Perspectives on Cross-Cultural IO Psychology

By Jim Kurtessis

“Does I/O psychology contain an established body of well-researched knowledge, which organizations would be best advised to draw upon wherever their operation is located?” (Smith, Fischer, and Sale, 2001, p. 148)

Not so infrequently we hear the phrase “the world is getting smaller,” implying of course that rapid advances in technology as well as communications are making interactions and business ventures with people from all parts of the globe easier and more common than ever. As an alternate viewpoint, one might disagree with this all too common phrase by noting that these changes are making the world exponentially larger by increasing the people we come into contact with and the places we can visit. Doing business and traveling for pleasure to all corners of the earth is easier than ever before, and these new opportunities are expanding the boundaries within which many organizations operate rather than shrinking them. Interacting with people from different cultures is not just for expatriates, upper level business executives, or travel-abroad students anymore. Instead, these interactions are moving into the commonplace operations of many organizations and their employees.

Research examining cultural differences has moved far beyond simply noting differences between cultural groups (“stamp collecting”, as a fellow student tells me this is called). Instead such investigations are now painting a more complex picture of how these differences influence how we live, work, and interact with others. Given the changing reality of the business and economic world, more so now than ever before, the field of Industrial-Organizational psychology needs to

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GMU: A Strong Showing at SIOP 2008

Compiled By Elizabeth Conjar, Richard Hermida, and Seth Kaplan

The 23rd annual Society for Industrial and Organizational Psychology Conference, which will be held in San Francisco, CA, is fast approaching. As always, the faculty and students at George Mason University will be presenting numerous research endeavors in the form of symposia, posters, and interactive forums. In light of this strong showing, we wish to share with you a list of all the presentations GMU associates will be giving so you can mark them down on your schedule and go support your fellow GMU researchers!

(Continued on page 5)

Three-and-a-Half Delightful Decades of Masonic ‘Psychobabble’

By Joe Luchman

A departmental landmark occurred this year, as our department solidified its status as being middle aged (turned 35) much to the delight of our faculty and students. Indeed we have been “a-babble” for a good deal of time (and as far as my parents and relatives are concerned we have been “psychobanalizing” people the entire time). Furthermore, our collective doctoral programs (were they human) reached “career” age (i.e., 25). Naturally, this is an exciting time
A Letter from the Editor

By Richard Hermida

Hi everyone. We hope you had an enjoyable holiday season! With great pleasure, I introduce the most recent issue of the ION. We hope you enjoy this issue and all future issues to come.

A few months ago when I was interviewing Dr. Edwin Fleishman for an article that appeared in the last edition of the ION, one of the topics that came up was how beneficial it would be if the people in our field (younger individuals especially) had a better appreciation of the history of IO psychology. With this idea in mind, one of our main articles this issue focuses on the historical nature of our field, which was well-researched and written by three first-year students: Kate Laport, Irwin Jose, and Gia DiRosa. I know I learned a few things from this article, and it is my hope that you all do as well (especially the younger crowd).

Another focus for this issue dealt with advice-giving from students to students. Specifically, some of our older students provided advice on two topics: comprehensive exams and how to read journal articles. After reading through the articles and talking with other students, the advice seems to be spot on. It is our hope that these articles reach their target audience and aid them the graduate student process. I sure know that I will be referencing these articles when I take comps!

Another article from Jim Kurtessis focuses on cross-cultural psychology and offers an interesting anecdote and also an insightful interpretation about how one should approach understanding other cultures as it relates to work psychology.

In case you were thinking that graduate students at George Mason did nothing but read articles, work, and attend research meetings (and we all know how unlikely that is), we have two articles about life outside academics, featuring future social events and a recap over our IO sports teams’ recent successes. For psychology graduate students, we are surprisingly good at sports!

We would also like to note our on-going support for Jonathan Bryson, who is stationed in Kuwait for the Iraq War. Jonathan, you are in our thoughts and we wish you the best.

In closing, let me request for all of our readers and students to consider submitting comments, pictures, and articles. Our hope is that the ION serves not only to inform our readers about the happenings here at Mason, but also to allow those of you in other places to share your own insights and experiences. See you at SIOP...

