I/ON: *The Official Newsletter of the I/O Program at George Mason University*

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

Inside this issue:

- *See what research the I/O faculty and students are currently involved with on page 3.*
- *Suzanne Tsacoumis talks about the trials and tribulations of being an I/O consultant*
- *As always the comedic stylings of Pat Fleming as he looks back at his childhood*
- *See 2002 Halloween pics on page 12*

I/O: what's that mean?

by Bryan Wiggins, Justin Lebiecki, Zack Horn, and Nick Vilelle

I/O psychology, what's that? It's psychology applied to work. Ohh, so you counsel the people who have problems at work? No, not exactly. Has this happened to you? Well, hopefully situations like this will not occur as often in the future.

What is an industrial/organizational (I/O) psychologist? While the general public has no idea about the dilemma I/O faces, finally there is some hope for an understanding. The hope rests in the hands of the SIOP Publicity Committee, a group dedicated to providing the general public with an understanding of what an I/O psychologist actually does.

One of the SIOP Publicity Committee members is George Mason's own, **Dr. Rob Ployhart**, who is in his final year on this committee. There are several members nationwide, all volunteers. Each serves a 3-year term. The members devote vast amounts of hard work and dedication into tapping any and all resources to increase the visibility of I/O psychology to the general public.

While more traditional fields of psychology (e.g. clinical and developmental) regularly receive publicity, the SIOP publicity committee is attempting to add I/O to this list using several methods. One approach the committee is taking is to increase popular publications on the impact of the field. Counterintuitive articles on issues that may interest people outside of I/O are being written for nationwide sources such as the *Wall Street Journal*. More articles such as these act as a bridge to many in the business community and beyond, in order to promote the field of I/O.

One obstacle that prohibits building this bridge, however, is the lack of a standard definition that characterizes I/O psychology, even within the I/O community. With such diverse topics as selection, training, group behavior, leadership, family studies, etc., it is hard to incorporate the entire field into one broad definition. One of the reasons it may be so difficult for people to understand the concept of I/O psychology is that it is so difficult to explain to someone with no knowledge of the area. Perhaps this is the reason that it isn't even included in the majority of introductory psychology books. Therefore, another one of the SIOP publicity committee's goals is to create a 'brand' for I/O. Nike has the swoosh and Taco Bell has the Chihuahua, but what can I/O use to catch people's attention? A 'brand' must encompass the entire scope of I/O with just a few details that people can remember.

Diversity Affairs Committee

by Gonzalo Ferro

Dr. Ann Marie Ryan, current SIOP president, addressed this issue in her first message as president (The Industrial-Organizational Psychologist (TIP), Vol. 40, # 1) and mentioned that one of her initial goals was to enhance the recruitment of ethnic minorities in our profession. Dr. Ryan reported that although 15% of recent doctorates in psychology were granted to minority students, less than 6% of SIOP members are individuals of color. In an article published in the *APA Monitor* (Jan. 2000, Vol. 31, # 1) Dr. Henry Tomes, the APA executive director for public interest, reported that within the next decade, there would be no racial majority in the U.S. However, psychology is composed of 94% white and 6% ethnic minorities. To address this disparity, the APA and various divisions are actively working to increase minority representation.

Our own psychology department took a significant step toward addressing the issue by setting up the Psychology Department Diversity Affairs Committee. I sat down with Dr. Otto Wahl, director of the Clinical Program and Chair of the GMU Diversity Committee, to discuss its mission, goals and current projects.

How did the GMU Diversity Committee get started?

I was at the APA Conference in 2000, and attended a seminar where they were talking about diversity. The talk highlighted model programs and the kinds of things these programs did to address diversity issues. One of the things these programs had was an official committee that addressed issues relating to diversity. A department committee served as a great first step for concentrating and presenting ideas.

What does the GMU Diversity Committee hope to accomplish?

First, the committee hopes to increase the diversity of faculty and students by improving efforts to recruit and retain minority faculty and students. Second, the committee will assist the department to better prepare students to deal with a diverse world through coursework that will foster a better appreciation/understanding of issues relating to diversity. The committee will address not only racial and ethnic diversity, but issues relating to culture, sexual orientation, gender, age, disabilities and religion. As well, the committee hopes to help the department better train future faculty in areas of diversity through our graduate programs.

What are the immediate goals of the committee?

The committee started with three tasks. The first is to identify a series of resources for people interested in issues pertaining to diversity. These can either be campus-wide resources, or community wide. These resources need to be available to faculty, staff, and to current and prospective students. The second goal is

A Word from the Editor

By W. Benjamin Porr

Welcome to another issue of the I/O Network Newsletter! It is an exciting time here at GMU and we here at the I/ON try to capture the enthusiasm felt by students, faculty, and the I/O community. I enjoy editing this newsletter because I get to read the stories before anyone else (get a jump on the competition, ya' know), but I was especially looking forward to this issue because of the diverse columns that have been incorporated.

I felt our two cover stories were most important for the I/O community at large. The SIOP Publicity Committee is working hard to familiarize people with the field of I/O psychology. We, as practicing I/O psychologists, need to understand this process and make an effort to dedicate our time to the promotion of our field. The second cover story involves the diversification of psychology as a field. It is not specific to I/O, which makes it an even more important issue. Whereas the first story shows how I/O must stand out from other fields of psychology, the second story shows how psychology must stand out, in general.

First, I would like to thank all the authors of the columns. I would also like to thank **Mike Ingerick** and **Dr. Rob Ployhart** for helping me with the editing process. Finally, I want to thank Dr. Suzanne Tsacoumis for writing an article about her experiences working as a consultant for Human Resources Research Organization (http://www.humrro.org). We here at the I/ON feel it is important to have columns from people in business or academia that are not directly affiliated to GMU. This column will hopefully start a new trend, so please, if anyone would like to write a column for the I/ON email us at ion@gmu.edu.

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

What's New at GMU?

by Mike Ingerick

Internship opportunity for GMU students! The Kauffman Entrepreneurship Internship Program and the GMU Enterprise Center recently announced that they are seeking upper-level students (undergraduate juniors and seniors or graduates) for the Spring 2003 semester for internships. The internship is an opportunity for students to work with small technology companies and other corporations that need assistance with market research, business planning or other entrepreneurship projects. The position allows students to apply what they have learned in the classroom to real-world settings. The internship will last for 14 weeks and students will work about 20 hours per week. Students will receive a stipend and three academic credits. Interested students should contact Peter Frank at (703) 993-4679, or pfrank@gmu.edu.

The rich get richer! The GMU community has access to the 1.6 million volumes of the Georgetown University Library now that the institution has joined the Washington Research Library Consortium (WRLC), a regional organization that allows member institutions to share library resources across university boundaries. The addition of Georgetown's main campus library system includes Lauinger Library and the Blommer Science Library, and provides access to a new multimedia center, an online reference chat service, and a diverse special collections department.

Let's keep in touch! The GMU Alumni Association recently announced the official launch of the MASONline Alumni Directory. MASONline allows alumni to update their personal contact information and search for old friends and classmates. To safeguard alumni's privacy, MASONline initially provides alumni names, degree information, and e-mail addresses only. Alumni can customize their privacy preferences to allow more of their contact information to be visible to other alumni users. You can access MASONline at http://www.gmu.edu/alumni. From there, simply click on "Alumni Directory" and follow the directions for first-time users.

GMU professor wins Nobel Prize! The Royal Swedish Academy of Sciences announced in early October that Vernon Smith, Professor of Law and Economics at GMU, will receive the 2002 Nobel Prize in Economics. Smith will share the prize with Princeton psychology professor Daniel Kahneman. GMU is the only law school in the U.S. with an active Nobel Prize winner on its faculty. Additionally, this is the second time that a GMU Economics professor has received the Nobel Prize in economics. Dr. James Buchanan received the prestigious award in 1986.

If you are planning on attending a professional conference this academic year, you should definitely submit an application to the Graduate Student Travel Fund (GTSF) to help cover your expenses. Both MA and PhD students are eligible to apply. Information about the application process and all forms are available at www.gmu.edu/org/ gstf. Remaining deadlines for submitting applications for the 2002-2003 academic year are: November 8; January 31; March 21; and May 2.

If conducting research at GMU, note that there is a new and improved Human Subjects Review Board (HSRB) application form. The new form and procedures for submitting research to GMU's HSRB are available at http://www.gmu.edu/pubs/osp/humansubjects.htm.

IOPSA Action

by Katie Baughman

There has been a lot of IOPSA Action so far this semester … academically and socially!

