A Call to Support the Arms! Current and Future Applied Research Opportunities Within the Armed Forces Population
Eric Weis

As one of several active-duty military officers who has joined the George Mason University I/O program in the pursuit of higher learning, I am in a unique position to offer a client perspective on the critical research needs of the Armed Forces. The purpose of this article is to highlight some of the most important concerns and challenges facing the top leaders of today’s military.

The current war on terror has resulted in the longest period of prolonged military combat that the U.S.A. has ever experienced. Military researchers and the current military leadership would also testify that this extended exposure to full-spectrum warfare has produced the most well-rounded, adaptable, and experienced leaders ever to wear the U.S. uniform. But as with any

A Merry Message from the Editor
Phillip Gilmore

Patriots, family, and friends, welcome to the Winter 2009 ION! Do not hold your breath a second longer; kick off your holiday season with some incredible articles from the GMU studentry. Please join us as we celebrate the ION’s 12th holiday season. Happy holidays!

Sitting by the fireside and sipping egg nog is the perfect time for family, closeness, and... research ideas. The intrepid Eric Weis, on page 1, will get your brain cooking for some research ideas in the Armed Forces population.

This holiday season, let us not forget those precious moments when we can sneak away from the family

Recent GMU Publications
Landon Mock

Much of the time of George Mason students and faculty members is spent doing research as they work together to produce publications. The following is just a sample of the recent work produced at Mason. The topics covered include diversity training, team response to crisis situations, and new measurements in both global management and childcare satisfaction.

In an upcoming issue of the Journal of Management Education, Eden King, Lisa Gulick, and Derek Avery will discuss the divide in...
change, this increased capability also has some downside. Multiple combat rotations in Iraq and Afghanistan are the norm for today’s active, reserve, and National Guard soldiers and leaders. They have been tested in the ultimate crucible of leadership environments, but this has come at an irrefutable and tremendous cost. Reports of depression, post-traumatic stress disorder (PTSD), suicide ideation, and suicide are at strikingly high rates. Treating these conditions has become one of the most important topics on the military agenda.

I was fortunate enough to attend the 2009 Defense Forum in Washington last September and hear Admiral Mike Mullen, the Chairman of the Joint Chiefs of Staff, address the audience on his thoughts and concerns about the challenges of coping with the unseen injuries of returning soldiers. He stressed that the military is just beginning to understand the process of identifying, treating, and preventing injuries such as traumatic brain injury and PTSD. One source projects that nearly 20% (approximately 300,000) of the military returning from Iraq and Afghanistan will exhibit signs of PTSD. While this astronomical number may be possible, considering the combined amounts of active-duty, National Guard, and Reserve Soldiers who have cycled through the respective combat zones since 2001, the U.S. military casualty statistics report (produced in March 2009) for diagnosed PTSD cases since 2003 reflects a much more conservative number of just under 44,000. It is important, however, to note that there is the potential for this wide range of PTSD/depression projections, especially when considering the difference between those who have been diagnosed with PTSD and those who continue to suffer in silence due to either late onset of symptoms or internal challenges in overcoming perceptions of stigma associated with admittance.

While there is no empirical evidence linking combat stress to suicide, even Admiral Mullen believes that the intuitive relationship exists. Earlier this month, the U.S. Department of Defense Military Health System released the September suicide data. Looking at only the active duty component, the statistics reflected 117 suicides for 2009. That number has already surpassed the statistics reflected in the September 2008 year total. These statistics have driven the Armed Forces to take several steps in addressing this problem. Over the past year, the military has created the Army Campaign Plan for Health Promotion, Risk Reduction and Suicide Prevention as well as establishing a Suicide Prevention Task Force and Suicide Prevention Council. Additionally, in collaboration with the psychology community, the military leadership has decreed that all 1.1 million military members undergo mandatory, periodic PTSD screening and participate in a $117 million program designed to promote “emotional resiliency.” There remains a multitude of opportunities to get involved in aiding the military on this issue-- from investigating individual difference predictors to the development/implementation/assessment of training protocols. Your insight, experience, and fresh ideas on how to address these critical problems, whose magnitude continues to increase, would be invaluable. Taking a liberty with the World War I Uncle Sam recruiting poster, “We need you!”


(continued from page 1) Recent GMU Publications

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(continued from page 1) Recent GMU Publications

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(continued from page 1) Recent GMU Publications

Keeping with the theme of combining perspectives of both practice and research, an upcoming book chapter by Eden King, Lisa Gulick, and David Kravitz will examine the current status of diversity training practices as well as recent empirical work on diversity training. The chapter will appear in volume two of Praeger Handbook on Understanding and Preventing Workplace Discrimination, and the authors will discuss the importance of a comprehensive understanding of diversity training in the future progress of the field.

