe Caramagno), Jose is also known for his ability to use entertaining examples to teach complex statistical concepts. For example, one of his former students Rachel Feyre reflected, “Jose taught stats content in a relatable and humorous way. In class, I would be listening to discussions about the relationship between listening to Justin Bieber and wanting to pick your eye out with an ice pick. Then, I would suddenly realize that I knew how to do ANOVA!”

Humor is indeed one of the secrets to Jose’s success and popularity among Mason graduates and undergraduates alike. Even when asked how he felt about earning this recent award, Jose replied, "I owe all of my success to Taylor Swift," demonstrating his sense of humor that students have come to expect and embrace.

As if Mason I/O students weren’t spoiled enough, we also have Dr. Eden King in our classrooms. Dr. King, known by her students as Eden, was recently awarded the 2011 Virginia Outstanding Faculty Award. The award is the Commonwealth of Virginia’s highest honor for faculty at Virginia’s colleges and universities, and is bestowed in recognition of excellence in teaching, research, knowledge integration, and public service.

Recognized in the “Rising Star” category, Eden has made a significant impact on her students, in her field, and in the Mason community. Eden’s enthusiasm for her work makes her classes on Diversity, Selection, and Professional Seminar popular choices for graduate students with applied and academic interests. As one of her students, Chad Peddie, noted, “Eden's energy in investigating phenomena critical to understanding the struggles of stigmatized individuals in the workforce is only trumped by her genuine passion in seeing the advancement of such individuals in organizational settings.”

That same passion clearly is evident in her teaching style. Throughout the program, Eden is known for her supportiveness and dedication to her students, not to mention her lightning-fast responses to email (usually under an hour!). When asked for her reaction to her award, she responded, “I'm totally overwhelmed by, but grateful for, this award, and I hope I can live up to it!” Eden has certainly lived up to her award already through hard work and dedication, and we look forward to seeing how far our “rising star” can climb!

Congratulations, Jose and Eden! We are so proud!

Dr. Jose Cortina

Dr. Eden King
the first time, while many others are conference veterans and are taking on the responsibilities of chairing symposia or presenting at panel discussions and debates.

Conference activities include the traditional symposia and posters covering a variety of I/O related topics. In addition, the conference has other types of forums to discuss ideas and connect with colleagues, including communities of interest, roundtable/conversation hours, debates, panel discussions, and interactive posters. “Community of interest” sessions are a relatively new addition to the program and provide opportunities for attendees with common interests to connect and share ideas. This year, Mason’s own Dr. Steve Zaccaro will be facilitating a community of interest session on virtual teams.

In recent years, Mason students and faculty have been recognized for their contributions with various awards. This year is no exception as Dr. Jose Cortina has been chosen as the recipient of the 2011 Distinguished Teaching Contributions Award from SIOP! He will be recognized at the plenary session of the conference.

George Mason faculty and students have contributed over a hundred posters and symposium papers to the SIOP conference over the past five years. This year’s students and faculty are continuing this tradition by once again contributing a large number of presentations on topics such as leader emotion management, cross-cultural competence, organizational support, overt and subtle forms of discrimination, and pregnancy in the workplace. In all, over 30 contributions to SIOP 2011 were authored by current Mason faculty and students, including sixteen posters and ten symposia. So, browse the list of contributions below and come visit us in Chicago!

### Mason SIOP 2011 Contributions

**Thursday**

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<thead>
<tr>
<th>Name</th>
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<th>Time</th>
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<tbody>
<tr>
<td><strong>Nelson, J. K.,</strong> &amp; Knight, T. W. (2011, April). Coaching in context: Using multsource feedback to increase organizational support for coaching. In Hernez-Broome &amp; Boyce (Chairs), Organizational support: The lifeline for successful leadership coaching.</td>
<td>Symposium</td>
<td>12:00-1:00 pm</td>
<td>Continental C</td>
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<tr>
<td><strong>Zaccaro, S. J.</strong> (2011, April). Discussant. In Hernez-Broome &amp; Boyce (Chairs), Organizational support: The lifeline for successful leadership coaching.</td>
<td>Symposium</td>
<td>12:00-1:00 pm</td>
<td>Continental C</td>
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<tr>
<td><strong>Elder, K.,</strong> &amp; Agerter, A. (2011, April). Personnel selection: A case study. In W. Botsford Morgan &amp; K. Elder (Chairs), Translating graduate school to good practice.</td>
<td>Symposium</td>
<td>12:00-1:00 pm</td>
<td>Lake Ontario</td>
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<tr>
<td>Jensen, J., <strong>Ahmad, A., King, E. B.,</strong> &amp; Hyun, J. (2011, April). Outcomes of incivility from a cross-cultural perspective. In J. Jensen (Chair), Examining factors that exacerbate, alleviate, and explain consequences of incivility.</td>
<td>Symposium</td>
<td>2:00-3:00 pm</td>
<td>Continental B</td>
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<tr>
<td>LaPort, K., &amp; Geller, D. S. (2011, April). Temporal considerations of team leader emotion management.</td>
<td>Poster</td>
<td>2:00-3:00 pm</td>
<td>SE Exhibit Hall</td>
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<tr>
<td><strong>Cortina, J. M.</strong> (2011, April). Why we rejected your meta-analysis and what you can do.</td>
<td>Panel Discussion</td>
<td>3:30-5:00 pm</td>
<td>Williford A</td>
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<tr>
<td><strong>Gilrane, V. L.,</strong> &amp; <strong>King, E. B.</strong> (2011, April). Evaluations of ethnic minority leaders. In E. B. King &amp; V. L. Gilrane (Chairs), Discrimination in the 21st century: Contemporary perspectives of organizational discrimination.</td>
<td>Symposium</td>
<td>5:00-6:00 pm</td>
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Friday

