A Growing Partnership for the Future:
The GMU I/O Program and School of Management

By: Zack Horn and Laura Poms

Beginning with the Fall 2004 semester, George Mason University School of Management decided to revisit the way in which their undergraduate organizational behavior core course is taught. With the approval from the current School of Management (SOM) Dean, former GMU I/O Director, Dr. Richard Klimoski, the large MGMT 301 People and Organizations course has been revamped with a touch of I/O Psychology. Our own Dr. Alison O'Brien and Dr. Paige Wolf were given the joint task of completely redesigning how OB is taught at GMU. With both professors receiving their degrees in I/O Psychology, they decided to call upon the George Mason I/O Psychology program to furnish the graduate student lab instructors for this course.

The lab instructors chosen were current third-year doctoral students Laura Poms and Zack Horn, along with second-year doctoral students Tiffany Bludau and Mike Camburn. Over the summer, the team worked together to design the structure of the course, develop materials and integrate a wide variety of teaching approaches to provide the GMU undergraduate management students an empirical and theoretical, yet practical, view of human behavior in organizations. The once strictly lecture-based class has been redesigned to include a shorter weekly lecture and small labs, which allows for more student-teacher contact and hands-on application of the principles presented in lecture.

The innovative approach to teaching this course, integrating both traditional and experiential learning techniques, has proven to be a highly developmental learning experience for the lab instructors as well. Each lab instructor was responsible for developing at least two labs, including developing a hands-on exercise to illustrate the practical application of key lecture concepts, a quiz, a related homework assignment and an in-class writing assignment to assess whether students have a working understanding of the concepts covered in the lab. In addition, we developed a Jeopardy style game to help students prepare for each of the three exams. Through this opportunity, the lab instructors have broadened their teaching repertoires to encompass some of the newest teaching techniques while refining the more tried and tested teaching approaches to provide the GMU undergraduate students an empirical and theoretical, yet practical, view of human behavior in organizations. The once strictly lecture-based class has been redesigned to include a shorter weekly lecture and small labs, which allows for more student-teacher contact and hands-on application of the principles presented in lecture.

Entrepreneurial Success:
A Master’s Alumni Perspective

By: Whitney Botsford and Katie Elder

A standing ovation to our Master’s program, which is ranked fourth in the nation! After reading the good news, we wanted to hear the perspective of an accomplished GMU Master’s alumni. John Sellers took what he learned from Mason and used it in a unique and innovative way. If you are interested in being interviewed for this column or would like to be added to our alumni page, please email us at ion@gmu.edu. And now, a word from our alumni...

Mr. John Sellers

When did you graduate from GMU?

I graduated from GMU January 13, 2001 with the degree of Master of Arts Psychology. I suppose it can also be called a Masters of Arts Psychology in the track of Industrial and Organizational Psychology.

Before coming to GMU, what was one of your major long-term goals and how has it changed, if at all?

I was confused about my long-term goals when arriving at GMU. However, thanks to several GMU faculty and self-exploration I did formulate long-term goals after the first semester of classes.

Think of one or more faculty members who were personally influential and describe the greatest lesson you learned from him/her?

All of my GMU professors taught me great lessons.

Dr. Zaccaro did a great job of teaching me the components of motivation, and the importance of self-awareness. Dr. Zaccaro also taught me an important lesson about teaching difficult tasks. He explained that a complex task becomes much easier when it is broken down into a simple and clear step-by-step process. I do this on a daily basis with Personal Computer Care by rewriting instruction manuals for clients, and creating personalized instruction manuals for their

"If we knew what it was we were doing, it would not be called research, would it?"
- Albert Einstein

(Continued on page 8)
A Word from the Editor
By: Tiffany M. Bludau

Happy Holidays! As finals and many proposal deadlines quickly approach, I would like to thank everyone for their hard work in putting together this newsletter. First, thanks so much to all of the contributors to this issue. Everyone has provided great input, and I am looking forward to putting together the I/ON before SIOP. Thanks so much again to Kate Kikta for helping with copy editing, and special thanks again to Beth Kikta and Lindsey Firme for sharing their pictures with me. What would we do without digital cameras?!?

I hope you enjoy this issue of the I/ON. On the front page, Zack Horn and Laura Poms discuss our newest venture with the School of Management, and two of our first years, Katie Elder and Whitney Botsford interview one of our Master’s alumni who has used his degree in some unique ways. Bryan Wiggins follows up from his August I/ON article on more things to do in the D.C. area on page 4. Other first year doctoral students Douglas Haynes, Katherine Hildebrand, and Jordan Robbins catch up on GMU I/O research on page 5, and first year master’s student Jeff Herman gives us an interesting view of how I/O research should start to focus even more on international/cross-cultural issues. Meredith Cracraft and Krista Langkamer tell us about the psychology graduate students’ newest hobby on page 8, and Lindsey Firme gives us a perspective from the applied side of I/O from her own experience and other students’ experiences while pursuing their degree at George Mason on page 9. On pages 10 and 11, we have pictures from the joint I/O-Human Factors Picnic and the Eighties Party hosted by Zack Horn, Justin Lebiecki, and Beau Abar.