(continued on page 3)
Another area of interest in the I/O literature is team response to non-routine or crisis-like situations. Alicia Stachowski, Seth Kaplan, and Mary Waller examine this topic in the most recent issue of the Journal of Applied Psychology in an article titled “The Benefits of Flexible Team Interaction During Crises.” In this naturalistic study, the authors observe the differences between high- and average-performing nuclear power plant teams in response to crisis situations. They found that less complex and patterned interaction patterns were associated with better performance during these situations.

In another recent publication, “The Tolerance for Ambiguity Scale: Towards a More Refined Measure for International Management Research,” Jeff Herman, Michael Stevens, Allan Bird, Mark Mendenhall, and Gary Oddou developed a new measure for the tolerance of ambiguity called the Tolerance of Ambiguity Scale (TAS). The authors reported improved factor structure and internal consistency for TAS over the measure of tolerance of ambiguity that is currently the most commonly used. The authors also discuss future research directions and implementation of the scale in the upcoming International Journal of Intercultural Relations article.

An additional GMU collaboration appeared in a recent issue of the Journal of Occupational Health Psychology. Laura Poms, Whitney Botsford, Seth Kaplan, Lou Buffardi, and Alison O’Brien examined work-family research in a new way as they factored in the financial costs associated with employed mothers’ level of satisfaction with childcare. The authors found empirical support for the addition of a financial considerations facet to a current measure of childcare satisfaction. The authors discussed how childcare satisfaction, work-family conflict, and job satisfaction are related and offer childcare providers and employers a broader scope of the childcare concerns of employed mothers.

GMU’s IO program. The savvy Ben Amos digs deeper into the recently accepted publication by GMU student Laura Wheeler Poms on page 9. In that article, Laura shines light on the joy of being published. The ever-impressive Heather Mullins relays her adventurous interview with Dr. Jose Cortina on page 7. In that article, the faithful Dr. Cortina shares his work, visions, and most importantly his Regression theme song (music and lyrics by Joe Caramagno).

If you have not burst into holiday merriment yet, then continue reading of the admirable achievements of GMU’s past, present and future. On page 4, Laura Poms meets up with exemplary GMU alum Dr. Mike Ford; in that article, Dr. Ford shares the excitement of his assistant professorship at University Albany, SUNY. The achievements continue. On page 6, co-editor Kristen Jones interviews the meritorious Dr. King about her Research grant award. The future of GMU is bright. On page 7, the astute Vias Nicolaides interviews post-comps doctoral student Jeff Herman. In that article, the visionary Jeff Herman conveys his experience winning a most promising dissertation proposal award from the International Management Division of AOM.

As the editorial voice of this issue, I would like to thank all of our friends and family out there. Without all of you supporting us and this program, we could not be here performing so successfully. Thank You.

I would also like to thank the faculty and contributors to this issue. Although it is not always apparent to people outside of GMU, there is a tremendous collaborative spirit that exists here. This issue of the ION is a testament to that; just look at how many articles are built around collaborative efforts between students at every level, faculty, and alumni. The spirit of academic fellowship is remarkable. Having given due gratitude to students, faculty, alumni, family and friends, I now direct you toward IOPSA President David Geller’s Presidential Address on page 4. Happy Holidays from GMU and the ION!

In the Next Issue...

Look out for information on GMU student representation at the upcoming SIOP Conference! The next issue is scheduled for release in Spring 2010.
President’s Address
David Geller

“There are risks and costs to a program of action, but they are far less than the long-range risks and costs of comfortable inaction” - John F. Kennedy

Dear GMU IO Community,

As you know, the George Mason University Industrial-Organizational Psychology program is second to none. However, without intimate knowledge of the program’s culture, it is impossible to truly understand all that GMU’s program offers its students, faculty, and affiliates. This extends well beyond the quality of education, publication opportunities, and prospect for employment. Our program offers a friendship network, a support network, a second family. However, we want to grow our family, both in quality of relationships and size.

The 2009-2010 IOPSA executive committee has begun to lead a charge to do just that. Such an effort cannot bear fruit without IOPSA widespread support, though. Currently, a united student body is developing plans for various outreach initiatives, and we seek your input and involvement. These plans include undergraduate outreach, alumni outreach, and extended outreach endeavors.

Our undergraduate outreach initiative includes promoting awareness of IO psychology as well as providing a graduate school information-sharing forum. Already, the students have organized opportunities for intro psychology students to learn about the field from program representatives. Last month, Dr. Buffardi proudly served this role, and future dates are set for the same purpose. Also, plans are in the works to hold an undergraduate “brown bag” where undergraduates can gain first hand insight from graduate students about the process of deciding to- and applying to graduate school. Through such events, we hope to further develop our collaboration with undergraduates on campus.

We also want to foster more enduring relations with our alumni. Great students pass through our program, and each student influences the program in a special way. However, we fall short in maintaining such alumni-relations beyond job-seeking and the GMU SIOP event. We hope to establish a system or plans that will better facilitate this process. Furthermore, we want our alumni to be part of this process. We already have spoken with a few alumni who expressed interest in such an undertaking, and we hope to hear from more. This could mean an annual or semi-annual event, creating an electronic alumni database accessible by secure means, “scholarly” (organized chat about IO) or social happy hours, or anything else you would like to see! Let’s work together to find the proper means to fortify our bond.

