I-O Hits the Hill
How I-O Psychology is Permeating Legislation
By Seth Kaplan

On October 5th, several of us (including Lois Tetrack, Eden King, Tiffany Bludau, and myself) ventured into DC to attend a Congressional briefing titled, “Workplace and Public Safety: The Role of Behavioral Research.” The briefing was one of several “Decade of Behavior” events, and was co-sponsored by the Society for Industrial and Organizational Psychology (SIOP) and the National Communication Association. The “Decade of Behavior,” represents, “a multidisciplinary initiative to focus the talents, energy, and creativity of the behavioral and social sciences on meeting many of society’s most significant challenges.” The briefing, which was attended by congressional and federal agency staff, was meant to meet one of the primary objectives of this initiative, namely to inform the public about the critical importance of behavioral and social research.

Each of the three speakers - David Hofmann (University of North Carolina – Chapel Hill), Michael Burke (Tulane University), and Charles Atkin (Michigan State University), was honored by the Decade of Behavior for their significant contributions to the issues of workplace and public safety. Moderating the briefing was our own Dr. Debbie Boehm-Davis, Chair of the GMU Dept. of Psychology. After receiving their respective honors, each of the three speakers provided an overview of his research, highlighting its significance and implications.

I-O Hits the Hill—Continued on page 6

Going Applied?
Advice from Recent Graduates
By Katie Elder

I recently questioned two Master’s program alumni, who currently hold applied jobs, about their experiences at GMU. I was particularly interested in finding out what aspects of their education in our program helped the most in preparing them for their jobs, and how they would advise new students to maximize their education.

I spoke with Kylie Green (below) and Lauren Smith (above) both of whom graduated in December of 2005. Kylie is currently working as a Human Capital Management Consultant at BearingPoint, a global management and technology consulting firm. She designs, administers, analyzes, and reports data from a full suite of life-cycle surveys for a large intelligence agency. Lauren is currently working as a consultant at Federal Management Partners where she is acting as the developer on an advanced interpersonal skills web-based training course for senior non-commissioned officers and

The Future of I-O
A New Forum For Discussion
By Jonathan Nelson and Jayme Pittsonberger

The intent of this column is to provide a forum where these opportunities, challenges, and trends can be discussed. This column will present some of the interesting topics that I-O psychologists will be looking at in the future, as well as proposing discussion questions to be considered. As such, we would like to pose 3 questions that can be addressed in future articles in this column: What do you believe is the biggest challenge now facing I-O, and that I-O will face in the future? What are the greatest opportunities for I-O now and in the future, including areas of research fit for the taking? Finally, what are the important trends in I-O that should be recognized? Please think about these issues, and send your responses to ion@gmu.edu.

These comments will be compiled, and future columns can address the issues and trends that will be

(The Future of I-O—Continued on page 6)
A Word from the Editors
By Jayme Pittsonberger

Seasons greetings to all! We are pleased to present the Winter 2006 edition of the I-ON. Winter is already upon us, and another fall semester has disappeared. There has been quite a bit of hustle and bustle as everyone is working hard on impending proposals, finals, dissertation work, and of course, SIOP efforts.

Despite all this work, several individuals volunteered to write articles for this edition – a big thank you goes out to all our writers. We also would like to thank Seth Kaplan for stepping in to assist with the I-ON. The I-ON is something that sets the GMU I-O program apart from other programs; it is something that prominent members of the I-O community look forward to reading and is an asset about which every student in this program can be proud.

As you will notice, we made some real changes to this I-ON as we constantly seek to provide new and interesting columns. In particular, this edition features several articles on research, one article asking where I-O as a field is headed, and “The Water Cooler” which will serve as an open forum for discussion on various hot topics. In addition, we also have included a preview of a future Mason Faculty member and we have provided some helpful information regarding conferences. Of course, there also are articles on the social side – we can’t forget that no matter how bogged down in academic work we can all get, this is a fun and exciting place to be!

Please enjoy the newsletter, and if you have any questions, concerns, suggestions, etc. email us at ion@gmu.edu. Also, if you would rather receive the newsletter via email, please let us know.

The Water Cooler:
Common Intent
By Jonathan J. Bryson

Captain Green’s company moves through surprisingly weak resistance during the counterattack, and easily secures its objective. Green hopes all is going as well for the rest of the attacking forces so that they will then easily reestablish the FEBA (Forward Edge of the Battle Area) in preparation for the coming offensive. Suddenly he notices enemy vehicles moving rapidly to their rear. Grabbing the handset, Green calls his commander, but radio communications are out. What a target, he thinks: do I attack or stand fast on my objective? (Glenn, 1987)

This situation highlights the importance of clear and appropriate directions – and how even the clearest and most broad-thinking direction-givers cannot be reasonably expected to account for every possible contingency. Many times subordinate leaders are faced with difficult situations where their leader’s directives no longer apply or the goal is no longer obtainable, and the subordinates must make quick and accurate decisions that still fall in line with the leader’s overall intent. This need for shared understanding of leader intent has been called Commander’s Intent and has recently been reexamined using the broader term, Common Intent.

