Dr. Lois Tetrick named Director of the I/O Program!

After an extensive year long search, GMU has chosen Dr. Lois Tetrick to lead us into the future. Dr. Tetrick is currently the Director of Industrial Organizational Training at the University of Houston. She is currently an Associate Editor of the Journal of Occupational Health Psychology and was an Associate Editor of the Journal of Applied Psychology from 1996-2001. She also is on the editorial board of Journal of Organizational Behavior. Dr. Tetrick's research has focused primarily on individuals' perceptions of the employment relationship including their commitment to their employer as well as the union that may represent them. Currently, she is involved in research projects in the area of occupational health and safety as well as understanding the employment relationship including psychological contracts and the norm of reciprocity. Dr. Tetrick is a Fellow of the APA, SIOP, and the APS.

Obviously we here at GMU are very excited about our recent acquisition and look forward to the future of our program. Stay tuned for an interview with Dr. Tetrick in the next I/ON issue.

I/O Psychologists in Business Departments

by Brian Holtz

What are you going to do when you're done with graduate school? I dislike this question for two reasons. First off, it implies that one day I’ll have to leave the utopia that is graduate school. Secondly, I don’t know the answer. Fortunately, my uncertainty is not engendered by a lack of options. I/O Psychologists are found in a number of great settings including government, industry, consulting firms, and academia. To gain some insight into one possible career path, becoming a professor in a business department, I enlisted the help of some SMEs. The following individuals were kind enough to share their experiences: Dr. Timothy Judge (Warrington College of Business, University of Florida), Dr. Michelle Marks (School of Management, George Mason University), Dr. Stephan Motowidlo (formerly, Warrington College of Business, University of Florida; currently Department of Psychology, University of Minnesota), Dr. Rudy Sanchez (Craig School of Business, California State University, Fresno), Dr. Mark Schmit (Formerly, Warrington College of Business, University of Florida) and Dr. Paul Tesluk (Robert H. Smith School of Business, University of Maryland).

At what point did you decide that you wanted to work in a business rather than psychology department?

Dr. Judge: It was not a purposeful decision. In my doctoral studies at Illinois, I was in an Industrial Relations (IR) program though my entire committee (chaired by Chuck Hulin) was in psychology. When I went on the job market, I was quite happy to accept a position at the industrial relations school at Cornell, though I had not set preferences between psychology, IR, or b-school. To me, it depended on the program. Not that I had that many choices when I was on the market with zero publications on my vita! While at Cornell, I became close friends with Bob Bretz and Barry Gerhart. They sustained me. When Bob left for Iowa, it was one of the saddest days in my life. A year later, though, he called and wondered whether I might be interested in Iowa. Given that Bob was at Iowa, and Iowa had other outstanding people (Murray Barrick, Mick Mount, Sara Rynes, and Frank Schmidt), and that I was from Iowa, I didn't hesitate. Had Bob not been there, had I not been an Iowa farmboy, or had Iowa not been a psychology utopia that is graduate school. Secondly, I don't know.

I/O Psychologists in Business Schools

by Dr. Jose Cortina

It was with an almost palpable fear and loathing that I became Director of the I/O program at GMU.

Things to fear:

1. Spending half of my time as a secretary.
2. Spending the other half of my time dealing with the results of my incompetence as a secretary.
3. Spending the third half of my time performing other Directorial duties.
4. Spending the fourth half of my time as an Associate Editor of JAP.
5. Spending the fifth half of my time taking care of my other responsibilities.
6. Multiplying ½ times 5 and arriving at a result greater than 1.

At what point did you decide that you wanted to work in a business rather than psychology department?

Dr. Judge: It was not a purposeful decision. In my doctoral studies at Illinois, I was in an Industrial Relations (IR) program though my entire committee (chaired by Chuck Hulin) was in psychology. When I went on the job market, I was quite happy to accept a position at the industrial relations school at Cornell, though I had not set preferences between psychology, IR, or b-school. To me, it depended on the program. Not that I had that many choices when I was on the market with zero publications on my vita! While at Cornell, I became close friends with Bob Bretz and Barry Gerhart. They sustained me. When Bob left for Iowa, it was one of the saddest days in my life. A year later, though, he called and wondered whether I might be interested in Iowa. Given that Bob was at Iowa, and Iowa had other outstanding people (Murray Barrick, Mick Mount, Sara Rynes, and Frank Schmidt), and that I was from Iowa, I didn't hesitate. Had Bob not been there, had I not been an Iowa farmboy, or had Iowa not been a psychology utopia that is graduate school.

Life as Da Man

by Dr. Jose Cortina

It was with an almost palpable fear and loathing that I became Director of the I/O program at GMU.

Things to fear:

1. Spending half of my time as a secretary.
2. Spending the other half of my time dealing with the results of my incompetence as a secretary.
3. Spending the third half of my time performing other Directorial duties.
4. Spending the fourth half of my time as an Associate Editor of JAP.
5. Spending the fifth half of my time taking care of my other responsibilities.
6. Multiplying ½ times 5 and arriving at a result greater than 1.

At what point did you decide that you wanted to work in a business rather than psychology department?

Dr. Judge: It was not a purposeful decision. In my doctoral studies at Illinois, I was in an Industrial Relations (IR) program though my entire committee (chaired by Chuck Hulin) was in psychology. When I went on the job market, I was quite happy to accept a position at the industrial relations school at Cornell, though I had not set preferences between psychology, IR, or b-school. To me, it depended on the program. Not that I had that many choices when I was on the market with zero publications on my vita! While at Cornell, I became close friends with Bob Bretz and Barry Gerhart. They sustained me. When Bob left for Iowa, it was one of the saddest days in my life. A year later, though, he called and wondered whether I might be interested in Iowa. Given that Bob was at Iowa, and Iowa had other outstanding people (Murray Barrick, Mick Mount, Sara Rynes, and Frank Schmidt), and that I was from Iowa, I didn't hesitate. Had Bob not been there, had I not been an Iowa farmboy, or had Iowa not been a psychology utopia that is graduate school.

At what point did you decide that you wanted to work in a business rather than psychology department?

Dr. Judge: It was not a purposeful decision. In my doctoral studies at Illinois, I was in an Industrial Relations (IR) program though my entire committee (chaired by Chuck Hulin) was in psychology. When I went on the job market, I was quite happy to accept a position at the industrial relations school at Cornell, though I had not set preferences between psychology, IR, or b-school. To me, it depended on the program. Not that I had that many choices when I was on the market with zero publications on my vita! While at Cornell, I became close friends with Bob Bretz and Barry Gerhart. They sustained me. When Bob left for Iowa, it was one of the saddest days in my life. A year later, though, he called and wondered whether I might be interested in Iowa. Given that Bob was at Iowa, and Iowa had other outstanding people (Murray Barrick, Mick Mount, Sara Rynes, and Frank Schmidt), and that I was from Iowa, I didn't hesitate. Had Bob not been there, had I not been an Iowa farmboy, or had Iowa not been a psychology utopia that is graduate school.

At what point did you decide that you wanted to work in a business rather than psychology department?

Dr. Judge: It was not a purposeful decision. In my doctoral studies at Illinois, I was in an Industrial Relations (IR) program though my entire committee (chaired by Chuck Hulin) was in psychology. When I went on the job market, I was quite happy to accept a position at the industrial relations school at Cornell, though I had not set preferences between psychology, IR, or b-school. To me, it depended on the program. Not that I had that many choices when I was on the market with zero publications on my vita! While at Cornell, I became close friends with Bob Bretz and Barry Gerhart. They sustained me. When Bob left for Iowa, it was one of the saddest days in my life. A year later, though, he called and wondered whether I might be interested in Iowa. Given that Bob was at Iowa, and Iowa had other outstanding people (Murray Barrick, Mick Mount, Sara Rynes, and Frank Schmidt), and that I was from Iowa, I didn't hesitate. Had Bob not been there, had I not been an Iowa farmboy, or had Iowa not been a psychology utopia that is graduate school.

At what point did you decide that you wanted to work in a business rather than psychology department?

Dr. Judge: It was not a purposeful decision. In my doctoral studies at Illinois, I was in an Industrial Relations (IR) program though my entire committee (chaired by Chuck Hulin) was in psychology. When I went on the job market, I was quite happy to accept a position at the industrial relations school at Cornell, though I had not set preferences between psychology, IR, or b-school. To me, it depended on the program. Not that I had that many choices when I was on the market with zero publications on my vita! While at Cornell, I became close friends with Bob Bretz and Barry Gerhart. They sustained me. When Bob left for Iowa, it was one of the saddest days in my life. A year later, though, he called and wondered whether I might be interested in Iowa. Given that Bob was at Iowa, and Iowa had other outstanding people (Murray Barrick, Mick Mount, Sara Rynes, and Frank Schmidt), and that I was from Iowa, I didn't hesitate. Had Bob not been there, had I not been an Iowa farmboy, or had Iowa not been a psychology utopia that is graduate school.

At what point did you decide that you wanted to work in a business rather than psychology department?

Dr. Judge: It was not a purposeful decision. In my doctoral studies at Illinois, I was in an Industrial Relations (IR) program though my entire committee (chaired by Chuck Hulin) was in psychology. When I went on the job market, I was quite happy to accept a position at the industrial relations school at Cornell, though I had not set preferences between psychology, IR, or b-school. To me, it depended on the program. Not that I had that many choices when I was on the market with zero publications on my vita! While at Cornell, I became close friends with Bob Bretz and Barry Gerhart. They sustained me. When Bob left for Iowa, it was one of the saddest days in my life. A year later, though, he called and wondered whether I might be interested in Iowa. Given that Bob was at Iowa, and Iowa had other outstanding people (Murray Barrick, Mick Mount, Sara Rynes, and Frank Schmidt), and that I was from Iowa, I didn't hesitate. Had Bob not been there, had I not been an Iowa farmboy, or had Iowa not been a psychology utopia that is graduate school.

At what point did you decide that you wanted to work in a business rather than psychology department?