As a shameless plug, right before press time, the lady Psyclones captured the intramural championship winning 19-0 and finishing the season undefeated. Below are the women: (top, left to right) Beth Kikta, Lindsey Firme, Kylie Green, and Katie Elder, (bottom) Tiffany Bludau, Erin Swartout, and Whitney Botsford. Missing from the picture are first years Tanya Alvarez and Marissa Shuffler and Human Factors student Cara Stitzlein.

What’s New at GMU?
By: Lauren Stites

A new student organization on campus, the Global Nomads, held their first meeting on November 8th. This is an organization designed for students who have lived most of their lives in countries other than their passport countries due to a parent’s occupation. The club is specially designed to bring students together who share similar overseas experiences and help them adjust to U.S. culture after being raised in a variety of very different places. The club is already planning a variety of events including exhibits, workshops, dance exhibitions and panel discussions.

George Mason recently held its third annual Global Information Systems Day. GIS day is designed to raise awareness of the importance and relevance of GIS as a field and it is not just for geographers. The event included speakers and interactive computer demonstrations.

According to the Broadside, two men were arrested on charges of embezzlement this October. They were accused of stealing money and illegally accessing the parking areas. The parking deck staff was replaced immediately upon this discovery and officials are being especially vigilant to determine an approximation of the amount of money stolen.

Although it was scheduled to be completed 2 months ago, Fenwick library remains unfinished. While it is behind schedule, project directors remain optimistic regarding the library’s new and improved interior which should make it a much more study-friendly environment for students on campus.

Ruckus network is a system that has been developed to curb the illegal sharing of files rampant today. Ruckus, unlike other file sharing networks, is a legal method that allows college campuses to subscribe to bulk packages that grant students unlimited access to a plethora of music and movies. Ruckus has been a success at a variety of universities across the country, such as Northern Illinois University, and is spreading quickly.

“Midnight Madness” brought this winter’s basketball season in with a bang. Featuring a variety of skits, speeches, and crazy costumes, midnight madness was designed to generate energy and enthusiasm the upcoming season.

Award winning novelist and short story writer Richard Bausch will be conducting a free writer’s workshop beginning in January and continuing every Monday from 7:30-10 pm during the spring semester. Entry into the 14-week workshop is determined by manuscript acceptance and space is limited. If you are interested, you can submit your own complete short story in the genre of literary fiction to receive feedback from Bausch. Manuscripts are due December 17th. For more information, contact writing@gmu.edu.

Looking for part-time job over winter break? Well, studies show that it is harder than it used to be to find seasonal employment, especially for college students. Despite the dismal prospects, many local businesses indicated that they were still planning to hire additional help to combat the holiday rush. Students may see their options for employment as more limited this year, but for some interviewed, that may not be a bad thing.

The Campaign for George Mason University, the first major scholarship fund-raising initiative, reached new levels of success due to the generous $1 million donation made by Mark and Barbara Fried. The Campaign has surpassed its original goal of $110 million and has currently raised nearly $121 million to provide local students academic scholarships to GMU. The Frieds have been very involved with GMU and continue to be so through their support of the Campaign initiative.

If you would like to provide an update on happenings at GMU, please e-mail it to ion@gmu.edu.
Newcomers Define I/O
By: Michael Camburn

Prior to entering their first year in the I/O program at Mason, students are asked a variety of questions for the I/ON so that colleagues in the field can get to know them. This year we asked a sample of newcomers to define Industrial and Organizational Psychology without the aid of a book or journal. Defining I/O Psychology is not an easy task, so we were prepared for some inaccurate perceptions of the field and promised to keep responses anonymous.

The first years’ understanding of the field was impressive. Some responses were excellent at capturing the simplicity of our purpose, “I/O uses psychology principles and research and applies them to organizations.” Unfortunately, such explanations are often misinterpreted by outsiders and elicit frustrating responses, such as, “I think it’s great what you’re doing. There are a lot of people in my workplace that need counseling.”

Several incoming students gave a more descriptive explanation of the complexity that exists in the field. “The industrial side of the field focuses on things such as training, evaluation, selection, and human factors. The organizational side of the field focuses on things such as relationships in the workplace, group dynamics, motivation, employee attitude, and morale.” This definition is also accurate, but it is important to involve the scientific nature of I/O psychology in its definition. Otherwise, outsiders may view our field as glorified human resources. Throughout their first year, our new colleagues are learning that the dual sides of I/O, Industrial vs. Organizational and Science vs. Practice, are intertwined and one side should not be considered without understanding the impact of the other.