On behalf of IOPSA, a special thanks goes out to **Cary Kemp** and **Gonzalo Ferro** for hosting the new student dinner parties and to **Brian Holtz** and **Katie Baughman** for hosting the beginning of the year party. The Fall Picnic was a success! It was great to have so many of us (and so many dogs!) together for the cookout. Especially seeing the one and only **Dr. Rob Ployhart** drinking his Schlitz Malt Liquor. I guess you can take the man out of the country, but you cannot take the country out of the man.

The weekly Brown Bags have been very well attended and we want to thank all the faculty and students who have attended! We hope to see even more of you as the semester continues. We couldn't have such a great Brown Bag series without great speakers! We are all very appreciative to those who have taken time to present: **Dr. Lynn McFarland, Dr. Ed Fleishman, Jennifer Lee, W. Ben Porr**, Dr. Luis Parra from William H. Mercer, **Mike Ingerick**, Dr. Mike Moss and Kelly Rice (both GMU I/O alumni) from Nucleus, and **Crystal Harold**. There are two remaining Brown Bags this semester – please check the on-line Calendar of Events (http://www.gmu.edu/org/iopsa/events.htm) or the IOPSA bulletin board in the main lab area for details. We are in the process of planning the spring semester Brown Bags, if you are interested in presenting or have a recommendation, please contact me at kbaughma@gmu.edu.

Also, preparations are underway for our Sixth Annual SIOP Reception. In the past it's been a great event and we plan on continuing the tradition! We'll keep you posted on developments and ways you can help!

Who's Who at GMU?

by Cary Kemp

New Additions, Awards, and Honors...

A big congratulations to **Dr. Lynn McFarland** and **Dr. Rob Ployhart**…they are expecting their first baby this March!

Sheryl Miller, a second-year doctoral student in the Human Factors/Applied Cognition program, won the Chapanis Award for best student paper at the Human Factors and Ergonomics Society (HFES) conference…way to go Sheryl!

Cary Kemp, a second-year doctoral student, finished 21st woman overall and 5th woman in the 20-25 year age group in the Marine Corps Marathon. **Nick Vilelle, Karen Williamson,** and **Christine Halpin** ran the Richmond Marathon on November 9th...way to keep in shape!

Kudos to **Abby Toner**, a second-year masters student. She was promoted to Project Consultant at HumanR (http://www.humanr.com).

A Sincere Thanks!

Sidney Fisher, a fifth-year doctoral student, would like to thank her Mason friends for their concern and support during her husband's illness. Sidney's husband is currently recovering nicely following open heart surgery.

Publications and Presentations...

Cramton, C. D. & **Orvis, K. L.** (listed alphabetically) (2002). Attribution behavior in virtual and collocated teams. Presentation at the Academy of Management Conference, Denver, CO.

Gully, S.M., **Incalcaterra, K.A**., Joshi, A., & **Beaubien, J.M.** (2002). A meta-analysis of team-efficacy, potency, and performance: Interdependence and level of analysis as moderators of observed relationships. Journal of Applied Psychology, 87, 819-832.

McFarland, L.A., Ryan, A.M., & Kriska, S.E. (in press). Impression management use and effectiveness across assessment methods. *Journal of Management.*

Ployhart, R.E., & Ehrhart, M.G. (in press). Be careful what you ask for: Effects of response instructions on the construct validity and reliability of situational judgment tests. *International Journal of Selection and Assessment.*

Schilling, M.A., Vidal, P., **Ployhart, R.E.,** & Marangoni, A. (2001). Learning by doing something else: Variation, relatedness, and organizational learning. *Management Science.*

Mason is growing!

George Mason's School of Management partnered with Lockheed Martin to start an MBA program on the Prince William Campus. The program is the first MBA program in the County, and its first year cohort includes students from Lockheed Martin as well as America Online, PricewaterhouseCoopers, and the U.S. Air Force. **Dr. Richard Klimoski**, Dean of the School of Management, remarked, "This is part of our ongoing effort to be regionally relevant and well-known nationally."

Thanks to everyone for your contributions. Have you done something noteworthy that you would like to IOPSA world to know about? Please send e-mails to the column author at ckemp1@gmu.edu. It is not bragging, it is representing your alma mater. Thanks to all who contributed information for this column, and congratulations to all who have been putting those I/O skills to good work!

Research @ GMU...

by Deirdre Lozzi, Dianna Belman, and **Luke Viera Jr.**

In Dr. Louis Buffardi's Research Group...

Dr. Louis Buffardi and his research group are actively working on multiple research projects using data from the Quality of Work Life Survey that was administered to the faculty and staff at George Mason University two years ago. The survey was designed to investigate the antecedents and consequences of perceived support at both the organizational and local work unit levels.

Katie Baughman and **Jennifer Lee** are currently coding open-ended responses to the survey that dealt with improvements to the quality of work life. They are trying to determine if local work unit commitment or organizational commitment predict the affective tone and/or feasibility of the comments.

Sidney Fisher is currently working on a meta-analysis of satisfaction with childcare and its relationship with a variety of work and family variables. She is also using an archival data set from a federal agency looking at how affective disposition and work/family conflict impact work attitudes.

Jennifer Lee is working on developing a structural model of work/family conflict–employee retention that was presented at a GMU IOPSA Brown Bag on October 7. She is also proposing to look at how corporate social responsibility influences organizational attractiveness.

Dr. Louis Buffardi is also working with several undergraduates on their senior theses:

⇒ Viktoria Pieber is using the Quality of Work Life database and looking at the degree to which organizational control over sources of stress and satisfaction influences the relationship between organizational support and organizational commitment.
⇒ Anna Schnieder is trying to establish the construct validity of a work self-efficacy measure used in the data collected for the federal agency database.
⇒ Cynthia Cespedes is also using data from the federal agency database and is trying to see if work/family conflict mediates the relationship between affective disposition and job satisfaction.

Dr. Louis Buffardi is also working with the task force assigned to dealing with the Quality of Work Life survey at George Mason. They are revising the survey and administering it again to look at similar variables. Some suggestions from the survey have been implemented while others have reached the University's Board of Visitors. Anyone interested in the results from the survey can go to http://www.gmu.edu/qwl and learn more about what the survey included, the results found, and the status of the recommendations made by the Task Force.

Dr Buffardi's Research Group

(I/O; What's that mean? continued from page 1)

As a result of this lack of definition, the I/O field is suffering the consequences that come with an identity crisis. Just as pimples and awkwardness come with an identity crisis in teenagers, there are negative outcomes associated with I/O's identity crisis. One of the major problems is that the outside community and businesses do not actively call on I/O psychologists for help in areas in which I/O personnel are trained. For example, when a company is sued over hiring practices, whom do they call? It would make the most sense to contact an I/O person trained in selection. These people are often the top experts in the field on legal issues dealing with hiring, firing, and promoting applicants. However, if the company being sued does not know about the I/O field, they have no way of finding these experts. Publicity in the community may go a long way toward I/O members gaining influence over public policy decisions that may have national consequences.

A similar scenario occurs when companies are searching for consultants. Often outside consultants are too expensive for an organization and they may turn to the field of academia. Say a company has a problem with training or leadership. Who is this company going to call? The business school of course, after all they are in the business field right? Few CEO's would call on the psychology department. Well, the business school may be able to help, but if the company knew that another faculty member conducted research solely on training in the workplace or leadership behavior, wouldn't this person be more of an asset to the organization? Publicity helps all of these areas; gaining recognition in the community, securing employment opportunities, and expanding the impact of the field, all of which are benefits for the field of I/O psychology.

The SIOP Publicity Committee has already begun relationships with "partners" that may draw attention to the field. Interactions with the Personnel Testing Council (PTC; http://www.ptcmw.org) and the Society for Human Resource Management (SHRM; http://www.shrm.org) are helping to create additional resources in order to spread the word about I/O psychology. Organizations such as SHRM are well established and better known in everyday society, therefore reaching a broader public and hopefully fostering an understanding of the field. The publicity committee is constantly searching for and fostering new relations with partners such as these that may enhance I/O psychology exposure to the public.

The SIOP Publicity Committee has done an excellent job of getting the ball rolling and expanding the influence of I/O psychology on the outside community. However, everyone involved in I/O needs to do their own part to get the word out. Writing articles for mass media newspapers and journals, seeking out and accepting speaking engagements, and encouraging others to do the same is the best way to end the dreaded question, "so what exactly do I/O psychologists do again?" Everyone must do his or her own part and next time you see one of the SIOP Publicity Committee members, thank him or her for volunteering to perform such hard work and dedication on the behalf of the I/O community as a whole.

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 2 1/2 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.

