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"The secret of creativity is knowing how to hide your sources."

~Albert Einstein

SIOP Preview
Both Business and Pleasure
By Beth A. Heinen & Jordan Robbins
SIOP (both within and outside the conference walls) is an informative and fun experience for faculty, students, and practitioners.

Conference Activities
Beyond the traditional symposia and posters spanning a multitude of I-O-related topics, the conference itself offers many other innovative ways to learn and bond with colleagues. Relatively new ways to showcase and discuss research include displaying the top-rated posters at the Evening Reception on Friday night and Community of Interest sessions offered throughout the conference. Community of Interest sessions provide an informal opportunity for individuals with similar interests to connect with each other, possibly leading to research collaborations, professional connections, or just good conversation. Each session will have a facilitator (new this year) and example topics include multicultural research, multilevel research, and aging and I-O Psychology.

Outside of regular conference activities, SIOP offers pre-conference activities and Sunday Seminars for an additional cost. Pre-conference workshops ($400 for SIOP members) take place all day on Thursday.

(Continued on page 8)

Mr. Creative Class
Insight from Dr. “Rich” Florida
By Rob Greenhalgh
This semester, two second year students in the Masters program decided to spread their wings and take a doctoral seminar class offered by Dr. Richard Florida in Mason’s School of Public Policy. The title of the class, Entrepreneurship, Creativity, and Innovation looks at the role of each and their interactions in knowledge-based economies, the factors that shape their geographic concentration, and the way that they shape geographically uneven development.

Florida’s first national bestseller, The Rise of the Creative Class: And How It’s Transforming Work, Leisure, Community, and Everyday Life, received the Washington Monthly’s Political Book Award and was cited as a

(Continued on page 9)

New Faculty Spotlight
Welcome Dr. Reeshad Dalal
By Luke Brooks-Schesler
Welcome Dr. Reeshad Dalal! We are eagerly anticipating Reeshad’s arrival for the Fall 2007 semester.

Reeshad received a Master’s in social psychology at the University of Illinois at Urbana-Champaign. He discovered that he was more interested in I-O than social psychology and earned his Ph.D. from Illinois two years after making the formal jump to I-O.

Working with Dr. Chuck Hulin, Reeshad became interested in organizational citizenship behavior, job
A Word from the Advisor
By Seth Kaplan

With all that Spring promises – flowers blooming, longer days, the semester’s conclusion – perhaps the most exciting event is the publication of the spring ION. If you share this sentiment, the present installment will not disappoint. In addition to our regular features detailing the academic and social goings-on in our program, the current edition also includes several pieces that we hope you find especially exciting.

For instance, in keeping with our new focus on emerging I-O research, Jim Kurtessis has written a piece entitled, “Positive Workplace Outlook” discussing recent work on positive psychology in the organizational realm. Also, Richard Hermida, in “The Water Cooler” discusses how we might integrate evolutionary psychology and game theory into I-O. In addition, Erin Senter has written an article detailing all of the faculty members’ academic genealogy. I imagine that took some real investigative work! These are just some of the interesting articles you will find inside. Thank you to everyone who took the time to contribute to this edition. Without your work, there would be no ION!

As has become tradition, the spring ION also contains your ticket to the GMU SIOP reception – a must on your social calendar. So please remember to bring your ticket to the conference. We look forward to seeing you all there!

Sadly (for me at least), this is the final edition from our outgoing editors Jayme Pittsonberger and Brooke Orr. Before becoming faculty advisor to the ION, I really had no sense of how much effort goes into each edition. Brooke and Jayme devote a tremendous amount of time and energy to the ION and do an absolutely fabulous job – as evidenced by the three ION’s that they edited. They will be missed!

However, filling their shoes will be our new ION editors – Richard Hermida and Liz Conjar both of whom enthusiastically volunteered to charge up the ION next year. I am certain they will do a wonderful job in maintaining and even further improving the newsletter. I am very much looking forward to working with them in this effort.

Finally, I would like to encourage all of our readers to submit comments to the ION. First, in hopes of keeping the GMU I-O family close, we would love to hear what’s going on in your life. Working on an exciting new research or applied project? Get married? Whatever! – let us know so we can share the news. Also, in thinking about some new directions for the ION, the editors and I agreed that this newsletter can serve as wonderful vehicle for the open exchange of research ideas. So, we ask everyone to consider commenting on the research ideas presented here (e.g., in “the Water Cooler”) and also presenting your own ideas and questions so that we all can benefit from each others’ knowledge and expertise.

With that… happy reading.

Positive Workplace Outlook
An Emerging Topic in I-O Research
By Jim Kurtessis

In the field of psychology, much emphasis has been given to the negative states and behaviors that comprise a portion of the human condition and experience. For clinicians this may take the form of research on such disorders as depression, while in I-O psychology a similar negative focus may be on turnover or counterproductive workplace behavior. However, a small but growing number of researchers and practitioners assert that such a focus illuminates only half of the human condition. To better understand the entirety of the human experience, the field of Positive Organizational Scholarship (POS) has set its focus on such research topics as compassion, hope, and positive dynamics.

While a striving to understand the entirety of the human experience has been undertaken for literally thousands of years, much of the modern research has been propelled by faculty from the University of Michigan. In order to better understand the focus and applications of POS, this installment of the ION will serve as an introduction to the field.