According to Pigeau and McCann (2000), Common Intent is the sum of shared explicit intent (i.e., publicly communicated directives and/or goals) plus operationally relevant shared implicit intent (i.e. unvocalized, and perhaps unvocalizable directives and/or goals). It is only in recent years that the idea of implicit intent has begun to be investigated as rigorously as explicit intent, an important development because implicit intent is a key step in subordinate decision-making in novel situations.

Common Intent, then, is the sum of all shared project knowledge – however acquired (Webb, Matthews, & Hausdorf, 2001). When organizations establish common intent for goal-related efforts, it serves as a reference point for all members of the organization. Unfortunately, common intent is difficult to obtain because true common intent encompasses so much. In Pigeau and McCann’s theory (2000), each of us has a so-called “pyramid” of intent, with the top (The Water Cooler—Continued on page 6)

Using Archival Data
Applications and Implications
By Tiffany M. Bludau and Laura W. Poms

At some point in your research career, you may be interested in using archival data to answer one of your research questions. Where do you find this data? What are some of the problems that may arise with it? Do you still have to go through HSRB approval? We hope to address these questions and more in this article.

Where can I find archival data?
We have all been there before – we need a data set to practice on, we have some preliminary questions that need to be answered, we would like to submit something (quickly) to a conference, and so on. There are a number of reasons as to why someone would want to use data that has already been collected. But where do you go about finding this data? Below are some valuable sources of archival data.

Advisors/mentors – First and foremost, if you have a basic research question, talk to your advisor or mentor. He or she may already have data on this topic or may be able to connect you with someone who has archival data. Even if you do not have a research question, browse-

(Archival Data—Continued on page 9)

Congratulations to Katherine Ely, Jordan Robbins, and Megan Shaw for winning the 2007 John Flanagan Award for the Outstanding Student Contribution to the SIOP Conference Program!

They won the award for a meta-analysis on IQ and Emotional Intelligence as predictors of leadership performance.
The Dissertation Process
Tips from the Newest Faculty
By Dr. Seth Kaplan and Dr. Eden King

As recent “Dissertators,” Eden and I thought we might share some tips that we picked up along the way (or those we wish we had) in order to benefit those of you going through the dissertation process. We have decided to structure this as a “conversation,” wherein I will write some thoughts, Eden will respond, and so on . . .

Seth: One strategy that I found very useful was to break down the writing into small, manageable sections. In my dissertation, I proposed a theoretical model with several linkages. Instead of focusing on the entire model throughout, I thought of my task as writing several separate (although obviously related) sections. For each section, I would read the relevant literature, develop an outline, and write that section. Then, I would proceed to the following section. I found this strategy effective for several reasons. First, this makes the whole process seem much less overwhelming. Instead of having a stack of 100+ articles that you plan to incorporate, you can just focus on the 15, for instance, that are most relevant to that section. In addition, I found this technique motivating because I continuously was completing sections and always felt like I was making real progress toward completion.

(continued on page 7)

Work-Family Balance
A look at a Grad Student & New Father
By Jayme Pittsonberger

Jeff Herman is a third-year PhD student here at the George Mason University Industrial-Organizational Psychology program. Jeff and his wife Onika became proud parents of a baby girl, Merichel Emma, in the summer of 2006. Jeff’s current research interests include: multinational and adaptive team leadership (with Dr. Steve Zaccaro, GMU), expatriate and repatriate adjustment and cross-cultural identity (with Drs. Lois Tetrick & Lou Buffardi, both at GMU), Top Management Team process and performance (with Dr. Yan Ling, GMU), and cultural challenges to global national security effectiveness (with Dr. Jay Goodwin, US ARI).

How are you settling into family life?
It’s the best thing I’ve done. I didn’t know what to expect and I worried about managing it all, to be honest. But the process has been more natural than I would ever have guessed. I come home most days and spend time with my family until my daughter’s asleep. If we’ve got time, my wife and I spend time together, and if not, we both get back to work.

Onika is in law school, so although we’re pretty busy, our schedules are also flexible. Most of my immediate family lives in the area, too, and they take baby duty once or twice almost every week. When schedules don’t work out, I bring Merichel to school, maybe once or twice a month. I’m delighted that we’ve been able to spend so much time with her, though at times day care would be very helpful.

About how long did it take you to adjust to the new schedules? Or is it simply an ever-evolving experience?
Ever-evolving sounds about right. I suppose I think about it as balancing, with the weights changing.

Some of the work/family balance literature (Greenhaus & Beutell, 1985) discusses work-home conflict in a trade-off sense (one domain sometimes suffers as a result of the other domain needing more attention). It can easily be imagined that you may find yourself in a similar situation – is this the case?
I don’t think of it as work-home, like two parts of a pie. I think of the relationships that get strained by it. Work-home may apply well to the tasks I’m working on at a given time, but that’s not what matters most a lot of the time.

If so, how do you find a solution? Is it an equal-balance trade-off system?
I see some relationships are enhanced by the added dimension. It offers perspective, just like it offers strain. Different people share different sides of it with you, and I often appreciate both. It’s helped me to understand some of the people around me much better, which I always appreciate.