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<th>Speaker(s)</th>
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<tr>
<td>Tetrick, L. E.</td>
<td>Discussant. In Sinclair &amp; Sears (Chairs), Profiles in commitment: Person-centered approaches to occupational and organizational attachment.</td>
<td>Symposium</td>
<td>8:00-10:00 am Continental B</td>
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<tr>
<td>Jones, K. P., King, E. B., Gilrane, V. L., &amp; McCausland, T.</td>
<td>The baby bump: Managing a dynamic stigma over pregnancy's course. In J. Barnes-Farrell &amp; A. McConagle (Chairs), Pregnant, disabled, sick, surviving: Experiences and outcomes of workplace stigma.</td>
<td>Symposium</td>
<td>8:00-9:30 am Boulevard C</td>
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<tr>
<td>Zaccaro, S. J.</td>
<td>Virtual teams.</td>
<td>Community of Interest</td>
<td>8:30-10:00 am PDR 2</td>
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<tr>
<td>Buffardi, L. C., Kurtessis, J. N., Stewart, K., Ford, M., &amp; Adis, C.</td>
<td>Assessing the propensity to bask in reflected organizational glory.</td>
<td>Symposium</td>
<td>10:30-12:00 am Continental C</td>
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<tr>
<td>Hu, X., &amp; Kaplan, S. A.</td>
<td>An examination of subliminal influence on task satisfaction and performance.</td>
<td>Poster</td>
<td>1:00-2:00 pm SE Exhibit Hall</td>
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<tr>
<td>Mullins, H., LaPort, K., Weis, E., &amp; DiRosa, G.</td>
<td>Identifying and assessing leader emotion management dimensions.</td>
<td>Poster</td>
<td>1:00-2:00 pm SE Exhibit Hall</td>
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<tr>
<td>Tetrick, L. E., &amp; González-Morales, G.</td>
<td>Methodological issues in work-family/(nonwork) research.</td>
<td>Roundtable Discussion</td>
<td>3:30-4:30 pm Lake Huron</td>
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<tr>
<td>Buffardi, L. C., Chen, S., Vega, R., &amp; Ginter, R.</td>
<td>Assessing the propensity to bask in reflected organizational glory.</td>
<td>Poster</td>
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<td>Luchman, J., Mock, L., Kaplan, S. A., &amp; González-Morales, G. M.</td>
<td>Are you satisfied... now? Scale ordering effects in attitude surveys.</td>
<td>Poster</td>
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<td>Ryan, K., King, E. B., &amp; Finkelstein, L.</td>
<td>Younger workers’ meta-stereotypes in relation to impression management behaviors.</td>
<td>Poster</td>
<td>4:30-5:30 pm SE Exhibit Hall</td>
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<tr>
<td>Peddie, C. I., Jones, K. P., Gilrane, V. L., Gray, A., &amp; King, E. B.</td>
<td>A meta-analysis of the outcomes of overt and subtle discrimination.</td>
<td>Poster</td>
<td>4:30-5:30 pm SE Exhibit Hall</td>
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<td>King, E. B., Rogelberg, S., Hebl, M., Braddy, P., Shanock, L., Doerer, S., &amp; McDowell-Larson, S.</td>
<td>Can top dogs be fat cats? Obesity and executive evaluation.</td>
<td>Poster</td>
<td>4:30-5:30 pm SE Exhibit Hall</td>
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<tr>
<td>José, I., &amp; Hermida, R.</td>
<td>Perceived organizational support for diversity and counterproductive work behaviors.</td>
<td>Poster</td>
<td>4:30-5:30 pm SE Exhibit Hall</td>
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Saturday

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<th>Speaker(s)</th>
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<tr>
<td>Geller, D. S., McCloskey, M., Papautsky, E. L., &amp; Everett, S. E.</td>
<td>Assessment of experiential characteristics that influence U.S. Army cadet cross-cultural competence development. In J. Gallus, D. S. Geller, &amp; M. van Driel (Chairs), One size doesn’t fit all: Cross-cultural competence across organizational contexts.</td>
<td>Symposium</td>
<td>8:00-9:30 am Lake Michigan</td>
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<tr>
<td>Brooks-Shesler, L.</td>
<td>I-O, I-O, it’s off to work...or school...we go?</td>
<td>Debate</td>
<td>9:00-10:00 am Boulevard AB</td>
</tr>
<tr>
<td>Harold, C., Wiggins, B., Viera, L., &amp; Marsh, S.</td>
<td>Cognitive mapping as an alternative to studying employer image beliefs.</td>
<td>Poster</td>
<td>9:00-10:00 am SE Exhibit Hall</td>
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Dr. Zaccaro:

A multiteam system (MTS) exists when you have two or more teams that are working highly interdependently on a particular problem. The teams may share proximal goals at times and often are tied together as part of a larger effort toward a more distal goal. An MTS can be composed of different units within an organization or can be made up of teams from many different organizations. One example is the effort of police, fire, and medical personnel trying to help rescue people injured in an accident and recover from injuries. The key is that these are teams working interdependently toward a proximal goal with the entire MTS working toward the distal goal of saving and restoring the health of the injured people.

Ben:

What is the goal of the book and what does it cover?

Dr. Zaccaro:

The book is an attempt to expand our conceptual understanding of MTSs and provide a foundation and stimulus for future research. The book establishes a taxonomy or classification of attributes that distinguishes MTSs. These include the nature of their members, size, different forms of interteam diversity, and a set of linkage variables such as normative processes and leadership processes.

The book elaborates on the concept of MTSs and has two chapters of examples of MTSs from the business and government world. There are also chapters that cover compositional, linkage, and developmental attributes of MTSs. There is a section on research methods of MTSs that brings in network analysis and computational modeling. There is also a chapter on studying MTSs in the lab.
Ben: What distinguishes an MTS from a traditional team or a “team of teams”?

Dr. Zaccaro: One key is the level of interdependence. These are highly interdependent teams that work together around proximal goals and are integrated in input, process, and output at the team level. This is different from a matrix organization where members come together on a project, since it involves teams working with other teams.

In teams or “teams of teams”, the pressures toward uniformity may be qualitatively different from those in MTSs. In an MTS, a diverse set of teams are brought together and you may not want as much of a uniform set of dynamics to operate. For example, we don’t expect a police and medical unit working together on a proximal goal to converge toward a uniform culture as they complete their effort.

Ben: Much of your research centers around leadership. How does leadership in MTSs differ from leadership in traditional groups and teams?

Dr. Zaccaro: This is an important area of interest and one we cover in the book. The leadership processes within an MTS can be quite complex and take on both shared and hierarchical patterns. You can have different leadership processes within the component teams and between teams. Functional leadership behaviors that operate at the MTS level, collaboration between teams, and the fit between the MTS and external environment all have important leadership implications. In addition to a chapter in the book, Leslie DeChurch and others have a paper published in the most recent issue of The Leadership Quarterly (DeChurch, Burke, Shuffler, Lyons, Doty, & Salas, 2011) where they expand on the idea of leadership in an MTS.

Ben: What are some of the research areas of MTSs that appear most promising in the coming years?

Dr. Zaccaro: Exploring diversity between teams, such as different organizations, distributed teams, and functional diversity are exciting areas. Social identity issues are also very interesting given that MTSs often involve the potential for different team cultures and climates to come together. It begs many questions – is your identity around the MTS? Is it around your organization? Around your team?

Ben: When can we expect the book to hit the shelves?

Dr. Zaccaro: The book will be out in June 2011.
As students (and researchers), it is easy to overlook the applied value of the theories we spend so much time studying. However, understanding the application of our research is critical to our success. As part of a continuing series of articles in The I/ON, in this column we will discuss the applied value of our research. We seek to bridge the divide between researchers and practitioners by highlighting both the theoretical and practical implications of our work here at Mason. This issue’s topic: executive coaching.

In order to examine the coach and coachee qualities that facilitate both successful relationship development and subsequent executive development, researchers in Dr. Zaccaro’s lab are conducting a series of three studies supported by a grant from the Society of Human Resource Management (SHRM). The research involves (1) analyzing archival data from an executive coaching program, (2) collecting data from current coach-client pairings, and (3) conducting a laboratory study at George Mason to re-create the executive coaching relationship in an academic setting, with graduate students acting as academic coaches to undergraduates.

Through these studies, we are hoping to gain insight into coach and client predictors that facilitate relationship development and success in executive coaching programs. By examining both coach and coachee characteristics, we hope to determine what coachee qualities contribute to self-development and success in coaching. Additionally, we seek to understand how the commonality or compatibility of coach and coachee qualities can facilitate leadership development in a coachee. It is our hope that this research will not only contribute to the academic literature but also to the applied world of executive coaches in the form of guidelines for tailoring coaching programs to fit the individual needs of coachees. This will allow us to take the academic literature one step closer to the frontier of executive coaching in the field.

The Research Side:
E-coaching
By Tiffani Chen

The practice of executive coaching has exploded in the last decade, as evidenced by an unprecedented growth in coaching programs and coaching journals (Quick & Macik-Frey, 2004).