Faculty Spotlight
Dr. José Cortina
By Luke Brooks-Sheles

On a recent Friday morning, Dr. José Cortina cleared off a chair in his office and offered me a seat. Issues of Journal of Applied Psychology brimmed from a large wood bookshelf mingled with the stacks of paper on the floor. Rows of personal photos were pinned to a bulletin board propped against the wall near a campaign bumper sticker for the Bush/Satan ’04 ticket. José sat with his back to a computer monitor and a framed image of a building façade bearing the name “José’s Mexican Cantina.” He wore a flannel shirt tucked into jeans and his hair in a pony-tail.

“I got away with being ‘me’,” José said, “because of early success. Productivity is the great equalizer.” In undergrad at Tulane, José took graduate statistics from Bill Dunlap. José’s partner Kim said José aced every stats test in graduate school at Michigan State. (“It was sick,” she told me at José’s research group party a few weeks ago.)

José’s biggest influences in I-O are John Hollenbeck, Bill Dunlap, Larry James, Rich Klimoski and his advisor at Michigan State, Neal Schmitt, whose multiple choice – multiple answer tests José emulates. José said he was lucky to have an advisor in Neal Schmitt who didn’t care what he said or did as long as he was productive; the very approach that José takes with his students at George Mason University.

José’s lectures are highly organized and often entertaining. Insofar as possible, José assigns class projects that lead to conference presenta-
Bridging the Gap
Balancing Research and Application
By Jonathan Bryson

For most of us, our knowledge of the scientist-practitioner model is limited. Lucky for us, SIOP has published guidelines that shed light on the subject as it relates to education at both the doctoral and masters levels.

The I-O psychologist is frequently both the generator of knowledge and the consumer/user of such knowledge. As a scientist, he or she develops and evaluates theory using research and empirical skills. As a practitioner, he or she applies and evaluates theory and research under specific conditions. (SIOP guidelines for I-O Education and Training, 1994).

A majority of the I-O programs listed on SIOP’s list of graduate school programs adhere to the scientist-practitioner model. In fact, according to Bartels, Macon, Gutting, Lemming and McCrea (2005), of the 224 I-O programs they sampled from SIOP’s website, 61.2% indicated using this type of model in their curriculum.

Assuming that the greater part of these programs that profess to use the scientist-practitioner model do indeed hold to its tenets (Hays-Thomas, 2006 suggest they don’t, but we won’t go into that here...), why does a gap still exist? To unravel this mystery, and to get a fresh perspective on the issue, I decided to bypass the available literature on the subject (see Koppes, 2006; Halfhill & Huff, 2003; and Hyatt, Cropanzano, Finer, Levy, Rudy, Vandaveer, & Walker) and ask a convenience sample of graduate students about the disparity and ask for ideas on how we as students can continue the dual scientist-practitioner approach upon graduation.

The Water Cooler:
New and Hidden Paradigms for I-O
By Richard Hermida

“Could not mind, as well as mindless motion, have an underlying order?”
-Emperor Cleon to Hari Seldon, Prelude to Foundation

Most of us are familiar with various literatures and strategies in order to solve the host of problems we face daily in I-O psychology. However, there are various paradigms and strategies that I-O has not fully explored, that may be useful to helping us in our goal to understand and influence behavior at work. In this article, I will briefly discuss two such paradigms and their potential uses for I-O. These paradigms are evolutionary psychology and game theory.

Evolutionary psychology is the approach of understanding human nature through Darwinian principles. It begins with a simple underlying principle: the traits humans possess today are present because they held survival and reproduction advantages for individuals over the course of our evolution. Thus, our behaviors and actions are shaped greatly by our evolutionary past. Some I-O psychologists have made inroads using this paradigm, studying affirmative action (Yang et al, 2006), forces influencing writing letters of recommendation (Colarelli et al, 2002), social networking, and organizational citizenship behaviors (Welch, 2007). For example, it has been found that letters of recommendation written by males were more likely to be strongly favorable when written for females (Colarelli et al, 2002). An evolutionary perspective would suggest that this could be because in our evolutionary past, males have had a vested interest in winning the favor of females for reproductive purposes, while being in competition with males for those same females (Rossano, 2003). Organizational citizenship behavior is reasonably linked to evolutionary forces as well. It has been theorized that people perform citizenship behaviors to engage in a form of impression management (Bolino, 1999), and this form of impression management is rooted in our evolutionary desire to appear helpful and productive to others, who in turn could influence greater rewards for the person engaging in citizenship behaviors.

Game theory is a mathematical and strategy branch that studies situations where players choose different actions in an attempt to maximize their returns. Essentially, it is a way to formally model social situations that have multiple people being influenced by multiple others. The main purpose of game theory is to consider situations where instead of agents making decisions as reactions to exogenous prices ("dead variables"), their decisions are strategic reactions to other agents’ actions. The most famous example of (Continued on page 15)

Making the Leap
Moving from the MA to PhD Track
By Gabrielle Wood & Kathy Stewart

Many students entering the GMU Masters program develop an interest in pursuing a Ph.D. To help them become competitive applicants and successful Ph.D. students, we interviewed five people who have done just that. Recently admitted, Luke Brookes-Shesler, Gonzalo Ferro, and Lisa Gulick, as well as doctoral candidates Krista Langkamer and Laura Poms shared their advice.

First, we wanted to know why the recently admitted students decided to pursue a Ph.D.

Luke: I had been interested in getting a Ph.D. from the get-go...I am interested in conducting research and teaching as a professor in I-O psychology. I-O psychology is a good fit with my interests in business and psychology. I like the entrepreneurial aspect of being a professor where I can choose projects and work autonomously.