We may not have uncovered a definition that will help to enlighten the public, but it is encouraging to know that our newcomers knew what they were diving into. Perhaps the best approach to explaining our education is to describe our career aspirations, such as, “I hope to be a professor and/or do consulting work…similar to [the Bobs] in Office Space.”

IOPSA Action
By: Beth Kikta

IOPSA has been hard at work over the past few months resulting in a great deal of successful social and professional events.

We kicked off the year with the second annual I/O-Human Factors picnic. We all had a lot of fun eating, talking, playing basketball, and more eating! Thanks to Tiffany Bludau for all her hard work in planning this event. During the same week, Mike Camburn, Lindsey Firme, Marissa Shuﬄer, and Erin Swartout hosted the annual mentor-mentee dinner. New students were able to meet and mingle with other new and returning students. I could see the friendships forming! To help develop our social lives further, Zack Horn, Justin Lebiecki, & Beau Abar hosted a great Eighties party. Many hideous outfits coupled with karaoke, dancing, cards, and foosball made for a great evening! (Pictures from these events are on pages 10 and 11)

Our thorough orientation for doctoral students continued and a new master’s student orientation was added. The added focus on master’s students seems to be paying off. There is increased master’s student involvement with research and other activities on campus, which facilitates increased friendships and unity between masters and doctoral students.

The Brown Bags have been well attended and several great speakers have presented. Thanks to Dr. Dan Ilgen (Michigan State), Dr. Jose Cortina (GMU), Crystal Harold (GMU), Dr. Larissa Linton (PDR), Dr. Matt Cronin (GMU School of Management), and Dr. Jeanette Cleveland (Penn State University) for presenting their research. Thank you to Dr. Guy Van Orden (NSF) for discussing the grant process, Kevin Simons (GMU) for the EndNote workshop, Dr. Lou Buffardi (GMU) for presenting research on program rankings, and alum Diane Maranto (APA) for discussing Psy21 and the workings of APA. New this semester, we are trying to secure funds for our out-of-town speakers and for snacks at select Brown Bags. Thanks to Kate Morse for all her hard work with funding issues! We are currently planning the spring semester Brown Bags, so if you are interested in presenting or have a suggestion, please contact Beth Kikta at bkikta@gmu.edu.

At the moment, we are in the process of creating a new listserv for current students to improve communications throughout the program. Also, the planning of the 8th annual SIOP reception is underway. We expect the reception to be a great success in LA this year and we look forward to seeing you there!

IMPORTANT ANNOUNCEMENT!

Let’s face it, the use of paper is slowly becoming a thing of the past. Most people do not mail letters to each other when they can just send an e-mail. Some people even read the paper online rather than getting it delivered to their door everyday.

The I/ON has been on the IOPSA website for the last few years. Due to our ever-growing mailing list and our ever shrinking budget, we will be distributing fewer paper copies of the I/ON. For those people who wish to receive copies of the I/ON via the internet through e-mail, we ask that you please e-mail us at ion@gmu.edu. We personally enjoy the Internet version because pictures are in color. We thank you in advance for your response!

New students Joe Kang, Eugene Pangalos, and Katie Elder

Bryan Wiggins, Meredith Cracraft, and alum Julisara Mathew
So you’re in D.C., now what? Part II

By: Bryan Wiggins

In the last issue we uncovered some off the beat attractions in D.C. However, there are also tons of cool places outside the city limits in the D.C. metro area. Hopefully this guide will spark some ideas for those of you who feel that the area is too big to navigate or have been too busy to poke around. When you are ready to take a break and explore, here are some ‘alternative’ spots to check out.

Arlington is a hotspot for young professionals because of its proximity to D.C. and its nightlife. However, there is more to Arlington than just Whitlow’s and the Clarendon Ballroom. The Arlington Cinema ‘n’ Drafthouse mixes movies with food and beer. If sitting at a table and being served while watching new releases (at discounted prices) sounds good to you, then be sure to check out the Cinema ‘n’ Drafthouse.

If you would rather skip the movie and just grab a bite to eat, Restaurant Row in Crystal City may be your place. Located on 23rd Street, not far from Reagan National Airport, Restaurant Row offers just about every type of food imaginable; from Vietnamese, to Lebanese, to good ol’ fashioned American, there is something here for everyone.

Even closer to the Reagan Airport is Gravelly Point. This unique and heart pumping spot allows for the closest viewing of planes taking off and landing outside of the cockpit. Located right off of GW parkway along the Potomac, this hotspot is ideal for a picnic, a date, or just for the rush of a buzzing plane overhead.

Alexandria (Old Town) is another hotspot for young professionals and the destination of choice is often Murphy’s Grand Irish Pub. Be sure to visit on a night when Pat Carroll is performing to take in the true Irish experience!

If it is a special occasion that you are celebrating in Old Town, you may want to check into a dinner cruise. I personally have taken the Nina’s Dandy cruise, which included dinner and dancing as well as some beautiful scenery along the Potomac, from Old Town up to the Waterfront in Georgetown. These cruises are wonderful if you are looking for a romantic evening under the stars.