Dr. Judge: It was not a purposeful decision. In my doctoral studies at Illinois, I was in an Industrial Relations (IR) program though my entire committee (chaired by Chuck Hulin) was in psychology. When I went on the job market, I was quite happy to accept a position at the industrial relations school at Cornell, though I had not set preferences between psychology, IR, or b-school. To me, it depended on the program. Not that I had that many choices when I was on the market with zero publications on my vita! While at Cornell, I became close friends with Bob Bretz and Barry Gerhart. They sustained me. When Bob left for Iowa, it was one of the saddest days in my life. A year later, though, he called and wondered whether I might be interested in Iowa. Given that Bob was at Iowa, and Iowa had other outstanding people (Murray Barrick, Mick Mount, Sara Rynes, and Frank Schmidt), and that I was from Iowa, I didn't hesitate. Had Bob not been there, had I not been an Iowa farmboy, or had Iowa not been a psychology utopia that is graduate school.

At what point did you decide that you wanted to work in a business rather than psychology department?
A Word from the Editor

By W. Benjamin Porr

Greetings to all and welcome for the final issue of the I/ON for this school year. As the school year passes so do I. I can’t believe my tenure as the I/ON Newsletter editor is nearing an end. I would like to thank all the students and faculty that have helped me throughout the year. I would also like to thank all the people who have been interviewed by our columnists and who have responded by updating their information on our website (www.gmu.edu/org/iopsa) and the newsletter. Finally I would like to thank Dr. Jose Cortina, Mike Ingerick, Dr. Lynn McFarland, and Dr. Rob Plohyart for reviewing the I/ON over the past year, and making sure we are getting the message out there. We constantly strive to strengthen our relationships with the I/0 community and this newsletter is an excellent vehicle to voice our interests.

For my next order of business, I would like you to welcome the incoming I/ON editor, Deidre Lozzi. Deidre is a first year master’s student who was recently accepted into the doctoral program. She has been a great columnist for us, and I expect she will be an even better editor. So welcome aboard Deidre.

I am truly impressed with this issue. Some highlights include: Dr. Jose Cortina’s year as GMU’s I/O director (page 1); Cary Kemp tells us Who’s Who at GMU? (page 3); Dianna Belman investigates what students do in the summer (page 4); Justin Lebiecki interviews Gilad Chen, a GMU alumnus (page 9); Gabrielle Wood updates us on GMU alumni (page 14); and finally Meredith Cracraft and Gonzalo Ferro tell us What’s New in I/O? (page 6).

Thanks again to everyone who has helped me over the past year. I only hope that I can be as great a mentor to Deidre as Mike Ingerick has been to me.

What’s New at GMU?

by Mike Ingerick

There’s a new sheriff in town! Dr. Lois Tetrick, currently at the University of Houston, has been named the new I/O Program Director at GMU (see cover story). Dr. Tetrick is a SIOP Fellow, former associate editor of Journal of Applied Psychology, and current editor of Journal of Occupational Health Psychology. Dr. Tetrick takes over the program from Dr. Rich Klimoski, who recently became Dean of GMU’s School of Management.

News from GMU’s Psychology Department! With Sarah O’Connor’s retirement in December, Dana Park, has assumed Sarah’s position as Office Manager. The Psychology Department staff welcomes Darby Wiggins, as the new Graduate Programs Assistant, and Sarah Patton, as the new Undergraduate Programs Assistant. Ivan Walker is the new Grants & Budget Administrator. If you haven’t already done so, be sure to welcome Darby, Sarah, and Ivan to GMU!

Be recognized! GMU’s College of Arts & Sciences is seeking information on graduate program highlights and graduate student accomplishments for its website (see http://cas.gmu.edu/graduate_students/highlights). Please send your suggestions for the website to the Graduate Programs Assistant, Darby Wiggins (dwiggins3@gmu.edu).

Computational modeling anyone? GMU has established a multidisciplinary Center for Social Complexity that will focus on the relatively new and growing field of computational social science (CSS), the scientific investigation of social phenomena using computer models, algorithms and related information technology methods. While there is an emerging international CSS community, only a handful of other institutions in the United States and Europe have scholars working in the field. Some of the social phenomena the center might study include the origins of civilization and social evolution, how wars break out and terminate, terrorism, stock market fluctuations, regional transportation systems and how information flows. For more information, see www.gmu.edu/centers/complex.

GMU receives major grant! GMU has received a $1.9 million grant from the U.S. Small Business Administration (SBA) to host the network of Virginia small business development centers (VSDBC). The VSDBC offices and staff will be based at the Mason Enterprise Center in Fairfax. As state host, GMU will oversee 30 small business development centers across the state. The VSDBC network provides professional counseling, training and technical assistance to people who are starting or expanding their companies. Course topics range from accounting principles and product licensing to tax planning and e-commerce. The centers also maintain a vast network of specialized resource partners that can be consulted for specific business needs.

It’s all over (…but the reading)! The renovation of the Fenwick Library Reference Area is now completed. New ceiling, lighting, and flooring combine to form a more attractive area for study, research, and consultation with reference staff. In addition, the Reference Area is quieter, has more study spaces available, and offers 22 networked PCs for accessing the Libraries’ many electronic resources, as well as workstations for specialized, stand alone CD-ROMs. A special copier/printer and release station continue to be available for laser printing from networked PCs. Check it out!

IOPSA Action

by Katie Baughman

Time flies when you’re having fun! Spring break and preparations for SIOP are sure indicators that another school year is ending. So, I want to take this opportunity to thank all those who made this year such a great one!

Special thanks to this year’s IOPSA Officers! They all worked hard to plan weekly brown bags and happy hours, to coordinate social activities, and make arrangements for this year’s SIOP reception. So, a very special thank you to: Katie Baughman (President), Crystal Harold (Vice-President), Gabrielle Wood (Treasurer), Brian Holtz (Secretary), Gonzalo Ferro and Cary Kemp (Social Chairs), Luciano Viera, Jr. and W. Ben Porr (Web-masters). When you see these people around, be sure to give them a pat on the back!

We’re excited to have a great group of incoming IOPSA Officers! Next year’s group will have big shoes to fill, but with their enthusiasm and dedication – I know they will do a great job! The 2003 – 2004 IOPSA Officers are:

President: Bryan Wiggins
Vice-President: Katie Baughman
Treasurer: Dianna Eve-Orion Belman
Secretary: Meredith Cracraft
Social Chair: Deidre Lozzi
Web-masters: Zack Horn and Justin Lebiecki

A big thank you to our faculty! Your guidance and support are an integral part of IOPSA and all that we do. Also, all of the current students should be recognized and thanked! IOPSA would not be successful without each of you making the effort to attend and be active participants in IOPSA events. It is great to be a part of a program with such involved students – thanks to all of you for maintaining this GMU tradition.

Enclosed in this issue is your invitation to GMU’s annual SIOP reception. Please remember to bring it with you. For more information read our column on page 15.

As this year draws to a close, I can’t help but look back at everything IOPSA has accomplished this year and feel a sense of pride and achievement… and I can’t wait to see what is in our future!
Who's Who at GMU?
by Cary Kemp

New addition…

We're proud to welcome a new member of our IOPSA family! No, we're not talking about new students...not yet anyways...this little one has a ways to go before graduate school.

Dr. Lynn McFarland and Dr. Rob Ployhart are the proud parents of Mathew McFarland Ployhart. Congrats!

Congratulations…

A warm farewell and best wishes to the recent graduates from our Master's program! And doctoral program!

◊ Matthew Galeone ◊ Raymond Paster
◊ Christine Halpin ◊ Jessica Rice
◊ Erin Hardin ◊ Stephen Ruth
◊ Chelsey Hibbard ◊ Karen Williamson
◊ Brooke Langley

Jeff Beaubien successfully defended his dissertation in December.

Congratulations! We'll miss each of you, but look forward to including your names in future "Alumni Updates..." columns as you pursue your dreams!

Awards and Accomplishments…

Dr. Edwin Fleishman, Professor Emeritus, received the 2002 James McKeen Cattell Fellow Award. This award recognizes members of the American Psychological Society (APS) for their outstanding contributions to the area of applied psychological research. Congratulations and thanks for making us proud!

Publications… coming to a newstand near you:


Again, thanks to all who contributed to this edition of Who's Who at GMU! For our Summer edition, I'd like to encourage our current students and faculty to send in updates—where you're working and what you've been up to. It's a great way to keep in touch!

Validating Cut Scores in the Real World

by Laura Fields, M.S. Fields Consulting Group

In graduate school, aspiring I/O psychologists learn numerous ways to validate cut scores that are both legally and professionally sound. However, once an individual becomes a practitioner, he or she faces the decision of which method to choose for a given project. A practitioner should not make this decision based only on scientific concerns. Rather, he or she should consider a number of real-world factors.

Cut scores are typically established by either content-related or norm-referenced methods. There are several content-related validation methods for establishing cut scores, with the most common being the Angoff Method. The Angoff Method relies on the concept of a “minimally competent person” (MCP). A MCP is the prototype of an employee who performs his/her job at a satisfactory level, no better and no worse. For this type of cut score validation, SMEs are trained on the concept of a MCP, then they review the test and assign each item a rating. The rating ranges from 25 to 100, and reflects the probability that a MCP would answer that item correctly. Therefore, a rating of 25 indicates that an item is extremely difficult and, conversely, a rating of 100 indicates an extremely easy item. The average of the SMEs’ ratings across items becomes the test’s cut score.

When using a norm-referenced method, norm-referenced decisions can be made (and often are) by individuals without a background in I/O Psychology. These decisions are influenced by factors such as the number of current vacancies, past acceptance ratios, or the number of candidates that an organization is willing to put through any subsequent hurdles. For example, in many departments a multiple-choice test is the first hurdle in a promotional process. Assume the next hurdle is more time-consuming and expensive (e.g., an Assessment Center). In these cases, some departments decide that they only want to commit the time and money to test 40 candidates. Then, the norm-referenced decision is to allow the top 40 scores from the multiple-choice test proceed to the next hurdle.

When establishing a test’s cut score, an I/O practitioner should meet with the client to discuss which method to use in order to set the cut score. This will ensure that the I/O practitioner meets the needs of the client and, in turn, the client will be able to support the needs of the project. During this meeting, I recommend using the “door in the face” method of persuasion. Start with the most resource-intensive method, give the client a realistic project overview and include the scientific and legal consequences of choosing this method over a more technically preferred method.

Once a method is decided upon, an I/O practitioner must be prepared for additional real world constraints to interfere with the project. In order to emerge from this situation successfully, the I/O practitioner must be creative and able to adapt to these real life situations. I hope this meeting scientific and professional standards. The following are some examples of constraints I have faced while validating cut scores for multiple-choice job knowledge tests using a variation of the Angoff Method.

