Hi, everyone! Welcome to the spring edition of the I/ON! It is an understatement to say this has been a challenging semester. Unfortunately, the in-person version of SIOP was cancelled due to the Coronavirus pandemic. I want to applaud Eden King, our former colleague and the current president of SIOP, for her superb and empathetic handling of this difficult decision. As did other universities, George Mason University successfully converted to all online education. I want to recognize our students and faculty who pulled together to make this transition go as well as possible. Thank you for your resilience, persistence, and dedication. Although we still have a way to go before we are past this pandemic and its implications, I have a strong faith that we will emerge with our program’s spirit, collegiality, and excellence intact, and that we will be ready to thrive.

We have completed our PhD graduate admissions process and will soon be wrapping up our MA admissions. We are excited to welcome our 2020 PhD and MA student cohorts. We will formally introduce them in the fall issue of the I/ON. I also want to recognize our four PhD students who have recently defended their dissertations: Xue Lei, Jen Green, Daniel Shore, and Laura Fletcher! Congratulations!

A major accomplishment for the program in the past year has been the start-up of our new Master of Professional Studies (MPS) program. Afra Ahmad, PhD, is the director of the program and has been working tirelessly to ensure its success. A key feature of the program is that several of our current faculty are teaching courses in the program, as well as several of our alumni as adjunct faculty. In the first year since the program’s launch, our enrollments have surpassed expectations. Please see the column by Afra and another by one of our first cohort members, Arianne Mann, for more information on the program and its impact (pg. 14, 15).

Finally, I want to recognize the superb board members of IOSPA, Allen Chen, Shea Fyffe, Lauren Campbell, Katelyn Hedrick, Mikala Jones, Gabriella Spence, Caitlin Rogers, Alex Fernandes, Emily Kimble, and the I/ON editors, Shivam Nemani, Haylee Gans and Joy Zhou. Speaking for the rest of the faculty, you have our deepest appreciation for the work you do on behalf of the Mason program.

Enjoy the rest of the I/ON!
Embracing the Opportunity to Spread Knowledge
By Steven Zhou

Here in the I/O program at Mason, PhD students are expected to teach from day one. We start with a small undergraduate statistics or research methods lab of 30-some students, then later move on to lecturing for an entire course section by our fourth semester. It’s a unique opportunity, as many of my peers in other programs don’t start teaching until their second or third year.

This same opportunity, however, is the source of much anxiety and dread for many of us. Never mind the fact that we’re starting a degree that would take up some four to six years of our lives, or the fact that some of us moved literally across the country for this. Not to mention the massive number of hours we are expected to study, teach, research, and work. None of these challenges seem to be as difficult as the prospect of having to be responsible for the education of a room full of budding young adults just a few years younger than us.

The pressure is real – and students’ grades are on the line – but, I would argue, this is where the real work begins. Learning is important. Crafting and implementing studies that reveal new insights into human nature and new techniques for improving the lives of everyday workers is exhilarating. Reading the latest theories and models of human behavior is eye-opening. But until we can pass along what we’ve learned, none of this holds much weight in the bigger picture. At the end of the day, what we leave behind is not what we retain in our brains but rather what we can disperse and share with others.

Let’s be realistic. How many people outside of faculty and graduate students in our specific field will read a paper published in the Journal of Applied Psychology? Don’t get me wrong, publishing in peer-reviewed academic journals is a vital first step to disseminating research. However, it’s only the first step. If we truly believe that the research we conduct is important – and it is! – we must do everything in our power to share it.

(Continued on page 3)
with others, to encourage and develop the use of research for the good of all people.

I point to academics like Dr. Rogelberg from the University of North Carolina who condensed twenty years of research on the science of meetings into a best-selling business book, or Dr. Boghossian from Portland State University who frequently writes about his research in popular press editorials such as the Wall Street Journal. The best academics, I would argue, are the ones who not only know how to conduct the highest quality of peer-reviewed research but also spread their knowledge in a compelling, accessible, and meaningful way to the rest of us.