If there is conflict, do you find that work interferes with family more or vice versa?
I don’t know if family per se suffers. My wife and I just haven’t had one long enough to have expectations of what’s reasonable. My time with my wife is shorter—that’s for sure—and my time at school is shorter as well. If interference plays out in any particular way, though, it’s more in an emotional sense, with pressure building at times when the weight of different responsibilities build at the same time.

Do you find any work-family facilitation?
It’s actually been the facilitation that surprises me most. I am now more able than ever to compartmentalize my work day now that my time off is spent with Merichel.

Has this experience led to any new research questions/ideas that WF researchers might explore?
It hasn’t; maybe I’m just too close to it, or maybe it hasn’t been long enough.

(continued on page 7)
Making the Most of SIOP
Advice for Newcomers
By Beth Heinen

Although I cannot claim to be an expert, the many conferences I have attended during the last 3.5 years as a graduate student have given me enough experience to offer some helpful advice. I outline below a list of advice for those attending SIOP for the first time in 2007. I hope these tips are helpful, and I look forward to seeing you in New York City!

1. **Network, Network, Network**
   Networking is one of the top reasons each person annually attends SIOP, especially for those who are newer to the field. SIOP is the premier conference for I-O psychologists and it draws over 3,000 researchers and practitioners each year. Chances are that most of the researchers currently publishing in I-O journals will be in attendance. For this reason, it is important to wear your nametag proudly, hang around your advisor or other faculty members who will introduce you to prominent researchers, ask questions in symposia sessions, talk with researchers at poster sessions, and go to multiple receptions.

2. **Bring Your Business Cards**
   Business cards serve two purposes at conferences: they aid in the expansion of your I-O knowledge and they help you network with others. Business cards allow you to easily request papers at both symposia and poster sessions, which allows you to read the most updated research in the field. If you are presenting, you also can give your business cards to other researchers so they can email you to request a copy of your paper. Also, you can give your business cards to faculty members, practitioners, and other students who are interested in either collaborating on future research or who may be hiring (if you are searching for a job in the near future).

3. **Dress Appropriately**
   It is important to dress appropriately for any occasion, and SIOP is no exception. At SIOP, it is generally the norm to wear business attire on Friday (i.e., a suit), business or conservative business casual on Saturday, and business casual on Sunday. I would suggest wearing a suit when you are presenting regardless of the day.

4. **Do Not Try To Attend Too Many Sessions**
   There are always multiple sessions per time period that sound appealing. It is sometimes feasible to attend more than one session during a specific time slot, but it is usually best to pick only one session to attend and request the papers from the researchers in other sessions. In addition, I suggest making sure you take some time to eat meals and relax during the day. Skipping lunch or going to too many simultaneous sessions will leave you hungry and exhausted.

5. **Attend A Session Outside Your Exact Interest Area**
   I think it is important to try to attend at least one session that is not exactly related to your research/interest area. Learning about other research areas might provide a new way of thinking about your own research, it may alert you to a new technique (e.g., an unfamiliar statistic, a unique research design, or an experimental task), and it can provide a spark for conversation.

(Making the Most of SIOP—Continued on page 8)

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A Mighty Wind
Psyclones Year-End Review
By Jim Kurtessis, Vivek Khare, Lindsay Hawkins, & Elizabeth Conjar

The Psyclones have been busy once again, this semester playing in three different sports. While there weren’t any championships per se, these academic athletes are all #1 in our hearts! Check out all of the action-packed details below.

Flag football - The I-O program once again fielded a Psyclone flag football team, starting the season on September 25th. The team was off to a slow start, taking some time to make adjustments and show improvement. Over the course of the season, both the defense and the offense showed significant improvement after gaining some experience. The first game was a 40-6 loss to a team that ended with a record of 2-2, while in the last game, the Psyclones nearly shut out a previously undefeated team.


With many new players it was uncertain at first as to who would play which position. Zack eventually emerged as quarterback, and estab-
lished himself as a very versatile player; showing success in evading defenders as well as being an accurate passer. As an all-pro center, Doug did an exceptional job as an offensive lineman only incurring one false start all season long. The offense was efficient at marching down the field and also posed a vertical threat with the long pass play. The Psyclones defense consistently pressured the opposing team’s quarterback, often forcing him out of the pocket and into making poor decisions, which resulted in a high number of interceptions.

The team finished the season with its first win, ending with a record of 1 win, 2 losses and 1 tie. The team unfortunately did not make the playoffs, though they would have been a considerable threat to any opponent due to the development and growth of the team over the course of the season.

On another note, the first year students played the second years in a competitive game of two-hand touch football. Though the second year students guaranteed victory, they were overcome in the end by the superior two-hand touch football skills of the first year students. This will hopefully be only the first of many friendly games between first and second.

(A Mighty Wind—Continued on page 8)

The Global Group
Update on Student-Lead Research Lab
By Luke Brooks-Shesler

The Fall 2006 semester has been eventful and productive for the GMU Global Group, now in its second year. We welcomed new members Jim Kurtessis, Stacy Everett, Shannon Viverette, Cory Adis, and Thomas Lee.