Lastly, plans are being created to generate more discussion and collaboration across universities and across perspectives (e.g., researcher and practitioners). For example, there has been mention of creating an event that brings together students, faculty, and practitioners of the Mid-Atlantic region to discuss field research and its application.

The GMU IO student body actively seeks to further enhance the GMU IO communities. However we cannot do it without your input. Please let us know if any of these initiatives interest you, or if you have any other ideas you would like to see implemented. We hope to hear from you.

Sincerely,
The 2009-2010 IOPSA Executive Committee

Please contact David Geller at dgeller@gmu.edu with any ideas.

A View from Academia: An Interview with Mike Ford
Laura Wheeler Poms

I recently caught up with Mike Ford, who graduated from our program in May 2008. He is currently an assistant professor at the University at Albany, SUNY. In our interview, he discussed the move from student to professor, talked about the ups and downs of academic life and shared a few tips to make the interviewing process a little bit easier for those of us who choose the academic path.

LWP: How has the transition been from graduate student to assistant professor? Any surprises? Any challenges?

MF: Some tasks are similar to those from graduate school, whereas others have been quite new. Many of the things I was doing at the end of graduate school for research and (continued on page 5)
teaching are similar to those I do now. The biggest difference is that there is no advisor to either help me develop ideas or to stop me from going down dead-end paths. This increases the importance of carefully thinking out and planning projects and seeking feedback from colleagues from time to time. Working with graduate and undergraduate students on research is certainly new for me, although I have found this to be enjoyable. The biggest surprise/challenge I would say is time management. There are many different demands pulling me in different directions and I have to frequently prioritize, as it is impossible to address every pending issue or project at any one time. I knew this was going to be the case, but I think it was hard to appreciate the extent to which it was true until I took the position. With that said, these different demands keep every day exciting and different.

LWP: What do you like best about your position? Least?

MF: As for what I like best about the position, I would point to two things. First, my colleagues here have been very supportive and welcoming in multiple ways. This has helped me manage the responsibilities of the new position. The second thing I like is the continuous opportunity for learning. Whether it is through research or teaching, I feel like I am constantly learning new things, such as analytical techniques, theories, concepts, and teaching methods. This is something I value and appreciate, because there is a lot out there that I do not know and can improve on.

I cannot say I strongly dislike anything. One thing that might help is if we could slow the earth’s rotation so that days last 30 hours instead of 24. I am busy working on this (in my spare time of course). In seriousness there is nothing I really dislike.

LWP: Tell us a little bit about a typical day. Or alternatively, describe what you generally do over the course of the week—teaching, prep, researching, service. What are your teaching load and service requirements? How do you make sure you balance it all?

MF: Right now I do a mixture of all of those things you mentioned. I teach two courses per semester. I find that teaching preparation takes quite a bit of time when teaching a course for the first time, but that this prep time is significantly reduced during subsequent semesters when I teach the same course. Research consumes quite a bit of time as well. This goes towards writing up new papers, data analysis, reading new literature, designing new studies, running lab meetings, meeting with graduate students about their research, and revising papers for resubmission. Service takes up less of my time than research and teaching. This involves serving on departmental committees (which to this point have not been time consuming), reviewing papers for journals and conferences, serving on dissertation and thesis committees, and serving on SIOP committees. In general, I guess I really enjoy the variety, but it is easy to see how these different demands can pile up.

(continued on page 6)
What advice would you give to students heading out on the academic job market? What should they keep in mind through the process?

A lot has been said about the academic job market in writing so I will not discuss everything, but rather I will focus on a couple of key points. As has been said before by many, publish as much of your work as you can as a graduate student. This will generally give you more options when you go on the market. Publishing involves being persistent, but I think the publication process gets easier the more you go through it. Second, work hard to develop your quantitative skills in graduate school. These are of significant value to any program or department and will serve you well. Third, when you go on interviews, I would suggest presenting on your job talk the research that you are the most proud and excited about and, if possible, that has made it through some peer-reviewed process (either is being published or in press, presented at a conference, or received a revise-and-resubmit decision). This will likely result in a more well-received presentation and prepare you for the types of questions you might get about your work. Furthermore, have a good idea about what your future research plans are before you go on the interview. This will help you communicate what you plan to do and the resources you need to be successful. Finally, it can be a stressful process and I think it helps to have frank discussions about it with trusted friends and/or family members. Even though it can be stressful, it is also an exciting opportunity to meet new people, see new places, and plan your future.

Anything I missed that’s important?

I should emphasize that these responses are just referring to my experiences; the experiences of others may differ. Good luck to everyone with wherever your career paths take you and take advantage of your time in graduate school as it is shorter than you might think in the grand scheme of things.