Gonzalo: For me, this is about achieving a personal goal rather than a professional necessity. I feel that the Masters program did a great job in preparing me to be successful and to do the type of work that I’ve always wanted. As a consultant at PDRI I currently manage a number of projects for the U.S. Army Special Operations and I get to apply principles I learned in school. But one of the main reasons I want to go back to school is to gain more research experience. Improving these skills will help me to be a better consultant and achieve my long-term career goals. A short-term goal is to write and pass my comprehensive exams. I view comps as a defining event, where the process of preparing for them helps you to put all of the I-O knowledge that you have into a more meaningful and complex model. With this model, you are better able to come up with innovative solutions to organizational problems. I’m looking forward to becoming a better-rounded I-O psychologist (and to teaching Steve how to dance salsa).
Maximizing Internships
Advice from Incumbants
By Kathy Stewart

Summer is quickly approaching, and we all know what that means—it's time to start gearing up for a summer internship. As the days of summers spent at the beach and on vacation have momentarily left us, the prospect of a worthwhile internship can be just as exciting. But what should one look for in a summer internship? It goes without saying there are a multitude of things that weigh in on the ultimate decision of where you will spend three or more months of your life. This process can at first appear intimidating; however with a little sage advice from some of Mason's own I-O students, the pathway to the internship of your dreams may just come into view.

There is a consensus among Mason students that one of the most important steps toward gaining the best experience possible from an internship is simply the initial step of any process: do your research. What sort of work is of personal interest to you, and what is out there that aligns with that? As 5th year Ph.D. student Zack Horn stated, “knowing what content you’re looking for in an internship will sharply increase your odds of selecting a company that will be the best fit.” 2nd year M.A. student Kevin Smith advised, “figure out what kind of work interests you: I versus O; applied research versus more human resource management-oriented work.” Fortunately, there are many roads available to acquiring a good working knowledge of what is out there, including searching company websites, informational interviewing, or talking to other students who have experience with the organizations.

Once the choice is made, there are several aspects that should be focused on in order to maximize the internship experience - being proactive seems to be the key to getting the most out of your time. Brooke Orr, a second year M.A. student, urged, “ask for the kind of work you are interested in, and speak up - whether you love what you are doing or hate it - tell someone so that you can get the most out of your internship. Take advantage of training opportunities and ask to be included where appropriate.” Asking for more work and involvement with multiple projects can give the experience needed to complement and further develop information learned in the classroom.

Summer internships can provide a great opportunity for learning from a high quality mentor. A mentor that is committed to providing you with a worthwhile internship experience is of invaluable worth. 2nd year M.A. student Rob Greenhalgh stated that “learning the technical side of our field is important when getting experience, but great mentoring will also teach you how to be successful.” Taking advantage of and learning from the skills and knowledge of a mentor can provide the tools to help you succeed in your career. Based on her experiences, M.A. alumni Lauren Smith felt that “having a mentor who will give you projects that interest and challenge you, not just busy work, will make all the difference in the world.”

Unfortunately, not all internships turn out exactly as hoped. In this case, lessons can still be learned that will prove useful in future endeavors. In the beginning, it can be difficult to know exactly where personal interests lie. The experience an internship provides can help to either solidify current interests, or turn your head in a direction that may not have been previously considered. Getting yourself out there is the main thing; 2nd year M.A. student Maggie Moore provided an example: “If you think you are interested in external consulting, getting experience and a perspective from that side is priceless, even if it tells you that you want to work as an internal consultant.” Regardless of the situation, it is important to go in with and maintain an attitude that you want to learn as much as you can.

Finally, it is important to realize that the opportunities an internship provides do not end when the job is over. Networking is essential in the I-O field, so making the effort to keep in touch and maintain contacts will be well worth it in the end. As M.A. alumni Joe Kang put it, “Network like you breathe. Always. Automatically. Doing it right may land you the job of your dreams.”

There is so much that can be learned from and gained through a summer internship. Although the time may be short, the skills developed during the internship will be used throughout the rest of your career. As Aldous Huxley once said, “experience is not what happens to you. It is what you do with what happens to you.” So get out there and make the most of your internship experience!

The Job List
Finding Internship Opportunities
By Kristin Olson & Liz Conjar

Finding the perfect internship can develop essential skills. Paired with your subject matter expertise, this experience can be the most critical component to establishing a well rounded education and putting you on the path to your ideal full-time applied position. In order to help you in your search, we have compiled a list of current and past internships that Mason students have held. We’ve provided a student contact that you can reach out to for advice or information as well as a professional contact to get you in the door and sitting with the right players. Good luck and happy hunting!

**It should be noted that all companies listed on the next page do not have an official internship program, and the companies designated with asterisks are included even though the student listed is an actual employee or a previous intern of the company. These positions or companies may be more applicable to upper-level students or graduates.

**Note: Don’t see your company or name listed here and you have an internship program you’d like to see represented? We are currently trying to keep the list exclusively to companies with a past or present student connection to our program, so please keep that in mind. Please email us any relevant information at ion@gmu.edu to have your information updated, added, or corrected so that, in the future, we may have a more accurate compilation of internship opportunities to future, present, and past students at George Mason! Thank you and our apologies if you were not initially included in our initial attempt to merge our resources.