The Global Group started its first international research collaboration with Petra Riefler, a doctoral student in international marketing at The University of Vienna in Austria, who is developing a scale on cosmopolitanism. We hope that this project will lead to future projects with The University of Vienna.

Douglas Haynes, Stacy Everett and Shannon Viverette are working on a study that measures psychological reactance, a type of resistance to social influence, across Hofstede’s cultural values. Reactance has yet to be studied cross-culturally. Some cultural values, like individualism and power distance, have seemingly obvious relationships to precursors to psychological reactance. The researchers hope to extend the boundaries of reactance research towards a more global focus.

James Kurtessis and Tine Köhler are examining the need for uniqueness in different cultures. Need for Uniqueness has been defined as a “person’s disposition to embrace new things, defy convention and pursue rare and unusual objects and experiences” (Ames & Iyengar, 2005). The relationships of need for uniqueness to the desire for unique products and to the intention to spend time abroad are also included in the model. The authors hope to extend research on need for uniqueness and its implications in a global context.

Lisa Gulick and Jeff Herman are researching “global identity,” which is thought to emerge as individuals cross national borders with increased frequency for leisure and business activities. This

(The Global Group—Continued on page 9)
climate, including its antecedents and consequences. He primarily spoke about the importance of leadership in promoting safety climate and on the impact a safe work climate can have in reducing organizational costs. According to Dr. Hofmann, leaders can foster a positive climate by setting safety as a priority which, in turn, motivates others in the organization to practice safe work habits.

Mike Burke, former SIOP president, has published extensively on the nature and dimensionality of safety performance. His comments here focused on the implementation of training interventions to improve workplace safety. Citing meta-analytic evidence, Dr. Burke discussed the effectiveness of using more engaging training methods (e.g., behavioral role modeling, simulation) versus using only less engaging methods (e.g., lectures, videos) in reducing workplace injuries, accidents, and illnesses.

Finally, Charles Atkin spoke of the effectiveness of different types of messages (e.g., positive versus fear-based) in promoting safe behaviors (e.g., wearing one’s seatbelt) among the public. According to Dr. Atkin, more positive messages can be especially effective in fostering these behaviors.

After the briefing, Eden King commented that, “it was really cool to see I-O recognized on a national stage.” Equally pleasing for me was that Congress was doing something of above ethical reproof. While the briefing did not get much campaign play, those who attended it certainly were reminded of the importance of our research in promoting public welfare.

company grade officers. Fittingly, when asked what classes were the most relevant and beneficial to her success on the job, Kylie said her statistics courses (Psychology 611 and 612). Lauren said the general survey courses of industrial and organizational psychology, along with leadership, were most helpful in preparing her for her current job. Kylie wished she would have opted to take the regression course, while Lauren wished our training course would have been offered during the completion of her master’s degree.

Not only was I attempting to learn what courses our recent alumni highly valued, but I also wanted to know what other aspects of their education at GMU they found helpful in preparing them for an applied position. Kylie said that she found it very valuable to participate in a research group in order to keep her research skills sharp. Similarly, Lauren said that developing her research and critical thinking skills were things she greatly valued from her experience at GMU. I asked Kylie what her advice would be if she were speaking to a new student in our program and she said “Cast a wide net when searching for internships during your time at Mason...Hold out for a job that is relevant to your interests.” Kylie also pointed out that new students should utilize the Mason alumni network as much as possible. Many Mason alumni are still in the DC area and can provide advice on internships and jobs and will get your resume into the right hands. Lauren recommended getting an internship in addition to taking courses, taking a business course, and always be thinking about how the concepts you learn while researching will be relevant to an applied audience.

I want to thank both Kylie Green and Lauren Smith for taking time out of their busy schedules to give advice to the current or future students on how to maximize their experiences in our program at GMU.

identified, opening up a dialogue that should be beneficial to all. In order to get the ball rolling, we present here some of our own thoughts on these questions in hopes that they will stimulate your responses. This is an exciting time to be entering I-O. In addition to the broad and butter topics related to selection and assessment that still need addressed, there are many new and promising areas of research including: alternative methods of personality measurement, team leadership, multilevel issues, ethics, counterproductive work behaviors, multicultural issues, and the role of affect in the workplace. Just as the workplace continues to rapidly change, so too is I-O. I-O is becoming increasingly multidisciplinary, including in the way in which in which I-O programs are now situated within departments. Each of these changes brings new opportunities, but also unique challenges. It is important to look forward to future, unexplored facets of the workforce and its human capital in order to benefit from these opportunities.

There are many examples of where individuals have begun to look forward to these issues, particularly in publications such as TIP (see www.sirota.org for previous issues). In the April 2006 edition of TIP, SIROTA (www.sirota.com) presented a few questions on Organization Development in 2016: ‘Will Russia, China, and India become the leading employers of the world?’ and ‘Will the U.S. have to lift minimum wage rules due to global pressures?’ In the July and October 2006 editions of the same publication, SIROTA also presented questions in areas such as employee engagement and managing stages of the career development life cycle. Some of these questions included: will companies be able to gain high-quality insights from their write-in comments more quickly and cost-effectively, and what drives workforce management at various phases of employment? These are just some of the examples of paths that the I-O field may explore in the future.