As you board the dinner cruises you may notice the Torpedo Factory, located at 105 N. Union St., along the waterfront in Old Town. The Torpedo Factory was converted from an actual torpedo manufacturing plant into the largest visual arts center in the U.S., housing 84 studios and six galleries of work by local artists. If you have ever wondered how an artist created your favorite painting or sculpted a beautiful bust, here is your chance to find out firsthand!

The D.C. area is home to countless golf courses (another column for another day - on second thought, just ask Dr. Cortina or Mike Camburn), but if it is mini golf that you are interested in, look no further than Woody’s ‘Perils of the Lost Jungle’ on Leesburg Pike (11801 Leesburg Pike) in Herndon. From an Austin Powers greeting by a parrot to swinging monkeys and other actual movie props, I think that you will agree that this is one of the greatest mini golf course on the planet. Caution: Beware of gators!

For those of you more acquainted with the disc than the putter, frisbee golf may be more to your liking. Frisbee golf entails throwing a disc (frisbee) into a small metal basket placed in positions varying in difficulty (similar to normal golf). Burke Lake Park on Ox Road contains a serene, yet very difficult (both due to the woody setting) frisbee golf course. It is free to play, but you must bring your own disc(s) or purchase them at the park.

After a long day on the frisbee golf course, a little wine may be in order. The Virginia Wine Festival offers a perfect combination of nature and wine with some food and entertainment mixed in. Held two weekends a year, once in June and once in August, in Millwood, VA (about 60 miles west of D.C.), this wine festival is great place for newbies to learn more about wine and connoisseurs to purchase some of the best wine from all over Virginia. For $20 you can get a taste from wineries across the state and for $11 extra you can take a bus from the Vienna metro station.

I have had many inquiries about things to do in the D.C. area beyond the normal White House, etc. visit. Now you should have plenty of places to venture when your friends and family stop by for a seemingly endless vacation. Remember, never stop exploring!
Dr. Louis Buffardi

Most of the activity of Dr. Buffardi’s research group has focused on factors related to Quality of Work Life (QWL) in general and Work & Family issues in particular. We have archival QWL databases that have provided a variety of research projects, many of them involving Eisenberger's Perceived Organizational Support (POS), a construct that plays a pivotal role in the QWL survey conducted in both 2000 and 2003 at Mason. As an example of this, Kate Morse, Katie Baughman, and Laura Poms, presented a paper at an Academy of Management symposium this past summer linking Work-Family Culture to POS. More information on the Survey can be found online at: http://www.gmu.edu/qwl2/.

 Currently many students have been involved in examining the factors that lead to employees responding to open-ended questions on the QWL survey. Katie Baughman, Katie Morse, and I have had one paper on this topic accepted for a SIOP ’05 symposium coordinated by I/O psychologists at the US Office of Personnel Management. In addition, Whitney Botsford, Kate Morse, Kylie Green, and Megan Shaw contributed to another paper we just submitted to APA ’05 which found that employees with high job demand and high job control were more likely to respond to open-ended questions. Some additional ways of addressing this question continue to be explored with the goal of producing a manuscript to be submitted to a journal, perhaps Organizational Research Methods.

Marissa Shuffler is pursuing a different research issue using the QWL data base in examining the relationships among different types of role stress and their impact on POS and Affective Commitment.

Sidney Fisher, a recent alum and former research team member, is now at OPM and has responsibility for their Organizational Assessment Survey (OAS) which they administer routinely to their Federal agency clients. OAS includes many questions that appear to mimic a wide array of I/O constructs (e.g. safety climate, work-family culture, job satisfaction, organizational justice, etc.). She recently briefed the research team on the OAS and we are currently contemplating what joint projects may be possible on their VERY LARGE archival data bases.

Our research team veterans, Jen Lee and Laura Poms have just recently completed data collection on examining the applicability of work-family constructs to the lives of single people (students, many of whom hold jobs). In following up on the goal orientation poster that we gave at the last SIOP, Jen will be presenting results at a SIOP ’05 goal orientation symposium that indicate particular “Big 5” differences among the three clusters found for combinations of Learning and Performance goal orientations. She also is putting together a symposium submission for the Academy of Management conference next summer revolving around Corporate Social Performance and organizational attractiveness. She is currently working on her dissertation proposal on the relationship among work-family culture and affective and continuance commitment.

Laura Poms and Whitney Botsford are at the conceptualization stage on a study of child care issues with school-aged children.

Janet Yun is also working on her dissertation proposal concerning the impact of framing effects on applicant reactions to rejection.

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(Alumni Interview continued from page 1)

PC needs (i.e. teach people how to utilize their PC).

Dr. Buffardi taught me the legal role that Industrial Psychology has in the government and business world. He also provided great counseling when I was struggling with my role as a Human Factors researcher, and I/O psychology student. He pointed out that there are job openings that seek experience with both.