Congratulations to Lisa Gulick, Luke Brooks-Shesler, and Gonzalo Ferro for being accepted into the PhD I-O program at GMU!
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<tr>
<th>Organization</th>
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<th>Job Duties or Advantages</th>
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<th>Professional Contact</th>
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<td>Applied/Research</td>
<td>Data collection and analysis</td>
<td>Jayme Pittsonberger</td>
<td>Jayme Pittsonberger, <a href="mailto:jpitsson@gmu.edu">jpitsson@gmu.edu</a></td>
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<td>Survey methodology experience</td>
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<td>Informative report writing</td>
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<td>Ability to gain content knowledge and field experience</td>
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<td>Aptima, Inc.**</td>
<td>Applied Research</td>
<td>Writing research proposals to build innovative technological tools for high stakes environments, such as the military</td>
<td>Zach Horn</td>
<td>Zach Horn, <a href="mailto:zhorn@aptima.com">zhorn@aptima.com</a></td>
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<td>Applied “I” &amp; “O”</td>
<td>Cross-functional human capital consulting experience</td>
<td>Erin Senter</td>
<td>Dr. Lori Zukin, <a href="mailto:Zukin_Lori@bah.com">Zukin_Lori@bah.com</a></td>
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<td>Eugene Pangalos, <a href="mailto:Eugene.pangalos@opm.gov">Eugene.pangalos@opm.gov</a></td>
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<td>Beth Heinen</td>
<td>Tim McGonigle, <a href="mailto:tmcgonigle@icfi.com">tmcgonigle@icfi.com</a></td>
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<td>Elizabeth Conjar</td>
<td>Dr. Robert Ruskin, <a href="mailto:Robert.Ruskin@consortium-research-fellows.org">Robert.Ruskin@consortium-research-fellows.org</a></td>
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2007-08 IOPSA Board
Introducing Next Year’s Leaders
By John Nelson

If there is ever one thing we can be sure of, it is change; but before I announce next year’s officers, I would like to thank everyone who so willingly volunteered for positions this next year, and for everyone who has helped with various IOPSA related activities and more this past year, and who will be helping through the end of this spring. In particular, I would like to thank our current IOPSA officers Whitney Botsford (Vice-President), Katy Ryan (Treasurer), Alicia Stachowski (Secretary), Kevin Smith and Brooke Orr (Social Chairs), Eric Kidwell and Erin Senter (MA Liaisons), Jayme Pitsonberger and Brooke Orr (ION Editors), and Luke Brooks-Shesler (Webmaster). Their OCBs are much appreciated.

In addition, next year’s IOPSA officers have now been selected, and it is my pleasure to announce next year’s 2007-2008 IOPSA Officers.

President: Joe Luchman
Secretary: Liz Conjar
Webmaster: Vivek Khare
MA Liaisons: Kristin Olson & Marni Mankuta
Social Chairs: Kathy Stewart & Jim Kurtessis
ION Editors: Richard Hermida & Liz Conjar
Treasurers: Cory Adis & Kim Hylton

Introducing a New Student
Welcome Chris Midberry
Compiled by Jayme Pitsonberger

I graduated from the United States Military Academy at West Point in 1999 with a B.S. in Psychology. At West Point, I was involved in numerous sports, intramurals, and activities on top of my academic, military, and physical requirements. My research interests revolve around leadership and teams and I’m currently a part of Dr. Zaccaro’s lab. I am heavily interested in any research involving the military, especially in regard to turnover and attrition. In my free time, I enjoy spending time with my wife, Beth, and two-year old son, James. My wife and I grew up in Gaithersburg, MD, so both of our families are in the area. My hobbies include chasing after my son and pretty much all outdoor activities. I am an active duty Army Officer. I have been in the Army since graduating from West Point. I have deployed to Kosovo once and to Iraq twice since 2003. On my last deployment I commanded an Infantry Company from the 3ID Infantry Division while deployed in Baghdad, Iraq. Following obtaining an M.A. in I-O Psych from GMU, I will then be assigned as an instructor at West Point in the Department of Behavioral Sciences and Leadership (BS&L). I am thoroughly excited to be a part of GMU’s I-O program. This was my first choice of institutions to attend and I look forward to meeting all the students and faculty.

Intellectual Lineage
Our Faculty’s Academic Genealogy
Compiled by Erin Senter

Intellectual Capital is a quickly growing commodity throughout both the academic field and the applied I-O consulting world. But have you ever wondered where all of this knowledge and expertise began? In an effort of curiosity and self-interest, we decided to trace the academic family tree of our faculty, thereby discovering our own “family” history.

Congratulations to Beth Heinen, Whitney Botsford, Mike Ford and Elizabeth Conjar for being awarded “Best Student Paper” in the Research Methods division of the 2007 Academy of Management

For their paper entitled: Examination of Work-Family Conflict Measures: A Review and Meta-Analysis
These workshops cover topics such as healthy workplace initiatives, personality assessment, ethical issues, legal defensibility, and much more. Another pre-conference event is the new Master’s Consortium ($50). This event highlights successful managers and consultants who have graduated from Master’s programs. Events for the Master’s Consortium include workshops, a question-and-answer roundtable, and a social hour where Master’s students will be able to hear about and ask questions relating to, finding, and excelling in an I-O job with a Master’s degree. Similarly, a Junior Faculty Consortium is offered on Thursday, providing newer faculty members the opportunity to discuss topics such as effective teaching strategies, starting and maintaining an independent stream of research, innovative methods for doing field research, and the tenure process. During the conference, four Sunday Seminar sessions are also offered Sunday morning ($75 cost) featuring cutting-edge research on leadership development, qualitative research techniques, linkage research, and journal editing.

Job- and internship-seekers are encouraged to utilize the Placement Center at SIOP ($40 student affiliate, $45 member, $100 non-member), a forum designed to mutually allow job-seekers and employers to meet and discuss positions. The Placement Center requires a separate registration from the conference and it is suggested to register at least 2 weeks in advance.