The History of IO

By Gia DiRosa, Irwin Jose, and Kate LaPort

In a time of rapid change defined by progress, we as a society prefer to define ourselves in terms of where we are going rather than where we have been. The importance of history, however, can not be overlooked as our view of the past often shapes the way we view the present. Writing the history of anything can often prove to be difficult as there are various opinions that emphasize different factors. In an attempt to condense the history of the IO field a mere page, important events will serve as a guide in its development. Consequently, this historical overview will discuss important individuals and events that have helped to shape the field of IO Psychology.

The Early Years

The merging of the pragmatic nature of psychological research and the increasing concern for efficiency in the workplace during the early 1900’s was the impetus for the emergence of IO psychology. The focus of many psychologists during this time was strictly scientific, void of questions that strayed beyond the bounds of pure research. In his presidential address to the American Psychological Association in 1903, W. L. Bryan did not advocate the studying of problems in industry per se, but proposed that psychologist concentrate on everyday activities and functions. In 1908, Lillian Gilbreth called attention to the importance of the individual within an industry, and stressed the crucial and influential role psychologists could play in the world of industry. Interestingly, she went on to receive the first PhD in the field in 1915.

Three individuals stand out in history as the founding fathers of IO Psychology - their influences will be briefly discussed below. Walter Dill Scott (1869-1955) was vital in increasing public awareness regarding the credibility of industrial psychology. In 1911 Scott published two influential books: Influencing Men in Business and Increasing Human Efficiency in Business. Scott was instrumental in the utilization of personnel procedures in the Army during World War I. Frederick W. Taylor’s best known work is his book The Principles of Scientific Management that reported these principles: (1) Science over rule of thumb, (2) scientific selection and training, (3) cooperation over individualism, and (4) equal division of work best suited to management and employees. He noted the importance of design in work situations to achieve both efficiency and worker wage. Hugo Münsterberg was interested in the application of psychological methods to industrial issues. In his most famous study, Münsterberg examined factors that lead to a safe trolley car operator. By examining all aspects of the job, he concluded that a good operator could simultaneously comprehend various influences that indicate the car’s progress. Münsterberg is often considered the father of IO psychology.

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**Getting the Most Out of Journal Articles**

By Tiffany Bludau

There are a number of ways to go about reading a journal article. Sometimes, just a quick scan of either the methods section to review measures used or the results section to see how the statistics were calculated is all that is needed. However, it is beneficial to take time with the whole article and really delve into it from a researcher’s perspective. Then the application of this research (as a student and possible practitioner) comes easy.

Note: The following notes are advice picked up from professors, colleagues, and personal article-reading experience; it is by not necessarily the “one best way.”

First, really read the abstract before you sit down to read an article. You probably scanned it when you decided it would be useful for a paper you need to write or for a class it has been assigned for, but be sure to really review what the study was about. Now is the time to start thinking about how this article fits into the bigger picture. Once you have an idea, get started.

In the introduction, most authors state why their work is an important contribution to the literature and review what progress has been done so far in the research field. As a way to lead into the study, they cite what information is lacking and what questions remain. This is important as the introductory sections can be helpful research aids of new sources worth pursuing. While reading this section, consider if something is missing in their intro. Is there another theory that may explain the current body of research? What about another literature; have other fields looked into similar phenomena? Think about what the researchers are examining and how you may be able to address it with your own knowledge.

After the authors introduce the relevant information, they usually outline specific constructs and discuss models and hypotheses. While reading this section of the article, stop to consider what other theories or constructs could have been used to develop these hypotheses and evaluate what is not being addressed. This will, of course, be easier if your expertise is related to the article, but use what you know, and sometimes even asking basic questions gets the creative juices flowing (e.g. “How does this apply to what I am doing?”). Once you fully understand why this research (according to the authors) is important and know what is being tested, you will be covering the methodology. While reading, think about what measures were used. Do these measures capture the studied phenomenon? Are there any characteristics of these measures that could be improved (e.g. Are there better previously used measures? Is all data self-report?). You should also think about the method of study. Could this methodology be improved? Does this procedure adequately test the hypotheses? Question everything. Ultimately, you should be thinking of how you can build off this study and make a unique contribution to the literature in your research. Again, even if you

**Your Survival Guide to Comprehensive Exams**

By Whitney Botsford and Meredith Cracraft

Winston Churchill once said, “If you’re going through hell, keep going.” While comprehensive exams are not as painful as advertised, that quote will come to mean much more to those of you preparing for and venturing into exam week.