I know, standing in front of a room of 30-some undergrad students trying to convey the importance of standard deviation seems a far cry from writing a best-selling book. But it’s a start, and if we look at it through the right lens, it’s a vital first step toward our futures. Recent research has suggested that graduate student instruction is immensely beneficial towards both the enthusiasm and actual learning of the undergrad students, and the career prospects and research productivity of the graduate students. [1]

Let me put it this way, if you’re able to explain work-family spillover effect to a room full of sleep-deprived undergrads counting down the days until the end of the semester, you’re much better equipped to talk and write about your research in a way that the public can understand and benefit from.

We can, and should, embrace the opportunity to teach that we are granted in GMU’s program. A 2018 study published in SIOP’s TIP journal placed teaching opportunities as the top contributor to GMU’s rankings (compared to research and applied development). [2] It would be remiss for us to not learn the most we can from the special emphasis GMU places on quality teaching experience.

If it wasn’t for my professors in undergrad who pushed me to learn, inspired me with their ideas, and dedicated their time and energy to my fellow students and me, I wouldn’t be where I am today, and I certainly wouldn’t be pursuing further education. Dr. Zaccaro frequently speaks with pride about his “students and grand-students,” as he calls them, highlighting more of their success in continuing the legacy than his own. It’s our job to do the same, spreading knowledge and inspiring others to continue where we eventually cannot, and like it or not, it starts with the student sitting in the back of our statistics classroom struggling to keep up with our ramblings on the correlation coefficient.


Awesome Alumni: Where are they now?

By: Haylee Gans

Ever wonder what your life may look like after graduation? Or what types of careers I/Os really have? To me, the world of I/O psychology seems ever-changing and is growing rapidly. This is why we thought we could check-in with some of our star alumni to see how they have utilized their Mason degrees! From applied to academic, these alums certainly showcase not only the diverse array of careers across the field, but also how I/O work can truly have an impact in the lives of students, clients, industries, and beyond.

Malyn Pope

Malyn has been working at Emergency Services Consulting International as a Human Capital Associate since her graduation from the MA program in 2018. In her current role, she performs a variety of tasks to assist with the creation and development of selection systems for Fire Departments and Police Departments throughout the nation. Some of her responsibilities include, completing job analyses for various ranks including (Technician/Engine Driver, Police Officer First Class, Sergeant, and Battalion Chief), generating test content ideas for assessment centers and multiple choice tests with subject matter experts (SMEs), administering tests, creating candidate eligibility lists, analyzing data from test results (e.g., adverse impact), and making training recommendations.

(Continued on page 4)
Tammy Levy Rotati
Tammy has been working at PricewaterhouseCoopers (PwC) since graduating from GMU in 2012. Tammy spent 4.5 years in PwC’s Public Sector Advisory Practice supporting executive level clients with human capital initiatives such as organizational design, talent management, leadership development and business process improvement. In November 2016, Tammy joined PwC’s Learning and Development practice to support the firm’s development of its future leaders. In December 2019, Tammy earned her certified professional coaching credential through the Institute of Professional Excellence in Coaching (iPEC). As a coach, Tammy is open to working with all clients looking to achieve professional and personal goals and is particularly passionate about partnering with female leaders, women who want to be in leadership positions and women returning to the workforce, to find their voice and the confidence they need to lead in the office and in life.

Hannah Markell-Goldstein
Hannah is a 5th year PhD student at Mason working with Dr. Kaplan. She currently works at Capital One on the People Analytics team as a D&L (Diversity and Inclusion) Business Analyst. Her role is multifaceted, and involves a survey focus which requires analyzing and developing questions, as well as synthesizing and presenting outcomes. Her work also encapsulates a liaison focus for internal groups; for example, analyzing associate data such as promotions and attrition and presenting findings to key leaders within Capital One, up to and including C-suite level executives.

Qikun Niu, PhD
Qikun graduated from the PhD program here at Mason in 2016. His research focus was on occupational health. Qikun started his career as a management consultant at McKinsey Company, and now serves as a Strategy Director for group technology development at PingAn Group in China.