On the social side of the conference, SIOP offers organized social outings, including a walking tour of the Financial District, the SIOPen golf outing, and the 15th SIOP 5k run. To learn more details about any of the aforementioned conference activities, visit http://www.siop.org/conferences/default.aspx.

**Entertainment and Culture**

NYC offers some of the most diverse entertainment and culture in the U.S. For the museum crowd, the Metropolitan Museum of Art, the MoMA, and the Museum of Natural History are world renowned for their collections. If you prefer to do sightseeing, there is the Empire State building, Rockefeller Center, Radio City Music Hall, the Statue of Liberty, Ellis Island, Central Park, and Times Square, to name a few. If you’re looking to catch a show there are the on and off Broadway productions, Lincoln Center, Radio City, and numerous smaller venues. For tickets to Broadway shows, be sure to check out the TKTS line (in the middle of Times Square) to get ½ price tickets for same day shows.

**Nightlife**

Most neighborhoods in NYC offer their own brands of nightlife. For the trendy crowd, the Meatpacking District, SoHo, and parts of Greenwich Village remain very popular. For something slightly cheaper, try the clubs surrounding NYU and Union Square. If you’re looking to see some music or a show, check out www.villagevoice.com for current events. Unfortunately, while the nightlife in NYC is plentiful, it is rarely cheap. It is not uncommon for drinks to cost $12 in Manhattan.

**Dining**

If you can think of a type of food that you would want to eat, chances are that you will find a place that has it in Manhattan. If you are looking for good, reasonably priced food, you will probably do well going beyond Times Square. If you’re seeking some good, yet
reasonably priced Italian, try Little Italy; excellent Chinese food can be found on Mott Street in China Town; Taksim offers great reasonably priced Turkish fare; and Ray’s Pizzeria has some of the best NY Style Pizza anywhere. For a more thorough listing of restaurants, menus, prices, and locations, check out www.menupages.com.

Transportation
Manhattan is probably one of the easiest, yet complicated, parts of the city to get around without a car. There are the always-present taxis that make up much of the car traffic in NYC. From LaGuardia, a taxi will cost about $16-$26 plus tolls, while there is a flat rate of $45 from JFK. The most economical and often simplest way to travel is by subway or bus. Unlike D.C., NYC subway is open 24 hours and has the largest fleet of subway cars in the world. If you’re traveling via JFK, the new AirTrain is far cheaper then a cab ride and connects the airport to the subway. Check out http://www.mta.info/ for system maps and schedules.

There obviously are a lot of opportunities to learn and enjoy your SIOP 2007 experience. We look forward to seeing you in New York City!

Rob: That begs the question...how do you define “creativity”?
Well, the dictionary says it’s the ability to create new and meaningful forms. It’s easily recognized in the arts and sciences – a great symphony or artwork that moves people, a piece of software that solves some task, new biotechnology to fight some disease. That’s what I call “big-bang super-creativity.”

But there’s creativity on a more modest level. That consists of many little things that, cobbled together, produce a big result. I learned this from conducting studies of manufacturing processes. What usually gives companies the biggest bang isn’t the breakthrough of, say, creating a brand new revolutionary product. It’s more often the incremental innovation that fosters continuous improvement. This opens the way for Toyota, for instance, to make cars that don’t break down. Your average worker across many different industries probably does the latter very well – and has never been asked by his or her organization to do the former.

Rob: Your last two books have focused on the “creative class.” For an audience unfamiliar with your work, what is the “creative sector” and where does the “creative class” fit into it?
“Creative sector” is the part of the economy that creative occupations make up. The “creative class” are the people who work in those occupations – though ultimately their impact extends far beyond the world of work. Like I said, though, the creative class as I defined it in Rise is really the growth force in our economy, similar to the way the industrial working class was the growth force a hundred years ago.

Those who work in the creative sector are scientists, engineers, technology folks, innovators, those who work in research and development, and then artists, writers, musicians. I call the designers, architects, and culturally creative people the “super-creative core.” I also include what Peter Drucker and others have always called the classical knowledge-based professionals – healthcare, finance, the legal field and educators. All told, that adds up to over 30 percent of the U.S. work force, or about 40 million workers.

Rob: For those of us studying and researching in the I-O field, it would be interesting to understand how you believe that the creative class will impact more traditional businesses and organizations?
In every way imaginable. I don’t think it would be an exaggeration to say that there’s not a facet of business that isn’t impacted by the creative class, and by creativity as a driving economic force in general. From marketing to production line design to transport to the actual product or service, the creative class is revolutionizing the way business is done. And I don’t just mean graphic design firms in San Francisco.

In my mind, as I’ve said before, it was really Toyota – an automotive company – that helped usher in the creative age in the world of business. Now, it’s not uncommon for service or manufacturing sector companies to be equally adamant about design or creatively rethinking the way their processes work.

Rob: How do you identify those fighting creativity in an organization?
Listen for such key phrases as: “No, you can’t do that,” “That’s not a good idea,” “What are you talking about?,” “That would never fly here,” “You’re too young.” “That’s not the way we do it” - listen for anything that discourages people from accomplishing a goal.

(Mr. Creative Class—Continued from page 10)
In an enabling organization, you’ll often hear, “Let’s try it.” Toyota tells its workers, “If there’s a better idea in your group on how to organize the work process, just go do it.” They want any such new process videotaped and posted on the worker’s job station. If it really improves the process, the company will recognize that person or group and ask the rest of the company to try it, too. They thereby encourage people to innovate and then diffuse the results quickly.