(Validating cut scores continued on page 16)
Orlando Uncovered

by Nicholas Vilelle

“You’ve just attended SIOP’s 2003 conference, what are you going to do now?”
You’re going to Disney World... right? Not necessarily. Though Disney World and Universal Studios might be the traditional things to do in Orlando, the city has much more to offer. Read on as some of the treasures of Orlando are uncovered and one can see what else Orlando has to offer.

For Nature Lovers...

Gatorland www.gatorland.com
Billed as the best half-day attraction in Orlando, this park does not seem to be for the faint of heart. Whether it is snakes, alligators, or birds you are looking for, Gatorland has all sorts of creatures to look at and even pet if you are feeling up to it. The park offers shows, tours, self-guided walks, and even a water park for the kids (or students). The best part yet is that it won’t break the bank.

Discovery Cove www.discoverycove.com
Have you ever wanted to swim with a dolphin? This trip to Orlando can make that dream come true. Discovery Cove offers visitors other attractions as well. For instance, snorkeling with sting rays, looking at coral reefs, and looking up to see waterfalls make this park seem like an out of this world adventure. Unfortunately, the price of this adventure will bring you crashing back into reality. But if you have that dream...

Sea World www.seaworld.com
Sea World Orlando makes the claim of being the premier marine adventure park and from the looks of it, may be able to back up that claim. Unfortunately, this again comes at a hefty cost. However, if this is where you choose to spend your money, the park offers many options from shows to rides to animal encounters that are hard to beat.

Harry P. Leu Gardens www.leugardens.org
For those that wish to get away from all the high tech fun of the theme parks, the Harry P. Leu Gardens offers a more peaceful option. The gardens consist of nearly 50 acres of land with paved walkways for convenient strolling. On the grounds, one can take a tour of the historical Leu House and simply enjoy a self-guided walking tour of the countless different gardens available to tourists. Additionally, admission is cheap for those looking to find a little peace and quiet and view some of Florida’s beauty.

Oh, the Places You’ll Go!

by Dianna Eve-Orion Belman

“You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose. You’re on your own. And you know what you know. And YOU are the guy who’ll decide where to go.” – Dr. Seuss

After taking a poll of students old and new, I grilled the faculty to submit an opinion or two. My survey says that when school is done and summer is near, good grad students must get their groove in gear. And here, my friends, are the best ways to move...

Prickly pears are no FUN. It’s not surprising that vacation was voted PREFERENCE #1. Care for your body and mind alike. Without them, your brain cannot take flight.

“I think it is important to set goals and rewards for yourself. My strategy to keep motivated in the summer is to write down what I would like to accomplish by August. When those goals are met I take a much-needed vacation. That way, when I am on vacation, I can relax and not worry about unfinished business. By accomplishing goals and rewarding myself I feel re-energized to start the process over again.” - W. Ben Porr

“By the time summer rolls around, I’m ready for a break. I like to read those trashy novels stacked up by my bed, watch stupid TV that I missed over the school year, and just generally slow down. After a few weeks of less academic activities (I guess it’s never zero), I’m ready for something more challenging than reading trashy novels. Vacation recharges your brain!” – Laura Poms

It is vital to DO but also to PLAN. The best-laid plans often crumble. Without organization, life becomes rubble… and in graduate school this gets you in trouble.

“in the summer, do something related to I/O that is totally different from what you do on a day-to-day basis during the school semester. This will allow you to re-charge and re-inspire yourself, while still furthering your development as an I/O psychologist.” – Paige Bader

“I found it useful to set up a schedule where certain days were dedicated to my paid positions, while the other days were dedicated only to my personal research.” – Crystal Harold

“Set realistic but challenging summer goals. Tip: Break your goals down into different months or weeks, then write these goals down on index cards and keep them in a place where you will see them every day.” – Kara Orvis

Research and experience opens doors to foreign worlds and helps you climb corporate trees. Since picking locks will NOT due, learn how to make yourself the KEYS.

“(A) The summer should be spent analyzing the data collected during the year and writing up the results for publication. (B) Every summer design a new study and prepare the Human Subjects Review application so that the new study can be run in the fall. (C) Find funding that allows you to stay on campus. Any internship or assistantship that requires you to work off-campus is likely to detract from your research. (D) Teaching during the summer provides you with funding, but doesn’t require you to work all the time.” – Dr. Lynn McFarland, Assistant Professor

(Orlando Uncovered continued on page 14) (Oh, the Places You’ll Go continued on page 17)
(I/O’s in business schools continued from page 1)

oriented business school with many people I liked, I wouldn’t have moved. By the same token, I wouldn’t have moved from Iowa’s b-school to Florida had they not had a great group of psychologists (Jason Colquitt, Amir Erez, and Jeff LePine). So, for me, rather than being psychology vs. b-school, it was much more a matter of the specific environment. I have felt fortunate to become both collaborators and friends with individuals at both places (Bob, Murray, Mick, and Sara at Iowa; Jason, Amir, Jeff, and our newest member John Kammeyer-Mueller—at Florida).

Dr. Marks: In my fifth year as a faculty member in an I/O PhD program.

Dr. Motowidlo: I never did make that decision. My first academic job out of graduate school was in a business school (U of Toronto) only because as a Canadian with an expired student visa, it was difficult for immigration reasons to get any academic job at all in the US. And since at that time only a very few I/O jobs in Canada, I was essentially forced to take a job in a business school, though I have never regretted working there. I am now in a psych department, for the first time in my academic career, but again the decision was not driven by differences between psych departments and business schools as much as the opportunity to work in one of the finest I/O programs in the country.

Dr. Sanchez: I decided for sure the summer I went onto the job market. This was post comps but before I finished my dissertation.

Dr. Schmit: When I was leaving graduate school I had the opportunities and offers to go to either a business or psychology school. I chose the business school route because I wanted a new experience. Coming out of a psych program I thought it would be a great developmental experience to be in a business school as an alternative. There was also an opportunity to work with another outstanding psychologist, Steve Motowidlo, at the University of Florida, so this too played heavily in my decision. Finally, money played a role. The business school offers at the time were substantially higher than psych schools.

Dr. Tesluk: When I graduated from Penn State in I/O, I had interviews lined up at business schools but I didn’t go on any of them because I had an early offer from Tulane in I/O that I was very happy with. I always wondered that because of my background (undergrad in industrial relations, not psychology) and research interests (groups/teams; high involvement systems) taking a more meso approach whether I might “fit” better in a business school. After being in an I/O department for a couple years I began to feel these suspicions might be correct — this was reinforced by finding that coming from a psychology department (rather that a business school) I seemed to have a more limited range of potential contacts to organizations for doing field research (which is what I do almost exclusively) and that when I did talks in other psychology departments I often got feedback from other psychologists outside of I/O along the lines of “…that’s interesting, but where are the psychological processes in what you are studying?” While myself and other I/O psychologists might see where “the psychology” is in what I study, that feedback helped me see that my research interests might fit better in a management department than in a psychology department.

What advice would you give to an I/O student who would like to obtain a position in a business department (e.g. what can a student do in grad school to become an attractive applicant)?

Dr. Judge: I think the most important thing is to demonstrate that you can teach business students. There are various ways that can be done.

One is to have, or obtain, business/consulting experience. Another (not mutually exclusive) way is to obtain teaching experience. Independently instructing a course is important. If you can somehow instruct a business course, that is even better. One thing that I think hurts psychology students is age. Most b-schools have significant work experience requirements which means that some psychology applicants will be significantly younger than the students they’re teaching and with no experience (whereas the MBA students do have experience). I think whatever you can do to obviate these concerns (gain teaching and/or business experience) is very helpful.

Another issue is type of research. Some business schools (not necessarily the ones I’ve worked at) have a bias against industrial psychology research. I think some b-school faculty evaluations of psychology applicants will be influenced by their views of the OB relevance of the research. I think I/O students should join the Academy of Management (OB and HR divisions), and participate.

I also think it is critical that I-O students prepare themselves to be competitive in b-schools. The I-O job market is much smaller than the b-school market, has not been growing, and yet I-O students can do everything in a b-school that they can do in a psychology dept. Please, don’t get me wrong, I am not arguing that psychology departments are bad places to be. I have two students (Joyce Bono at Minnesota, Carl Thoresen at Tulane) in psychology departments. It is simply that the number of I-O slots every year is limited and I think there are steps I-O students can take to make themselves more appealing to b-schools. But it takes concerted effort, and some initiative/creativity in putting an attractive profile together.

Dr. Marks: Get some work experience, target top management journals such as AMJ, AMRmn or JOM, and teach business students or an MBA class...

Dr. Michelle Marks

Dr. Motowidlo: Publish good work. Publish in good journals. Publish a lot. It would also help to be able to show some familiarity with the business environment, maybe by having some teaching experience in a business school, for instance, or by having a record of research that includes field studies in work organizations with ready implications for managerial practice, or by having an MBA degree.

Dr. Sanchez: Publish, publish, publish. My experience in initial interviews with business schools was that all schools want people who can publish, even the "teaching oriented" programs. I believe this will also apply to psychology programs. The transition from I/O to business is more one of culture than knowledge base. There are certain specific experiences that I believe were critical to me in making the transition. These opportunities may not be available at other institutions. First, take courses in the business school. This allows you to learn some of the jargon, the style of teaching, the student culture, etc. Second, do research with business faculty. Third, join or at least support student organizations that are part of the business school. In my case, SHRM was a nice fit. Fourth, join the Academy of Management and attend the annual conference. If you are able to participate in the doctoral consortia it is also very useful. This conference is very different than SIOP and an excellent learning opportunity.

Dr. Schmit: I would advise them to take graduate courses in the business school. One of the most difficult parts of being a psychologist
What’s New in I/O?

Gruutter v. Bollinger – The Supreme Court Reviews Diversity in Selection Procedures

by Meredith Cracraft and Gonzalo Ferro

One of the biggest issues for I/O psychologists has been, and will probably continue to be, how to create selection procedures that are predictive of performance but do not create adverse impact. In the early 1960's, President Kennedy put an executive order into effect requiring that affirmative action be taken to select applicants without regard to their race. Since then there have been many court rulings that have debated the legality of using such things as quotas, minority preference, or banding in selecting applicants. The last time the Supreme Court debated on an admissions issue, the case of Regents of the University of California v. Bakke (1978), a divided court found that the medical school at UC Davis could defend its race-conscious admissions program to achieve a diverse student body. In his commentary, Justice Powell concluded, “the interest of diversity is compelling in the context of a university’s admission program.” However, the Court found that the use of quotas – setting aside a certain number of seats each year and utilizing a separate admission system for minority applicants – was illegal. On April 1st, 2003, the Supreme Court will again revisit the issue of the use of race in selection, in the Gruutter vs. Bollinger case involving the University of Michigan Law School.