Dr. Klimoski taught me about the importance of organizational communication, and the importance and meaning of human equity. He taught me an important trait of a leader that stuck in my mind: great leaders have the ability to make others feel good about themselves but are conscious of not ingratiating themselves with coworkers.

Where did you work while at GMU?

I worked at the Arch Lab as a research assistant and computer technician for Dr. Wayne Gray. It was a wonderful experience because I was exposed to Cognitive Modeling, Eye Tracking, and the field of Human Factors and Applied Cognitive Psychology. It turned me into a hybrid I/O/Human Factors psychology major. I also had the opportunity to work in San Francisco for Epredix (http://www.epredix.com) when they were a start-up company. I learned to be a jack-of-all-trades after working as a test developer, web developer, and network engineer. One of the best lessons I learned from Epredix was that I was attending one of the nation’s best I/O psychology programs.

What have you done since graduating from GMU? Where are you currently working?

I have started 3 businesses in Naples, FL. My full time job is running my computer service firm, Personal Computer Care® (PCC). I also branched off one of PCC’s service offerings into an additional Web Design firm called HIPDUBZ. With HIPDUBZ (http://hipdubz.com), I use I/O techniques (mainly job analysis) to facilitate content development for clients. My partner gives me the advantage of not only developing professional content, but also developing professional graphics and designs.

Finally, I have also partnered with a local inventor (CPA/Lawyer), writer, and artist, to start an education development company called Mind Adventures. Currently, we are piloting an educational program called The Great American Adventure (based on the book I put together last April 2003) in a local public elementary school. The program utilizes the association of art, computer technology (sounds, videos, and interactive paintings), and American history facts to teach students an American History Timeline (http://justimelined.com). The program serves as a primer for students that will help them learn and remember key American history events in a fun way.

How did you decide to pursue this line of work?

My knowledge and love of computer technology, and psychology inspired me to merge both into a service for End Users of Microsoft software. I find my customers need a computer psychologist more than a computer technician 9 times out of 10.

What do you enjoy most about what you do?

I like a dynamic work environment and having time to explore ideas and be creative. I also enjoy staying up to date on the latest technologies provided by Microsoft and other software developers.

What one thing, if any, do you wish you would have done before beginning work?

I wish I would have taken a few business classes in undergraduate school (Virginia Tech) or at GMU to prepare for becoming a small business owner.

What aspect of your graduate experience was most helpful and useful?

One aspect was understanding the components of training, such as the importance of detailed and straight-forward instructions. Another was taking a complex task and breaking it down into a simple and clear step-by-step process (Thanks, Dr. Zaccaro).

What do you wish you had known before graduating from GMU?

I wish I volunteered to work with an I/O research team. I learned a lot from the Arch lab, but I didn’t do hands on I/O research, and my dream would be to return to GMU for a doctorate.

Do you have any words of wisdom for GMU students who’d like to do something similar?

Figure out your life passions early, and implement them into your research and work at GMU. Realize how fortunate you are to be in GMU’s I/O psychology program, and take advantage of research opportunities (Volunteer!). Take a few business classes.

Are you interested/willing to have students contact you for advice/internship opportunities?

Yes. Contact me for advice and/or if interested in the following:

◊ Mind Adventures needs help developing a test and implementation plan to measure student attitudes towards learning American history.

◊ We would like to test if The Great American Adventure has a positive impact on students’ attitudes towards learning American History.

Contact John Sellers of Mind Adventures LLC
239-598-0075
14851 Sterling Oaks Drive
Naples, FL 34110
Email john1@thegreatamericanadventure.com

(Faculty Research continued from page 5)

Occupational Health Psychology

Research Team Members: Whitney Botsford, Mike Ford, Jeff Herman, Jon Kirchhoff, Beth Kikta, Kate Morse, Elda Muco, Laura Poms, Jordan Robbins, Marissa Shuffler, Kathryn Clarke, Jackie Nguyen, and Cindi Whitten

Occupational Health Psychology involves the study and prevention of health and safety in the workplace from a psychological perspective. This research group is involved in several projects including work and family issues, job engagement and family engagement, the conceptualization and measurement of work-family balance, cross-cultural differences in the work-family interface, safety and risk perceptions in the work environment, and the relation of organizational (in)justice and (ill) health. A related project that is just getting off the ground explores the entry of college graduates with disabilities into the workforce.

Dr. Steve Zaccaro

Dr. Zaccaro is gearing up for a new grant on leader and team adaptability that will commence in January. This research will focus on the characteristics of leaders and properties of teams that foster adaptability, as well as approaches to developing adaptability skills in leaders and teams. Bryan Wiggins, Beth Kikta, Marissa Shuffler, Jeff Herman, and Katherine Hildebrand will also be working on this

(Continued on page 7)
This semester Dr. Zaccaro has also been working with students Tine Köhler, Krista Langkamer, Jeff Herman, and Marissa Shuffler to conduct research on multi-national teams. This research is examining multi-national collaborations and looking at the difficulties associated with different collaboration styles, as well as leadership processes to facilitate effectiveness in multi-national teams.