Dealing with Constraints in Applied I/O Psychology

by Dr. Suzanne Tsacoumis

Dr. Suzanne Tsacoumis

One of the most difficult things I need to do as an applied I/O psychologist is to identify how to work within the constraints imposed by the client and still produce quality work and services. In graduate school we're taught the correct way to collect data, to design and develop assessments and tools, and to implement programs. In reality, despite your best efforts, you'll be faced with less then ideal conditions, making it difficult to apply your knowledge without modifying your approach. There will be insufficient response rates and unqualified or distracted subject matter experts, in addition to unrealistic client expectations, short deadlines, and financial constraints. (Really makes you want to enter the non-academic workforce, doesn't it?)

I don't want to paint a bleak picture. On the contrary, I really like my job and the work I do. In fact, one of the things that makes it challenging and fresh is trying to identify ways to address constraints and issues associated with a project.

Let's consider the clients first. Some clients have very little knowledge of I/O psychology. Although I often need to reiterate our approach and rationale, these clients want to learn and typically try to work collaboratively. The biggest "challenge" is being able to explain everything without being overly technical. Then there are those cases in which the client has very little knowledge of I/O psychology, but doesn't "realize" it. This can be a bit tiring since it involves explaining concepts to people who typically have a slightly different understanding (i.e., lots of lengthy discussions). In yet other situations, the client is an I/O psychologist. Although not everyone likes this situation, I do. In these cases, I can make the client part of the solution. Generally speaking, there isn't always one correct answer and it's important to realize that you, as the I/O psychologist, don't have to have the definitive solution. There's lots of gray area and I like working through these issues with other I/O psychologists.

This leads me to thinking about those situations in which we've been hired to conduct some work that isn't endorsed by the entire organization. This is particularly challenging when the head of the organization or other top executives aren't supportive. Regardless of the project, I always request to meet with or brief top executives at the on-set of the project. This helps them understand the nature of the effort and affords me the opportunity to hear their concerns (and address them) up-front. In some cases, I'm able to work with them and get their buy-in. In other cases, I'm able to obtain sense of their issues and work with my direct client to modify the approach to make it more amenable to upper management. I can't stress how important it is to have the support of an organization's top executives. Their endorsement sends a strong message throughout the organization and encourages employees to support the effort.

In terms of actually accomplishing the work, I rely on subject matter experts (SMEs) to provide input at various stages of many projects. For instance, they help generate lists of tasks and knowledge, skills, abilities, and other characteristics (KSAOs) for job analysis. They play a key role in the development of job simulations for assessment centers and structured interviews. They help establish appropriate cut-scores. In some cases, the client doesn't understand the need for SMEs or informs you that SMEs cannot be available for the planned amount of time. Although I've been quite successful at convincing clients of the need for SMEs, I've made numerous modifications to my

(Diversity Affairs continued from page 1)

to examine how the department currently addresses diversity, with an eye towards communicating that to students. In addition, the committee will identify areas that could be changed or improved within the department. Lastly, the committee will try to identify mechanisms for student involvement in the faculty and student committees and in activities related to diversity.

How does the committee hope to accomplish its goals?

The committee hopes to function as a clearinghouse for information on diversity resources, facilitating the ability of current students and/or prospective students will be able to gather information on resources available through the University or in the community. In addition, the committee will report on efforts by the department to increase diversity, highlight courses offered throughout the university, which deal with diversity issues, and report on any research being conducted by faculty and graduate students relating to diversity. The committee hopes to be able to disseminate all of this information, in a centralized manner, through a website it is planning to launch by the end of the semester.

Dr. Otto Wahl , Chair of the Diversity Committee

Any additional comments you would like to make?

I believe that the committee is gaining momentum. Soon we will have a product (the website), and department activity relating to diversity has definitely increased. For example, the committee is a "standing" committee, which reports at all faculty meetings, keeping diversity on everyone's agenda.

If anyone would like to participate or get involved, you are encouraged to contact any of the Diversity Affairs Committee members: Dr. Otto Wahl (owahl@gmu.edu), Dr. Adam Winsler (awinsler@gmu.edu), Dr. Kim Eby (keby1@gmu.edu), Dr. Susanne Denham (Sdenham@gmu.edu), the undergraduate student representative, Jennifer Cohen (jcohen1@gmu.edu) or the graduate student representative, **Gonzalo Ferro** (gferro@gmu.edu).

The GMU Diversity Committee is Going to Howard University!

In a discussion with some Psychology students from Howard University, as part of the Preparing Future Faculty meeting, the issue was raised that we might be able to increase graduate student applications by reaching historically black colleges in the area that do not have a graduate program in I/O. The reach out program would involve students and faculty from GMU visiting a host university, presenting on one or more of our graduate programs, and inviting the host university to visit GMU and present on their programs.

With the backing of the GMU Diversity Committee and **Dr. Jose Cortina** (the acting director of GMU's I/O program), Julisara Mathew (a first year I/O Master student and Howard Alum), and **Gonzalo Ferro**, will be visiting Howard University on November 20th, 2002, to present on GMU's I/O program. The presentation will be done for Howard's CORE (Career Opportunities for Research) psychology students. The CORE program is headed by Dr. Lloyd Sloan, and has as its main goal to prepare junior and senior psychology students to continue their education by preparing to succeed in a graduate program. The GMU Diversity Committee hopes to establish more extensive ties with Howard's Psychology Department, such that we will be able to have faculty and students from both universities explore possibilities (such as teaching and/or research) at each other's campuses.

Psychology and Business: Schools of Thought

by Meredith Cracraft and Crystal Harold

There's no doubt that big and exciting changes are currently underway at GMU. With the recent hiring of several School of Management (SOM; http://www.som.gmu.edu) faculty, including GMU alum **Dr. Michelle Marks**, and the search to fill the position of director of the I/O program, it is obvious that GMU is moving to a new level of academic excellence. So how can the Psychology department and School of Management benefit from strengthening their ties? And how will these recent hires impact the budding relationship between the School of Management and the I/O department? We asked students and faculty in the Psychology department and School of Management for their opinions about possible similarities and differences between these two departments, and benefits of sharing these different perspectives.

What is your model for working with students?

Dr. Kravitz and **Dr. Marks**: We don't use a single model. Over the years, we have worked in different ways with different students. It depends in large part on the student's interests – a mentoring relationship has been more likely when we share research interests.

Dr. Cramton: My model for working with students in the School of Management could be described as a theoretically-grounded professional development and training model. The ultimate goal is to improve the student's practice of management, hence the "professional development and training" descriptor. Because this professional development and training takes place in a university setting, it is important that what is offered is grounded in theory and empirical research, hence the "theoretically-grounded" descriptor. My teaching style balances introduction of theory and concepts with exploration of practical management applications in their real world contexts. I usually include some individualized coaching of students that is aimed at improving their ability to analyze real situations involving human behavior, apply theories and concepts to understand them, and develop specific action steps for the future.

"I want students to realize that they can generate and develop their own ideas. This means that I have to encourage them to disagree with me."

Dr. Cortina: More hands-on than most, I think. Lots of feedback. Mostly, I want students to realize that they can generate and develop their own ideas. This means that I have to encourage them to disagree with me, but I don't particularly mind being disagreed with.

Dr. Buffardi: Students are encouraged to attend our research team meetings to get a sense of current projects and research questions of interest. Student contributions are welcomed and often particular questions that they wish to pursue can be addressed from existing databases. Where that isn't possible, we work together in developing a research project that will address the question. As students develop more skills they are given more responsibility for the development and administration of the projects.

Dr. McFarland: I work with graduate students collaboratively on research. However, I also serve a mentor role, ensuring students learn the research process. I also expect students to work with multiple faculty.

(Research @ GMU continued from page 3)

In Dr. Jose Cortina's Research Group...

Currently, **Dr**. **Jose Cortina**, **Mike Ingerick**, **Dalit Lev-Arey**, **Nikki Dudely**, **Karin Orvis**, and **Katie Baughman** are continuing to work on a conditional reasoning (CR) measure of adaptability. They are currently collecting data to assess the measure's convergent and discriminate validity. They are also working in collaboration with **Dr. Zaccaro's** Group to collect criterion-related data as well.

Dr. Jose Cortina is also working with **Dr. Lynn McFarland** and **Dr. Steve Zaccaro** and several students including **Katie Baughman**, **Eric Odin**, and **Gabrielle Wood** on a project funded by the U.S. Army. The study is being conducted to look at leader self-assessment and self-development.

Dr. Jose Cortina is also currently in the process of reviewing several dissertation proposals.

Mike Ingerick's dissertation topic is focused on individual and situational determinants of organizational citizenship perceptions (OCPs)

Dalit Lev-Arey's dissertation topic focuses on test taking motivation. She is developing a model of proximal (i.e., goal setting, self regulation) and distal processes (i.e., self efficacy, goal orientation) of the construct and how they might affect test performance.