Executive coaching typically refers to a one-on-one intensive relationship between a coach and an executive client with the goal of facilitating leadership development in the coachee (Ting & Hart, 2004). While there seems to be widespread recognition that “coaching works” (Kombarakan, Yang, Baker & Fernandes, 2008), the mechanisms that facilitate this leadership development have been largely unstudied, with academic research lagging behind the practice of executive coaching. The lack of regulation in coaching qualifications has even led some researchers to compare executive coaching to the “Wild West of yesteryear” (Shearman & Freas, 2004).

A recent review of the executive coaching field found that coaches hail from a variety of backgrounds (e.g., business and psychology) and there is no one background that makes an executive coach more successful than another (Bono, Purvanova, Towler & Peterson, 2009). Current research suggests that the relationship between executive coach and coachee is paramount to coaching success, but researchers are only beginning to understand how coaches and their coachees are able to build successful relationships that lead to coachee learning and development (Boyce, Jackson & Neal, 2010).

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The Application Side:
The Wild West of Coaching
By Dr. Deanna Banks, Banks Consulting

As an executive coach myself, I relate only too well to the Wild West analogy provided by Shearman and Freas (2004). The balance of art to science in the practice of executive coaching is heavily skewed to the art side. Coaches make their way into the field from a dizzying variety of paths.

Coaching programs require a significant investment per person. More than ever, organizations are searching for a set of credentials that will assure them they are getting what they are paying for. The International Coach Federation (ICF) has attempted
to fill that credentialing need. It’s becoming more common for organizations to require that their coaches be ICF certified. They believe that the ICF credential ensures that the coaches working with their leaders are well-trained and vetted. From the perspective of an I/O psychologist, it’s troubling. The ICF and many other vendors who purport to train executive coaches focus much more heavily on the counseling side of coaching and little on the context of supporting leadership development within organizations.

The research being conducted by Dr. Zaccaro and his team can contribute to our understanding of the qualities and competencies that predict coaching effectiveness and may influence the training and credentialing of executive coaches. It can also aid our understanding of how to get the most out of coaching programs. How do we best match coaches and coachees? Little science is applied to this currently. Who gets the most benefit from coaching? If we can define the coachee qualities that relate to coaching effectiveness, organizations would have more insight into where to invest their limited resources. And, it would help coaches understand how to support those who aren’t as predisposed to benefit from coaching. For example, I hypothesize that high metacognitive ability predisposes coachees to benefit from executive coaching. If research supports this hypothesis, it can guide me as a coach to assess metacognitive skills early in coaching engagements and adapt my approach to focus more strongly on building metacognitive strategies for those with lower skill levels.

As a scientist-practitioner, I’m excited to see the direction of Dr. Zaccaro’s research and eagerly anticipate the findings. I also wish to issue a friendly challenge to the research team. When seeking to publish the research, for every submission you make to an academic journal, make another to a practitioner-oriented publication. Executive coaching is in desperate need of science to guide its practice, but a majority of coaches may never be influenced by what I/O psychologists have to offer unless our science makes its way into the literature they read. Though it’s common for a gap between research and practice, coaching has gotten so far out ahead of the research that it’s more chasm than gap. Science can tame the Wild West of coaching, but only if gets quickly into the hands of those wielding the guns.

I/O Psychology and “Don’t Ask, Don’t Tell”: An Interview with Dr. Jay Goodwin

By Tammy Levy

Although we sometimes lament that I/O psychology generally does not influence public policy decisions to the degree it could, there also are specific examples of it having a tremendous influence on such decisions. Consider, for instance, Dr. Jay Goodwin’s recent influential role with regard to “Don’t Ask, Don’t Tell” (DADT).

In the 2010 State of the Union Address, President Obama spoke of examining a repeal of DADT. Shortly thereafter, Secretary of Defense Gates appointed Jeh Johnson, the Defense General Counsel, and General Carter Ham, commander of U.S. Army Europe, to form a Comprehensive Review Working Group (CRWG) to research and provide recommendations on the impact of repealing DADT. Enter Dr. Jay Goodwin, Chief of the Basic Research Unit at the U.S. Army Research Institute (ARI). The director of ARI asked Dr. Goodwin to join the CRWG to provide input from his I/O expertise. I was thrilled to have the opportunity to sit down with Dr. Goodwin to learn more about this once-in-a-lifetime opportunity and how I/O psychology played a role in the repeal of DADT.

Tammy: How did you get involved with DADT?

Dr. Goodwin: In May 2010, the chief of staff of the CRWG sent a request for a research writer from each of the military departments; Navy, Air Force, and Army. I was told by ARI’s director that I would be the Army representative and was to begin reporting full time to the working group the following day. On May 12, 2010, I began working full-time with the working group until the day the report went to Congress.

Tammy: What was your role within the working group?