So what is at stake? What are the arguments for each side? What is the ruling likely to be? Let us break it down for you.

The University of Michigan Law School’s policy for admitting students, which was adopted in 1992, is one focused on the admittance of a “mix of students with varying backgrounds and experiences who will respect and learn from each other.” It evaluates each student’s Law School Admissions Test (LSAT) score and their undergraduate GPA. Each student is placed on a grid with the LSAT scores on the horizontal and GPA on the vertical. While there is no cutoff point on this grid, it allows comparisons to be made among the applicants. Also taken into consideration is the quality of the undergraduate institution, the applicant’s essay, and other variables like talents and unique experiences. Students who have low index scores may be admitted if the school thinks that based on other variables this applicant would help achieve diversity in the program. The policy explicitly states that diversity is not just about race, weight may be given to other significant life experiences that would allow for a unique perspective such as being an Olympian.

However, race is often considered in the application process as a way to achieve a diverse student body. The school strives to bring in a “critical mass” of minority students so those who are minorities will not feel as if they have to be a spokesperson for their race. The school contends that race must be a consideration in order to be achieved since other recruiting strategies have not worked. Alternative ways of evaluating diversity in the application process do not result in the same degree of minorities represented. Using a critical mass judgment is different than a quota in that it is flexible. The decision-makers can use their judgment in determining, varying from year to year, the number of minorities who will be capable students.

The plaintiffs in this case are backed by the Center for Individual Rights (CIR). The opposition to the school’s policy is based on the argument that taking race into consideration in the admissions process is an unlawful racial preference because the policy is not “narrowly tailored to serve a compelling governmental interest.” The university does not have past discrimination that it is required to remedy, and it has not defined the compelling interest that racial preferences satisfy in increasing diversity. CIR contends that while in the Bakke case Justice Powell voiced the opinion that a diverse student body could serve as a compelling interest, his was a lone opinion not backed by the rest of the court and therefore cannot be used as a legal basis for promoting racial preference in admissions. Beyond this, simply asserting that a diverse student body is a compelling interest provides no boundary for determining when discrimination does occur.

In favor of the University of Michigan’s Law School, more than 300 organizations have signed more than 60 briefs supporting the university. Among them, former President Gerald R. Ford, who began the support process by writing an article that appeared in the New York Times last year, and culminated with a letter from 30 retired military officers. The military believes that without affirmative action, they would have a dearth of well-educated minorities for the officer ranks. The retired military generals contend that the disparity in the racial composition in the officer corps during the 1960’s and the 1970’s fueled a breakdown of order that endangered the military’s ability to fulfill its mission. The Association of American Medical Colleges cited empirical studies that consistently show that African-American and Hispanic doctors are significantly more likely to practice in underserved areas comprised largely of minority and poor populations. They therefore argue that race and ethnicity should be taken into account in the admissions process of medical schools in order to obtain the most effective physician work force. The University of Michigan’s Sociology department showed that students exposed to a range of cultures and beliefs learn better, become more analytical, and are better prepared to function in diverse settings. A finding echoed by the business communities, which argue that employees at every level of an organization must be capable of working effectively with people who are different from themselves.

So where does the case stand at the moment? Last May the U.S. Court of Appeals for the Sixth Circuit ruled 5-4 in favor of the University of Michigan. The majority opinion declared that because there are no reserved seats for minorities, the policy is not unlawful. The university should be allowed to use its judgment in the admissions policy given that other race-neutral alternatives for achieving diversity do not succeed. This ruling has since been appealed and will now be heard by the Supreme Court. When the Supreme Court finally rules, the decision will be what all other schools in higher education use as the basis for race preference policies. The interesting thing is that the Supreme Court itself appears to be divided on the issue. While there are four justices who will most likely support Michigan’s policy, there are three who most likely won’t (including Clarence Thomas, the only African-American justice). Justice Sandra Day O’Connor and Justice Anthony Kennedy are two who may or may not be inclined to support the policy.

Diversity is important. It is important for understanding the world that we live in today, for broadening our knowledge base, for creating solutions to problems, and for simply enjoying what life has to offer. While most people probably agree that diversity is important, we struggle with how to achieve diversity in the workplace and in institutions of higher education, while at the same time being true to the belief that every person should be judged on individual merit. As Dr. Bollinger (the former president of the University of Michigan and former Dean of the Law School, and current President of Columbia University) stated in making a commentary on the historic Brown v. Board of Education, which was supposed to desegregate education: “Reasonable people can disagree about affirmative action. But, it is important that we do not lose the sense of history, the compassion and the largeness of vision that defined the best of the civil-rights area, which has given rise to so much of what is good about America today”.

The fact of the matter is that we find sub-group differences in valid selection tests. There are some tests such as personality and interpersonal skills that produce fewer differences than cognitive ability, but how to combine these to yield maximum diversity and maximum performance is challenging. There is no agreed upon definition of diversity in an organization, and no definitive answer to the precise benefits of diversity. No wonder the door is wide open for disagreements as to what selection procedures are fair. While this case will not solve the problem, it will certainly impact the direction we go from here.
Dr. Michelle Marks Receives 2003 Distinguished IOPSA Alumni Award

Dr. Michelle Marks

I am pleased to announce that the recipient for the 2003 Alumni Award is Dr. Michelle Marks. The assignment of this award did not prove to be a simple task, for there were many extremely qualified candidates. However, since receiving her Ph.D. from the GMU I/O Psychology doctoral program in the fall of 1997, it is clear to see that Dr. Marks – the recipient of the 1998 Edwin Fleishman Dissertation Award – has established excellence in every domain recognized by this award.

Perhaps one of her greatest accomplishments has been her ability to mentor at the highest quality. Dr. Marks was not only a great mentor to her students while an Assistant Professor in the I/O program at Florida International University (FIU; from 1997-2002), but also made sure to offer plenty of guidance to the GMU I/O students who worked on a concurrent research project between GMU and FIU. Recently, Dr. Marks has returned to GMU, but this time to the School of Management. She is currently involved in research with graduate students, including those in the I/O program. By making her availability to graduate students a number-one priority, the arrival of Dr. Marks presents not only an additional resource for students, but also that she is sure to contribute greatly to the growing relationship between the I/O program and the School of Management at George Mason.

Along with providing excellent mentorship, Dr. Marks has been quite proficient in her research in I/O psychology. This long list of accomplishments includes over a dozen peer-reviewed journal publications in ten different journals, including the Journal of Applied Psychology (JAP) and Leadership Quarterly. She has also written several book chapters, and taken part in dozens of presentations at numerous conferences such as the SIOP and the Academy of Management (AOM) Conferences.

In addition to the research contribution made by Dr. Marks, she has demonstrated overall best practices in the I/O field. She has provided a service to the field of I/O psychology by chairing the annual SIOP Doctoral Consortium, serving on program committees for AOM, SIOP, and APA, and serving as a journal reviewer for many journals, including both JAP and the Academy of Management Review.

Not only has Dr. Marks been an influential presence in the field of I/O, but she has also remained a direct contributor to activities in the GMU I/O program, such as this I/ON Newsletter. In 1999 she gave students many words of wisdom in our “A Word From Our Alumni” column, and in 2001 contributed to an article on the “pros” and “cons” of going applied in I/O psychology.

What more can be said about the accomplishments of Dr. Marks? She achieves excellence in her practice of research, takes an active role in activities of our program along with the development of our students, and her recent arrival to the GMU School of Management suggests that the best may be yet to come!

With all that said, please join me in congratulating Dr. Marks on her accomplishments, and thanking her for the many contributions to both our program and the field of I/O psychology. To recognize these contributions, Dr. Marks will be presented with a plaque and a small gift at our Annual SIOP reception (see page 15). We invite everyone to join us in congratulating Dr. Marks on this accomplishment. If you are unable to attend this year’s reception feel free to congratulate Dr. Marks through email, mmarks@gmu.edu.

(Life as Da Man continued from page 1)

Things to loathe: See ‘Things to fear’, then add ‘SPAM’. Can someone please tell me why Spamming and telemarketing aren’t capital offenses, exempt from the constitutional ban on cruel and unusual punishment? Here is a simple solution. Anyone who sends out a Spam email instantly has the same email sent once to their personal email account for every person to whom the Spam is sent. Telemarketers have their message forwarded to their home answering machines.

Then, of course, they get dipped in ‘extract of wildebeest’ and locked in the lion cage at the Bronx Zoo. But I digress.

We did manage to get some stuff done. To wit,

1. Nursemaid Ployhart’s anemic compendium through the tenure process.
2. Nursemaid McFarland’s anemic compendium through the renewal process.
3. Hire a new Director, Lois Teterick (Just kidding about the secretarial stuff, Lois. You’ll LOVE it).
4. Update the GMU portion of the SIOP website so that it no longer reflects the attributes of the program circa 1977.
5. Implement the new doctoral curriculum, the highlight of which is to reduce the amount of time students must spend in class so that they are in a better position to hone their X-Box skills.
6. Move forward our efforts to partner with local consulting and research firms so that our students might serve as “research interns” that help the firms to move their work through the publication process.
7. Recognize that a “special topic” isn’t really special if it is offered on a regular basis, and thus, begin matriculating the “relevant paperwork”, an oxymoron if ever there was one, through the Byzantine maze of GMU bureaucracy with the desired outcome being the assignment of a permanent and singular number to three of our erstwhile 892 courses. What’s not to love?
8. Select a title for the imminent McFarland/Ployhart magnum opus. 
   “Magnus Opus McPloyfart” would have worked well. After two hours of deliberation, a team of 8 Ph.D.s with representatives from the McPloyfart clan arrived at what can only be considered the perfect name for the child, be it male, female, or other. The name: Stinky.” - Dr. Jose Cortina


Even Job would have been better. Indeed, there is a certain symmetry there. In the words of team Fishman, who provided baby jumpers on which this slogan was embossed, “Nature vs. nurture, I lose both ways”. Surely this is a slogan appropriate for the child of these particular progenitors, a slogan appropriate for a boy named Job. And what more appropriate name for the child of two I/O psychologists? Job Analysis McPloyfart? Oh baby. But I digress.