Dr. Jose Cortina is also working with **Eric Barger**, **Tara Carpenter**, and **Kara Incalcaterra** on their dissertations.

In Dr. Ted Gessner's Research Group...

Dr. Gessner and Dr. Ronnie Feeg are examining how employees and their supervisor's sense of humor influence job satisfaction in a sample of 70 nurses participating in an internship.

Dr. Gessner and Dr. Scott Merydith have created a measure of social climate based on perceptions of procedural, distributive and interpersonal justice. The study will examine differences between participants at the administrative, teacher and student levels by analyzing their retrospective responses to the social climate measure.

Dr. Gessner is conducting survey research to determine the behaviors and other characteristics of successful real estate agents.

Dr. Gessner and Dr. John Riskind are conducting an online survey on the George Mason University website to examine anxiety and post-traumatic stress disorder symptoms evidenced by perceptions of and immediate/current reactions to the events that occurred on 9/11.

In Dr. Lynn McFarland's Research Group...

Dr. McFarland, **Janet Yun**, **Crystal Harold**, and **Luciano Viera, Jr.** are examining how an applicant's use of impression management tactics (across four different assessment methods) influences assessor evaluations of the applicant. The paper is currently under journal review.

Nikki Dudley and **Dr. McFarland** have submitted a paper for journal review that examines racial subgroup differences in socially desirable responding on personality measures. They found that minority groups score higher on social desirability scales. Additionally, these differences can have a large effect on minority hiring rates if the social desirably scale is used to correct personality scores for faking.

Crystal Harold, Dr. McFarland, and Dr. Jeff Weekley (Kenexa; http://www.kenexa.com) have examined how context and item type influence responding to a biodata measure. Their results suggest that nonverifiable items are less valid than verifiable items. The paper is currently under journal review.

Crystal Harold, **Dr. McFarland**, **Nikki Dudley**, and **Eric Odin** are investigating how achievement motivation of an applicant combined with warning them against faking on a personality test may affect the validity of the measure. The paper has been submitted to SIOP and they are working on preparing the paper for journal submission.

Dr. McFarland, **Cary Kemp**, **Luciano Viera, Jr.** and **Eric Odin** are examining the generalizability of the stereotype threat effect in a motivating context. The paper has been submitted to SIOP.

Dr. McFarland, Crystal Harold, and **Deirdre Lozzi** are examining if ability or training (or both) predict how quickly police officer job performance improves the first 20-weeks on the job. The paper has been submitted to SIOP and they are working on preparing the paper for journal submission.

Dr. McFarland, **Dalit Lev-Arey**, **Mike Ingerick** and **Crystal Harold** are examining how interviewer note taking may effect the reliance on stereotypes when making decisions regarding applicant ratings. They are currently collecting data.

In Dr. Rob Ployhart's Research Group…

Drs. Rob Ployhart and **Steve Zaccaro** received a 2-year grant from the Army Research Institute (ARI; http://www.ari.army.mil)! **W. Ben Porr, Deirdre Lozzi, Gonzalo Ferro, Meredith Cracraft, Zack Horn**, and **Cary Kemp** are developing a high-fidelity measure of individual adaptability to assess adaptive leadership. For research details, see **Dr. Zaccaro's** Research Group.
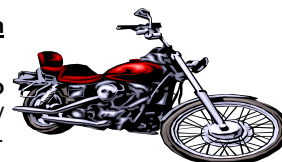
W. Ben Porr and **Dr. Ployhart** joined forces with Dr. Paul Bliese of the Walter Reed Army Institute of Research. They are investigating adaptability and the personality traits necessary for handling change in military leadership settings.

Brian Holtz, Dr. Ployhart, Deirdre Lozzi, and troupe (**Dianna Belman,** Paolla Nolasco, and Sharon Rogers) are analyzing applicants' views of computer versus paper-and-pencil employment tests. This company of players is looking at how individual differences and level of computer anxiety influence test-taker perceptions. The study also looks at differences between hired and rejected applicants' observations and attributions.

Justin Lebeicki, Dr. Ployhart, and Dr. Jeff Weekley (Kenexa; http://www.kenexa.com) are similarly examining why applicants who complete web-based measures show test score differences from applicants who complete paper-and-pencil measures. They are manipulating a variety of potential mechanisms in the lab to understand how the response processes differ in each setting.

Justin Lebeicki, Dr. Ployhart, and Dr. Paul Bliese are examining different ways of structuring time in longitudinal random coefficient models. Such choices are currently made without careful thought, and yet may have important statistical and substantive implications.

(Psychology and Business continued from page 5)

How would you characterize your interaction with School of Management (SOM) graduate students? Also, how would you characterize your interaction with the psychology graduate students?

Dr. Kravitz and **Dr. Marks**: We serve as instructors of SOM MBA students. Our interactions with the I/O students have been quite positive. We are both working with I/O PhD students on research projects.

Dr. Cramton: As a faculty member in the School of Management, my primary responsibility is to teach our undergraduate and graduate business students. I work with Psychology students in two primary capacities: I hire Psychology doctoral students as Graduate Research Assistants and I sometimes serve as the outside-department member on doctoral students' dissertation committees. With regard to the SOM graduate students, their learning and professional development (as described above) defines the relationship. The model is instructional but interactive, with some individual coaching.

With regard to the Psychology doctoral students, the interaction follows more closely an apprenticeship or mentoring model, which approaches partnership as a doctoral student proceeds through his or her program. In the case of Graduate Research Assistants, there is an employment relationship in addition to the apprenticeship relationship.

How much emphasis is placed on research versus getting applied experience for your MBA students?

Dr. Kravitz and **Dr. Marks**: The average MBA student begins the program with 7 years of full time employment experience and virtually all are employed full time while obtaining their MBAs in the evenings. Their focus is entirely on their careers – with very few exceptions, they have no interest in engaging in research. They have an interest in the "fruit" of our field of research – specifically how it can help them become better managers.

Dr. Cramton: Different management school professors may have different ways of answering that question.. In my case, I weight research more heavily than getting applied experience. For me, research is the spring that feeds the cultivated fields. Without research, I think I would get bored and become boring! However, I find research particularly enjoyable when I can see that it has useful implications for real people in real organizations. I do find it important to stay in touch with the applied world and I do so through field research, my students, occasional consulting, following business news, and other activities.

Do you feel that the SOM and Psychology can benefit by developing a stronger relationship with one another? How?

Dr. Kravitz and **Dr. Marks**: Yes. SOM faculty have research interests that do not perfectly overlap with those of I/O faculty, so we can serve as research mentors/advisors for I/O students who share those interests. SOM faculty can serve on I/O committees. I/O graduate students can serve as GRAs for SOM faculty, which should help both parties.

Dr. Cramton: I think the two can benefit by a strong relationship. Here are a few examples: I think hiring Psychology doctoral students as Graduate Research Assistants benefits the research programs of SOM faculty. In turn, when we hire Psychology doctoral students, we increase the pool of resources available to that community. When Psychology students are interested in business school faculty positions, contact with the School of Management is particularly beneficial. It also has been my experience that faculty members in the School of Management and Psychology Department often have some common research interests and use some of the same tools to carry out their research so I think there is benefit in the collegial relationships that exist across the two communities.

Dr. Cortina: For the faculty, it means more potential collaborators. For the students, it means more and different projects to work on. It also means more funding opportunities on campus.

Dr. Buffardi: Obviously improved contacts with the School of Management gives students greater access to a wider variety of expertise and potential project involvement. On a very practical level, it often offers mechanisms for research and teaching assistantships that help pay the bills and enhance the Psychology Department's ability to support graduate students. Also, it may help us gain access to research participants (e.g. MBA students) who often are more suitable for the topics we are addressing.

Dr. McFarland: Anytime faculty in one area collaborate with another it can only serve to strengthen both departments because you're drawing from more resources. So, this collaboration will strengthen both SOM and psychology. Students benefit because they learn more if they have the opportunity to learn from faculty in other areas who may have slightly different approaches. It also widens their network.

How important a role do you feel the new director of I/O Psychology will play in strengthening a relationship between the School of Management and Psychology?

Dr. Kravitz and **Dr. Marks**: The individual could play an important role by encouraging further interaction, but ultimately it comes down to the individuals having and taking the time to interact. We value a strong relationship with I/O Psychology and hope to build an even stronger bridge over time.

Dr. Cramton: My opinion is that there is a good relationship in place. There may be creative potential for synergies yet to be discovered but I think the foundation is there. Therefore, I see a new director coming into a positive situation with additional potential.

Dr. Cortina: Very important. If the new director can formalize ties, each side will have a clear understanding of what to expect from the other.

Dr. Buffardi: I think the new director can be helpful in this regard, but Dr. Klimoski as SOM Dean is more a factor in strengthening that relationship over what it has been in the past.