Dr. Goodwin: The three research writers, myself included, were responsible for writing the CRWG report. As it became apparent that I had a strong background in cohesion and organizational performance, as well as statistics and surveys, I began to accrue other duties. I became a
part of the assessment team and was also tasked with being the Foreign Military Analyst. As the Foreign Military Analyst, I was responsible for reaching out to militaries around the world to learn how they handled this kind of policy transition (if they had done so) and what policies they had regarding gays serving in the military. While the task started out on a small scale, the work group leads eventually had me researching policies for every single country. We didn’t hear back from all the countries, but we did get a lot of information and learned that, across the globe, policy tends to be widely different from practice.

Tammy: How did your I/O background help you in your role?

Dr. Goodwin: My I/O background helped primarily within the assessment team. My knowledge of organizational performance, cohesion and diversity in organizations played a significant role in the findings of the working group. My I/O background took me from report writer to really getting deeply involved in the whole research process. There was one other I/O psychologist on the team, and she and I ended up playing significant roles as advisors to the senior leadership of the working group on a wide variety of matters.

Tammy: Do you think I/O psychologists are equipped to work on other policy development?

Dr. Goodwin: Yes and no. We were only involved in a small portion of the policy development, and even then not in its formulation. We were scientific advisors assisting in understanding the impact of the decision. We didn’t make recommendations but when there were options on the table, we were able to explain what the outcomes of those options would be. That’s the role I/O psychologists can play. We’re not lawyers and don’t have the legal background to deal with a lot of the legal intricacies of the policy. There is a lot of nuance in the law that we don’t know about, so being an advisor is a better position for an I/O psychologist.

Tammy: What recommendations would you have for I/O students who want to get involved in shaping policy as you did?

Dr. Goodwin: Know your stuff. We were successful because we were good methodologists and we had expertise to offer. We only spoke when we were knowledgeable about something. We were relied upon as the experts and it was important not to speak when we weren’t confident about something. It was really important to know what the research had to say on relevant topics – and anticipate what research was going to be relevant before it came up. Some specific areas that would be helpful to know include employment law, selection, risks and benefits-related laws, as well as how private sector businesses operate. Having some basic understanding of employment law did help us communicate with the lawyers.

At press time, Congress has voted to start the process leading to a repeal of DADT, but it hasn’t been repealed yet. The Department of Defense services are currently rewriting their policies and developing training for their servicemen and women. Once that is complete, the President, Secretary of Defense, and Chairman of the Joint Chiefs will certify that there will be no negative impact on military effectiveness. Sixty days later, the law (10 U.S.C. 654 “Don’t Ask, Don’t Tell”) will be repealed. Interested readers may view a copy of the CRWG’s final report online at www.defense.gov by searching for the report’s name, “Report of the Comprehensive Review of the Issues Associated with a Repeal of ‘Don’t Ask, Don’t Tell.”

Note: All statements expressed in this article are those of the authors and do not necessarily reflect the positions of the U.S. Army Research Institute or the Department of the Army.
University of Maryland’s Drs. Paul Tesluk and Hank Sims invited area researchers to participate in a seminar bridging the gap between leadership and teams research. Last year, George Washington University’s Drs. Tjai Nielsen and Sharon Hill picked up the torch and focused discussion on issues such as time in teams, team staffing, and team composition.

This year, GMU looks forward to hosting this one-day event, this time focusing on emerging team structures and emerging measurement techniques. Attendees can anticipate a highly interactive environment that moves forward the field of team research and facilitates networking among students, researchers, and practitioners.

These efforts are being led by GMU doctoral students Kate LaPort and David Geller alongside Drs. Steve Zaccaro, Matt Cronin, and Rich Klimoski. For more information on this event, please contact Kate LaPort (klaport@gmu.edu) or David Geller (dgeller@gmu.edu).

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**Doing SIOP Chicago-Style**

By Stacy Everett

Stacy Everett is a GMU I/O alumni living in Chicago where she works as a Project Manager for Richard Day Research in Evanston, IL.

Chicago. The Second City. The Windy City. And this year’s home to the 2011 SIOP Conference. Chicago’s magic lies in its impressive mix of architecture, attractions, culinary delights, shopping opportunities, theatre, and lively nightlife. It is a city that offers something for everyone, and with its various neighborhoods, can make anyone feel at home. At this year’s conference, be sure to take a break from poster presentations and symposia to get out and really explore what Chicago has to offer.

**Chicago Attractions.** One of Chicago’s biggest attractions is mere steps outside the conference hotel. Grant Park is the perfect place for a stroll to take in the city’s expansive architecture and the beautiful Buckingham Fountain. A walk to Millennium Park to the north will be rewarded with a look at The Bean and the Art Institute of Chicago. Insiders know they can visit the Institute free on Thursday evenings from 5-8 pm. Continuing south through the park you will find the Field Museum, the Shedd Aquarium, and the Adler Planetarium along the lake shore.

If shopping is more your style, hop in a cab to head a few blocks north along Michigan Avenue. Here you will find some of the best shopping the city has to offer along what is known as the Magnificent Mile. East of the Magnificent Mile between Grand and Illinois is the famous Navy Pier, offering a beautiful view of the city atop its 150-foot ferris wheel. If looking for other great views from even greater heights, be sure to stop by the Willis (Sears) Tower and see if you are daring enough to take a step onto the ledge for a bird’s eye view of the streets below. If lines and fees are not your thing, head to the Hancock building in River North for a drink in the Signature Room, where you can take in spectacular views of the lake and city while enjoying a great cocktail.