We all know that comprehensive exams are about solidifying and demonstrating your understanding of I/O as a whole, but what you discover is that making it through comprehensive exams is an achievement that also teaches you a lot about yourself. Although you study with and get support from other students in the weeks beforehand, during those 7.5 days of the exam, the researching, analyzing, and writing are left completely up to you. It is an opportunity to demonstrate your accumulated knowledge and expertise in the field. However, it is also a little overwhelming to know that you are on your own, time is limited, and you are going to have some tough critics grading what you produce… Not to mention that you cannot get your PhD without passing. Are you starting to sweat a little? Nerves are not bad things, as we all know that fear is motivating.

Clearly, it is a stressful week and every student handles this stress differently. To help alleviate some of the fears and give you some useful tips for making it through the process, we have compiled a list of advice from those of us who have been there and lived to tell about it. As you read through the list, remember one of the most important pieces of advice: Do what works for you. Everyone has different styles, and you should not worry if some of these tips do not fit with your’s. Pick and choose the right combination for you – it’s a la carte!

**Preparation**

- Organize, organize, organize. Given that you have 7.5 days to write five 15-page answers on a variety of topics, knowing what you have and exactly where you have it is critical. Make the time to organize your articles and books in a way that makes sense to you. Most people choose alphabetical by topic area or alphabetical regardless of topic area; however, some have organized by when they used them (e.g., articles from classes, articles from personal projects, and articles from different research groups, etc.).

(Continued on page 7)
Social Networks of Leaders:
A New Generation of Leadership Research

By Elizabeth Conjar

Past leadership research has mainly focused on analyzing either dispositional characteristics of the leader or situational attributes which affect leadership behaviors. In recent years however, organizational researchers have made a call to understand leader behaviors and effectiveness from a social network perspective (see Kilduff & Balkundi, 2005; Mehra, Smith, Dixon, & Robertson, 2006). As Brass, Galaskiewicz, Greve, and Tsai (2004) have stated, “little empirical work has been done on leadership and social networks” (p. 800).

One reason why Social Network Analysis (SNA) is such a valuable resource to use when investigating the construct of leadership is that it recognizes the importance of social relationships. For example, the fundamental units in SNA are actors and their relations, as a social network is said to consist of a collection of actors (e.g., people, organizations), who are tied by one or more types of relations (e.g., friendship, work, advice). Given that leadership does not occur in a vacuum, but is a process of social influence whereby leaders must provide direction and manage the operations of the units under their control, SNA provides a way to study leaders’ informal ties which can greatly constrain fundamental leader behaviors.

One may ask, “What contribution can be made to IO leadership research by using a SNA approach?” As pointed out in an recent article by Balkundi and Kilduff (2005), SNA has much to add to the cognitive revolution in leadership research as well as to the body of work that seeks to extend our knowledge of Leader-Member Exchange (LMX). For instance, the cognitive approach has made a call to understand leaders’ schemas and how they shape leader attitudes and behavior. Using SNA, leaders’ “schemas” of the social network in which they are embedded can be mapped and subsequently compared to an “actual” network structure. Note this is very similar to mental model research. A leader’s accuracy at diagnosing social structures can then be calculated, providing an indication of how well the leader understands his or her own environment. These findings in turn can help

Get Involved: Join Personnel Testing Council-MW!

By Tiffany M. Bludau

All of us can speak to the many employment opportunities available to us in the D.C. Metropolitan area. We are constantly bombarded with e-mails on internships, part-time opportunities, and miscellaneous projects. Many of us have also worked with well-known science-practitioners, but few take advantage of an applied community called PTC-MW (the Personnel Testing Council of Metropolitan Washington, D.C.) most often referred to as PTC.

PTC is a mixed group of approximately 200+ IO psychologists, attorneys, HR professionals, and employment specialists from the D.C. area. The majority of its members have a graduate degree and are employed across academia as well as in both private and public industry. Each month, PTC sponsors a luncheon. I attend these meetings periodically, and I can say they are always well worth my effort to attend. At these gatherings, local and visiting science-practitioners present on current topics of interest related to personnel testing and assessment. Every few months, there are workshops rather than lunches where presenters usually speak on different methodologies and practices. Generally, these presentations are similar to our brown-bags, with practical implications emphasized. These individuals are practicing what we learn every day, and I believe that PTC meetings give you a perspective as to what the practical world of IO psychology is like.