Dr. King Awarded Work-Family Research Grant

Kristen Jones

“The Alfred P. Sloan Foundation believes that a carefully reasoned and systematic understanding of the forces of nature and society, when applied inventively and wisely, can lead to a better world for all. The Foundation makes grants to support original research and broad-based education related to science, technology, and economic performance; and to improve the quality of American life.” ([www.sloan.org](http://www.sloan.org))

The Alfred P. Sloan Foundation recently awarded our very own Dr. Eden King with a work-family oriented research grant which will allow her to conduct an investigation on the work experiences of pregnant women. Recently, she kindly joined me for an interview to talk in more depth about the project.

What kinds of research questions does this study seek to address?

We - Veronica, Kristen, and myself - seek to understand the experiences that pregnant women have when they are managing work and pregnancy. Basically we want to know things like to what extent is the interface between work and pregnancy stressful? Do conflicts that arise in that interface affect mental and physical health outcomes? What are characteristics of women and their organizations that reduce such stressors?
Jeff Herman Wins AOM Most Promising Dissertation Award
Vias Nicolaides

Recently, I had the pleasure of interviewing George Mason’s own Jeff Herman. Jeff is now a sixth year doctoral student working with Dr. Zaccaro. He is married with two children, he works at Booz Allen, and he is writing up a dissertation; clearly, Jeff is an extraordinary person! To top it off, Jeff recently earned an Academy of Management (AOM) most promising dissertation proposal award. Jeff shared with me how he earned this award and some of his general strategies. I have shared a few highlights here.

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(continued from page 6) Tips for Collaboration

picture goals are critical to laying the initial foundation of a research project.

- Maximize individual contributions. Individuals have different strengths and weaknesses. It is important to honestly assess these qualities and then place team members in roles that are best suited to their strengths. This allows you to increase the satisfaction of each team member by allowing them to shine while simultaneously increasing the quality of the final product.

- Identify developmental goals, if any. Especially in the graduate school environment, the research process is not only about producing publications, but also about student development as an emerging researcher. Different dynamics exist between the professors and the students and yet again among the students as a function of class year and experience. Therefore, identifying the amount of guidance and support a student researcher will need ensures that inexperienced individuals do not take on too much too soon.

- There is no correct way. We all have our own personal style when it comes to conducting research, writing papers, and the general approach to the entire research process. Just because it’s not how you would have done it, doesn’t mean it’s wrong.

Faculty Spotlight: Jose Cortina
Heather Mullins

Our very own Jose Cortina recently took the time to answer a few questions for the ION.

HM: What have you published recently?


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(continued from page 6) Dr. King Awarded Grant

KPJ: Can you give me a quick overview of the method?

EBK: What we are asking women to do is to complete weekly surveys over the course of their second and third trimesters. In other words, it’s a longitudinal survey method. So if you know any pregnant women, send them our way!

KPJ: Has there been any research like this done before?

EBK: Little. Some people have tried to understand pregnancy discrimination. Some people have tried to understand the biomedical aspects of pregnancy that are affected by social influences. But as far as we know, there has been no organizational or psychological research on managing work and pregnancy.

KPJ: What do you anticipate as the contribution of this work?

EBK: Work-family research has focused on the experiences that people have when balancing work and parenthood or work and caring for elderly parents. We hope our study will point to a set of experiences that likely set parents up for later challenges and successes.

KPJ: Depending on what you find, how could this type of study help practitioners to improve the work experiences of pregnant employees?

EBK: Hopefully our study will show that there are some organizational policies and procedures that will help women, such as clear policies on maternity leave. We also hope this research will help uncover personal coping strategies that pregnant working women might find to be effective.

KPJ: Any preliminary expectations about what you will find?

EBK: We expect that women will encounter challenges around the disclosure of their pregnancies, managing the demands on their schedules, and planning decisions. But we expect that the experience of each of these issues will vary over the course of pregnancy, and that there may be individual and organizational factors that alleviate negative consequences.

KPJ: Is there anything in particular that sparked your interest in doing this research (e.g., a particular article, personal experience, background)?

EBK: I’ve been interested for a long time in why women don’t reach the highest levels of organizations, and one of the most commonly cited explanations has to do with family decisions. That is why I started studying work-family issues. I became interested in pregnancy in particular when I started thinking about the assumptions people make about women as soon as they become pregnant. There is a general assumption that women who become mothers lose all interest in and commitment to work. Some of my work suggests that these kinds of beliefs lead to unfair selection and promotion decisions, not to mention biased interpersonal treatment. This particular study will explore such challenges as they develop over the course of pregnancy, hopefully providing insight into intra- and inter-individual experiences.

(continued from page 7) Faculty Spotlight: Jose Cortina


HM: What research are you currently working on?

JC: Seth and I are working on a project investigating leader emotion management. Specifically, we are testing a model of the antecedents and consequences of emotion

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(continued from page 8) Faculty Spotlight: Jose Cortina

management. Ron Landis and I are also working on a paper on effect size as a translation mechanism.

HM: What ideas in your field are about to take off?