One nice thing about becoming director is the bump in pay. That, along with $1.82, will get you a Venti coffee in the student union, piping hot. And now if you will excuse me, I need to submit the forms that allow me to get the forms that allow me to submit the forms that allow me to get the forms that........

by Deidre Lozzi and Gavin Stevens

The following is a list of common answers to research problems for the not-so-research-savvy. Picture this: A colleague of yours comes to you baffled and cross-eyed from troubleshooting a dilemma with his or her research study. Upon inquiring as to what the quandary is, your colleague replies, “It just don’t make no sense!” You, being the altruistic and noble individual you are (not to mention sympathetic), want to help this poor sap solve his or her research predicament. Knowing that your colleague thinks multicollinearity is an atrocious intestinal disorder, you refer him or her to this fabulous Checklist.

Mark Yes or No for each of these questions to find out where the research problem potentially lies.

1) Do YOU have the POWER?
No, not the power of Grayskull, but statistical power. Have you conducted a power analysis to determine if your study has sufficient ability to detect a significant effect?

2) Did you ask Mr. Smith?
For those threats to internal validity, check for the following:
- Maturation - a change occurs within a participant
- Regression towards the mean
- Selection bias
- Mortality - loosing subjects along the way
- Instrumentation failures
- Testing (practice effects)
- History - something changes in environment without your knowledge in the context of the study.

3) Is Big Daddy there?
Who or what is Big Daddy you say? Well none other than construct validity of course! The “end all, be all” in your research study.

4) Is YOUR range restricted?
A common problem is that your sample may not be representative of the entire population of interest. Keep this in mind when drawing conclusions about the possible insignificance of your research findings.

5) Did the literature guide your proposal?
Use the lit., Luke! No, not the lit. saber, although that would be cool! “No more training do you require. Already know you that which you need. But beware, [methods, statistical analyses, limitations], the dark side are they. Once you start down the dark path, forever will it dominate your destiny” (Yoda, Return of the Jedi).

6) Reliability, did you leave home without it?
Did you leave home without it? Did you leave home without it? Consistent enough?

7) Got GIGO? (Garbage in, Garbage out)
The results of your research are only as good as the hypotheses and methods you put into them. Or put another way Aunt Bertha’s famous casserole that is “mmm, mmm, so good”, is only as good as the liver and lima beans in it (i.e., this joke is only as funny as the effort the authors put into it – thank you hold the applause).

8) Is it all relative? (check yes and no for this question and we’ll call it a day)
Are your results contingent on the sample being sheep herders in the Appalachians?

If your colleague STILL cannot figure out the problem with his/her research study, its hopeless. The authors are confident that their suggestions could help any not-so-research savvy person, even themselves!

Eye On...Ted Hayes

by Deidre Lozzi

Ted Hayes, PhD, is a Personnel Research Psychologist for the United States Immigration and Naturalization Service (INS). Recently, I interviewed him about his work at the INS and how students might be able to get involved.

When and where did you earn your PhD? What was the title of your dissertation? Who did you work with?
1990, Rice University, Houston, TX. Title: Is there judgment bias in the assessment center method? Director: Barbara Gaugler.

What are your primary areas of expertise?
Selection, validation, survey research, disabilities and employment.
Specifically, what kind of work have you been doing that is relevant to your I/O studies?
Currently, I am a Personnel Research Psychologist for the US Immigration & Naturalization Service (INS). My job entails test development, validation, and internal consulting. I am expected to publish, present at conferences, and participate in I/O-related societies. I also have done a little adjunct teaching. All of this is relevant to my studies in graduate school.

Now, as they say, for something completely different. I am also the co-leader of the INS’s Career Paths project, which is a combination of OD, anthropology, IT, training, etc. The goal is to identify likely career paths & developmental opportunities for people within each populous (N>50) occupation of the INS. We’re going to put the information – competencies, paths, cross-over points, and developmental activities – on an intranet site for all employees. I had no formal coursework preparation for this, but who would? Many organizational projects such as this are interdisciplinary. The best preparation is to maintain professional literacy through reading, going to conferences, volunteering for assignments that stretch your skill sets, etc.

What is your favorite part of your job?
I work with the best group of applied psychologists in the entire US government. By developing valid and fair assessments that also meet the business necessities of the agency, we help the agency hire the best applicants. This is a double contribution. Having the best employees enhances the country’s security. Also, the best selection process yields employees who can best help lawful immigrants attain their dream of becoming citizens of the most powerful free nation on earth. Finally, we contribute to the profession by our research using very large databases with very interesting data.

What aspect of your graduate experience was most helpful to be successful in your job?
Understanding that ambiguity is endemic to work life as well as grad school. Ha ha, just kidding! I’d say that it was very important to gain new skills through internships, meet other grad students & professionals, and publish & present research. The long slog of grad school is not an end unto itself; it’s a means toward your professional future and your personal development.

(Eye on... Ted Hayes continued on page 17)
Words from the Wise...

GMU’s I/O program alumni have pursued a wide variety of careers ranging from academia to more applied positions. It would certainly benefit current students to learn from our alumni’s diversity of life experiences. I had the privilege of interviewing Dr. Gilad Chen, recipient of the 2001 Edwin Fleishman Outstanding Dissertation Award. If you are interested in being interviewed for this column or would like to be added to our alumni page (http://www.gmu.edu/org/iopsa/alumni.htm), please e-mail us at ion@gmu.edu. And now, a word from our alumni...

**Dr. Gilad Chen**

by Justin Lebiecki

**When did you graduate from GMU and who was your advisor?**

I graduated in May 2001. My first advisor (1st 2.5 years at Mason) was Dr. Steve Zaccaro, and my second advisor (2nd 2.5 years at Mason) was Dr. Rich Klimoski. Although they weren’t formally my advisors, I’ve also worked closely with Dr. Stan Gully and Dr. Jose Cortina, and both of them gave me lots of advice (although I’m still trying to shake off some ill advice Jose has given me...).

**What was the greatest lesson you learned from your advisor?**

From Dr. Steve Zaccaro I’ve learned that there’s nothing more useful than a good theory, and also how to carefully and thoroughly conduct lab experiments. From Dr. Rich Klimoski I’ve learned a lot about career management, developing an “intellectual persona,” and thinking critically about scientific and applied issues. From Dr. Stan Gully I learned about doing careful survey research, about using statistics well, and about writing publishable journal articles. Finally, Dr. Jose Cortina also taught me a lot about statistics, and also about dealing with reviewers and the review process.

**Where did you work while at GMU?**

My first 3 years I worked in Dr. Zaccaro’s lab and at ARI (with Dr. Bob Kilmullen, a GMU alum). My 1st four years I also taught several courses (Intro to Social and I/O, working in teams) and labs (undergrad and grad stats). Finally, during my last year at Mason I worked at Personnel Decisions Research Institute (PDR).

**Where have you been since you graduated?**

I’ve been working as an assistant professor in psychology at Georgia Tech.

**What do you enjoy most about what you do?**

I love the intellectual freedom and autonomy I have as a faculty member. I enjoy doing the kind of research I’m interested in. I decide what to work on, when to work on it and how to do it. I also love the fact that my work allows me to balance work and family lives.

**What are your current projects/interests?**

I’m currently working on several research projects that examine multilevel models of organizational behavior. For instance, I’m conducting a lab study with my students examining a multilevel and longitudinal model of training transfer. I am also working with Drs. Paul Bliese and John Mathieu on a couple of papers that delineate a framework for validating multilevel constructs and provides new methodological tools for testing multilevel models. Finally, I’m working on publishing data from my dissertation (on newcomer-in-team performance) and on designing new studies on multilevel phenomena.

**How did you decide to pursue this line of work? (e.g., academic vs. applied)**

That was easy. I simply enjoy doing science and research and the freedom provided by the academic world. Although I also like doing applied and consulting work on occasion, the more I do it the more I realize how much basic and applied science contribute to sound applied work. I really believe science has a lot to offer in this knowledge-based economy, and therefore an academic career in I/O psychology can be very fulfilling.

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

Beating Rich Klimoski in racquetball...

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

The freedom to work with multiple faculty while at Mason was very rewarding for me. I’ve learned many and different things from the various faculty I’ve worked with, which has really helped me develop my own intellectual persona. I also really liked the collaborative and intellectually stimulating student culture at Mason. In addition to learning from faculty, I’ve gained a lot of knowledge from interacting and working with other graduate students at Mason.

**How do you stay involved in the I/O community?**

First, I conduct I/O research and publish in I/O-related journals. I’m also trying to be very active in SIOP and the Academy of Management (i.e., I work on committees and interact with other members in these organizations, as well as submit and review papers for their annual conferences). In addition, I review articles for several leading I/O journals, such as JAP, AMJ, ORM, JOM, and more. Finally, I collaborate and network with many good colleagues in the I/O community.

**If you had one piece of advice to tell GMU students, what would it be?**

Learn as much as possible about psychology in general and I/O psychology in particular, and find ways to contribute to the body of knowledge in our field (i.e., publish, publish, & publish...).

**Are you interested/willing to have students contact you for advice/internship opportunities? If so, what is the best way for students to contact you? (e.g., e-mail, phone, etc.)**

I’d be happy to. I can be reached via email atgilad.chen@psych.gatech.edu

**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 email. Some people even read the paper online (see where I am going?)

The I/ON has been on the IOPSA website for the last 3 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 email, we ask that you please email us at ion@gmu.edu. We personally enjoy the Internet version because pictures are in color and soon animation will be incorporated. We thank you in advance for your response.
George Mason University I/O Psychology Program Contributions to the 18th Annual Conference of the Society for Industrial and Organizational Psychology
April 11-13, 2003, Orlando, Florida
(Note: Names of GMU-affiliated presenters appear in bold. List compiled by Eric Odin)


Griepentrog, B. K. (co-chair), and Fleming, P. J. (co-chair) (2003). *Shared mental models and team performance: Are you thinking what we’re thinking?* Symposium presented at the 18th annual conference of the Society for Industrial Organizational Psychology, Orlando, FL.