Beyond the content of the luncheons/workshops, these meetings also give you the opportunity to sit down to lunch with a number of people in the field (i.e. you get a chance to build your IO social network). Most of these individuals have been where you are and are always interested in talking about research, classes, and your career plans. PTC members work in a wide range of jobs and organizations and are full of valuable information. Regardless if you want to go applied or academic, there is much to be learned from these individuals and this member organization.

To join PTC or learn more about its meetings, go to http://www.ptcmw.org/. You can also e-mail me at tbludau@gmu.edu if you have any questions. To join, fill out the membership form, send it in by e-mail, and send in your membership fee (only $15 for students) through PayPal. At the February luncheon, PTC will hear from Dr. James Sharf (Sharf & Associates, Employment Risk Advisors, Alexandria, VA) and David Copus on “Enforcement Agencies’ Response to Validity Generalization.” Luncheons are generally 11:30a.m.-1:30p.m. on the second Wednesday of the month, and the GMU IO brown bags are coordinated around these times. Workshops are generally held in the mornings. Currently, all meetings are held at the Pier 7 Restaurant on the waterfront in D.C. Your parking is validated, and the waterfront is approximately 30 minutes from George Mason (I recommend taking Braddock to the Beltway and then 395 to exit near the waterfront). Now, go get involved!

Congratulations to our Fall 2007 GMU I/O Ph.D. Graduates:
Dr. Cary Kemp and
Dr. Gabrielle Wood

Above: Dr. Lois Tetrick and student Joe Luchman
Below: (Back Row) Dr. Paige Wolf, Whitney Botsford, John Nelson, Kevin Smith, Katherine Ely, Cory Adis. (Front Row) Liz Conjar, Tiffany Bludau, Katie Elder, Lisa Gulick and Tine Köhler
incorporate and build upon cross-cultural research. The field needs to ensure that the results of our studies can be applied not only to organizations beyond our nation’s boundaries, but also to organizations which operate across borders and contain a culturally or geographically diverse workforce within our nation’s boundaries.

The Washington Post recently published an article which briefly discussed living and working in Tokyo. What particularly caught my attention was a discussion of “Goth-Lolita” girls – teenage girls who dress rather atypically by sporting a primarily black ensemble of clothing, with long nails, platform shoes, and sometimes chains adorning their outfit. While not unusual for teenagers to try to differentiate themselves from their peers in either America or abroad, what was particularly interesting to me was how these teenagers are careful to apply their fake nails before boarding mass transit to ensure that the smell of fingernail polish and the glue which holds their fake nails in place does not offend other commuters. Though Japan is a country known for its adherence to a multitude of social mores and rules, these Goth-Lolita girls were clearly more than willing to bend some rules while being very careful not to break others.

This Washington Post article provides an excellent example of how a broad generalization, which simply assumed that the Japanese are hesitant to break any and all social rules, would fail to help us paint a complete picture of the behavior of these Goth-Lolita girls. It is not simply enough to note differences between individuals from different cultures, such as how the average American works 137 hours more per year than their Japanese counterpart (Brett and Streich, 2003). Instead, understanding the complexity of the differences between these two cultures, and then applying this knowledge in order to improve an organization is where the field is currently and will continue to head. The conclusions made by American researchers may not be as accurate when applied to organizations containing employees from other cultures, and broad generalizations from a society to individual level run the risk of being grossly inaccurate (the “ecological fallacy”). To truly extend the impact of the conclusions which are drawn from current research, cultural variability needs to be taken into account.

However, cross-cultural research often poses difficulties to researchers which, though not unique, may possibly be more pronounced (e.g., acquiring an adequate sample, collaboration across geographically dispersed researchers, etc.). The impressive GLOBE project (Global Leadership and Organizational Behavior Effectiveness) started in 1993 by Robert J. House combines the efforts of several hundred researchers and scholars in 61 different countries/cultures. As an enormous undertaking, the project is impressive in scope and has contributed immensely to the knowledge base available to both practitioners and researchers. However, though the GLOBE project has garnered by far the most attention, smaller scale projects have also been instrumental in helping cross-cultural research to grow in both quality and quantity by leaps and bounds. A quick scan through the past two years of the Journal of Cross-Cultural Psychology clearly reflects the variety of research currently being published. A sampling of just a few of these articles includes: an examination of the stability of the big five personality traits across cultures (Schmitt, Allik, McCrae, & Benet-Martinez, 2007), comparisons of the stereotypes held by Americans and foreign citizens about the “typical American” (Terracciano & McCrae, 2007), the development of an international measure of positive and negative affectivity (Thompson, 2007), relationship between cultural dimensions and affective organizational commitment (Gelade, Dobson, & Gilbert, 2006), and the importance of incorporating the specific needs and issues faced by immigrant workers in the United States when evaluating work-family conflict (Grzywacz et al., 2007).