Dr. McFarland: A major role. At this point we already have informal ties to the SOM. However, I think we would all benefit by putting structures in place (formally) to ensure our relationship continues to strengthen. The director will be instrumental in setting up these structures.

Why did you originally seek out a position in the School of Management?

Brian Holtz: I'm sure any graduate student could guess my primary reason – I am interested in applied research and I need money. I am more interested in going applied than academic, so rather than gaining classroom experience teaching or obtaining a teacher assistantship I wanted to find a position in which I could continue honing my research skills while still earning tuition remission and a stipend. I also thought working in the SOM would give me some insight into how individuals with a business background think and go about solving problems, so that I might be better prepared for my future interactions with MBAs, managers, and people in the business world in general.

Dalit Lev-Arey: I was looking for some experience outside the psychology department. Additionally, working with Dr. David Kravitz seemed like a great opportunity to work with a highly productive faculty member.

(Applied I/O Psychology continued from page 4)

original approach to accommodate time and resource constraints. For example, if I planned two 2-day workshops but it's difficult for the SMEs to be away from their office that long, I've held four one-day workshops or conducted interim conference calls to reduce the meeting time. I've also combined activities that were originally planned to be handled at different sessions. This allowed us to make the most of the SME's time. One particularly unique situation that we're currently facing involves the need to collect information for SMEs that are unable to meet in one location. In response, we are using videoteleconferencing for many of the interactions and will rely on conference calls and emails to complete much of the work. I should also point out that although the client typically recognizes the need for SMEs sessions, they may have a difficult time in providing the SMEs according to the original timeline. However, our due dates are rarely adjusted. It's crunch time!

Even when the client provides the requisite SMEs, there's no guarantee that your work with them will be productive. In terms of the actual SME sessions, I've had countless issues arise. For example, many times we have requested a minimum number of SMEs (e.g., 8), only to have half of them attend the meeting. Imagine the motivation level among the SMEs that are in attendance. I've also had situations where SMEs who are assigned to help with an activity (e.g., job analysis workshop, test development) are not the best SMEs. Typically, they're knowledgeable, but they may be contrary and argumentative. Then, there are a few cases when SMEs are asked to participate in a session because their absence from the office won't be missed (e.g., they aren't the best job performers). I've also worked with SMEs who don't have the appropriate technical or organizational knowledge to contribute to the effort. I've also been in meetings during which SMEs spend almost the entire time on the phone. One particularly memorable moment was when the SMEs kicked us out of the session because they didn't agree with what we were doing. Another unique situation involved a group of SMEs that were so opposed the project and their participation that they spent the first portion of the meeting writing letters to the head of the agency. Obviously, SMEs are critical to the success of many projects, yet it's difficult to get what you need.

I've also experienced a variety of issues associated with collecting job analysis data. In some cases, the client decides that the existing 15-year old task list will suffice as the requisite job analysis data and oh, by-the-way, there's no KSAO data. Although this may be an extreme situation, there are certainly a number of instances in which the client feels as though the existing "job analysis" data is sufficient and you need to find ways to deal with it. I've learned to be a bit less picky about the specific format of a task or KSAO statement and focus more on whether the necessary information has been identified… somewhere…anywhere. When I've been able to develop and administer job analysis questionnaires, I've had varying luck with response rates. When the rates are low, I'm back to meeting with SMEs to review and interpret the results.

Truthfully, I've just touched the surface regarding the unexpected issues that arise during an applied project. Essentially, you'll be faced with multiple modifications to your original approach. Be flexible. Work collaboratively. There may be times you feel as though you need to draw the line. But, be careful where you place that line. Recognize that typically there are alternative methods for achieving the same result. You certainly don't want to do anything unethical or perform work that technically isn't sound. But, in most cases a reasonable balance can be found.

Dr. Suzanne Tsacoumis is a Project Manager at Humrro (http://www.humrro.org) located in Alexandria, VA. She received her doctorate from the University of Georgia specializing in I/O Psychology. She has over 15 years of experience in personnel management research and the development of customized personnel systems. She is currently the president of the Personnel Testing Council of Metro-Washington (http://www.ptcmw.org).

Eye On…
Lance Anderson
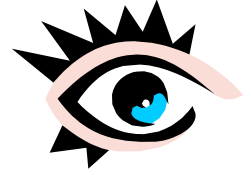
by W. Benjamin Porr

Dr. Lance Anderson is a Managing Associate working for Caliber Associates (http://www.calib.com) in Fairfax, VA. He is also the incoming president for the Personnel Testing Council of Metro-Washington (http://www.ptcmw.org). I recently questioned Dr. Anderson about his work and goals for PTC-MW.

Specifically, what kind of work have you been doing that is relevant to your I/O studies?

I've been conducting personnel research and consulting on mostly "I" side issues. I've directed or conducted research on projects dealing with selection and testing, leadership development, standards development and certification, the link between illness and worker productivity, and the return on investment (ROI) associated with work-life programs. I was one of researchers who developed O*NET. Right now I'm directing a large project with the state of Alabama, where Caliber is conducting job analysis and test development on over 50 jobs. The client is under a consent decree and that makes the project even more interesting.

What benefits do you feel are available to students working at Caliber?

I think the most important thing we offer to students is an opportunity to apply what they have learned in the classroom. Students working at Caliber are often involved in research design, data collection, analysis, and reporting. Students also get exposure to the spectrum of applied behavioral and social science projects as Caliber does research and provides services in several practice areas including human resources, work-life, education, and social program evaluation.

Are students assigned a mentor or group to work with?

To complete client projects and tasks, staff at Caliber typically work in teams structured to maximize individual strengths and interests. All employees at Caliber, including student Interns and Fellows have an assigned supervisor who typically meets with them periodically to provide career guidance and other advice.

What is your favorite part of your job?

I've always loved the technical component of my work, including designing the research, running the analyses and reporting the results. Lately though, I've enjoyed training and coaching others engaging these efforts.

What aspect of your graduate experience was most helpful to be successful in your job?

I read hundreds of articles, and dozens of books and book chapters in preparation for my preliminary exams. The knowledge I gained from this experience has always stayed with me.

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

I attend the SIOP and IPMAAC conferences and I try to have presentations at these events. For the past three years I have been either a committee member or officer with the Personnel Testing Council of Metropolitan Washington (PTC/MW). I am President-Elect for PTC/MW.

Words from the Wise...

GMU's I/O program alumni have pursued a wide variety of careers ranging from academia to more applied positions. These alumni definitely have experiences to share and current students would be wise to pay attention! 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 …

Jerry Hurwitz

By Katie Baughman

I recently sat down with Jerry Hurwitz, a Master's alum at the GMU I/O program in 1978. He works for BD (Becton, Dickinson and Company; http://www.bd.com) as the vice-president of Human Resource.

When did you graduate from GMU and what was a lesson you learned from your advisor?

So long ago, I almost don't want to say. It was 1978. **Dr. Lou Buffardi** was my advisor. I remember to this day his thoughtful and analytic approach to problem solving. That lesson has helped me many times through the years.

Why did you decide to pursue a graduate career in I/O?

I ran a painting business throughout most of my college days. I became really interested in how you motivate people to do jobs that are not always so much fun. I had some other experiences in other volunteer organizations that got me interested in the dynamics of what makes a team or organization tick. I discovered I/O psychology in an undergraduate program and that eventually led me into the discovery of the program at GMU.

What kind of work did you do as an I/O student at Mason?

I had an internship for the Washington Metro Transit Authority. This was back in the days when they were heavily involved in the building of the rail system so it was a pretty exciting place to be. It was my first exposure to a professional office environment; I really enjoyed this experience. Plus I got to ride the METRO trains for free!

What are the most valuable skills you learned while in the program?

Most importantly, I learned the value of finding the right person to do a job and the importance of ensuring that person remains engaged and motivated. If you find the best people out there, you are going to have a more effective organization. If you can keep these people focused on accomplishing key goals, you are going to have a more successful organization. This is, of course, much easier said than done sometimes, but I always try to remember: get the right people on the bus and then make sure the bus is heading in the right direction - two basic fundamentals of organizational success.

What advice do you have for new students?

Point one: Have a career development plan. Own this yourself. Do not expect anyone else to do it for you. In your plan have goals, actions and timing. Revisit your plan regularly and know where you want to go. Point two: Be prepared to throw your plan out the window. In other words, also be opportunistic. Be available and be willing for your career to take different twists and turns than you might want or expect. This may seem like a paradox, but my best advice is plan for the future, but take opportunities and chances as they come your way. One of my best career moves was to take a business management assignment way outside of Organizational Development (OD) or Human Resources (HR) for one of my company's businesses in St. Louis. I was not looking to relocate at the time and I was not looking to leave my HR leadership role. However, I took the opportunity. It gave me so much great business experience; it has made me a much better HR/OD professional, and has really paid off for me in many ways.