**Dining in Chicago.** Chicago is among America’s top cities for eating. Each neighborhood offers a specialty, from Chinatown to Little Italy south of the Loop, Greek Town west on Halstead, or River North for steak. For Chicago’s famous pizza, choose your style, then choose your restaurant. For thin butter crust, go to Pizano’s on E Madison Street. If deep dish is more your style, head around the corner from the hotel to Lou Malnati’s on S State Street for their sausage deep dish, featuring a full disc of sausage; or stop by Gino’s East in River North for one of Chicago’s most famous pizza locales. And don’t miss the Chicago-style stuffed pizza also found at these locations.

No visit to Chicago is complete without tasting a Chicago-style hot dog. What may appear to be the most overloaded dog is nothing short of perfection – topped with yellow mustard, chopped white onions, sweet pickle relish, a dill pickle spear, tomato wedges, pickled sport peppers, and a dash of celery salt. The Chicago dog can be found throughout the city, though Portillo’s in River North is my personal favorite (just don’t ask for ketchup).

Let’s talk steak. We’ve got Morton’s, Smith & Wollensky, Sullivan’s, Ruth’s Chris, Chicago Chophouse, Kinzie Chophouse, Keefer’s, and Lawry’s, just to name a few. Chicago is the city for a steak dinner. Take your pick and you should not leave disappointed. And Chicago has more to offer...
According to Johnathan, “While ethics has long been considered an important aspect of leadership, recently, a growing body of work on ethical leadership has begun to explicitly investigate how leaders can proactively promote ethical behavior and prevent unethical behavior in organizations. This literature provides a foundation for identifying formal and informal leadership practices that can be applied to organizations to foster ethical behavior.”

For his fellowship, Johnathan will translate this research literature on ethical leadership in order to help practitioners better understand how they can encourage ethics in the workplace. His work, which will be titled “Promoting Ethical Behavior in Organizations through Ethical Leadership,” will be available on the Center for Global Leadership’s website in the summer/early fall of 2011.

Congratulations, Johnathan!

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Johnathan Nelson

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Mason Student Selected for Research Translation Fellowship

By Shane Henrikson

The Mason I/O program prides itself on focusing not only on contributing to the most current research literature, but also on keeping an eye toward the applied implications of our research. This dual focus recently paid off for Johnathan Nelson, a doctoral candidate in our program. Johnathan was selected for the summer Fellowship in Research Translation for Practice by the Center for Global Leadership at the Paul Merage School of Business at the University of California, Irvine. This fellowship provides a stipend to doctoral students and faculty members to develop research translations (i.e., explanations of empirical academic research in the field of management that are written for practitioners) with the goal of putting quality research findings into practice in the business world.

Johnathan’s research translation will be closely related to his dissertation research. For his dissertation, Johnathan is examining how leaders communicate about ethics, with the goal of creating a taxonomy of moral messaging tactics used in ethics-centered communication. His proposed research translation will be a broadening of this work.

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SIOP for Beginners: Five Tips for Getting the Most Out of SIOP 2011

By Kate LaPort

I’ve heard a number of first-year students asking their older counterparts what to expect at SIOP and how they should prepare. For many students, this is their first professional conference and a chance to interact with researchers and practitioners that, up until now, they’ve only seen in print. With that in mind, we at The I/ON thought it would be useful for our readers to have a quick, five-point guide to getting the most out of their first SIOP experience. In no particular order:

1. **Make your schedule ahead of time.** This is essential. If you’re like me, it is significantly more difficult to wake up for 8 am sessions if you haven’t committed to it far ahead of time. Log in to siop.org/conferences and plan your activities ahead of time. Literally flip through the program from start to finish, taking note of the topics that interest you and the times that they’re...
being presented. After noting all of these, narrow it down to one per timeslot. Do not be too concerned if you have a free hour or two in the day. This can be time to refresh, consider what you’ve seen so far, and get ready for future sessions.

2. Stay at/near the conference hotel. Staying in the conference hotel offers you the ultimate in convenience. It is certainly desirable to simply hop downstairs for early morning sessions, pop back up to your room for a change of clothes, and cut down on cab costs. However, while it may be too late to get a reservation at the Chicago Hilton, don’t fret! Staying near the conference hotel offers many of the same benefits, but you’ll find that these hotels will also be significantly less crowded and getting an elevator to your room will be much quicker.

3. Come to sessions prepared. In other words, have the following items on you: (1) the program booklet that you’ll receive at registration, (2) a notepad for the thoughts that sessions will promote, (3) business cards with your contact information on them, and (4) a place to keep other people’s business cards – your pocket doesn’t count. SIOP will provide a messenger bag upon registration, so that’s always an option to carry all of these items.