Workers today are operating in an increasingly connected world in which the boundaries of doing business and interacting are almost continuously expanding: “in this world order understanding the impact of culture on various aspects of organizations will become more critical than ever to increase the synergy, productivity and welfare of the workforce within and across countries” (Aycan & Kanungo, 2001, p. 385). Current research is reflecting this changing reality thanks to the dedicated efforts of many scholars. However, the question “Does I/O psychology contain an established body of well-researched knowledge, which organizations would be best advised to draw upon wherever their operation is located should?, should always be carefully considered by researchers to ensure that new garnered knowledge is readily applicable both within and beyond our political and cultural borders.

For more information on cross-cultural research being conducted at GMU, check out the Global Group’s website at:

http://www.gmu.edu/org/iopsa/globalgroup.htm

Websites to check out and enjoy:
www.thunderbird.edu/wwwfiles/ms/globe
www.geert-hofstede.com
do not think the article is relevant to your study, consider how the same concepts and information derived from this article can be used in your own research. It is these connections that come in handy during comprehensive exams, but it also prepares you as a researcher. The longer you are in IO, the more you will realize that it is all connected.

Next, review the results and tables in the Results sections accordingly. Was the most appropriate statistical procedure done? Could the data have been analyzed differently? Does it make sense? At times, authors fail to address suspicious findings in the correlation matrix that reviewers may have over looked, or they tend to glaze over some unfavorable findings.

Finally, there is the Discussion section, which many impatient readers jump straight to after reading the Abstract. Admittedly, if you are trying to get a little more out of an article than the Abstract, here is where you find it. However, many Discussion sections talk about the general findings and do not note the specific findings that are not only more interesting, but often are the more important points to learn from an article. The Discussion usually lays out what was done and why and concludes by recommending future research (which the authors are often already working towards). Are these suggestions similar to your own research questions that you have been asking all along? The authors will likely discuss any limitations their study might have had here as well. Note these accordingly if you plan to replicate these findings or conduct a similar study.

Now, once you are done with the article, it is helpful to make the article memorable in some way. While reading the article, it is always helpful to take notes. Personally, I like to make notes in the margins and jot down general ideas while reading, and afterwards I (try to) type up my notes and relevant comments. Using different colored pens or highlighters to facilitate your note-taking is often also helpful; generally I use one color for general highlights and another color to highlight points or references to follow up with (e.g. references I would like to get and read or new theories or research that I need to use in my research proposals/development).

Lastly, if you keep an Endnote library, many people find it useful to type up their own summary and key takeaways in the “Notes” section of the reference. For example, you might want notes on what particular measures were used. Plus, Endnote provides an easy way to search your notes and comments.

Again, these are just some of the many things you can do to improve your reading skills when it comes to journal articles. Everyone has his/her own tips and tricks, so if you are trying to brush up on your reading skills, be sure to ask your advisor and older colleagues for their suggestions as well. Happy reading!

ATTENTION ION READERS:
Have alumni news or want to update your GMU list-serve information? Please email us at IOSPAnet@GMU.edu.
Thanks!
World War I

The outbreak of World War I prompted a shift in the direction of industrial psychology research. As APA President, Robert Yerkes worked to introduce psychology for the purpose of classifying soldiers during the war effort. Specifically, as the war progressed, the United States Army joined forces with the field of psychology to aid in selection and classification.

Yerkes worked with the United States Army to create intelligence tests for appropriate placements of the influx of Army recruits. The Army Alpha and Army Beta projects represented huge strides in mass-distributed testing efforts. Testing sites for Army Alpha and Army Beta were set up at many army camps, where both recruits and existing officers were required to succeed before being enrolled. While the final authorization to test individuals came in August 1918, the war ended three months later, severely limiting the use of any collected test results. Nevertheless, the collaboration between the APA and the US Army marked a significant change in the credibility of industrial psychology as an applied science.