Bryan Wiggins has been working with Dr. Catherine Cramton, an Associate Professor in School of Management, on studying whether information training will reduce occurrences of the fundamental attribution error in virtual teams. Jeff Herman, Joe Kang, and Lauren Stites have been assisting with running the experiment. Bryan Wiggins and Zack Horn are currently working on a meta-analysis examining differences between virtual and face-to-face teams with regard to performance outcomes across different task types.

Meredith Cracraft, Zack Horn, Krista Langkamer, Justin Lebiecki, Gabrielle Wood, and Beth Kikta have been working with Dr. Zaccaro on numerous consulting projects for the United States Army. These projects focus on the development of measures for customized assessment batteries as well as training modules for Army leaders at various stages of their careers. Topics for assessment and training include leader adaptability, small unit leadership, training for leader self-development, and training for leader interpersonal skills. Assessment batteries include the development of BARs and BOS scales, situational judgment tests, and computer simulations, while the training modules are computerized with highly interactive features that determine the appropriate level of training structure for each individual participant.

Meredith Cracraft and Krista Langkamer are examining peer evaluations in a team setting using the Social Relations Model to determine whether the variance in peer ratings can be attributed to the ratee, the rater, or the relationship between the rater and ratee. In addition, this research is also examining what individual differences in the rater may influence their ratings.

Mason International

By: Jeff Herman

In the run up to November 2nd, international organizational issues exploded to the forefront of national media attention. Political analysts and spin-doctors fervently broadcasted the fear-laden image of the American Dream sipping mimosas in business class to Bangalore. Whatever your opinion on the issue, the global labor market is certainly in urgent need of reconsideration by I/O psychology, and we have a golden opportunity to make a contribution of national and international significance. While international MBA’s already receive a large amount of attention from the business world, international human resources, no less than international law and finance, is a major organizational challenge of this century.

Cross-cultural and multinational issues are gaining increased attention among the students and faculty of the George Mason I/O program. Dr. Lois Tetrick and her research group have recently begun to investigate multinational issues of occupational health, and Dr. Stephen Zaccaro and members of his research group are working on several projects dealing with leadership in multinational teams as well as related studies of adaptability. Dr. Catherine Cramton in the School of Management continues her long-standing work on multinational virtual teams with the assistance of I/O Ph.D. student Tine Köhler. Mason’s undergraduate student body is currently rated the #1 most diverse in the nation by the Princeton Review, offering outstanding opportunities for experimental research in an area of increasing importance to the nation.

It is my hope that in conjunction with these efforts, I/O graduate students at GMU and elsewhere will increasingly choose to spend time abroad collaborating with foreign firms and universities and experiencing firsthand the issues we study. International experience in graduate school is often limited to participation in international conferences, a staple perk of scientific research. Actually conducting international research, on the other hand, is comparatively overlooked. With English the de facto language of every maitre-d and Mama-san in the known world, airfares at their lowest levels in an age, and practically every overseas corporation eager for a North American presence, opportunity is hammering at our doors. With an average minimum of five years required for a Ph.D. in our field, those who have not yet done so may never spend more than two weeks at a time in a foreign country. Even applied inquiry into “Cultural Recomposition in Post-Conference Pub Crawls” could be a first step into this bold new world of participant research.

I/O psychology has an enormous role to play in the organizational changes that are bound to the world economy, and examining them from the boardroom and the lab is vital. Alone, however, these perspectives will not be enough. With competition building from overseas consultants, it will become a necessity, if it is not already a professional responsibility, for the applied practitioner to experience the worlds of business and multiculturalism before advising on them. After all, the best perspectives on any issue, not to mention half the fun of behavioral science, come from the participant that precedes the observer.

Alumni News…

Brian Grieppentrog recently took a position at Fohrs Marsh Group (FMG) working with Sean and Kara Marsh. He joins several other GMU graduates and current students who work there as well.

Congratulations to Sidney Fisher who has been promoted to a GS-13 at the Office of Personnel Management! She is currently working as a Personnel Research Psychologist in assessment services.

On November 16th Michelle Wisecarver, her husband Mark, and daughter Jacqueline welcomed a new little boy into their family. Robert Emory Wisecarver came slightly early, but he and Mom are both doing well.

Paige Bader and Jeff Graham were married on July 10, 2004. Paige has also taken a new job at SHL since graduating in May. She’s working in SHL’s New York Metropolitan office located in Princeton, New Jersey.