Were there any surprises when you started working?

Yes and it would take me too long to list them all. Maybe one of the biggest ones was how important office and business politics are in the functioning of an organization. You may not like it, but that's reality and people who are successful as leaders in an organization have to learn how to adapt and use these systems to thrive. Also, my work schedule was a lot more intense and structured than my educational environment. I had less flexibility and control over my time. Looking back I do not think I appreciated the learning environment at GMU as much as I would today.

Where have you been since you graduated?

I started out with the U.S. Office of Personnel Management (OPM). I was there for four years. It was a great place to start, but a career in the Federal Government was not for me. I then worked for a consulting company in Columbia, MD for a couple years that gave me some private sector experience in the power plant industry. That led to a stint in the Training and Development Group of a large New York City based manufacturer. Next, I had a great opportunity to be the Manger of Training and Development for a life science company in Boston. This was my first real management experience. Finally, I took a plunge to become an HR generalist and that has led to a series of HR assignments with my current employer leading to my current position as Vice-President of HR for a biotech division of the company in San Diego. Because I gained a lot of business experience along the way, I recently also became the Business Director for my company's Latin and South America business and will travel to those regions a couple times a year.

Describe your role at your present job?

As the senior HR leader for one of the fastest growing biotech companies in San Diego, I work closely with the business leadership team to make sure we have an HR strategy and program in place that enable us to attract, retain, motivate and develop the best scientists and other technical personnel. I am involved in lots of management and organizational development initiatives including leadership training, organizational surveys, team building, coaching, and career development counseling.

Also, as I said above, I am a business director for Latin America, which means I am responsible for sales of my company's product lines to hospitals, governments and health care providers throughout this region. Fortunately, I work with several sales managers (who speak Spanish a lot better than I do!).

What do you enjoy doing when you aren't working?

I'm quite involved in the Big Brother program. I have a little brother named Jordan who I spend a lot of time with. San Diego is a great outdoor environment so I also enjoy kayaking and hiking. My work and travel schedule can be so demanding at times, I also just like to hang around the house and read or do yard work.

Are you willing to be a point of contact for students to answer questions?

Sure, I'd enjoy doing that. I've had so many people help me throughout my career that it would be a pleasure to return the favor by helping someone else. I can be contacted at Jerry_Hurwitz@bd.com.

SIOP Presentation: Suggestions for Symposia

by Robert Ployhart

One of the most frequently quoted benefits of SIOP membership is the annual conference. And although our conference is well received, we are always trying to make it better. In an effort to both increase audience participation and create consistency in quality across presentations, we are proposing a series of recommendations presenters should follow in each session format.

Clearly, the quality of presentations sets the tone for much of the conference. And while, typically, the presentations are of high quality and clarity, we can all probably recall a presentation (or have given a presentation) where the session ran long, the presenters took way too much time, the overheads could not be read, or where the speaker was disorganized. By providing a common set of guidelines unique to each type of session format, we hope to reduce, if not eliminate, these problems.

Please use these guidelines, as appropriate, to help you prepare for your SIOP presentation. For the less experienced, the guidelines can serve as resource for helpful tips and information. For the more experienced, consider the guidelines as a refresher that may be useful for reviewing your personal presentation style. Regardless of your experience, Murphy's Law is alive and well, so careful preparation will always be critical for delivering effective presentations.

Guidelines Useful for All Types of Sessions

Planning: Planning is paramount. It is the single most important thing you need to do as you develop your poster/presentation. Clearly thinking through your objectives and logically outlining the content of the poster/presentation are keys to a high quality presentation.

➢ *Identify Your Fundamental Message or Main Point.*
  ◊ What is your purpose? What do you hope to achieve? What message do you want to get across to your readers/audience? While this may seem simple or obvious, many times a presenter's purpose is not clearly understood or is unrealistic. Determine exactly what you want to communicate and design your poster/presentation with that purpose in mind.

➢ *Focus on the Essentials/Avoid Losing the Audience in Details.*
  ◊ First, be aware from the beginning you have limited time (for presentations) or space (for posters) for presenting. Second, recognize people can only absorb a limited amount of information in such a short time frame. Avoid the strong tendency to want to tell all. Your poster/presentation should not resemble a detailed technical paper or report. Rather, it should focus on a few key points that will provide your audience with important information and implications.
  ◊ With that said, this guidance is not intended to encourage "shallow" treatment of complex issues, nor should it lead to exclusion of details critical to the research presented. Rather, it is meant to emphasize the importance of properly targeting the best information to present in your limited time. Sufficient information should be presented so that the audience can understand the quality of the inferences and conclusions drawn.

➢ *Provide a "Road Map" for Your Audience.*
  ◊ Don't leave your readers/audience hanging. For presenters, people appreciate periodic guidance on where you have been and where you are going with the presentation. Use an outline or content table, and transition statements, to let them know what you'll be covering. For posters, clearly label each major section (e.g., Introduction, Methods, Results, Discussion/Conclusions).

➢ *Be Prudent in Your Use of Statistics.*
  ◊ It's easy to overwhelm readers/listeners with too many

numbers. Use data to support your conclusions or key points, when necessary, and always be prepared to answer follow-up questions regarding additional material. For presenters, it is appropriate to say, "More details can be provided after this talk, or in the paper." For posters, have prepared a few copies of the full paper and tables so that interested readers can see more specific details.

➢ *Offer Conclusions and Recommendations.*
  ◊ Don't leave it up to your readers or audience to draw their own conclusions. You should leave your audience with a clear understanding of how they can use, or learn from, the information you presented. Providing recommendations for additional research *and* practice is an important part of your role as a presenter.

➢ *Practice.*
  ◊ Whether you have years of experience, or will be giving your first presentation/paper ever, everyone can benefit from practicing both the presentation and explanation of the research. If your colleagues, after an informal practice presentation, don't clearly understand some elements within your presentation, your audience at SIOP certainly won't either. Further, your colleagues will almost always think of issues/questions you have not, and this will allow you to better anticipate and address critical inquiry.

Distributing Papers. A good presentation entices others to read the complete paper. In the past, distribution of papers occurred at the conference. Many people still use this method and it is, by far, the surest way to make your research available. Recently, however, the flexibility of email and the Internet for distributing such papers has lessened the need to carry as many papers to a conference. Nonetheless, the following guidelines will help make the process of obtaining electronic copies of your papers easier for others and yourself.

➢ *Provide a Clearly-Marked Place for the Email/Mail Addresses of those Requesting Your Paper.*
  ◊ In many sessions, business cards are scattered all over, making it difficult to know who requested your paper. Provide a large envelope clearly labeled as "Requests for XYZ paper." This not only ensures that all requests stay in the same place, but also that you don't lose any business cards.
  ◊ Further, provide a sheet of paper, clearly labeled, that describes your session and what information you would need to send the paper (e.g., email address, mail address).

➢ *Provide Your Own Email Address or Web Address/URL.*
  ◊ It is difficult to correctly write down long URL or email addresses, especially in a crowd of people. You can make this process easier by having your own business cards available in sufficient quantities (usually 40 minimum).
  ◊ If you administer research via the web and your business cards do not have your web address, consider printing this address on the back of your cards, providing slips of paper with the address, or printing the address on mailing labels for others to take with them.

➢ *Check for Potential Copyright Violations Before Posting Any Article to the Internet.*
  ◊ Different journals have different guidelines for posting material to the Internet. Some journals consider any web postings as a publication, and will refuse to consider the article for publication. Others, such as the APA journals, have specific guidelines one must follow before posting to the Internet.

....

This is an overview of an extensive list of guidelines for SIOP presentations that **Dr. Ployhart** has developed. For the full list which includes tips for symposia presenters, chairs, and discussants, please visit the GMU I/O website at http://www.gmu.edu/org/iopsa.

(Research @ GMU continued from page 6)

Dr. Jeff Weekley (Kenexa), **Kathryn Baughman**, and **Dr. Ployhart** are probing the personality determinants of job satisfaction and organizational commitment behaviors across multiple levels of analysis. These folks are exploring how individual level personality, job level personality, and organizational level personality each uniquely predicts satisfaction and organizational citizenship performance at the individual level.

Crystal Harold and **Dr. Ployhart** are analyzing data that examines changes in applicants' decision policies across stages of a selection process. They are examining factors influencing applicant's job choice decisions, and how the importance of job factors changes over time.

Janet Yun and **Dr. Ployhart** are studying how the framing of a selection ratio influence applicant's subsequent motivation and reactions to a selection process.