Fri. - 10:30 a.m.  Int'l Ballroom


Sat. - 10:30 a.m.  Salon 6


Fri. - 2:00 p.m.  Salon 4/5


Fri. - 3:30 p.m.  Salon 7


Fri. - 12:00 p.m.  Salon 4/5


Fri. - 10:30 a.m.  Harbour 4 (Royal Plaza)


Fri. - 10:30 a.m.  Salon 4/5


Fri. - 1:00 p.m.  Int'l Ballroom


Sat. - 1:00 p.m.  Int'l Ballroom


Sat. - 8:00 a.m.  Salon 3


Fri. - 1:00 p.m.  Int'l Ballroom


Sun. - 10:30 a.m.  Salon 4/5


Fri. - 10:30 a.m.  Int'l Ballroom

SIOP 2003 continued on next page!


in a business school is you don’t quite “fit in”. That is, most of your colleagues will have had very different experiences in grad school and they will have a mastery of a very different set of intellectual knowledge. You will fit better if you can speak their language and know their perspectives a bit better.

Dr. Tesluk: One thing that helped me a great deal was to take courses in management. I had a management and organization minor that included courses in organizational theory and strategy, which helped me understand other areas of management research and gain a better perspective on more macro research. I also found that by working with M&O faculty as a grad student, I was able to get a better understanding of how to frame my research interests through a more business school lens. The other thing I would suggest would be to try to teach business school courses (as a grad student I was able to teach undergraduate courses in our labor relations school at Penn State). Often times my colleagues in organizational theory and strategy valued my teaching more than someone graduating with an MBA, as they would have a mastery of a very different set of intellectual knowledge. The other thing I would suggest would be to try to teach business school courses (as a grad student I was able to teach a business school course as a grad student. Even though it’s not teaching MBAs, teaching in a business school helps with the perception that you can make the transition to teaching MBAs.

What do you feel the differences are between the hiring process for Business and Psychology programs (e.g. weight given to experience, publications, teaching experience etc.)?

Dr. Judge: Most good b-schools place the same weight on publications (and, by and large, the micro-oriented management departments value the same journals as do I-O programs) as do I-O programs. As noted earlier, I think they do place more weight on experience, especially for I-O applicants.

Dr. Marks: Aside from my experience as a job candidate, I have not been through the hiring process from the business school perspective yet.

Dr. Motowidlo: I know there’s substantial variance in hiring practices across business schools and I suspect there’s also substantial variance across psychology departments. And I think there’s more variance within each type of school than there is between types. So, basically, I’m not sure there is any meaningful difference between business schools and psych departments in hiring practices.

Dr. Sanchez: First, I think the timing is most important. Most psych programs do their hiring in Jan - April for the following year. Business schools use the Academy of Management meeting in August as a starting point and for many schools the hiring process is complete before winter break for the following academic year. In terms of the weight given various components I am only guessing, I believe publishing would be weighted most heavily for both. Teaching experience next. Work experience last. However, since we are talking about moving from I/O to business more weight might be given to certain components. In order to successfully make the move from I/O to business I think you need more teaching experience and/or work experience (including internships, practica, consulting gigs, etc.) than someone graduating from a school of business. I’m not sure where this fits, but I also believe it is critical that you have the support of your faculty when applying to business schools. As you might expect, in some cases there are turf issues. This is where it is helpful to have the full support of someone in a school of business unless you are fortunate enough have the support of a faculty member(s) who has influence with business faculty.

I'm not certain that this is true at all. For example, I went from an applied psychology department to a business school. The key to being successful in the job market is developing the skill set necessary to be successful in whatever direction you want to go (e.g., applied, academic). If you think about what any academic department wants, they want someone who can publish (with very few exceptions) and someone who can teach effectively. What is true and this may be the source of the assumption above is that research in schools of business is, in my opinion, more diverse than in a psychology department. For example, methodology and the scientific rigor of research in I/O, social, developmental, and clinical psychology are fairly similar. However, research methodology and rigor in management, marketing, information systems, and strategy are pretty diverse. And there is a premium put on the “bottom line” in business.

(I/O’s in business schools continued on page 15)
Lake Eola Park  www.cityoforlando.net/csys/recreation/lake_eola.htm
Lake Eola Park is another low-key alternative to the rush-rush of the theme parks that seem to define Orlando. Lake Eola is a 43+ acre park that is popular with the locals. This is an ideal spot to come get some exercise on the paved path running around the lake. Perhaps the most famous aspect of the park are its swan-shaped paddle boats that can be rented out for anyone who wants to enjoy some peace and quiet out on the water. There is no admission charge to this park.

Interested in the Historical/Educational?

Orlando Science Center  www.osc.org
If you are interested in sciences other than social, you might want to think about heading over to the Orlando Science Center. The center is housed in a new state of the art 207,000 square foot building just off Interstate 4 in Orlando. The building houses numerous exhibits that are constantly changing. The goal of the center is to make learning fun for the entire family and from the looks of it, they have done a good job. Beside the exhibits, the center includes a planetarium, an observatory, and a Cinedome for your viewing pleasure. Prices are reasonable and depend on what you want to do but shouldn’t exceed $30 for adults.

Orlando Museum of Art  www.omart.org
If you are into art, the Orlando Museum of Art might be the place for you. This museum has been rated as one of the best art museums in the south. The museum is constantly changing exhibitions so it might be wise to check shortly before attending to see what is on display. The museum estimates that patrons leave two hours to visit all the exhibitions but shorter times if you only want to view specific exhibits. The museum is nice on the budget at only $6 for an adult admission.

Kennedy Space Center  www.ksc.nasa.gov
Blast off to Kennedy Space Center while on vacation in Orlando. Little did I know that the center is only 30 miles outside of the city, a trip well worth it if you would like to learn more about the space program. The center’s main attraction is a tour that covers three main areas; the observational gantry, the Apollo/Saturn V center, and the International Space Station. The center seems like a pretty good value at about $25 for adults.

Florida Splendid China (China Town)  www.floridasplendidchina.com
Ever want to see China but just can’t find the time? At Florida Splendid China, you can do it in just one day, or so they claim. This attraction features replicas of many of the famous sites of China. Also for the price of admission, there are shows, dining, and many history lessons. Another decently priced alternative, to see this China will only set you back around $25.

Feel the need to shop?

Pointe* Orlando  www.pointesorlando.com
If you feel the desire to shop, it appears that Pointe* Orlando is the place to go. With over 60 specialty retailers, everything you are looking for should be available in this complex. Combine that with dining and entertainment opportunities and you could spend an entire day there.

Or do you just want to dance?

8 Seconds  www.8-seconds.com/orlando.html
And when it comes to dancing, is there really any other kind than country western? I think not, eh Dr. Zaccaro? For those that want to kick up their boots and maybe do a little line dancing, 8 Seconds looks like the place to be at night. With live professional bull riding, two dance floors and two-step and line dance lessons, what more could you want? See you on the dance floor Steve!

So there are the few suggestions I have for you. This is by no means an exhaustive list. Orlando is filled with fun things to do, no matter what kind of interests you have. So however it is you decide to spend your free time, enjoy the sun and lack of snow and I will see you at the conference!

Alumni Updates

by Gabrielle Wood

The goal of Alumni Updates is to keep current students and faculty informed of the accomplishments of alumni. Alumni can help by submitting announcements and updates to the I/ON (ion@gmu.edu). Please keep us informed of any address changes so that we can ensure that you will continue to receive the I/ON newsletter. If you have or are planning to move, you can update your address by contacting us at ion@gmu.edu.

Congratulations to…

Dr. Jon Boyle, an M.A. alumnus, who recently received his Ph.D. in Human Development from Virginia Tech’s Northern Virginia (http://www.vt.edu) campus.

Shirley Plunkett, an M.A. alumnus, was elected Treasurer of PTC/MW (www.ptcmw.org) for 2003.

Dr. Michelle Marks for winning this year’s IOPSA Distinguished Alumni Award.

Dr. Marisa (Diana) Russo and Dr. Michelle (Zazanis) Wisecarver on their newborn babies

What Schools Represent GMU Alum?

Dr. Wendy Casper is currently an assistant professor of psychology at the University of Tulsa (http://www.utulsa.edu).

Dr. Gilad Chen is currently an assistant professor of psychology at Georgia Institute of Technology (http://www.gatech.edu).

Dr. Mary Shane Connely is currently an assistant professor of Psychology at the University of Oklahoma (http://www.ou.edu).

Dr. Thomas Kane is currently an associate professor of psychology at South West Missouri State University (http://www.smsu.edu).

Dr. Patrick McCarthy is currently an associate professor of psychology at Middle Tennessee State University (http://www.mtsu.edu).

Dr. Alison O’Brien is currently an assistant professor of finance at George Mason University (http://www.gmu.edu).

Dr. Stephanie Payne is currently an assistant professor at Texas A&M University (http://www.tamu.edu).

Dr. Roni Reiter-Palmon is currently an associate professor of psychology at the University of Nebraska-Omaha (http://www.unomaha.edu).

Recent Publications…


Honorary Mention…

Dr. Debbie Whetzel is scheduled to be honored at this year’s Celebration of Distinction for winning the IOPSA Distinguished Alumni Award in 2002.
(I/O’s in business schools continued from page 13)

Dr. Schmit: I would guess this is true for any research-based program. There are some business programs, generally in smaller or private liberal arts colleges where applied experience will be valued for primarily teaching types of positions. However, be ready for your pay to be cut in half. You are going to have to REALLY want to teach.

Dr. Tesluk: In many cases it is probably just as difficult because people will have concerns over the transition in the type of work involved at the same time, applied experience (especially with managers and executives) can help in different ways in MBA teaching and perhaps being able to connect your research and its implications to broader business concerns and issues. Of course, that all depends on the type of applied experience one has.

What do you feel are the biggest pros/cons of working in a business department?

Dr. Judge: I think the biggest pro is that you can earn higher pay while still doing the same research (and working with doctoral students) as if you were in an I/O program. I think the biggest cons are: (a) the allied cultures as much as possible. What that means is that you don't less useful/interesting than allied areas in psychology departments (personally, social, etc.); (b) the teaching is different--MBA students are perhaps more demanding (though good teachers can teach well in any context in my experience).