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It is easy to see why this construct is important in the military context, where subordinates are often required to make split-second decisions in their commander’s absence. It is not yet as clear, however, why this construct might be important in the business world. I believe that it is important within the business community. To illustrate my point, think of a time when, in the absence of your supervisor, you were left in charge. What decisions did you make? How comfortable were you with those decisions? Did you feel that they were in line with what your supervisor would have wanted? What contributed to your comfort or discomfort in this situation?

If you have any thoughts on this subject, particularly relating to how this military construct can be transitioned to a business context, please forward me your ideas at jbryson@gmu.edu.

(The Dissertation Process—Continued from page 3)

**Eden:** Okay, Dr. I Wrote My Dissertation In 15 Minutes A Day! I couldn’t agree more that the thing about writing a dissertation is that you need to write it! Once you’ve picked a topic that you (and your advisor) feel good about, it is really helpful to put yourself in your personal favorite writing conditions. If you write best at your desk with the door closed, close the door! If you are Starbucks, ask for a gift card for your birthday and stake out your favorite table. Sometimes it is a matter of putting yourself in the best possible situation for your particular writing personality (hmm, sounds like a person x situation hypothesis!) and staying put until you’ve accomplished something. To get started once you’ve found your writing haven, it can help to turn off your inner critic for a few minutes to get yourself into the writing zone. (You can always go back and edit later.) However, you could put yourself in the perfect of all personal contexts and you won’t be able to write anything good unless you have something good to write about. How did you find your topic?

**Seth:** First, let me say that I agree with Eden’s advice about finding the right location. I primarily wrote in the library, where there were very few distractions (minus the millions of books around me). I pretty much followed the same schedule throughout, writing each morning/early afternoon, and then focusing on other work for the remainder of the day. Trying to write 12 hours a day would have led to diminishing returns for me. Using this strategy, I wrote (on average) about two to three pages a day. Putting things in those terms, the whole writing process should not take more than two – three months. Like Eden said, though, people must find what works for them.

I found my topic by searching online for published dissertations. Just kidding! My topic actually derived from a course paper I previously had written. My advisor (and I!) liked the basic premise of the paper, so I expanded it into my dissertation. Some of my comrades in grad school agonized over a topic for several months. This seemed counterproductive and very stressful. My suggestion would be to choose a research domain. After choosing this domain, one then can revise and/or expand the main ideas/questions while reading. Not deciding on a domain seems like a much more feasible, yet still challenging, objective.

(Work-Family Balance—Continued from page 3)

Have you found that you were able to apply any of the knowledge you’ve gained through your graduate education program to the balance of work and family in your life?

I don’t know if it has applied directly. I can say I’m glad that I’m in my third year [as a PhD student] raising a child for the first time, and not in my first [year]. The ambiguity and the steep learning curve that first year would be a much harder balancing act.

What are some of the most rewarding things about being a father and a PhD student at the same time?

Caring about what I’m doing more than ever. Being in school is truly rewarding, and having a family is obviously even more so. Also, being able to bring my daughter to school (and to events even) is rewarding. Students, staff and professors have been fantastic about helping out and understanding our situation and it makes coming to campus feel more welcoming than ever.

What are some of the key elements in your life that makes for a successful work/family balance?

Support at home and at school. People have been amazing: professors, supervisors, colleagues, family members, and my wife more than anyone.

If you could change something about your work environment, such as having a day-care facility for children, do you think this would change your balance of work and family life?

If Mason had on-campus day care for babies less than 2 years of age, it would make a huge difference. Planning my and my wife’s classes for next semester has been tough; we’ve got a conflict for about 3 hours one day per week that we still haven’t figured out.

Do you have any advice for those who are thinking of having children soon or have children and are thinking of joining a graduate school program?

Right now it’s mainly time management, reasonable expectations and being willing to ask for help now and then. She can’t walk yet, so I feel like this has been the easy part of parenting. Ask me again once she’s mobile!
6. Have Fun
SIOP is a great time to bond with faculty and other graduate students, both at the conference and outside the hotel walls. Receptions are a great way to socialize and have fun (these are also important for networking—see point #1). There are many receptions open to anyone who wants to attend, such as the SIOP Welcome Reception, LGBT Committee and Allies Reception, International Members’ Reception, Evening Receptions, and more (see conference program). In addition to these open receptions, some subgroups host receptions by invitation only (e.g., GMU hosts a reception by invitation—see the March 2007 edition of the I-ON for your invitation). Outside of conference activities, many groups take the opportunity to bond with colleagues by going out to eat and or doing other activities within the host city, which will be no exception in NYC. I suggest taking advantage of social events within and outside the conference to have fun, create friendships, and network with colleagues.