Tom Goddard is about to help launch an online university, Integral University, which will be an online learning community with the world’s most extensive integral knowledge library, interactive learning environments, and online courses. He will also be hosting the first “Integral Intensive,” a 4-day immersion training in psychologist-philosopher Ken Wilber’s Integral Theory, February 18-21, in Forestburgh, NY. Anyone interested should email Tom at tpodda@integralhs.com
GMU I/O and Sports: The Psyclones are a force to be reckoned with!

By: Krista Langkamer and Meredith Cracraft

Have you heard about the Psyclones?!? What an amazing couple of seasons our intramural teams in the psychology department have had! For those of you who are unfamiliar with the Psyclones, we would like to take this opportunity to brag about the physical talent of the graduate students in the Psychology department at George Mason.

The I/O men have played intramural basketball for several years, but in the spring of 2004 some of the I/O students decided to try a few new sports. Mike Camburn was responsible for coordinating the beginning of the Psyclones program. Several students from Human Factors and Developmental joined the team, and “The Psyclones” team was born. The men’s softball team went undefeated up until the campus-wide championship game, which they lost by two runs. The co-ed softball team went undefeated through the entire season! Earlier this semester, the co-ed intramural soccer championship went to the Psyclones, demonstrating that their talent is not limited to one sport!

Currently, the Psyclones have both a men’s and a women’s flag football team. Most of the women have never played football before, but the women’s team is pummeling the competition. The team has worked hard at having members develop areas of expertise. It appears that this effort has paid off because they finished the regular season undefeated! The women won the intramural championship and will play the sorority league champs to hopefully secure a campus-wide championship. The highlight of the last game before the playoffs was a 45-yard pass by Lindsey Firme which resulted in a beautiful one-handed catch by Whitney Botsford.

The men’s flag football team was also a strong contender for the championship. They finished the season 4-2 after losing to the team that contended in a regional collegiate tournament. The injuries for the two teams that have been serious enough to need treatment have been limited to one sprained pinkie finger and a sore shoulder. (We have been assured that the finger should be healed in plenty of time to type up those proposals due at the end of the semester!)

In order to demonstrate the Psyclones spirit, Zack Horn coordinated the ordering of t-shirts so every team member has matching jerseys. See the Psyclone logo on the left! Thanks to Zack for making the Psyclones look great while beating opponents!

In other news, Tiffany Bludau (2nd year) finished her first marathon on October 24th in San Francisco. When she began in June she had not run more than 5 miles, but she trained hard and raised approximately $3,000 for the Leukemia and Lymphoma Society along the way.

Mike Ford (3rd year) also ran his first marathon on November 14th in Montgomery County. Mike blazed through the 26.2 miles in less than three and a half hours! Way to go Mike!

The athletic endeavors have proved to be a great way to relieve stress during the week and over the weekends. The faculty may joke that we have too much time on our hands, but these physical activities really do create a sense of unity in the program and are great stress relievers! In the upcoming I/ON, we will write more about the Psyclone endeavors and how playing intramurals together benefit our program.

(GMU I/O and SOM continued from page 1)

and true approaches as well.

During the semester, the overall assignment for each lab instructor is 20 hours per week. The lab instructors, as a group, are responsible for 11 labs with about 35 students each. Every lab instructor is getting a different experience, aligned with their individual teaching and research interests. Zack is teaching four labs, Tiffany teaches three labs and is doing affirmative action research with Dr. David Kravitz in the SOM, Mike teaches two labs and has a research position with SOM professor Dr. Ellen Fagensen Eland, while Laura teaches two labs and spends the remaining 10 hours in an administrative role helping further design and solidify the course.

Because the course concept is new and innovative, the team has made a concerted effort to monitor both the learning progress and reactions of the students. We administered knowledge-based pre- and post-tests for learning evaluation. We conducted a mid-semester course evaluation to assess the degree to which students found various assignments useful and changed those that did not contribute to student learning. We also sought student feedback on their perceptions of the effectiveness of the course. Although many of us in I/O Psychology refer to this student feedback as “happy data,” we felt it provided additional insight into the students’ perspective on learning about organizational behavior

In November, the team met to plan the 2005 Spring semester. Much like the adjustments that have already been made to the second half of the current (Fall) semester in response to the feedback received both informally and from the mid-semester evaluations, similar information was used to further refine the course design and content for the Spring semester.

The lab instructor assignments have changed as well to again reflect individual interests and goals. Next semester, Tiffany will continue teaching and doing research with Dr. Kravitz. Mike will take on a full teaching load (4 labs) and Laura will teach up to three classes and continue to assist Dr. O’Brien and Dr. Wolf with administration. Zack will take a reduced teaching load (2 labs) and start a more permanent administrative role that will continue through the 2005-2006 academic year.

We believe this is the beginning of a long-term partnership between the I/O program and the School of Management, which ensures that People and Organizations will continue to be taught by a solid team of I/O Psychologists. After all, if you’re going to teach others about human behavior in organizations, you might as well do it right!