JC: There are various methodologies that represent the future. Ron and I are also editing a volume of the Frontiers series in which many such methodologies are described. Experience sampling is one example. Discontinuous models, such as catastrophe models, may be another.

HM: Do you have any conferences/presentations coming up soon?

JC: Bad question to ask in October. Ask me again in March.

HM: I hear you have a theme song. Can you tell me about it?

JC: It is titled, Regression. Music and lyrics by Joe Caramagno. Vocals by Joe Caramagno. Instruments by Joe Caramagno. If you haven't heard it, you should. The lyrics are gibberish, but the song is excellent. The important thing to recognize is that my teaching style compels people to burst into song.

HM: Is there anything I haven't asked that you would like to add?


(continued from page 7) Jeff Herman Wins Award

VN: What is the AOM dissertation award and how did you come to win this award?

JH: I received the most promising dissertation proposal award from the International Management Division (IMD) of AOM. Like many divisions, IMD holds a doctoral consortium. At the consortium you get to be in a room with notable senior scholars in the field and about 35 doctoral students, all in some stage of the dissertation process. Most people had passed the proposal stage and were in some stage of executing their dissertation. Typically, people are broken down in groups, usually by theme, and then each student is dedicated 15 minutes to present his or her dissertation. What follows is an extremely helpful 15 minute round of questions, feedback, ideas, and advice which aid in the development of your dissertation. At the end, a senior scholar from each group awards one student the most promising dissertation proposal award. They give up to five awards, and I received one of them.

VN: How did you feel?

JH: It was very motivating for me because usually we do not get instant gratification for our research. Recognition, in any way, whether it be a journal publication, a SIOP presentation, or an award, is great and worth pausing for and celebrating. My award was a vote of confidence from the international management community, which has been very supportive of me. It is like they are saying this is an interesting and exciting topic, and they're interested in seeing where my dissertation goes from here. There is also some pressure that comes with my award because now people have noticed, and I feel more committed to do the project.

VN: So, what is your dissertation about?

JH: My dissertation is about the role of the self-concept in enabling leaders to adapt to cultural differences while demonstrating consistency and integrity. You could call it the authentic adaptability of leaders. My argument is that the complexity of our self-concepts – of our identities – provides

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A First-Hand Account of the Journal Submission Process

Ben Amos

Laura Poms, a current doctoral student, recently had her manuscript accepted for publication in the Journal of Occupational Health Psychology. She sat down to provide us with an overview of her experiences throughout the submission process as well as some tips for students who aspire to submit and publish their own work.

BA: How long was the process?

LWP: The entire process took two years and we resubmitted the paper four times. Luckily it was with the same journal the entire time. The reviewers and action editor were actually very quick in getting comments back to us. The lag time came from having to address all the issues brought up by the reviewers. There were no quick fixes.

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distinct but complementary forces that enable both adaptability and authenticity. In other words, as our identities evolve, a structure emerges that grounds who we are and how we behave in different environments, based on the cultures we connect with and the roles that we take in them. The structure that emerges in our identity can enhance our ability to adapt, to maintain our integrity, or both. For example, if a person has what could be called a fractured identity, then in one environment, s/he could appear to be one type of person, yet in another environment, s/he could appear to be very different. This behavior pattern might be adaptive if dealing with two cultures separately. However, this behavior pattern may be inconsistent if this person deals with two cultures simultaneously. While skills can be learned to overcome these inconsistencies, the identities that leaders bring to different environments potentially have a strong influence on leader behaviors.

VN: What got you interested in this line of research?

JH: My experiences living and working abroad, especially in Japan for five years, have made me realize the importance of identity and one’s self-concept. My experiences in Japanese culture changed how I viewed myself, and this experience was fascinating. Repatriating was hard due to conflicting identities, and I became interested in how other people wrestle with this identity issue. I also became interested in how different identities work together within individuals.

VN: How hard is finding expatriate samples? Any advice on that for students wanting to acquire similar samples in the future?

JH: Getting access to a sample is always difficult, especially when your sample has to be expatriates! I would say that if it wasn’t for networking, I would not be doing this right now.

Writing Strategies from the Pros
Phillip Gilmore

Communicating research is a core component of the scientist-practitioner model in IO psychology. Here, at George Mason, we pride ourselves on developing high-performing researchers who go on to lead prolific careers in both universities and industry. The skill set of the researcher is not complete without writing skills, and aspiring researchers are wise to seek graduate programs that make it a priority to develop technical writing skills and encourage publication.

As a second year doctoral student, the importance of writing-related performance criteria has not been lost on me. You see, one way that George Mason makes writing a priority is by making journal submission a prerequisite for doctoral student comprehensive exams. As I have shaken off the blur of my first year, a sense of urgency to publish is beginning to fidget in my mind. Certainly, we have all written essays in grade school; we learned to criticize literature and form rhyming couplets, but when does one learn how to write-up novel research and tell the people of the world what they do not yet know? Furthermore, where does one find the time?!