The end of WWI was followed by a boom in the number of psychological consulting firms and research bureaus. These blossoming enterprises ushered in the next era in industrial psychology. Soon after the war’s end, the Bureau of Salesmanship Research was created, which concentrated on selection, classification and development of electrical and executive personnel. In 1921, James Cattell also advanced industrial psychology and its practicality through the creation of the Psychological Corporation. This agency still exists today and remains one of the largest publishers of psychological measures.

These efforts demonstrated not only the applicable uses of psychology, but also society’s growing acceptance of the once marginal field. More and more, psychologists began working directly with industries as consultants and researchers. This progress was curtailed when the US economy hit a slump, and industrial psychologists once again had fewer opportunities to assist businesses.

Between the Wars: The rise of “O”

While development occurred at a slower pace, it continued nonetheless. In 1924, Elton Mayo began his groundbreaking Hawthorne Studies. The studies found that despite various conditions, the employee participants increase productivity as a result of being observed at work. Mayo attributed these changes to the employees’ expectations of their roles as research participants. His discovery emphasized the importance of social factors in the influence of work performance, thus giving rise to the organizational focus of the field that would eventually be known as Industrial/Organizational psychology. This discovery would eventually pave the way for the development of the Human Relations Movement. However, unrest on the world stage would delay this development.

World War II

World War II not only exploded onto the world’s scene to shatter peace across continents but also represented a time of significant advancement for IO as the field made substantial contributions to both the war effort and civilian life. WWI provided industrial psychologists an opportunity to enter the realm of military selection; WWII saw industrial psychologists ready to serve selection and placement interests with well developed and refined techniques already prepared.

Industrial psychologists’ contributions to the war effort were in many ways headed by Walter Bingham who chaired the advisory committee on classification of military personnel. This committee worked on methods of selecting people for officer training, trade proficiency tests, situational stress tests, and supplemental aptitude tests. These methods were perhaps most notable for the development of one of the benchmarks in group testing, the Army General Classification Test.

Industrial psychology’s impact during World War II was not, however, limited to the military realm. The ideas and techniques from IO also played an important role in civilian life. Throughout the war and continuing thereafter, employment testing’s use in industry increased greatly. Beyond employment testing, industry found itself calling upon industrial psychologists to use the techniques developed during the war to reduce absenteeism, measure attitude and morale, design machines, and train employees among other functions. World War II therefore served as an opportunity for industrial psychologists to further refine their techniques and demonstrate its utility in the realm of industry.

Building upon the strong foundation laid before and during WWII, industrial psychology spent the later part of the twentieth century evolving into a legitimate, specialized field of scientific inquiry. From 1946 to 1963, subspecialties of interest and specific movements developed in industrial psychology including engineering psychology, personnel psychology, Elton Mayo’s human relations movement, and a new focus on the social influences that impact behavior in organizations.
Also notable during the post-WWII era was the sweeping civil rights movement. While affecting a number of areas of American’s lives, this movement had particular meaning for industrial psychologists as it meant that they were handed the responsibility of adhering to and enforcing Title VII of the 1964 Civil Rights Act. The subsequent Americans with Disabilities Act and an updated version of the Civil Rights Act made it clear that industrial psychologists and their methods were now overseen by government. Industrial psychology was now charged with ensuring that their methods resulted in fair employment practices. The field developed over the next few years, and in 1973 the APA recognized the division of IO psychology.

In examining the development of IO psychology, it is evident that the times dictated the development of the field. In reflecting on the current existence of IO, looking to the past can provide insight to future directions. The advent of the global communication network has created new problems and opportunities for the industrial psychologist. Adaptation to the social and political climate of the times proved necessary for the development of IO psychology. Likewise, IO psychologists must adapt to the contemporary issues. Specifically, they must address the emergence of matters concerning diversity, globalization, and an expanding human resource focus. With flatter organizations and a work team emphasis, the changing nature of work will continue to guide the development of IO psychology.

explain leader behavior and processes. Currently, research is being conducted by Dr. Daniel Horn and Elizabeth Conjar at the U.S. Army Research Institute in an attempt to answer some of these questions. Early results of a SNA study conducted with infantry platoons indicate that leaders hold more accurate representations of the network’s advice structure than do non-leaders (Conjar & Horn, 2008). Consequently, accuracy may help leaders diagnose communication and workflow breakdowns in their units by providing them with an understanding of who in the network is seeking advice from whom.