Dr. Marks: I think there are significant pros to both I/O programs and business schools. I/O programs have talented, research-oriented graduate students to work with and to teach – so that could be a "con" of working in business schools without PhD programs or links to I/O programs. Salaries and resources are generally better in business schools and there are more opportunities to connect with the work environment that we study. Colleagues can be great in both places - that depends on where you work.

Dr. Motowidlo: Pro: high salary, especially for starting positions. Con: few colleagues with interests in truly psychological phenomena.

Dr. Sanchez: The biggest pro is resources. Resources of all kinds - salary, administrative help, contacts with the community, teaching facilities, etc. Another pro or con depending on your personal preferences is culture. For me, my personal style and interests were more in line with the school of business culture than with the psychology department culture. However, that culture will not suit all I/O psychologists in business schools, I think they often find being the only, or one of very few I/O psychologists, is a pretty lonely experience.

On the benefits of working in the business school — 1) Great exposure to new and different perspectives. 2) Very good research ideas can come from cross-fertilization. 3) More available funds and business affiliations for research. 4) Good pay levels.

Dr. Schmit: Pros: 1) Great exposure to new and different perspectives. 2) Very good research ideas can come from cross-fertilization. 3) More available funds and business affiliations for research. 4) Good pay levels. Cons: 1) It may not be a good fit for everyone. 2) Less exposure to other disciplines of psychology. 3) Less likely to have other I-O colleagues to work with closely.

Dr. Tesluk: As far as the pros are concerned, it’s hard to ignore the pay differential and differences in access to resources between psychology and business. If you enjoy MBA teaching and interacting with executives, then another set of pros can be having opportunities to do executive education types of teaching and workshop opportunities (typically after tenure). I have also found it easier to be able to gain access to organizations being in a business school because of the connections of the school and going through former MBA students of mine who work in companies as managers and executives. Also, even though there is more and more emphasis in business schools on getting grants, there seems to be less emphasis on that as compared to most psychology departments.

Regarding the cons, although now that I feel I have begun to get the hang of it and I’ve found I like teaching MBAs, it was a tough transition and they take up much more time than teaching undergrads. I sometimes miss not being in a group of only I/O psychologists who view things the way I do. At the same time, we have a great I/O program at UMD whom we have close connections to and many of my colleagues in my management department are I/O psychologists. But for many I/O psychologists in business schools, I think they often find being the only, or one of very few I/O psychologists, is a pretty lonely experience.

All that said, however, I think the main pro/con concern comes down to fit. Independent of differences in pay, access to resources, etc., I am happier in a business school because my research and teaching interests are more consistent with what is emphasized in a business school than a psychology department. I’ve seen a good number of colleagues in management departments be very unhappy with things that are just part of the reality of working in a business school (e.g. teaching MBAs, attending MBA events) or whose research tends to be more focused on what might be described as more exclusively psychological processes or phenomenon and I can’t help but think that they would be happier in a psychology department. What I think that means is that you have to be aware of what you enjoy in an academic job and career and carefully gather data on how those factors play out in psychology and management departments (and remember that there is a lot of variance within each type too) and then consider where you feel you might best fit.

GMU’s 2003 SIOP Reception

by Katie Baughman and Gonzalo Ferro

So, what are YOU doing Friday, April 11th, starting at 7:30 p.m.? Well, Katie and I will be socializing at GMU’s Sixth Annual SIOP Reception, and we hope all of you can join us!

We have managed to schmooze our way into the Grand Ballroom, which is located on the main floor of the Hilton in the Walt Disney World Resort (1751 Hotel Plaza Boulevard, Lake Buena Vista, FL). The event will commence at 7:30 p.m. and is guaranteed to be a good time. George Mason’s faculty and students will be hosting a number of invited guests, including faculty and students of other programs, alumni, and this year’s Distinguished Alumni Award recipient.

Every year, GMU’s I/O Psychology program honors one of our alumni. This year’s award recipient is Dr. Michelle Marks (see page 7 for full story). The Award will be presented at 8:30 p.m. Be sure to be around when we honor our esteemed alumnus, so you can share in congratulating her.

Be sure to bring your invitation (which is included in this edition of the I/ON). We can’t wait to see you all there!
Ability of SMEs to understand the task. Simply reviewing test questions can be a tedious and cognitively draining task. If the task of considering how a MCP will perform on each item is added to the task, then it becomes even more difficult. SMEs become tired and stop putting thought into the task, which results in inaccurate data. The first step in combating this is to train the SMEs thoroughly, especially on the concept of a MCP. Try to make it as simple as possible for the SMEs to picture that person in their minds. Next, the Angoff Method suggests using ratings of 25 to 100 for rating each item. Simplify this into a more manageable scale. For example, instead of 75 points, use five or seven points, each with a behavioral anchor.

Number of SMEs. Small agencies will have a small pool of incumbents from which to select SMEs. Large agencies’ incumbents can sometimes become impossible to use. (Imagine if you will, trying to get a group of police SMEs during the sniper attacks). When faced with this, I have sometimes relied on the relationships I have formed with SMEs from other agencies. The stipulation here is that the client must agree to use outside SMEs. Another solution is to supplement incumbent SMEs with I/O psychologist SMEs. I have found that I/O psychologist SMEs are more accurate in rating item difficulty than incumbent SMEs.

Amount of time needed to complete the task. Validating cut scores is a time consuming task that will require quite a commitment from your SMEs. Prepare them for this by being up-front and honest at the beginning of the project. Tell them how long it is going to take. Next, make it as easy as possible for the SMEs. For example, ask them what time of day they prefer to meet, ask them if they prefer fewer meetings that are lengthy or if they prefer more frequent short meetings. Finally, if possible, try to break-up the task by intermixing cut score work with other tasks that need to be completed. I have found that this helps avoid burnout and keeps meetings more interesting.

Project timeline. Oftentimes, a client’s timeline requires the consultant to announce the cut score before development and validation is complete. When I am required to do this, I make an educated guess based on a number of factors. First, I consider the needs of the client (e.g., how many vacancies do they have to fill?). I also consider other components of the process (e.g., will this score be the only score that determines selection or are there other components?). Another very important point to consider is past precedent (e.g., what was the cut score for previous tests?). Candidates understand that the test content changes for every administration to protect test security. However, they distrust a process in which the standards (e.g., cut scores) change every year. After you have announced a cut score, it is essential that you keep that cut score in mind when drafting items. You should first plan to overwrite test items. I always write at least 25% more items than I want in the final test. While overwriting, you should try to write items of varying difficulties. This will give you more flexibility when choosing which items to include in order to meet the previously announced cut score.

A content-related validation method is more appropriate when:
1. The goal is to have a large number of candidates go on to the next hurdle in order to maximize certain candidate pool characteristics, such as diversity.
2. There is a large candidate pool and there is an additional performance measure used to make the selection decision that is costly to administer. For example, candidates take a multiple-choice job knowledge test and then move on to an Assessment Center.
3. The client has a large or fixed number of vacancies to fill.

I just want to leave you with a few suggestions regarding cut score validation. First, do not become so adept at creativity and flexibility that you lose sight of professional and legal standards. This will surely get you in trouble. Second, do not become overly attached to “the most scientific and statistically powerful” methods.

The Social Side…

by Bryan Wiggins

The students and faculty here at George Mason used the Winter Break for some much needed rest and relaxation. From New York to L.A., Canada to New Orleans, the George Mason community traveled near and far to enjoy the break with friends and families. While individuals enjoyed the break in their own ways, one theme held true, love was in the air.

Something about the Winter months, whether it was family gatherings or cupid’s arrow, has evoked love in the George Mason community. Sean Marsh and Kara Incalcuterra were married this October in Houston, Texas. Also, several I/O students have recently become engaged; Paige Bader and Jeff Graham, Andi Rittman and Scott Lassiter, W. Ben Porr and Paula Caberese. Finally, Gonzalo Ferro has decided on a wedding date with Erin Baillie of Belleville, Ontario. These two will be married in July on an island off Lake Ontario. Congratulations to all of our lovebirds.

On a more serious note, the George Mason I/O basketball team, the Dirty Old Men (DOM), have completed yet another undefeated regular season. The team’s record of 3-0, with one snow cancellation, was good enough for third place in the playoff seeding. The DOM won their first playoff game in their quest for old men supremacy! The team members include Sean Marsh, Brian Griepentrog, Pat Fleming, Brian Holtz, Ben Porr, Luke Viera, Jr., Gonzalez Ferro, Zack Horn, Nick Vilelle, Justin Lebiedzki, and Bryan Wiggins. The team would like to give a special thanks to the cheerleaders for supporting the team throughout the season.

This Winter has been particularly harsh on the east coast (we’ve gotten more snowfall than Vail, CO)! However, cold temperatures and snow may soon be traded in for sunny skies and golf clubs. Of course I am talking about the 2003 SIOP Conference. Highlights include the ever-popular GMU social, the golf tournament with GMU’s own Jose Cortina as one of the organizers (extra mulligans are always appreciated), and of course no trip to Orlando would be complete without Mickey, Goofy, and Disney World. The conference hotel, the Hilton at Walt Disney World, is right in the mix of all of Disney World’s magic, so we look forward to all of the exciting details in the next issue of the ION.
"Work on RESEARCH, as much as possible, every day (including weekends). Remember that what you do for your funding is clearly a priority, and must be done well, but getting research outcomes is a more important, long-term priority. Write as much as possible, and get those projects out the door!" –  Dr. Robert Ployhart, Assistant Professor

“Summer is a great opportunity for internships or working in an applied position. The rhythms of applied work are different than that of academia. Immersing yourself in applied settings is beneficial for a variety of reasons. First, it’s a great opportunity for career exploration and the experiences you pick up will be helpful when making career choices. Second, it’s an opportunity to expand your professional network. Third, it’s challenging (and fun) applying what you’ve learned in the classroom to real-world situations; you’ll never be closer to seeing I/O in action (and its outcomes) on a day-to-day basis than working with practitioners. Fourth, the problems you encounter in the process of your work will stimulate your thinking and can be a treasure trove of ideas for future research.” –  Mike Ingerick

After a semester at GMU, the circus will seem familiar to you. Graduate school is a juggling act to stay on top. You must manage multiple projects and then, of course, face SIOP.

“The summer is a great opportunity to look back on the research that you’ve done throughout the school year and brainstorm what else you can get out of it. So many times data that are relevant to other issues. With ideas fresh in mind from SIOP ’03, use your summer brain capacity to think about what you could present next year. Keep in mind that the deadline for submissions to SIOP ’04 is approaching at summer’s end; get it done before classes start in September!” – Cary Kemp

The more you KNOW, the smarter you are. It’s starts when you’re young – those famous words – READING serves your future well.