In Dr. Steve Zaccaro's Research Group…

One of **Dr. Zaccaro's** grants from the Army Research Institute (ARI) funds the research of **Paige Badder, Cary Kemp, Patrick Fleming,** and **Gabrielle Wood**. These J-STARS all-stars are exploring the degree to which variability in training sessions, moderated by feedback, relates to performance in complex, ambiguous situations. Reinforcements Rachel Browlee**, Meredith Cracraft**, **Zack Horn**, **Nicholas Vilelle**, and **Bryan Wiggins** all help in data collection.
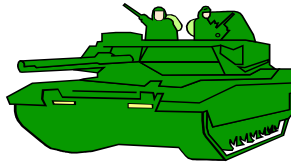
Patrick Fleming, Paige Badder, Gabrielle Wood, Gonzalo Ferro, and **Dr. Zaccaro** are investigating shared mental models and their effects on performance. These scouts are examining the degree to which different types of shared mental models affect performance when role specific members are transferred to new teams.

Patrick Fleming, **Gabrielle Wood, Nikki Dudley,** and **Dr. Zaccaro** are fashioning a training manual for Special Forces officers. Based on data from the Army War College, researchers **Fleming, Wood, Dudley,** and **Zaccaro's** manual is concerned with leader adaptability attributes and skills.

Gabrielle Wood and **Dr. Zaccaro** are at the helm investigating methods for training behavioral leader adaptability. Lone shipmate, **Nicholas Vilelle**, scrutinizes the degree to which the amount of variability provided during training relates to performance in complex, ambiguous situations.

Kara Orvis of the ACES lab is currently collecting data for her dissertation! This study investigates specific leader behaviors and their impact on both team processes and performance in collocated and dispersed environments. Her rat pack of confederates, **Dianna Belman**, **Coleridge Collymore**, Brendan Crowley, **Mike Ford**, **Lee Howell**, **Julisara Mathew**, Shirene Rasheed and **Gavin Stevens**, are all helping to gather data. Go crew!

Laura Poms, **Steve Ruth**, and **Dr. Zaccaro** are exploring how Fortune 500 executives express corporate vision and how these visions affect company performance. Entrepreneurs-in-waiting, **Dianna Belman**, **Meredith Cracraft**, and **Zack Horn**, all content code archival data.

Paige Badder, **Cary Kemp**, and **Dr. Zaccaro** are collaborating with the Center For Creative Leadership (CCL). Our resident muses are exploring how individual differences in leader traits (e.g., optimism, metacognition, and emotional intelligence) affect adaptive behavior in the "Looking Glass Experience."

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. I you have or are planning to move, you can update your address by contacting us at ion@gmu.edu.

Moving on up…

Congratulations to **Dr. Patrick McCarthy** at Middle Tennessee State University (http://www.mtsu.edu/). Dr. McCarthy was recently promoted to Associate Professor.

Phil Skeath recently accepted a Personnel Analyst position with Bank of America (http://www.bankofamerica.com/). His responsibilities involve projects with such topics as organizational alignment, 360-degree feedback, performance appraisal design, associate satisfaction, compensation process, and leadership development. He is considering going back to school for his MBA in a couple of years, so that he can work not only on personnel issues, but on financial issues as well.

New Additions…

Congratulations to **Dr. Stephanie Payne** (Texas A&M; http://www.tamu.edu) her husband Brian on the birth of their daughter: Danielle Elizabeth Payne. Danielle was born on September 6, 2002, weighing 7lbs 7 oz, and was 21 1/4 inches long.

Publications…

Greenwood, D.M. (2002). Gaining and sustaining organizational support through a sociotechnical intervention. *Consulting Psychology Journal: Practice and Research, 54*(2), 104-115.

Greenwood, D.M., Holt, R.W., & Boehm-Davis, D.A. (in press). Training airline instuctor pilots to evaluate air crew performance: Inter-rater reliability training. *International Journal of Applied Aviation Studies*.

Awards…

A special congratulations to the winners of the very honorable annual Fleishman outstanding dissertation award. Brian Phillips received the 1999 award and **Gilad Chen** received the 2001 award at one of the September 2002 GMU I/O brown bags.

Gilad Chen and Brian Phillips receive the Fleishman award from Dr. Edwin Fleishman himself.

On a more solemn note…

Dr. Alphonse Chapanis, a former professor in Mason's Human Factors/Applied Cognition (HFAC) program and namesake for the Chapinis Human Factor and Ergonomic Society (HFES) award, passed away on October 4th.

(Psychology and Business continued from page 7)

What has your interaction been like with Faculty in the SOM?

Brian Holtz: So far my interaction with the Faculty member that I am working with, Dr. Chris Joiner, has been great. It is evident that Dr. Joiner only wants to collaborate on projects where our interests overlap. Also, he does not want an RA just to make copies and do the grunt work. He is more interested in actual collaboration and student development.

Dalit Lev-Arey: I have been working with Dr. David Kravitz for the past 2.5 years (this is my third year there). During this time I have conducted various studies with him including a meta-analysis. He makes sure that I am an active partner in all the studies that we conduct, and an author on the papers that are the results of those studies. I believe I have gained a lot in terms of professional development from this interaction. For example I know much more about affirmative action plans as a result of doing research with David on the topic.

How has your experience in SOM been similar/different from that of Psychology?

Brian Holtz: The person I work with is trained as a Consumer Psychologist. So far my experiences have been relatively similar between the departments in that Dr. Joiner and I are developing research ideas and deciding how to study them.

Dalit Lev-Arey: I have note found it to be different.

What do you feel is the benefit for seeking a position in the SOM? Is there anything that SOM can offer that Psychology can't?

Brian Holtz: Some of the benefits of seeking a position in the SOM include gaining exposure to literature areas that you otherwise would not, seeing new ways of approaching research questions, expanding your professional network, understanding there are other perspectives than the I/O mindset. I think that the main thing that the SOM can offer that the Psychology Department cannot is funding. My impression is that it is somewhat difficult to hold RA positions post first-year in the Psychology Department. This is not the case in the SOM. If you would rather be an RA than a TA I think the SOM is the place to be.

Dalit Lev-Arey: First, some of the faculty in the SOM do research in areas that we are not exposed to but might add to our research (i.e., marketing, finance). Second, the pay is slightly higher.

....

While the faculty and students in the SOM and I/O have already established good relationships, we are looking forward to strengthening these ties in the future. While there are typically vast differences in the perspectives of the students in each program (the MBA program only accepts students who have at least 2 years professional work experience, while most I/O graduate students enter the program immediately after finishing their undergraduate degree) we think that learning and working with both departments only serves to enhance the skills that the people involved bring to their work. Therefore, we encourage all of those who are interested in enriching their experience at GMU to take the opportunity to get a different perspective by working with the faculty and students in both I/O and the School of Management.

(We'd like to thank the GMU I/O faculty; **Dr. Lou Buffardi**, **Dr. Lynn McFarland** and **Dr. Jose Cortina**, the GMU School of Management faculty; **Dr. Catherine Cramton**, **Dr. Michelle Marks**, and **Dr. David Kravitz**, and I/O graduate students; **Brian Griepentrog**, **Brian Holtz**, and **Dalit Lev-Arey**, for their contributions to this article).

Halloween 2002!

(Eye on… continued from page 8)

What is the mission of PTC/MW and what do luncheons entail?

The official goals of PTC/MW are to:

1. Improve the quality and fairness of personnel measurement and selection.
2. Promote an open exchange of ideas and information about personnel measurement and selection.
3. Encourage and provide education and training in personnel measurement and selection.

The luncheons are a tool for achieving these goals because at these luncheons, we host speakers who discuss various topics related to personnel measurement and selection. The lunches are a nice opportunity to meet and exchange ideas with local colleagues without having to deal with the hassle of flying out of town for a conference.

Why do you feel PTC/MW is important?

The Washington DC area has perhaps the largest concentration of practicing industrial/organizational psychologists in the world (behide NYC). This area also has a unique blend of organizations, including federal government agencies, contracting firms, non-profit organizations, and a diversity of private sector companies. PTC/MW is important because it gives professionals and academics in our field various opportunities to meet and exchange ideas on our unique challenges.

Can students contact you with questions about Caliber and/or PTC/MW?

Yes. My contacting information is Lance Anderson at Caliber Associates. My phone number is (703) 219-4448 and email address is

Offender Aid & Restoration's
Project Christmas Angel 2002

The jail population in both the Arlington County Detention Facility and the Alexandria Detention Center has more than doubled this past year. Last year the ACDF housed approximately 300 inmates. However, this year, the census is at approximately 600.

As you may know, Offender Aid and Restoration has mailed gifts to the children of incarcerated parents at the Arlington and Alexandria detention facilities for the past twenty-five years.