7. Follow-Up After SIOP
Lastly, it is important to follow-up after SIOP with a few tasks to make the most of your conference experience. First, I suggest going through the SIOP program and making a list of all papers you would like to request (either because you missed the session or were not able to request the paper during the conference). Email each contact to request these paper(s) within a relatively short timeframe after the conference. Secondly, it is important to promptly email your paper(s) or presentation(s) to all who made requests at the conference. Third, it is a good idea to send a follow-up or thank you email to anyone "important" that you met at the conference (this could include graduate students). This email gesture makes it more likely for them to remember you, which is important for networking. Last, it is a great idea to create a document that lists all of the research ideas that you got a SIOP so that you have a record to work from for the year.

(A Mighty Wind—Continued from page 5)

Master’s Liaisons, and Alicia Stachowski, the Ph.D. coordinator for facilitating these relationships. Other events included regularly scheduled and impromptu happy hour events following class meetings, research meetings, and work. Of all the happy hours, the most notable was the Washington D.C. Metro area I-O Psychology Social Hour which included Masters level and Doctoral students from George Mason University, George Washington University, and the University of Maryland. Students gathered downtown to meet, mingle, and throw around some research ideas. This event will ideally be continued in the future and could stimulate some collaborative between-program projects.

Finally, as the semester drew to a close, and the stress of finals was swiftly approaching, students found a little friendly competition to relieve the pressure. The second year class challenged the first years to out-hitting and out-scoring opponents. At the end of the season, our team was undefeated with a 6-0 record. Our team had reserved a spot in the championships! Unfortunately, on the night of the finals, the temperature suddenly dropped to forty degrees and the Psyclones were forced to endure the bitter cold in the quest for the title. While our team pulled together and won the semifinal game against OHRL Fixation, the cold defeated us in the end, leading to our defeat against the Co-Rec Free Agents. The Psyclones ended the season 6-1. On the bright side, all hope is not lost for our team to hold the title championship. Spring season for the Psyclones is right around the corner and is sure to be exciting. So hit the batting cages, Psyclones, so we can have another terrific season and show everyone else once and for all that brains will always beat brawn.

Soccer - The Psyclones co-ed soccer team played in the premier league. They were up against five other teams, including the Untouchables, Mighty Liverpool, Dir-T Birds, Team United, and the Scholars. Our team made it to the semifinals with a record of 2-1, where the Psyclones lost to Team United. They made an amazing effort and ended the season in third place with a record of 2-2.

It’s apparent that the Psyclones just needed a season to warm up, and the competition had better beware in the Spring!

(The Social Scene—Continued from page 5)

Second Year Brooke Orr (left) and Erin Senter (right) get to know incoming first years Kristen Olson (center-left) and Marni Manuhu (center-right) at the Mentor-Mentee Dinner.
future challenge. To all you first year students—watch out! We will regain the title!

Although the first semester just recently drew to a close, the IOPSA board is already active planning future events. Stay tuned for social event announcements including detail about the GMU SIOP Reception, an adventurous scavenger hunt, many more happy hours, a couple of movie nights, and of course, the athletic rematch between the classes.

If you have any ideas for future social events or would like to be added to the social events email list, please email Kevin Smith at Ksmite@gmu.edu or Brooke Orr at corr@gmu.edu.

First Years (left—in red) and Second Years (right—in blue) huddle during half-time to regroup and revamp their game plans.

(The Global Group—Continued from page 5)

concept describes one’s level of cultural awareness and the extent to which one feels part of the world at large. While the idea that people possess a global identity has attracted some attention in the literature, little research has investigated the predictors of global identity. Lisa and Jeff are conducting a survey examining this issue to increase our understanding of this construct.

If you are interested in learning more about the Global Group or collaborating on research projects, please contact Luke Brooks-Shesler at lbrookss@gmu.edu.

(Using Archival Data—Continued from page 2)

Organizations/Research Institutions – if you are currently working in an internship where there is a number of archival datasets, lucky you! Ask your supervisor/mentor if you would be able to use archival data from your organization, and if so, start thinking about who else you would need permission from to use the data. If the data was collected at another organization, you will more than likely need to make sure you have approval from that organization. Talk about the publication of results with your supervisor first. It is important that all organizations agree to the publication of the results before you get too far into analyses.

GMU Library – The GMU library has access to a number of archival databases. From the library homepage, click on “Reference, Web Guide, and Tools”, then “Links to Online Reference Resources”, then “Statistics and Demographics.” Here you will find a number of online databases full of archival data. Will you find what you are looking for here? Perhaps. But at any rate, this is a great place to start.

ICPSR – Within the above mentioned resources from the GMU library, the Inter-University Consortium for Political and Social Research will probably house most of the datasets you may find usable. You will have to create an account through GMU to use ICPSR, but it is well worth it. You can search through datasets with keywords, and there is usually a description of the dataset as well as downloadable SPSS, SAS, or other easily transferable files available for each dataset.

Other Websites – In your searching, you may run across other websites with archival data. While this data is publicly available, you may want to check with the author just to make sure he or she does not mind if you use the data, and also, that the data is real. Some websites often publish manufactured datasets for illustration of various statistical techniques and so on.