“Summer is a great time to read for fun (if you like that sort of thing), so besides novels and magazines, you could read some current journal articles about a topic that you’re interested in but haven’t had much time to look into yet.” – Patrick Fleming

“Scan through the table of contents and abstracts of the major I/O journals. Staying up-to-date not only keeps your knowledge current but also increases your chances of discovering THAT article that really stimulates your thinking. “ - Mike Ingerick

“On and on you will hike. And you know you’ll hike far, and face up to your problems whatever they are. You’ll get mixed up, of course, as you already know. You’ll get mixed up with many strange birds as you go. So be sure when you step. Step with great care and great tact and remember that Life’s a Great Balancing Act. Just never forget to be dexterous and deft. And never mix up your right foot with your left. And will you succeed? Yes! You will, indeed! (98 and ½ percent guaranteed).” –  Dr. Seuss

“I/in the I/O community?

I am involved in local and international professional societies, such as PTCMW, IPMAAC, & SIOP. Others belong to MAPAC, APA, SHRM, and the Academy of Management. Maintain your professional literacy through reading and publishing in journals and books. It’s true that all of these cost money. However, stay involved to the extent that you can so that you meet others, get known, and can find fulfillment in your chosen profession.

Ted Hayes has recently accepted a job at the Transportation Security Administration (TSA) starting on April 7, 2003. If you have any further questions regarding his work at the INS or his new position at the TSA please email us at the I/ON (ion@gmu.edu) and we will direct your email. Any students interested in possibly working with either Ted Hayes or his colleagues should feel free to visit this website which contains a taxonomy to guide test developers: http://www.ipmaac.org/mapac/meetings/2001/fall2001.htm.

**Scan through the table of contents and abstracts of the major I/O journals. Staying up-to-date not only keeps your knowledge current but also increases your chances of discovering THAT article that really stimulates your thinking. “ - Mike Ingerick

**“On and on you will hike. And you know you’ll hike far, and face up to your problems whatever they are. You’ll get mixed up, of course, as you already know. You’ll get mixed up with many strange birds as you go. So be sure when you step. Step with great care and great tact and remember that Life’s a Great Balancing Act. Just never forget to be dexterous and deft. And never mix up your right foot with your left. And will you succeed? Yes! You will, indeed! (98 and ½ percent guaranteed).” –  Dr. Seuss

**I/in the I/O community?

I am involved in local and international professional societies, such as PTCMW, IPMAAC, & SIOP. Others belong to MAPAC, APA, SHRM, and the Academy of Management. Maintain your professional literacy through reading and publishing in journals and books. It’s true that all of these cost money. However, stay involved to the extent that you can so that you meet others, get known, and can find fulfillment in your chosen profession.

Ted Hayes has recently accepted a job at the Transportation Security Administration (TSA) starting on April 7, 2003. If you have any further questions regarding his work at the INS or his new position at the TSA please email us at the I/ON (ion@gmu.edu) and we will direct your email. Any students interested in possibly working with either Ted Hayes or his colleagues should feel free to visit this website which contains a taxonomy to guide test developers: http://www.ipmaac.org/mapac/meetings/2001/fall2001.htm.

**I/in the I/O community?

I am involved in local and international professional societies, such as PTCMW, IPMAAC, & SIOP. Others belong to MAPAC, APA, SHRM, and the Academy of Management. Maintain your professional literacy through reading and publishing in journals and books. It’s true that all of these cost money. However, stay involved to the extent that you can so that you meet others, get known, and can find fulfillment in your chosen profession.

Ted Hayes has recently accepted a job at the Transportation Security Administration (TSA) starting on April 7, 2003. If you have any further questions regarding his work at the INS or his new position at the TSA please email us at the I/ON (ion@gmu.edu) and we will direct your email. Any students interested in possibly working with either Ted Hayes or his colleagues should feel free to visit this website which contains a taxonomy to guide test developers: http://www.ipmaac.org/mapac/meetings/2001/fall2001.htm.

**Scan through the table of contents and abstracts of the major I/O journals. Staying up-to-date not only keeps your knowledge current but also increases your chances of discovering THAT article that really stimulates your thinking. “ - Mike Ingerick

**“On and on you will hike. And you know you’ll hike far, and face up to your problems whatever they are. You’ll get mixed up, of course, as you already know. You’ll get mixed up with many strange birds as you go. So be sure when you step. Step with great care and great tact and remember that Life’s a Great Balancing Act. Just never forget to be dexterous and deft. And never mix up your right foot with your left. And will you succeed? Yes! You will, indeed! (98 and ½ percent guaranteed).” –  Dr. Seuss

**I/in the I/O community?

I am involved in local and international professional societies, such as PTCMW, IPMAAC, & SIOP. Others belong to MAPAC, APA, SHRM, and the Academy of Management. Maintain your professional literacy through reading and publishing in journals and books. It’s true that all of these cost money. However, stay involved to the extent that you can so that you meet others, get known, and can find fulfillment in your chosen profession.

Ted Hayes has recently accepted a job at the Transportation Security Administration (TSA) starting on April 7, 2003. If you have any further questions regarding his work at the INS or his new position at the TSA please email us at the I/ON (ion@gmu.edu) and we will direct your email. Any students interested in possibly working with either Ted Hayes or his colleagues should feel free to visit this website which contains a taxonomy to guide test developers: http://www.ipmaac.org/mapac/meetings/2001/fall2001.htm.

**Scan through the table of contents and abstracts of the major I/O journals. Staying up-to-date not only keeps your knowledge current but also increases your chances of discovering THAT article that really stimulates your thinking. “ - Mike Ingerick

**“On and on you will hike. And you know you’ll hike far, and face up to your problems whatever they are. You’ll get mixed up, of course, as you already know. You’ll get mixed up with many strange birds as you go. So be sure when you step. Step with great care and great tact and remember that Life’s a Great Balancing Act. Just never forget to be dexterous and deft. And never mix up your right foot with your left. And will you succeed? Yes! You will, indeed! (98 and ½ percent guaranteed).” –  Dr. Seuss

**I/in the I/O community?

I am involved in local and international professional societies, such as PTCMW, IPMAAC, & SIOP. Others belong to MAPAC, APA, SHRM, and the Academy of Management. Maintain your professional literacy through reading and publishing in journals and books. It’s true that all of these cost money. However, stay involved to the extent that you can so that you meet others, get known, and can find fulfillment in your chosen profession.

Ted Hayes has recently accepted a job at the Transportation Security Administration (TSA) starting on April 7, 2003. If you have any further questions regarding his work at the INS or his new position at the TSA please email us at the I/ON (ion@gmu.edu) and we will direct your email. Any students interested in possibly working with either Ted Hayes or his colleagues should feel free to visit this website which contains a taxonomy to guide test developers: http://www.ipmaac.org/mapac/meetings/2001/fall2001.htm.
The Consortium Research Fellows Program, founded in 1981, is a unique educational and research partnership that focuses on the training and development of young scientists. The Fellows Program collaborates with the twelve Consortium universities and colleges in this area. Over the past ten years, George Mason's I/O program has played an important and impressive role in the partnership. With this donation, we express our deep appreciation of a program with which we are proud to collaborate. For more information on the Consortium Fellows Program please contact the Director, Dr. Robert S. Ruskin (ruskin@ari.army.mil).

PDRI, the premier research and consulting firm in the field of industrial/organizational psychology, designs, develops, and implements human resource systems based upon recent advances in the behavioral sciences and the highest principles of professional practice.

PDRI's Washington DC area office is located at 1300 Wilson Boulevard, Suite 1000, Arlington, VA 22209. If you would like more information about PDRI visit our website at www.pdri.com, or contact Elizabeth Marino at (703) 812-3081.

HumRRO has maintained a solid reputation for enhancing the effectiveness of our clients' human resources. HumRRO's professional staff is dedicated to the application of state-of-the-art scientific principles and technologies to improve individual, team and organizational performance. If you would like more information about HumRRO, please contact Dr. Beverly Dugan at (703) 549-3611 or bdugan@humrro.org.
HumanR is a leading provider of organizational development services and enterprise performance management software tools. The company has core competencies in employee and customer surveys, performance management, developmental assessment and training.

HumanR’s office is located at 6 Pidgeon Hill Drive, Suite 300, Sterling, VA 20165. If you would like more information about HumanR, please visit our website at www.humanr.com or contact Mary Saily at 703-450-1101.

CPS Human Resource Services has been the nationwide test administration and selection services expert for Public Agencies for over 65 years. CPS has extensive experience in coordinating occupational tests and licensing and certification exams. The knowledgeable and resourceful team of industrial organizational psychologists provides professional and innovative technology for all human resource services including assessment centers, organizational development, performance management, recruitment, selection and more. If you would like additional information about CPS Human Resource Services, please contact Dr. Bruce Davis at 1-800-822-4277 or Bruce@cps.ca.gov.

GMU’s Friends and Supporters Program

We gratefully acknowledge the generous support of our Friends and Supporters. Their support is instrumental to the publication of our newsletter, the I/ON, and to other IOPSA-sponsored initiatives.

Information on Friends and Supporters can also be found on our website at: www.gmu.edu/org/iopsa/friends.htm. If you would like to become a Friend and Supporter of GMU’s I/O students, please contact Eric Odin at eodin@gmu.edu. You may also download information and forms from the website. Thank you!
I/ON Newsletter

The I/ON 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 I/O community. We would like to thank the previous I/ON editors, Dr. Marisa Diana-Russo, Dr. Stephanie Payne, Lisa Boyce, and Nikki Dudley.

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.

I/ON Newsletter Staff

Past Editor
Mike Ingerick

Contributors
Katie Baughman
Jenna Belman
Dr. Jose Cortina
Meredith Cracraft
Gonzalo Ferro
Laura Fields
Brian Holtz
Zack Horn
Mike Ingerick
Cary Kemp
Justin Lebiecki
Deidre Lozzi
Karin Orvis
Gavin Stevens
Luciano Viera, Jr.
Nick Vilelle
Bryan Wiggins
Gabrielle Wood

Present Editor
W. Benjamin Porr

Incoming Editor
Deidre Lozzi

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.