Rob: You’ve expressed an interest in identifying ways that your research can draw on research in the I-O field. Several areas that you’ve mentioned in class include issues such as managing creative talent, better understanding the personality traits associated with creative workers, ways to keep creative workers motivated etc.). If you could share a couple of I-O related insights about the creative class that could spur further research, what would they be?

Most creative people don’t respond just to extrinsic rewards like money. They respond to big challenges, excitement, the need to improve something. They seek a “flow” or positive emotion that arises with their discovery.

My friend Jim Goodnight, founder and CEO of the SAS Institute in North Carolina, says long-term employment is absolutely essential. Creativity is embedded in relationships. He needs people who work together for a long time. A customer with a problem can then turn to a salesperson or engineer he knows well. If he keeps people for 20 or 30 years, that human capital turns into creative capital that has been shared in the relationships.

Rob: According to your website, your next book is due out in 2008 and will look at the ways in which people choose the places they live. Can you provide any additional insight about that book and the direction that your research is moving in?

My next book will be something of a departure from my more macro-level work. The title of the book is, Who’s Your City: How the Places We Pick Shape the Lives We Lead, and it is a personal look at why our choice of location may be the most important decision we ever make. It has profound affects on everything from our jobs, careers, and real estate to our social lives, “mating markets,” and overall life satisfaction.

Reeshad is optimistic but nonetheless realistic about how quickly he can hit the ground running with research at GMU. He expects to spend his first few weeks at George Mason University getting to know the psychology department faculty and students, and settling in with teaching.

When teaching undergraduates, Reeshad emphasizes that work is central to human existence and that I-O topics such as leadership and motivation are as applicable to other domains as they are to the job. As a graduate instructor, Reeshad aims to convey the current state of the field and to encourage research related to the coursework and students’ interests.

Reeshad prefers conducting any given research project with one or two others who share a focused interest. A more advanced student and a new I-O student would be his ideal team for a project. Reeshad is debating whether to have multiple small-group research meetings or a larger inclusive and cross-topical research group at George Mason University.

Reeshad thinks that, as an academic discipline, I-O needs to handle the twin challenges of: (1) the lure of the business schools, and (2) criticism of I-O, by other psychologists, as not sufficiently “psychological.”

For fun, Reeshad loves to play tennis (though he claims he isn’t good), reading (he just finished a novel by Jim Webb), watching movies, eating ethnic food and following politics. He and his fiancée recently purchased a condominium in West Falls Church, Virginia.

We hope that GMU and the DC area satisfy Reeshad’s personal and professional interests and we look forward to his arrival!

I would like to thank Reeshad for agreeing to this phone interview, especially since he was under the weather when we talked. Luke Brooks-Shesler

research into POS, some much appreciated insight was provided by Dr. Jason Kanov, a faculty member at Seattle University and a graduate of the Organizational Psychology program at the University of Michigan. Much of Dr. Kanov’s research has focused on compassion in the workplace, interpersonal disconnection, and the creation of positive opportunities from negative occurrences.

Dr. Kanov conveyed that far from being an intellectual curiosity, POS can have important and very useful applications in an organizational setting. In fact, much of the current research in the field of positive psychology has focused specifically on the applications and utility of such findings as they can be applied to the workplace. Research in the field of management, for example, has challenged beliefs that
organizations should focus on creating and maintaining order and conformity among employees. A redefining of management along these lines has shown a shift, moving from simply conveying information to a focus on helping employees to learn and grow, find meaning and passion in their work, and build positive conditions and relationships. While this may help employees to feel happier, healthier and more motivated, awakening positive feelings in an employee can be intrinsically rewarding for managers as well.

Another practical application growing from the research and values espoused by POS has been the development of Appreciative Inquiry (AI), led by Dr. David Cooperrider of Case Western Reserve University. Appreciative Inquiry is an organizational development tool that asks what is right or positive about an organization rather than what is deficient, lacking, or negative. This information is then used to develop and build on the core strengths and competencies of an organization and acknowledge the contributions of individual employees. AI is a specific technique of asking questions and creating vision in such a way that the positive aspects of the individual and the environment are identified and built upon.

Increased mass media attention in recent years has thrown such topics as happiness and compassion into the public limelight. However, Dr. Kanov stated that one of the most important goals of POS research has been to maintain sound theoretical and empirical bases in order to avoid being labeled as a fad or passing interest. While many applications stemming from POS research have already been practiced for some time in many organizations, part of the hesitancy to widespread adoption of these practices has been the perception that applications of POS are incompatible with the bottom line profits of an organization. However, Dr. Kanov explained that these goals are not incompatible; instead POS has provided research into the means of achieving long term and sustainable goals such as increased employee job satisfaction and decreased turnover. Organizations and managers can choose to do and manage work in different ways, and a focus on the positive may be the best approach.

If you are interested in learning more about the field of POS, please check out the Center for Positive Organizational Scholarship at http://www.bus.umich.edu/Positive/. Also available are some journal articles on this topic by Cameron (2006), Redman (2006), Ashkanasy (2005), Hui & Jinglun (2005), Knouse (2004), and Pittinsky & Shih (2004).

José Cortina—Continued from page 2

When asked for tips on how to publish, José said, “this is obvious, but you must submit stuff, which means that you have to finish stuff, which means that you must stop beginning new projects and start seeing the other projects through to completion. There is a learning curve in dealing with the review process. You need to experience it a few times to understand what’s going on. In particular, you must learn that a review that says, ‘this doesn’t suck completely’ is a positive review.”