A word of caution

Lucky you; you now have all this great data that just landed magically into your lap. Of course, nothing comes without a price. This one is not necessarily monetary though, it just may be more methodological. There are going to be a few things you are not going to know about your data. Do you know exactly how the data were collected? Random stratified sample across the United States? Or was it the fifth customer that walked past a major department store on a Saturday in January? Are the participants college students or real-world working adults? Are the demographics of your participants really reflective of the population of interest? There is also a good chance that standard, previously-validated measures might not be used in the survey. Surveys for many of the databases mentioned above tend to be shorter because they need to cover a lot of topic areas. Shorter measures may not provide as much evidence of reliability as longer measures and it fact, it may be a measure that was made up for the survey, but hopefully it approximates a measure of something of interest to you. You will need to figure out how you will convince a reviewer that the measures used in the archival database provide enough evidence of reliability and validity to be useful.

Another problem you may encounter is that the data may not be collected in a way that allows you to analyze it in the manner you wish. If you are interested in groups and teams, are your data collected in a nested fashion so you can analyze accordingly? You also want to consider how the initial data collectors handled unanswered questions and missing data. None of us adore cleaning data, but you will need to look very closely at the archival database you select. There is nothing worse then spending hours analyzing data and then realize it does not begin to answer your primary research question. It may be that some research questions are just not suited for archival data. To take advantage of available archival data, be sure to construct a question that the data can answer which is not as simplistic as it might sound.
The Must-Read List

Recommendations from our Faculty
Compiled by Jayme Pittsonberger

We’ve asked the faculty to share some of their recommended, not-to-miss readings. Be sure to ‘check out’ these authors today!

**Louis Buffardi**


**Seth Kaplan**

“Chances Are: Adventures in Probability” by Kaplan and Kaplan is a quick and fun “popular-press” read about probability and statistics. I promise I am not related to the authors and seeking kickbacks!

An article that I have meaning to read is, Donnellan, M. B., Oswald, F. L., Baird, B. M., & Lucas, R. E. (2006). The Mini-IPIP scales: Tiny-yet-effective measures of the Big Five factors of personality. Psychological Assessment, 18, 192-203. That one can measure these characteristics with a 20-item measure is an interesting and controversial idea.

**Eden King**


I just yesterday got interested in the idea of a type of counterproductive, interpersonal behavior that has been labeled “social undermining.” One of the first papers on this is: Duffy, M. K., Ganster, D. C., & Pagon, M. (2002). Social undermining in the workplace. Academy of Management Journal, 45, 331–352.

**Steve Zaccaro**

An excellent article that is interesting and cutting edge research is the Lord and Hall (2005) article: Lord, R.G., & Hall, R.J. (2005). Identity, deep structure and the development of leadership skill. The Leadership Quarterly, 16 (4), 591-615. I’ve already seen 2 dissertations that are being influenced by this paper and I highly suggest reading it.

Also not to be missed, is the Lewin (1947) article: Lewin, K. (1947). Frontiers in Group Dynamics: Concept, Method and Reality in Social Science; Social Equilibria and Social Change. Human Relations, 1, 5-41. It’s a classic, and we should all read this article, simply because everyone needs to get in touch with their ‘inner Lewin’.

**Dates to Remember**

Happy New Year! As we prepare for the new year and all that it has to offer, be sure to take note of the following dates and deadlines. 2007 promises to be full of opportunity!

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

<table>
<thead>
<tr>
<th>Event</th>
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<tr>
<td>Academy of Management Submission Deadline</td>
<td>January 15</td>
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<td>First Day of Classes</td>
<td>January 22</td>
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<tr>
<td>Intramural 5 on 5 Basketball Registration</td>
<td>January 31</td>
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<tr>
<td>IOOB Submission Deadline</td>
<td>January 31</td>
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<td>IOOB Online Registration deadline</td>
<td>February 5</td>
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<td>SIOP Early Registration Deadline</td>
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<td>IOOB Annual Conference</td>
<td>March 2-4</td>
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<td>Indianapolis, Indiana</td>
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<td>Intramural Outdoor Soccer Registration</td>
<td>March 5</td>
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<td>Spring Break</td>
<td>March 11-18</td>
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<td>Intramural Co-Rec Flag Football Registration</td>
<td>March 21</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>GMU Graduation</td>
<td>May 19</td>
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<td>2007 Annual Meeting of the Academy of Management</td>
<td>August 3-8</td>
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<td>Philadelphia, PA</td>
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<td>115th Annual APA Convention</td>
<td>August 17-20</td>
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<td>San Francisco, California</td>
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<td>Accepted Students Visitation Weekend</td>
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<tr>
<td>Intramural Dodge ball and Co-Rec Softball</td>
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<tr>
<td>Registration Deadline</td>
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Congratulations to Belin Tai for graduating from the M.A. I-O Psychology Program this December!
Research Lab Meetings
A Quick Review
Compiled by Seth Kaplan

Dr. Buffardi and his research group work on projects primarily regarding the quality of life at work. Students in this lab have recently worked on projects involving the development of a structural model of work/family conflict-retention issues, and coding open-ended responses to the Quality of Work Life Survey to determine if the local work unit commitment or organizational commitment predict affective tone and/or feasibility of responses.