I doubt that I am the only person who is struggling to develop a skill set as a journal-worthy writer, so I thought there may be some utility if I were to go on a journey—a journey to discover the writing knowledge and writing

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BA: Who was involved and how did they help?

LWP: Collaboration was key to the process. Faculty involvement began with Lou Buffardi who wanted to further refine a measure he had developed in 1997 regarding childcare satisfaction. The original measure had three factors and he had always felt that there was one more that needed to be addressed – the idea of the financial costs involved in obtaining childcare. The data to address this issue weren’t readily available until just recently when two PhD grads, including our fifth author, Alison O’Brien, used the measure in their dissertations. With this additional data, Whitney Botsford and I were able to use confirmatory factor analysis to further refine the measure and support our idea that there were four factors, not three. Later in the review process, one of the reviewers wanted us to demonstrate evidence of measurement invariance because we were combining two different datasets. Seth Kaplan helped us to overcome this issue, satisfying the reviewer’s concerns. Eden King read our manuscript several times, helping us refine and clarify our points. Overall it was crucial to the success of the paper to have such collaboration and help from people across the GMU I/O community – current students, graduates, and faculty.

BA: What was the review process like?

LWP: This article was originally presented as part of a symposium at SIOP. The feedback from that presentation helped us shape the full paper. We submitted the article to the Journal of Occupational Health Psychology and received a “high-risk revise and resubmit” response. We took the reviewer’s comments very seriously and made significant revisions to the manuscript. As I mentioned before, we made four resubmissions of the paper and each revision took a considerable amount of time. In the end though, the comments and subsequent changes made the article so much better. It is important to realize this while you are mired in a revision.

BA: What advice do you have for students in getting papers published?

LWP: First, it is important to remember that what you think is abundantly clear may not be so to someone who is not as close to the topic as you are. So even if you don’t think that the reviewer’s questions are relevant or you think you already covered a point they made, make sure you address everything they mention. This means pointing out how you addressed the comments or explaining why you chose not to do what was

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VN: Where is a great place to network?

JH: Academy of Management worked very well for me for networking. Not that AOM is better than SIOP – SIOP is terrific, of course. At AOM, I was more on my own, and found I was more inclined to go out and meet new people. In addition, AOM is much bigger than most other conferences we [GMU students] usually attend. I suppose that any new environment where you share interests with others and don’t know a lot of people can be great for opening doors you wouldn’t have knocked on otherwise.

VN: It is always important to acknowledge and thank the people that contributed to where you are today. I know the list is long, but are there some people you would like to thank through our ION?

JH: Absolutely – the list is long. I wouldn’t be where I am now in the program without the help and support of Stephen Zaccaro, my advisor, and Lois Tetrick, and Michelle Marks, who are on my dissertation committee. There are so many others who have provided mentorship, guidance and introductions that I hesitate to name any more, lest I leave some out. Certainly Jay Goodwin, Joyce Osland, Mark Mendenhall, Allan Bird, Martha Maznevski, Allison Abbe, Cathie Murensky… really, there are too many to run through a full list. But I also have to thank my brother David and my patient wife Onika. They’ve been amazing.

VN: Jeff’s advice to beginning IO grad students:

- Find a mentor, for that matter find several, and make sure that you ask for what you need. It's fine to ask favors to start a mentoring relationship -- they've got more perspective... at least at first. As time goes on, your "thank you’s will naturally give way to you sharing your own perspective. This is when the relationship changes, though it's still a mentoring relationship. It's a great growth experience to challenge your mentors, when they provide important advice and on their own decisions regarding themselves, their own research/careers, etc.

- Find people with data and contribute whatever you can to work with that data, particularly hard-to-get data. On your second and third years you need data to own and to experiment with. Collecting your own data is great, but getting quality data quickly is not easy. However, collecting your own data is not necessary if you can provide your time, analysis expertise, etc., in a way that benefits others who have data.

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recommended. Second, look for any sliver of hope from the comments of the reviewers. The vast majority of the responses you receive will require a substantial amount of work so be sure to find encouragement in anything positive they mention. We were lucky in that our reviewers saw intrinsic value in the work we were doing, so even though there was an abundance of issues to address, there was also support for our work. This was definitely a source of inspiration in what was a very long process.

Finally, the most important qualities that helped us get this paper published were tenacity and commitment. We just kept chipping away at the comments, answering them point for point after every review. If someone is even remotely interested in your work, you should keep moving forward. Additionally, commitment is important because you have to continue working on the manuscript when you have a lot of competing demands.

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experiences stored in the deep talent pool of GMU’s IO faculty. My purpose in writing this article is then 3-fold. First, I will relay the writing habits, aspirations, and obstacles of the prolific faculty at GMU. Second, this article will be a standing testament to the incredibly collaborative spirit of GMU’s faculty (EVERY IO faculty member helped with this!). Third, I hope to provide some reassurance to the new writers out there; as you will come to discover in this article, writing ain’t easy—even among the professionals.