José exhorts graduate students to take advantage of their research time. At Michigan State, José spent two to three hours every morning hand-compiling a citations list for Cronbach 1947 and 1951. He read and took notes on every article on coefficient alpha, and isolated the principles that seemed at odds with common knowledge. In 1993, he wrote “What is Coefficient Alpha? An Examination of Theory and Applications” which was published in the acclaimed top tier journal: Journal of Applied Psychology.

“I could never do that paper now because I would never have time to spend two to three hours in the library every morning.” José worked as a SIOP member-at-large for three years on the issue of salary discrepancy. “I think if we don’t deal with the issue of salary discrepancy between business schools and psychology jobs, then I-O as a research-oriented field will vanish. Long-term, that means that the field of I-O vanishes. If the most productive scholars go into business schools, who goes into psychology programs and who trains the next batch of I-O psychologists?”

A few facts about José: he grows habañeros, the hottest of all peppers, and eats them in just about everything; his favorite drink is a Grey Goose martini with olives; and, his current research interest is knowledge and skills that predict citizenship performance.

(Bridging the Gap—Continued from page 3)

**Question one:** While many schools teach the science practitioner model there still appears to be some difficulty in merging the scientist and practitioner approaches once out of the graduate school environment. Why do you think this is?

- The motivational forces driving research efforts are very different as a professor/researcher versus an applied practitioner (as a researcher, you research the topics that interest you and try to build upon the work previously done by others, while practitioners try to meet the requests of clients and are constrained by their needs/wants).
- Researchers may find it hard to focus their research efforts on topics that applied practitioners can sell to clients. On the other side of things, consultants may be interested in research but their clients could sometimes care less.
- Inside an organization, the most important factor is likely to be the bottom-line (“what’s going to produce the quickest, most cost-effective and noticeable results?”), but delveing in to research the problem and solutions could take years and inevitably raise costs.
- I-O psychologists may be working with individuals from different backgrounds who do not espouse the scientist-practitioner model.
- If publishing research is not a priority for the organization, then I-O psychologists may have difficulty producing research.
- Students need more guidance from professors in linking research and the “real world.”
- I-O psychologists working as practitioners often do not have time to engage in more scientific-based activities such as publishing empirically-tested research.
- It may be difficult to translate research findings into meaningful information for organizations because businesses are generally looking for answers in terms of return-on-investment. Expertise in business and psychological research may make it easier to simultaneously conduct publishable research and impact organizations with results.

**Question Two:** As students, what are some things we can begin working on now to enable us to continue the dual approach in the future?

- Have mandatory projects in each class that involve students
The Must-Read List
Recommendations from our Faculty
Compiled by John Nelson

Here is this issue’s recommended readings you’ll want to be sure to check out, in addition to some suggestions on things to keep in mind while doing your reading.

Jose Cortina


In reading, remember the things that are emphasized in lab and class. What is the theoretical hook? How could the argument in support of the hypotheses be bolstered? Is the method particularly appropriate for the research question? How could the method be improved (yet remain feasible)? What did they find (as opposed to what they claim to have found)? Why did this paper get published? What would the next step be?

Lois Tetrick


Seth Kaplan
Dan Gilbert’s book, “Stumbling on Happiness” is a fun read with some interesting findings about how we don’t know what makes us happy.

Also, for anyone doing longitudinal research, I strongly recommend Singer and Willett’s Applied Longitudinal Data Analysis.” It’s very practical and easy to follow.

Eden King


2007 SIOP Contributions
GMU Papers & Presentations
Compiled by Jayme Pitsonberger

Be sure to check out your fellow Masonites and their work at SIOP this year! Below is a sample list of some of the coming attractions for the 2007 annual conference. Please be sure to check your conference program for a complete list of presentations, posters, symposia, and all of the other events that are to come at SIOP this April.


Fisher, S. F., Prather, H., Burnkrant, S., and Kemp, C. (2007). Have you ever wondered... if open-ended comments on organizational surveys can replace focus group?


Kaplan, S.A. The affective bases of team performance during nonroutine events.


Kemp, C. and Praharther, H. (2007). Have you ever wondered…Are more comment boxes better? Panel Discussion: More Survey Ponderables...Questions and Answers on Effective Employee Surveys


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Please Join Us at our 2007 SIOP Reception!

**Friday, April 27th**

**Marriott Marquis**

(conference hotel)

**Hudson Room**

Stop by between 7-10 pm

Please bring your reception invitation for admittance.
Alumni Update
Publications, Career Changes, & Life Events
Compiled by Maggie Moore

Wendy Casper (2001, PhD) has been working on several publications in work/life and work/family arena:


Crystal Harold (August 2005, PhD), an assistant professor at Indiana University – Perdue University Indianapolis (IUPUI) and Brian Holtz (August 2005, PhD), an assistant professor at University of Calgary got engaged in December of 2006. Congratulations! Crystal reports that she has been very busy preparing for IOOB in March and had the opportunity to meet some of GMU’s new students. In addition, Crystal recently published an article in the International Journal of Selection and Assessment as well as an upcoming chapter on employer brand image:


Tom Kane (1996, PhD), a current professor of psychology at Missouri State University was recently elected to serve as chair of the University’s faculty senate. In addition, he was inducted into the Gloucester County Sports Hall of fame in New Jersey.

Joe Kang (May 2005, MA) is singing in the Washington, D.C. based a capella group Euphonism (http://www.euphonism.com) who sang the national anthem at a Washington Capitals game in November. The group sings theater, jazz, classical music, barbershop and chorus tunes. Check out the website for a listing of upcoming local events.

Katherine (Kate) Morse (May 2005, MA) recently started as a Senior Consultant at Booz Allen Hamilton in January 2007, and is now working alongside fellow alums Lori Zukin and Craig Todd, both Senior Associates on the on the Organizational Change team.