Dr. Cortina’s research focuses on methodological, statistical, and personality-based issues in IO Psychology. A continuing lab project involves the development of a Conditional Reasoning measure of Adaptability. A current study funded by the U.S. Army focuses on the construct of Trust and how it can be developed in teams with limited time.

Dr. Kaplan’s lab investigates two primary areas. First, the role of affect (ivity) in job-related perceptions and behavior is examined. For example, a lab study is being prepared that explores how negative affectivity predicts different types of performance under stressful work conditions. Second, research will be conducted examining the ways people conceptualize and experience task involvement, focusing on the psychological benefits that such involvement can foster.

One of Dr. King’s research group goals is to provide empirical evidence guiding the equitable and effective management of diverse organizations. Despite increasing representation of women and minorities in organizations and progress in the treatment of stigmatized individuals, there is little doubt that discrimination still exists. This research will examine the contemporary experiences of stigmatized individuals in organizations as well as individual and organizational strategies for the reduction of discrimination and its consequences.

Dr. Tetrick has two research labs. Projects with the Psychological Contracts and Employment Relationship research lab have involved exploring how psychological contracts relate to graduate student life, exploring the norm of reciprocity and potential cross-cultural similarities and differences, and studying individual differences in perceptions of contract breach versus violation. The Occupational Health research team concentrates on the study and prevention of health and safety violations in the workplace.

Dr. Zaccaro’s primary research interests in the “Z-Group” include leadership, teamwork, and adaptability. Projects have included topics such as leader self-development, developmental work assignments, and leader adaptability. Students often receive applied research experience working with the Mirum Corporation on studies funded by the U.S. Army.

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Research Topic</th>
<th>Day</th>
<th>Time</th>
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<tbody>
<tr>
<td>Dr. Buffardi</td>
<td>Work-Family Balance</td>
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<tr>
<td>Dr. Cortina</td>
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<td>12-1</td>
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<tr>
<td>Dr. Kaplan</td>
<td>Affectivity / Task Involvement</td>
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<td>2-4</td>
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<tr>
<td>Dr. King</td>
<td>Diversity / Paternalism / Queen Bee / DWE’s</td>
<td>Thursdays</td>
<td>9-10</td>
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<tr>
<td>Dr. Tetrick</td>
<td>OHP</td>
<td>Mondays</td>
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<tr>
<td>Dr. Tetrick</td>
<td>Psych Contracts</td>
<td>Mondays</td>
<td>11-12</td>
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<tr>
<td>Dr. Zaccaro</td>
<td>Adaptability</td>
<td>Wednesdays</td>
<td>10-11</td>
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(Using Archival Data—Continued from page 9)

Other things to consider
Even though there are a number of concerns with archival data, do not let that scare you away. Just make sure you treat your research with someone else’s data as you would your own. For starters, you will most likely still need to go through HSRB approval. The requirements for archival data are a bit unique and the type of review needed will vary depending on whether there is personally identifiable information in the dataset. Thankfully, the requirements for the use of archival data are much easier than standard protocols. You will need to be able to provide a description of the dataset, written permission from the owner if the data is not publicly available, how you will maintain confidentiality, and what data you will be extracting. Frequently, you will qualify for an expedited review and often you may be completely exempt. Rarely is a full board review required unless you are working with medical data or special populations. That said, it is still a good idea to contact Sandy Sanford (ssanford@gmu.edu) in our Office of Sponsored Programs to obtain more detailed information. This will save you a great deal of time and trouble.

In an ideal situation, you will know the authors and will have a thorough description of how the data was collected (and your variables will be measured). This will not always be the case though. Archival data can help you to address some research questions quickly, and sometimes it may bring up more questions in the process. Consult with others if you have questions, and happy data hunting!

Welcome Dr. Dalal
A Preview of Future Faculty
By Luke Brooks-Shesler

Dr. Dalal will be joining GMU in Fall 2007. He received his Ph.D. in Industrial/Organizational Psychology from the University of Illinois at Urbana-Champaign in 2003. Dr. Dalal’s research has been published in outlets such as Journal of Applied Psychology, Organizational Behavior and Human Decision Processes, and Journal of Personality and Social Psychology. His major programs of research are: (1) employee performance, and its links with mood/emotions, job attitudes and individual differences, and (2) advice-giving and advice-taking from a decision-making perspective.

In the Next issue...
Keep your eyes open for the next issue of the ION (scheduled to be released in April 2007)! Here is a brief list of topics and/or articles that we are working on:

SIOP 2007—A Preview and list of GMU Contributions
GMU SIOP Reception Invitation
Spotlight on Dr. Richard Florida-Hirst Professor of Public Policy
A Conversation with Dr. Dalal
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 lletrick@gmu.edu or the graduate secretary at psyggrad@gmu.edu. Please also visit our web site at: http://www.gmu.edu/org/iopsa

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, Nikki Dudley, Mike Ingerick, W. Benjamin Porr, Deirdre Lozzi, Tiffany Bludau, Marissa Shuffler and Jordan Robbins.

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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ION Website and E-mail

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

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.