An SNA approach in leadership research can also help extend the existing body of work on LMX. For example, SNA can help answer questions such as how many informal ties do leaders have with other members of their networks and how does this effect leader-member relations? Members of a dense network tend to share similar attitudes and values as the leader of the organization (Krackhardt, 1999). On the other hand, dense networks can greatly constrain the ability of leaders to enact in ways they see fit. Also, when members of a network have many ties to one another, they do not need to rely on the leader as much for social support, organizational information, etc. Additionally, SNA can help indicate if leaders hold central or important structural positions in advice, friendship, and workflow networks.

On the applied side, SNA can be used to diagnose relationship problems within organizational units between leaders and subordinates; can be used to assess emergent leadership; and can aid administrators in understanding the social structures of their organizations. For example, through the analysis of an email network, organizations could determine which individuals are most frequently being contacted. Individuals with the most emails would be considered “hubs” or people who have a lot of individuals seeking assistance from them. Hubs can be classified as emergent leaders. The organization could then use this knowledge to ensure that hub individuals are properly trained, so that they disseminate appropriate advice and directions to other employees.

Overall, the benefits in using SNA to investigate leadership are many. Given the influence leaders have on daily organizational life, such an approach is likely to enhance our understanding of leader and subordinate behavior, organizational culture, and leader as well as organizational effectiveness.

Sports: The Psyclones
By Jim Kurtessis

Once again, the Psyclones fielded an impressive array of fall intramural sports teams. The Psyclones flag football team was made up of several returning players as well as some rookies who arrived at GMU this fall. In between studying, researching, and reading the Journal of Applied Psychology over and over again from cover to cover, the team found a way to have fun every Sunday, run around, and always give a high-spirited effort.

In basketball news, Richard Hermida represented the I/O program on the Psyclones basketball team. Showing incredible poise, the Psyclones won four games decided by three points or less en route to a campus title in the Men’s Independent B League. Upon hearing the news, Dr. Buffardi immediately formed a new research group to study the phenomenon which he has dubbed “CTF” (Campus Title Fever) – meetings will be every Wednesday at 10:00 am following a discussion of Final Four Fever.

The Psyclones also fielded a soccer and softball team this fall, and both teams represented the I/O program well as always. For the second year in a row, the softball team made it to the Championship game playing for the intramural title. Unfortunately, the softball squad was defeated by The Masters co-rec squad in the final match. The soccer team was also successful this year, ending their season with a winning 3 – 2 record. To continue the amazing dominance of I/O program sports, more intramural teams are planned for the spring so be sure to look for updates and sign-ups.
(Preparing for Comprehensive Exams—Continued from page 3)

◊ Study with people who will remain calm. Panic is contagious, and there is no need to let that spread. Recognize that everyone has stress during the process, and don’t let someone else’s bad day overwhelm you.

◊ Learn Endnote – it makes life easier.

◊ Read old comps questions. Find out which ones had to be defended and compare “good” vs. “bad” answers to get a feel for what is expected.

◊ Write a practice question. Pick an old question that you haven’t read an answer to and give yourself a day to answer it. Do this after you have started your major studying for comps, but do not do it right before comps start or you could overwhelm yourself.

◊ To the extent possible, start writing pieces of your specialty question before comps starts. You will know the general topic area, so get the basic theories and issues down on paper so you have a head start.

◊ Create a schedule for completing questions that you will try to follow during exam week. This type of schedule can help keep you motivated to get a question done. However, you must BE FLEXIBLE. Things will not go according to plan so prepare to adapt during that week.

Exam Week

◊ Get enough sleep!! You need sleep in order to think. No matter how far behind you feel like you are, you have to allow yourself enough time to sleep or you will not produce coherent work.

◊ Do your specialty question first. It is an important one, and also one you know and should have prepared for. You will feel good about having one done right away.

◊ Do your hardest question last. There is some debate about this tip. Some think that you need to do what you think will be the hardest question at the beginning when you are fresh. Others decide that they do not want to hit a block and spend too much time on a hard question, leaving less time for all of the other questions. You generally feel better the more questions you have behind you, so doing a few easier ones first may build your confidence.

◊ Take breaks. Go for a walk or run to get outside and clear your head.

◊ If you send emails or talk to others taking comps that week, it can be dangerous to say, “Question #4 was easier for me.” People will make comparisons and get worried if they think that question is hard. Be thoughtful before talking with others in your cohort.

◊ Work in the way that you know works best for you. If you work best at night, stay up later. If you like to work early, get started early each day.