Belin Tai (December 2006, MA) is living in New York City and recently started working at Morgan Stanley in their HR department under the Learning and Development Team.

Any other exciting news and updates you’d like to share with the ION? Please email us at ion@gmu.edu and share your information!

(Bridging the Gap—Continued from page 11)

using the literature covered in class in a real world setting. Steve’s training class had such a project and it proved to be my most impacting scholastic experience.

• Engage in research that is stimulating and motivating now – if we do not love research and become engaged in it graduate students, there is little hope for us to find the time to conduct research and publish once we are working full-time.

• Internships: work in an applied setting during graduate school and begin practicing the balance between the scientist and practitioner approaches by relating school research to work and bringing work experiences to the lab and classroom.

• Practitioners usually work on deadlines and must produce quality products within these constraints. One way for students to integrate these differing methods is to create personal deadlines and stick to them.

• Because it is so important to frame results for the business world, I think graduate students should take some business classes to provide experience with business students, learn from their experiences in organizations, and learn how to best get ideas across to management.

• Make ties with other students and collaborate on projects now, which could lead to future collaborations between those who become researchers and those who go applied.

• Get into the habit of reading relevant journals and thinking about how you could apply the empirical findings to “real world” businesses. If practitioners keep up this habit they may find themselves integrating what they read into their consulting strategies.

Students in Dr. Eden King’s “Industrial Testing and Selection Measures” course discuss their approaches to writing a consulting-oriented report on validating and implementing selection measures to reduce adverse impact.
game theory is the prisoner’s dilemma, in which two prisoners have the option of staying quiet or ratting out their partner, with various penalties for the combinations of their action and their partner’s actions (for a more detailed explanation see Tucker, 1950). People are continuously assessing choices on the basis of risks and rewards, and other people’s actions. Organizational citizenship behaviors have been conceptualized under such a model. Generally, organizational citizenship behavior is seen as extra-role behavior that is discretionary and done without expectation of reward (Organ, 1988). However, it has also been found that people have limited resources at work, and that resources devoted to organizational citizenship behavior detract from the amount of resources dedicated to in-role behaviors. Additionally, by definition, people are not directly rewarded in the workplace for engaging in citizenship behavior. This means that organizational citizenship behaviors can be reasonably seen as being negative in terms of individual reward. Thus, before people engage in them, they monitor the citizenship behavior engaged in by other employees. If other employees do not engage in extra-role behavior, the person will not engage in many extra-role behaviors, since that would give him or her a negative output, compared with the rest of the employees. Conversely, if other employees engage in citizenship behaviors, the person will be more likely to also engage in citizenship behaviors, because the negative output will be better relative to other employees.

Both of these paradigms have been briefly discussed with very brief examples of applicability to psychology. In the future, these paradigms might help us discover the subtleties of I-O. If you want more detail than this column could provide, or you have questions, please contact me at: ther-mida@gmu.edu.

(Making the Leap—Continued from page 1)

Lisa: The more time I spent learning and getting involved with topics I was interested in and research projects I had been working on, the more my interest grew, and I wanted to continue to lean more and try to further our understanding of these various topics. When asked what advice they’d give to those who want to pursue a Ph.D. after earning a Masters, here’s what they had to say:

Do –
- Work with multiple faculty members and research labs, but don’t spread yourself too thin. This allows you to find the best fit and for them to have an opportunity to see what you have to offer.
- Take advantage of IOOB and other conferences. This allows you to build up your curriculum vitae and show that you are serious about research.
- Get involved in IOPSA.
- Take an internship or gain work experience in a position that will allow you to add to your repertoire of skills. Gaining work experience can give you a real-world understanding of I-O. For example, you can see first-hand how the external environment and business clients can limit which I-O tools and best practices can be used in a consulting setting.
- Be reliable and prove you can take a research project from start to finish and deliver a final product.
- Work with other students on projects. Being collaborative is a great way to diversify your research, increase your knowledge, and get to know others.
- Design a study and get feedback from a faculty member who has expertise in this area. Then run the study and aim for a conference presentation or journal submission.

Don’t –
- Get so involved with external activities, that you aren’t on campus enough. You may miss out on great opportunities.
- Think of yourself as a Master’s student; you should think, act, and feel like a Ph.D. student.

Dates to Remember

As the academic year winds down, and some students begin their job search, while others decide how to spend their summers, be sure to take note of the following dates and deadlines. Fall 2007 promises to be full of opportunity!

Know of any upcoming dates that we should be aware of?

Email us at ION@gmu.edu

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<td>Registration for Fall 2007 Opens</td>
<td>April 16</td>
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<td>22nd Annual SIOP Conference</td>
<td>April 27-29</td>
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<td>New York, New York</td>
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<td>Final Exam Period</td>
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<td>I-O Graduation Convocation</td>
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<td>2007 Annual Meeting of the Academy of</td>
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<td>115th Annual APA Convention</td>
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<td>San Francisco, California</td>
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<td>First Day of Classes</td>
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Our thoughts and prayers are with first year masters student, Jonathan Bryson, his family, and his unit. Jonathan will be deferring from the program for a year to join his Army Reserve Unit which is being deployed to Iraq this April. Everyone in the I-O program here at GMU would like to wish Jonathan the best of luck. Thank you, Jonathan, for serving our country, we will miss you. You are a hero.
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 tetrick@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 Website and E-mail

Our website is at http://www.gmu.edu/org/iopsa. We can also be contacted at ion@gmu.edu.