4. Interact. Contrary to popular belief, researchers don’t bite. If there’s somebody you’re interested in meeting, have one of the faculty members introduce you. The annual Mason SIOP reception on Thursday night is the perfect opportunity for this. Also, feel free to approach presenters after their symposium. This is a great opportunity to simply say that you enjoyed their presentation and directly follow-up on any questions you may have had.

5. Support your colleagues. Many of your colleagues will be presenting posters or making symposium presentations for the first time. While you may have heard their research presented in lab meetings or brownbag already, stop by to show your support. A friendly face in the audience never hurts!

Above all, remember to soak it all in, pace yourself, and have a great time!

Thank You, Sponsors and Alumni!

I/ON readers are probably very familiar with reading about IOPSA (Mason’s Industrial/Organizational Psychology Student Association) in our pages. What readers may not know is that, as a non-profit student association, we are partially dependent upon donations to maintain our association and its various functions (e.g., printing and distributing The I/ON). Fortunately, organizations in our area are very supportive. We are very pleased to recognize the generosity of our corporate sponsors, Federal Management Partners and Fors Marsh Group. Fors Marsh Group is also serving as the official Co-Sponsor of IOPSA’s 2011 Reception at SIOP. Thank you both for your support!
to hear from you as well. To take our five-minute survey, just click here.

In addition to collecting feedback, our outreach program also gave alumni the opportunity to pledge donations to support IOPSA, and the results have been very positive. We are very pleased to recognize the support we have received from so many of our alumni!

Donating Alumni
(in alphabetical order)

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Thanks to all for your generous contributions!

Good News Corner

As always, we are limited in how many stories we can print in The I/ON, but here is just a smattering of what the rest of our students, faculty, and alumni have been up to during the last few months:

♦ Faculty member Dr. Reeshad Dalal was recently awarded the Journal of Business and Psychology’s Reviewer of the Year Award. Editor Steven G. Rogelberg noted that this was no small feat as there were well over 300 strong candidates considered. Reeshad’s co-recipients were Patrick Converse (Florida Institute of Technology), Russell Johnson (Michigan State University), and Mike Horvath (Cleveland State University).

♦ Second-year M.A. student Eric Miner became engaged to his girlfriend, Danielle, over holiday break. They plan to be married this upcoming fall.

♦ Alumnae Brooke Orr and Lisa Gulick are currently working with Deloitte Human Capital in Australia and are having a memorable time in their adventure down under!

♦ Dr. Steve Zaccaro’s “Z-Lab” has been extremely busy with lab and field research, manuscript submissions, and book chapter publications. Two of the latest products are:

♦ Fourth-year doctoral students Irwin José and Kate LaPort recently transitioned from Consortium Research Fellow Students to SCEP employees in the Personnel Assessment Research Unit at the U.S. Army Research Institute for the Behavioral and Social Sciences.

♦ For those interested in occupational health issues, students in Lois Tetrick’s lab have produced the following book chapter based on their lab research:

(See Good News, page 14)
The research team hopes to use this grant as a starting point for a program of research that integrates observations of multi-national engineering teams and engineering education practice to reduce coordination failures in the future. The more varied and diverse their sample is, the more complete they can make their model of scripts, so the researchers are actively seeking out engineering teams from all over the world to include in their study.

One of the more innovative aspects of Dr. Köhler’s work is the application of script theory to the study of complex teamwork patterns in global construction engineering teams. The idea is to assess cultural differences in coordination practices from a more holistic viewpoint, looking at integrated systems of coordination and how these systems differ across cultures. Knowledge of cultural differences in coordination expectations could lead to improved coordination and reduced conflicts in multi-national engineering teams.

If you were asked, “How do you feel about your job?” could you respond, “Really excited...this is exactly what I want to do with my life”? Well, recent George Mason University (GMU) graduate Dr. Tine Köhler can, and did, when asked about her current work.

Here at The I/ON we love nothing more than to celebrate the accomplishments of our current and past students and to share their good news with our readers the world-round. In addition to her recent appointment as Lecturer in International Business at the University of Melbourne in Australia, Dr. Köhler, in concert with Mason’s Dr. Catherine Cramton and Stanford University’s Professor Raymon Levitt and Dr. Renate Fruchter, is embarking on a three-year study, aimed at predicting likely points of culturally-specific coordination failure and their effects on the global coordination of engineering teams.

This most recent endeavor is a continuation of work that Dr. Köhler and Dr. Cramton started together at GMU. Their work is being fully funded by a National Science Foundation (NSF) grant. The research team hopes to use this grant as a starting point for a program of research that integrates observations of multi-national engineering teams and engineering education practice to reduce coordination failures in the future. The more varied and diverse their sample is, the more complete they can make their model of scripts, so the researchers are actively seeking out engineering teams from all over the world to include in their study.

One of the more innovative aspects of Dr. Köhler’s work is the application of script theory to the study of complex teamwork patterns in global construction engineering teams. The idea is to assess cultural differences in coordination practices from a more holistic viewpoint, looking at integrated systems of coordination and how these systems differ across cultures. Knowledge of cultural differences in coordination expectations could lead to improved coordination and reduced conflicts in multi-national engineering teams.
should enable multi-national contractors to operate more fluently.