To begin, it was prudent to establish the validity of my premise that publishing research is important, so I asked the faculty, “Publish or perish, is it true or false?” [with regards to an academic/tenured professor career path]. Across the board, GMU IO faculty agree this is true in academia. Dr. Cortina pointed out that the answer to this question is a fact at GMU; that is, one of the tenure-track performance dimensions is ‘publications’ (along with teaching and service); furthermore, he expressed the opinion that this not only is true, but this should be true. Many other faculty also pointed out that this statement is true at GMU, and as Dr. Buffardi commented, the trend toward emphasis on journal publications has been observable throughout his tenure at GMU (1971 – present). Faculty answers to this opening question support this article’s premise that writing-up research is important, but how important is it?

To get a sense of how important publication is, I asked the faculty whether a prolific writer could get away with slacking off on other job performance dimensions like teaching and service. “Is publication the great equalizer?” For the most part, faculty disagreed with this notion. While they all recognized that publication is a major component of the performance criteria, publication is not the only component. Dr. Klimoski highlighted the importance of context (i.e., research university vs. teaching university), and Dr. Cortina echoed the importance of context by describing that the performance dimensions are weighted differently depending on career stage (e.g., associate professor vs. tenured professor). Dr. Zaccaro relayed the faculty’s shared mental model nicely, “[GMU professors] need to be exceptional in at least one performance dimension, and highly competent

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Writing Strategies from the Pros

in the other two.” Dr. Tetrick offered a word of advice to aspiring researchers, “three top tier publications per year is a good goal for a young professor”. As some indication of performance priorities, Dr. Dalal highlighted an interesting compensation phenomenon—the ability to “buy out” of teaching classes by reimbursing the University for some portion of your pay, usually by writing this amount into the budget for external grants. The idea being, young researchers can buy out of teaching a class in order to free up more time to conduct and write-up research. All of the faculty members emphasized that the goal is to establish a national reputation as an expert in your respective field, and publishing in top-tier journals is the most commonly effective technique for developing a national reputation.

All else being equal, researchers who increase their number of top-tier publications are doing themselves a favor, but pumping out journal articles is not easy. How do the professionals do it? With regards to writing process and strategy, what are some of the tricks of the trade? I probed the faculty with these questions, and quite frankly, their answers inspired me. Following are some highlights about individual writing habits, perceptions of exemplary writing habits, and common obstacles in the writing process.

Dr. Tetrick revealed some real truth, “deadlines motivate.” Dr. Tetrick also expressed the importance of finding good critical co-authors. She believes that highly successful writers schedule time well, publish in the same topic area, and seriously think through their research plan and theory; writing the introduction before collecting data is a good indicator of thoughtful research plans. A notable obstacle for Dr. Tetrick is the tendency to write about divergent areas of interest which necessitates extra preparation time for each manuscript.

Dr. Cortina also believes that writing about the same topic facilitates the writing process although he deviates from this advice himself. He characterized his own writing motivation as, “a need to write basis.” Interestingly, Dr. Cortina admits that he tends to lose interest in a manuscript if his target of a top-tier publication evaporates. He believes that highly successful writers put in the blood and sweat, and their effort is rewarded with quality publications. Notable obstacles for Dr. Cortina are poor peer reviews, the “who cares” problem, and uncooperative data. Although, on the issue of uncooperative data, Dr. Cortina grinned, “Sometimes your data doesn’t turn out. That’s why it’s good to be a methods/stats person.”

Dr. Buffardi likes to get his ideas down on paper and then return later to revise/structure. While he recognizes that this habit tends to require solid blocks of time, Dr. Buffardi believes strongly in the concept of momentum and strives to make regular time to work on a paper. Reminding us of our roots, Dr. Buffardi praised the advent of the word processor, “word processing has helped tremendously.” Dr. Buffardi believes that highly successful writers persist in regularly timed writing, they don’t lose momentum in transitioning a conference presentation to a journal submission, and they have projects at different stages. Dr. Buffardi provided an excellent quote that he uncertainly attributed to Ted Gessner, “a page a day is a book a year.” Notable obstacles for Dr. Buffardi are re-warm-up time if one loses momentum, reviewer response time, and the emotional impact of reviewer criticism. Dr. Buffardi recalled the importance of colleague support when he received his first reviewer criticisms as a young professor.

Dr. King likes to write in a specific location, somewhere without people who know her but with some level of noise (usually a coffeehouse); she definitely does not like to write at home. When writing, Dr. King tries to tell her ‘story’ in a few sentences, then outline with specific hypotheses. At this point, Dr. King ensures that she has the references required for the major arguments; then, she writes the manuscript. Dr. King imagines that the most prolific writers must write every hour. The most notable obstacle for Dr. King is, “getting started. [It’s] always the hardest part.”