Ho Kwan Cheung, PhD
Ho Kwan is currently an Assistant Professor of Psychology at the University at Albany, SUNY. She started Mason’s I/O program in 2014, worked with Eden King, and graduated in 2018. Her research focuses on understanding manifestations, consequences, and remediation against workplace discrimination, with a special focus on experiences of women and families as they intersect with the domain of work. Some examples of her current work include examining the change of LMX as working women transition into motherhood, incorporating mindfulness into diversity training, effects of family responsibilities on men and women’s career outcomes, and biased judgments toward sexual harassment incidents. In Albany, she also works with (and feeds baked goods to) a group of enthusiastic and talented MA and PhD students in her Gender Issues Research Lab (GIRL).
My faculty colleague, Dr. Lois Tetrick, is retiring after a storied career. To celebrate her career, this issue of the I/ON includes a biographical statement, an interview, and just a small number of the many fond memories and photographs of Dr. Tetrick that we have collected. I wish we had the space to include more of the fond memories here, because they are heartfelt and touching. Clearly, Dr. Tetrick has had a profound influence on many careers and lives. I thank the current IO graduate students and faculty, Dr. Tetrick’s former graduate students, Dr. Tetrick’s frequent research collaborators, and the SIOP Administrative Office, from whom these materials were crowdsourced.

Note: We’re continuing to collect fond memories and photographs of Dr. Tetrick with the aim of presenting them to her at a later date. If you have some you’d like to share, please send them to me (rdalal@gmu.edu) with the subject line: “Lois Tetrick.”

Dr. Tetrick came to Mason in 2003 as a Full Professor, and was appointed a University Professor in 2009. She was previously on the faculty of the University of Houston and, before that, Wayne State University. Dr. Tetrick is a Fellow of the European Academy of Occupational Health Psychology, the American Psychological Association (APA), the Society for Industrial and Organizational Psychology (SIOP), and the Association for Psychological Science (APS). She has served as President of SIOP and the Chair of the Human Resources Division of the Academy of Management, and has represented SIOP on the American Psychological Association (APA) Council of Representatives and the APA Board of Scientific Affairs. She is a former Editor of the Journal of Occupational Health Psychology and a former Associate Editor of the Journal of Applied Psychology. Dr. Tetrick serves on the editorial boards of the Journal of Organizational Behavior, Journal of Managerial Psychology, Journal of Applied Psychology and Management and Organization Review. She has co-edited several books, including the Handbook of Occupational Health Psychology (1st and 2nd editions) with James C. Quick. She has also published numerous chapters and journal articles on topics related to her research interests in occupational health and safety, occupational stress, the work-family interface, psychological contracts, social exchange theory and reciprocity, organizational commitment, and organizational change and development. A common underlying interest in all of her research and teaching is incorporating a global perspective in understanding employees’ experiences of the work environment. Dr. Tetrick received her Ph.D. from the Georgia Institute of Technology. What follows is the transcript of a conversation I had with Dr. Tetrick for this issue:

1. As you look back, what is your fondest memory of:
   (a) Your time at Mason?
   My fondest memories are of the students. Our students are the key to the research climate and collegiality that exists here at Mason! It is really impossible for me to single out a particular instance.
   (b) Your time as SIOP President?
   It was an honor to serve as the President of SIOP. It was fantastic to see the “Big Picture” of all aspects of SIOP and be involved in furthering our goals. We have grown in the ensuing years and continue to consider how to meet the needs and expectations of our members.

2. What will you miss the most, and what are you most looking forward to doing?
   This is an interesting question given that we have been in “stay

Lois at her SIOP Presidential address

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-at-home” mode for the past five weeks – it seems like I’m almost retired although I am still teaching, albeit online, and am working with some graduate students who are finishing dissertations and other research projects. But it has made it obvious to me that what I will miss the most is the opportunity to work with students and interact with them – in person. Maybe I’ll learn but Zoom, Webex, email and even the phone, just aren’t the same!