When asked about her experience at GMU, Dr. Köhler said, "[It is] great to be able to work with Catherine [Cramton] on this, and have the GMU connection...GMU provided a good starting point, I really got a good foundation." When asked for her reactions to the NSF grant, Dr. Cramton said, "I’m excited about this research program because I think we are offering a strong theoretical innovation but also work located in a practical, interesting, and important context. We have a terrific, multi-talented research team, and I think we can make important contributions both to organizational studies and to engineering."

All of us in the GMU I/O community would like to congratulate Dr. Köhler on all her recent successes and wish her good fortune with all her future endeavors. Great job, Tine! Keep up the good work!

The I/ON is pleased to share Dr. Köhler's good news with the world. It would make us even happier to be able to highlight a new alumnus/ alumna in every edition. So don’t be so humble. Brag about yourself (or a friend), and please share your good news with us at ionnewsletter@gmail.com! Let the world know that the GMU I/O program is making it a better place!

A Note From the Faculty Advisor
By Seth Kaplan

As happy as I am to see this third and final issue of the year, I also sadly must announce that this is the final issue under the editorship of Alexis Gray and Kate LaPort. I do not think it’s an overstatement to say that Kate and Alexis truly took The I/ON to a new level this year. I now regularly receive feedback from readers – including people I have never met – telling me how impressed they are with the newsletter and how much they enjoy reading it. I have no doubt that those reactions are a direct result of the direction that Alexis and Kate have taken The I/ON and of the very considerable time and effort they put into each issue. They have been wonderful, and I truly will miss working with them!

I also want to thank all of the students who have written articles for this issue and for all of the issues this year. The students who write articles do so because they are conscientious citizens who want to continue to see our program grow and thrive. Writing these articles takes considerable time, and I want to recognize all of the students who have sacrificed that time for the sake of the newsletter and the program. So, to all the readers...when you see the editors or authors in the halls of Robinson or walking around Chicago, be sure to say “Thanks!” Happy reading!

About GMU’s I/O Program

The Industrial/Organizational Psychology Program at George Mason University is housed in the Psychology Department. The department itself is a part of the College of Humanities and Social Sciences, Jack Censor, Dean. For further information on the I/O Program, please contact Dr. Lois Tetrick at tetrick@gmu.edu or the graduate secretary at psycgrad@gmu.edu. Please also visit our website at http://www.gmu.edu/org/iopsa.

If you are GMU I/O Alumni . . .

We love to hear what you’re up to! Please keep us informed of your life changes, from your mailing address to SIOP fellowship nominations. If you are willing to be interviewed for our alumni column or wish to contribute to the newsletter in any way, please e-mail us at agrayd@gmu.edu (Alexis Gray) or klaport@gmu.edu (Kate LaPort).

Website and E-mail for The I/ON

Current and past issues can be viewed at our website, http://www.gmu.edu/org/iopsa/thon.htm. For questions or comments, please contact us at agrayd@gmu.edu (Alexis Gray) or klaport@gmu.edu (Kate LaPort).

About The I/ON

The I/ON newsletter is published by graduate students of George Mason University’s Industrial/Organizational Psychology program. This newsletter is intended to serve as an impartial forum for information pertinent to the students and faculty of the program, as well as the general I/O community. We would like to thank the previous I/ON editors, Dr. Marisa Diana-Russo, Dr. Stephanie Payne, Dr. Lisa Boyce, Nikki Dudley, Mike Ingerick, Dr. W. Benjamin Porr, Deirdre Lozzi, Tiffany Bludau, Marissa Shuffler, Jordan Robbins, C. Brooke Orr, Jayne Pittonberger, Elizabeth Conjar, Carrie Grimes, Irwin José, Phillip Gilmore, and Kristen Jones.

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Dr. Seth Kaplan

If you are GMU I/O Alumni . . .

We love to hear what you’re up to! Please keep us informed of your life changes, from your mailing address to SIOP fellowship nominations. If you are willing to be interviewed for our alumni column or wish to contribute to the newsletter in any way, please e-mail us at agrayd@gmu.edu (Alexis Gray) or klaport@gmu.edu (Kate LaPort).

Website and E-mail for The I/ON

Current and past issues can be viewed at our website, http://www.gmu.edu/org/iopsa/thon.htm. For questions or comments, please contact us at agrayd@gmu.edu (Alexis Gray) or klaport@gmu.edu (Kate LaPort).
The I/ON — Spring 2011

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YOU’RE INVITED
The faculty and students of
George Mason University
cordially invite you to the
GMU 2011 Annual SIOP Reception
April 14th, 2011 at 7:00 p.m. — 10:00 p.m.
in the Waldorf Room of the Chicago Hilton.
Join us for cocktails and
hors d’oeuvres and a chance to meet
and mingle with GMU students,
alumni, and friends.