Dr. Zaccaro likes to write at his home office to minimize random disruptions. He engages in a lot of thinking and planning; Dr. Zaccaro may find himself walking around campus consumed by an idea. Once his ideas converge, the ‘picture’ becomes clear in Dr. Zaccaro’s mind, and he needs a solid chunk of time to get that idea on paper. Dr. Zaccaro also micro-edits while writing; such that, by the time he finishes the first draft, the manuscript is relatively well polished. Dr. Zaccaro commented that he has seen highly successful writers who epitomize different writing styles; for example, he knows prolific writers who use time scheduling; he knows prolific writers who lock themselves in their room for an extended period and don’t come out until their writing is done, and
he knows prolific writers who skillfully utilize student writing networks. A notable obstacle for Dr. Zaccaro is finding chunks of time to focus and write.

**Dr. Dalal**, in graduate school, developed the habit of outlining; even though, he hates outlining. Dr. Dalal often finds himself writing slowly and “shading in” the content of his manuscript. Dr. Dalal has witnessed a colleague who is able to write-up an introduction extremely quickly; he was not sure what to attribute to this unusual ability, but Dr. Dalal did express interest in learning the recipe for that past colleague’s “secret sauce.” Notable obstacles for Dr. Dalal are creating good structure and flow in his writing, and he commented that sometimes it is difficult to judge when the manuscript is “ready for primetime.”

**Dr. Kaplan** says he continually underestimates how much he enjoys writing. He does not always look forward to it, but often gets into a “flow-like” state when engaged in the writing process. Dr. Kaplan feels that he writes best in the mornings. He tries to block a few hours a day for writing. Furthermore, Dr. Kaplan likes to master a given section before moving on to write the next section. Dr. Kaplan believes that highly successful writers “just work hard” and specialize; also, exemplars are not scared to send stuff off to reviewers. Dr. Kaplan has also been challenging himself to analyze both the urgency and importance of his job tasks; writing is very important, but writing does not always seem as urgent as other less important matters, like responding to non-pressing e-mails.

**Dr. Klimoski** holds a unique position, as he has strong ties with both the IO psychology department and the school of management. Dr. Klimoski likes to work with others in a project team. He believes the person with the research idea should be the project’s “champion,” and the team must clarify work expectations, division of labor, performance benchmarks, and credit (i.e., authorship). Dr. Klimoski tends to write in short bursts of times; he characterizes his process as “modulating and weaving” ideas. A unique technique that Dr. Klimoski uses is to leave his writing after the first few sentences of a new paragraph; that way, when he returns to write, he has already begun his thought. Dr. Klimoski believes that highly successful writers promote accountability when working with others, they write different types of manuscripts such as theoretical and empirical work, they learn the formula of journal article writing, and they establish a system of production. Dr. Klimoski thought it useful to conceptualize one’s writing production in terms of stock (how much writing is completed) and flow (how much writing is in the works); furthermore, Dr. Klimoski emphasized the importance of ‘leverage’—deriving two or three publications from a single data collection. Notable obstacles for Dr. Klimoski are over-commitment to too many projects, dilution (writing on too many different topics), and judging when to send one’s manuscript to the reviewers.

Those are the highlights of GMU IO faculty members’ writing processes. I hope some of these answers inspire the reader as much as they inspire me. The IO faculty members certainly promote an atmosphere of collaboration, and as just demonstrated, they have a wealth of knowledge and experience to share on the topic of writing/publishing. Even with all of this writing wisdom, something struck me as I separately interviewed each of the faculty members. While interviewing the faculty, the modesty of their responses continually surprised me. In my eyes, these people are seasoned professionals with international reputations as top-notch researchers. Nevertheless, every one of them expressed humility about their own habits; furthermore, every one of them appeared quite open to and interested in the strategies of their colleagues. Furthermore, writing requires effort, even for established researchers. Fortunately, new researchers can benefit from the wisdom of established researchers. There are a number of interesting writing strategies in this article that readers can apply to their own research production. Hopefully, new researchers, and established researchers alike, can also find some solace in the commonality of our struggle to consistently produce high-quality manuscripts. If all else fails, catch a bus to Fairfax and have a chat with a great group of researcher-writers. In the end, remember that everyone struggles with the writing process, but with some helpful guides and a lot of persistence, perhaps you too can communicate your unique contribution with the World.
PTC SPRING 2010 SCHEDULE

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Spring 2010 Brown Bag schedule is currently being created. Check back at [http://www2.gmu.edu/org/iopsa/stufac.htm](http://www2.gmu.edu/org/iopsa/stufac.htm) for the full schedule (located at the bottom left corner of the page).

Second year student Jake Sauser with his beautiful, new fiancée Christina. Congratulations on your engagement!

The work is a little repetitive, but the pay is great.

THE BEST MEDICINE

by. Phillip Gilmore

George Mason University
GMU IO 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 Censer, Dean. For further information on the IO Program, please contact Dr. Lois Tetrick at litetrick@gmu.edu or the graduate secretary at psycgrad@gmu.edu. Please also visit our web site at: http://www.gmu.edu/org/iopsa

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