Little Things You Might Not Think Of

◊ Buy an extra printer cartridge and extra paper before that week starts. You do not want to run out at the wrong time!

◊ Along the same lines... make sure you have plenty of personal items you will need (e.g., toilet paper) so you do not have to take time to run to the store.

◊ Have meals cooked ahead of time that you can reheat. Or arrange for friends to bring you dinner – it makes all the difference! And, you need some social interaction during the week in spite of how busy you will feel.

◊ Finally, one of the most important pieces of advice is know and believe you can do it. Even though there will be moments when you waiver a little, you will get through it. And, remember, as Eleanor Roosevelt said, “You must do the things you think you cannot do.”

- A special thanks to Tiffany Bludau, Beth Heinen, Zack Horn, and Laura Poms for their suggestions to surviving the comprehensive exams process!
It’s a Baby Boom!
Compiled by Elizabeth Conjar

In the last year, quite few of our George Mason alumni and current students have welcomed new additions into the GMU family. As such, we would like to extend our congratulations to all the parents and introduce you to some of the newest little IO psychologists (if their parents have any say, that is!)

◊ M.A. student Jonathan Bryson’s daughter, Jacqueline Grace Bryson, was born on April 13th, 2006 (Pictured Right).

◊ Ph.D. student Jonathon Nelson’s daughter, Kaitlyn Nelson, was born on September 1st, 2007 (Pictured Left).

◊ Recent Ph.D. graduate Gabrielle Wood’s son, Ryan Wotan Wood, was born on September 24, 2007. (Pictured Right).

◊ M.A. graduate Dena Papazoglou ‘s daughter, Evangelia Grace Papazoglou was born on October 10, 2007. She is pictured left with her big sister, Annie Papazoglou who is 3 years old.

◊ Ph.D. student Beth Heinen is expecting her first child on February 14th, 2008.

We would also like to congratulate any other GMU alumni who we did not feature in this article, but who too have added little bundles of joy to your families!

On the Social Side
By Kathy Stewart

As the winter break winds down, it is time to start thinking ahead to the busy spring semester that will fill the next few months with classes, research, and internships. During this semester we will also host our annual GMU SIOP reception (aka the social event of the year), where we can look forward to catching up with alumni and discussing ideas and research with a diverse group of people. In addition, there are a number of other avenues for relaxation and socialization interspersed throughout the semester that will provide fun and entertainment.

Know of any upcoming dates that we should be aware of? Email us at ION@gmu.edu

<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Time</th>
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<tbody>
<tr>
<td>First Day of Classes</td>
<td>Tuesday, January 22nd</td>
</tr>
<tr>
<td>Welcome Back Happy Hour</td>
<td>Friday, January 25th, 5:00</td>
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<tr>
<td>Last Day to Add Classes</td>
<td>Tuesday, February 5th</td>
</tr>
<tr>
<td>Happy Hour</td>
<td>Friday, February 15th, 5:00</td>
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<tr>
<td>Spring Break</td>
<td>March 10th to March 16th</td>
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<tr>
<td>Scavenger Hunt</td>
<td>March 29th</td>
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<tr>
<td>SIOP</td>
<td>April 10th to April 12th</td>
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<tr>
<td>SIOP Reception</td>
<td>April 10th, From 7:00-10:00</td>
</tr>
<tr>
<td>End of the Year Picnic and BBQ</td>
<td>April 26th</td>
</tr>
</tbody>
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The entire GMU IO community wishes Dr. Buffardi a speedy recovery from his recent surgery.

Lou, we’re thinking about you!
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 Censor, Dean. For further information on the IO Program, please contact Dr. Lois Tetrick at ltetrick@gmu.edu or the graduate secretary at psycgrad@gmu.edu. Please also visit our web site at: http://www.gmu.edu/org/iopsa

IO Alumni

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 ion@gmu.edu.

ION Newsletter

The ION 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 IO community. We would like to thank the previous ION editors, Dr. Marisa Diana-Russo, Dr. Stephanie Payne, Dr. Lisa Boyce, Dr. Nikki Dudley, Mike Ingerick, W. Benjamin Porr, Deirdre Lozzi, Tiffany Bludau, Marissa Shuffler, Jordan Robbins, C. Brooke Orr, and Jayme Pittsonberger.

If you would like to be included or removed from the mailing list, please e-mail us at ion@gmu.edu. The deadline for contributions to the newsletter is three weeks before distribution, which occurs on or around the first of April, August, and November.

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