We already have all the toys for the project donated!!! We need volunteers to help wrap the toys at our annual wrap party. Please join us in ensuring that no child of an incarcerated parent goes without a gift this holiday season!

You are invited to our gift-wrapping party!! The party will be held at
St. Andrew's Episcopal Church
4000 Lorcom Lane
Arlington, VA 22207
Thursday, December 12 from 6:00 pm. until 9:30 pm.
We will provide dinner and all the gifts you care to wrap!
If you have any questions or want to RSVP for the gift-wrapping party, please contact Katy Steinbruck at 703-228-7051.

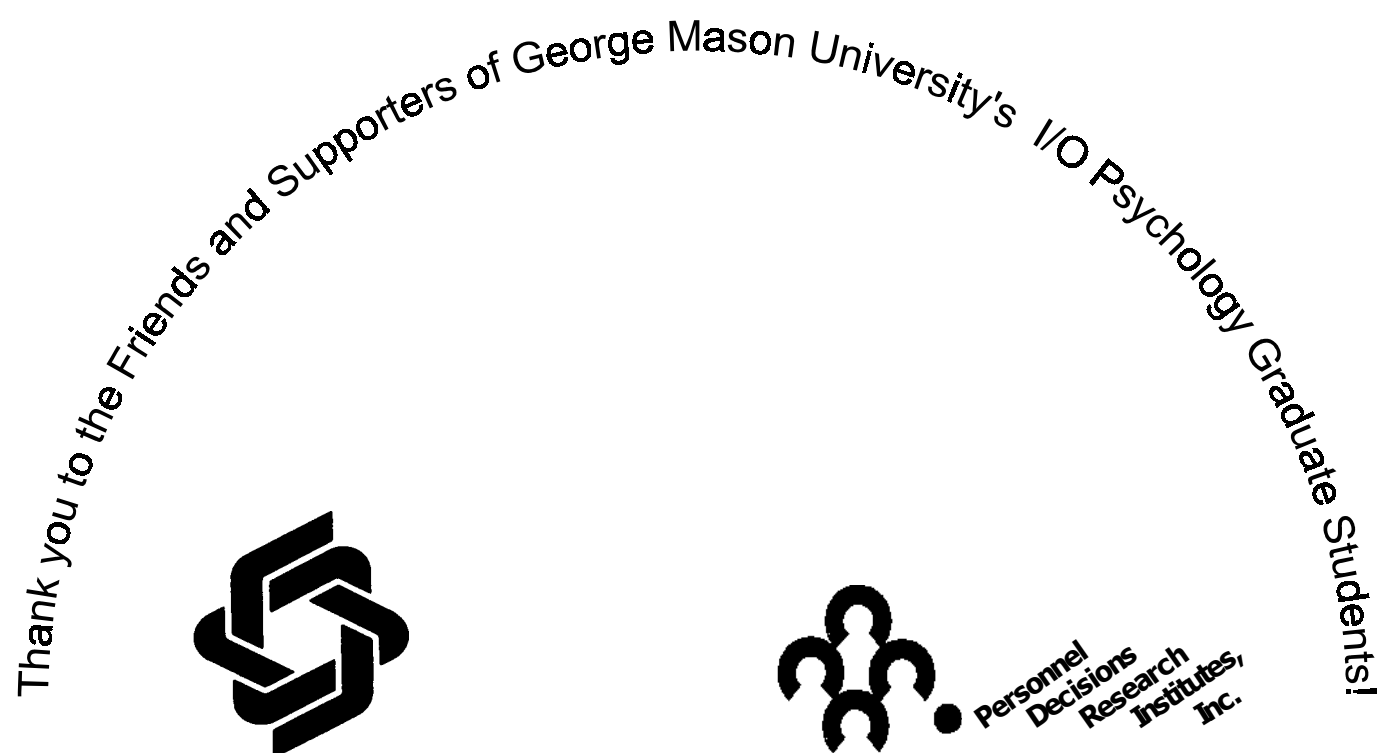# The Little Boy

By Patrick Fleming

Once upon a time there was a little boy. The boy was born in the bayous of Louisiana, and he grew up watching the fisherman and shrimpers working on the docks. It seemed to him that these men followed the same routine day after day, and they did not appear to be enjoying their jobs very much. One day, when the boy was 8 years old, he thought to himself, "Everyone knows that moderate levels of job complexity can be one determinant of job satisfaction. I bet if these guys' jobs were a bit more complex, they would all be much happier." So that night, the boy and his friends went around to each boat and cut small holes in all the nets. Over the course of the next several days and several hundred cuss words, the boy decided that job complexity must not be all that it's cracked up to be.

Pretty soon afterwards, the boy and his family moved to Missouri. They lived in a rural farming community, and the boy began to spend his summers working on his uncle's farm. A lot of hay was grown on this farm, and for several weeks each summer a team of farm hands would cut, bale, and stack all of this hay. At first, since he was only 10, the only responsibility the boy was given was to steer the truck as it moved slowly up and down the rows, while the others stacked the hay bales on the wagon being pulled behind. One day, peering through the steering wheel at a tractor in the distance, the boy realized that with a little bit of cross-training, his skills would be of more benefit to the team should they ever need to suddenly adapt to an unforeseen environmental contingency. So the next day during the lunch break, the boy climbed into the seat of one of the tractors and began to teach himself a new task. After he was rescued and the tractor was pulled out of the gully, the boy decided that his current skill set was sufficient.

When the boy was a little older, he decided to serve his community by joining the local volunteer rescue department. After becoming a certified EMT, he was put on "probationary" status and was told that he needed supervised "on-the-job training" for a period of time to more fully develop his skills. They said that his classroom training had only done so much to prepare him to save lives, citing as one example the fact that his education usually involved sequential part-task training in a controlled environment, while the real world often requires rescue personnel to perform complex tasks in entirety under stressful and dynamic conditions. "Hogwash," thought the boy, "I know this stuff." One night, he arrived at the station before his partner, and a call came in that a pregnant woman was going into labor at her home. Seizing the opportunity to demonstrate his skills, the boy jumped into the ambulance and rushed to the scene. Later, reflecting on the screams, curses, bodily fluid, and general panic of the scene, he decided that classroom learning was indeed a bit insufficient for some jobs.

At about this same time, the boy had become a school bus driver. He liked kids, and he liked to operate heavy machinery, so the job seemed like a great fit. He was living in the mountains, and he had a long bus route that went up a canyon and back down each morning and afternoon. The boy vaguely remembered reading something about how a job that involves repeated performance of a highly monotonous task may result in individuals experiencing some declination in vigilance that may result in an increase in error rates. But the boy didn't think too much of it. Then, one day during the third month of making the same drive down the same road every cold, dark morning, a certain incident with an icy curve and a moose quite literally woke the boy up to the importance of training employees to maintain a high level of situational awareness.

It was some time after this that the boy, while enjoying a nice afternoon fishing his favorite trout stream, began to realize that he did not know as much about the world of work as he thought he did. He decided to go back to school to learn more about it.

Thank you to the Friends and Supporters of George Mason University's I/O Psychology Graduate Students!

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
Human Resources Research Organization
Custom Solutions to Today's Human Resource Challenges
66 Canal Center Plaza, Suite 400 ● Alexandria, VA 22314 ●703-549-3611
www.humrro.org

Since its inception in 1951, **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.

Thank you to the Friends and Supporters of George Mason University's I/O Psychology Graduate Students!

Douglas Brown
Research Scientist
HumRRO

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!

GMU I/O Program

The Industrial/Organizational Psychology Program at George Mason University is housed in the Psychology Department. The department itself is a part of the college of Arts and Sciences, Daniele Struppa, Dean. For further information on the I/O Program, please contact **Dr. Jose Cortina** at (703) 993-3074 or Jcortina@gmu.edu or the graduate secretary at psycgrad@gmu.edu. Please also visit our web site at: *http://www.gmu.edu/org/iopsa*

I/O Alumni

Please keep us informed of your life changes, from your mailing address to SIOP fellowship nominations. If you are willing to be interviewed for our alumni column or wish to contribute to the newsletter in any way, please e-mail us at ion@gmu.edu.

I/ON Website and E-mail

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

I/ON Newsletter

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

Present Editor
W. Benjamin Porr

Contributors

Katie Baughman	Justin Lebiecki
Diana Belman	Dalit Lev-Arey Margalit
Meredith Cracraft	Deirdre Lozzi
Gonzalo Ferro	Robert Ployhart
Patrick Fleming	Suzanne Tsacoumis
Crystal Harold	Luciano Viera, Jr.
Brian Holtz	Nick Villele
Zack Horn	Brian Wiggins
Mike Ingerick	Gabrielle Wood
Cary Kemp	