Marissa Shuffler, Katie Elder, Whitney Botsford, and Erin Swartout before the soccer game
The Applied Side: Experience from Internships
By: Lindsey Firme

The purpose of the Applied Side is to showcase the applied I/O opportunities that are available to the Mason students. One of the benefits of the program at GMU is that there are many I/O or HR consulting firms in the greater Washington, D.C. area that offer valuable experience in applied settings. Students in GMU’s I/O program are lucky enough to be able to work for these organizations.

You Heard It Here...

There is a consensus among Ph.D. and M.A. students that gaining applied work experience within your graduate program is extremely valuable. The only discrepancy between these groups lies in the time frame that is available in obtaining such experience.

For M.A. students who plan to work immediately after receiving their degree, having solid internships at consulting firms are essential to developing those skills needed to excel in an applied setting. Because M.A. students typically take only three or four semesters to complete their degree, they need to take advantage of the resources available to them as soon as they can. Gaining work experience allows for further knowledge and skills to be obtained and/or developed that may not be addressed in the classroom setting. Caitlin Castellanos, a second year M.A. student said, “I have learned and developed my computer skills, customer service skills, marketing, problem solving, communication, organization, and teamwork skills, and how to really use the theories I’ve been learning for the past 6 years. Had I not taken this internship, I don’t know how I could possibly start my career in an applied setting. I feel like a marketable OD practitioner because of my internship experience.”

Ph.D. students, on the other hand, have more time in the program and typically have more of a need to get involved with research as soon as they can. As research is the primary focus of the Ph.D. students, their applied experience typically comes after their second or third year in the program. It is common however, for Ph.D. students to find summer internships in the area during those first few years.

Often times, working for a consulting or research firm provides an opportunity to see how what we learn in the classroom is applied to “real world” situations. Meredith Cracraft, a third year Ph.D. student, said, “I’ve learned that you have to not only understand I/O and your research, but you have to know how to frame it for other people. It’s often easy to forget when you’re at school that you are surrounded by people who know what you’re talking about. For example, you can mention a ‘job analysis’ without thinking twice about whether someone knows what that is. When you work in an applied setting and you interact with people outside of I/O it takes some awareness and creativity to get your ideas across.”

When giving her advice on obtaining applied experience, Crystal Harold, a fifth year Ph.D. student, stated, “Basically, it is important for students to be aware of how much they can handle. Go to conferences, introduce yourself to representatives at organizations you may like to work for, and overall just try to network to better your chances of getting a good internship and later a good job.”

As expected, there are benefits and costs to working and going to school, and students need to assess their needs and interests before diving into applied work. One of the drawbacks to working and going to school is not being on campus as often because of obligations at work. From his applied experience, Brian Holtz found several benefits to working in an applied setting. He stated that, during his internships, he was able to draw connections between theory and practice, build a broader professional network, and gain experiences that can be used to enrich classroom discussions. Brian Griepentrog stated, “The greatest skill/ability I picked up during my applied experiences is what many call ‘stand up’ ability. That is, briefing, instructing, and leading focus/SME groups.”

Working in the applied I/O world can also offer additional opportunity to publish and present at conferences. Zack Horn, a third year Ph.D. student, provides an example: “While surrounded by an incredible amount of unanalyzed data, I decided that it would be beneficial to do some research with the data that was readily available. I used my theoretical and statistical research skills to develop a paper with another research fellow. Being that the company I work for does not traditionally get involved in traditional I/O research, we decided to apply many of the statistics we learned to a paper that eventually got accepted in a symposium at the 112th annual APA convention in 2004. This paper will soon be submitted for publication.”

There is also agreement that having an applied internship helps to pay the bills. Karen Wessels, a second year M.A. student gives some good advice, “No matter where you work, give it your all. If you are interested in something in particular, say so! Don’t ever think to yourself, ‘this is just a way to make a buck and pay my bills,’ because a financial focus will not get you valuable work experience.”

Overall, it is known that gaining applied work experience during graduate school is very beneficial to building a career in I/O. For M.A. students who are interested in going applied (i.e., not continuing into a Ph.D. program) gaining applied experience as soon as possible is absolutely critical. For Ph.D. students, gaining some applied knowledge, whether planning an applied or academic career, is a great way to broaden your knowledge about our field. Mason’s I/O program is located in a geographical area that is rich in the application of I/O psychology. Get out there and find it, and learn from some of the best!
Pictures from the joint I/O and Human Factors Picnic
Pictures from the Eighties Party
GMU I/O Program

The Industrial/Organizational Psychology Program at George Mason University is housed in the Psychology Department. The department itself is a part of the college of Arts and Sciences, Daniele Struppa, Dean. For further information on the I/O Program, please contact Dr. Lois Tetrick at ltetrick@gmu.edu or the graduate secretary at psycgrad@gmu.edu. Please also visit our web site at: http://www.gmu.edu/org/iopsa/

I/O 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.

I/ON Website and E-mail

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

I/ON Newsletter

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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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