What am I looking forward to the most? I am looking forward to following my curiosity, without focusing on I/O topics. Now some people might say that I haven’t constrained my focus all that much over the years but there is a vast array of topics and activities that I haven’t considered to date. I look forward to doing a lot of reading, including novels and other fun reads, engaging in some community volunteering activities, and perhaps some new research projects.

3. Of the many journal articles you have published, of which one are you most proud? Why? Tell us a bit about how the project came about. Did you know from the outset that this would be an important article?

This is a tough question; it is a little like saying which of your children you like the best. At earlier points in my career, I would try to predict which of the articles I thought were most important based on citations. I was not very good at that and I began to think that there are a lot of factors that go into whether an article is cited or not. Let’s not get into a debate about impact factors!

Now if you will let me expand your question a bit to include publications other than journal articles, I would have to say that the *Handbook of Occupational Health Psychology* that Jim Quick and I edited (2003 and then the 2nd edition in 2011) had made the biggest contribution – thank you to all the excellent scholars who contributed chapters to these volumes. The *Handbook* helped to define a field, which continues to grow now and has made an important impact on I/O Psychology.

4. What career advice would you give a graduate student or junior faculty member who would love to be as successful as you?

My career advice would be to “enjoy what you do.” Regardless of what career you choose, it is important that you are able to consider how different opportunities or projects fit into your career plans. This recognizes that you may not totally enjoy every aspect of all projects but hopefully on the whole you will experience positive benefits.

5. Fill in the blank: “To prosper, the field of IO psychology should ________.”

It is important that we continue to be psychologists regardless of the employment setting we find ourselves. This is a challenge as the field of psychology continues to grow with new developments in areas such as cognition, interpersonal relations, measurement and quantitative methods, and neuroscience. Some question whether it is possible for us to maintain expertise in all of these areas. We need to incorporate what we know about teams into our own discipline and the way we approach our science. Similarly, it is important for I/O Psychology to maintain and expand an interdisciplinary perspective taking a broad approach to our professional development as well as the field.

6. We couldn’t let you go without asking at least one COVID-19 question. You’re retiring in the midst of this pandemic. You’re also a very well-known I/O and occupational health psychologist. *How should I/O contribute to understanding and optimizing human health and functioning in the era of COVID-19?*

The IO community is coming forward to broaden our under-
standing of the effects of the pandemic on employees and organizations. There have been a number of requests for participation in research projects that have landed in my inbox and I am sure that there are more that are underway that I have not seen. Two things that I would like to see us as a field keep in mind: (1) How do we incorporate what we already know about human behavior to advance our understanding in this context, and (2) How can we inform policy makers?

7. Before your “Mic Drop,” is there anything else you’d like to share with us?

I look forward to moving into my next chapter. I plan to continue our conversations throughout the coming years.

A Small Sample of the Many Fond Memories of Dr. Tetrick We Have Collected:

“...remember many afternoons spent in a Greek diner next to the Wayne State psychology department, smoking cigarettes and talking research—drawing SEM models on napkins and the like.... And, while I didn't know there was such a thing as Occupational Health Psychology for most of the time I was there, she did a great job getting me started toward a career in OHP by connecting me to a professional network of like-minded scholars, many of whom I am in touch with 25 years after my graduation. No one else has had as much of an impact on my career. Thanks Lois! I hope you enjoy the next stage of your journey!” - Bob Sinclair

“So many memories, it is hard to choose one. She was the most amazing mentor a Postdoctoral fellow could ask for. Well, she would correct me right away and say, ‘no, not a postdoc, you were a Fulbright Scholar.’ ;)... When I attended my first Work, Stress and Health Conference in Washington in 2008, Lois introduced me to everyone, expressing how delighted she was, and making me feel like I belonged in the OHP community.... Working with Lois at GMU made a big difference, and without her kindness and her enthusiastic acceptance of my request to visit GMU after my Ph.D., none of this would had happened. Thank you so much, Lois!” - M. Gloria González-Morales

“Lois and I obviously spent a lot of time talking about I/O in our meetings, but I also really enjoyed discussing the other random topics that would arise. Sailing came up a lot, but I would also often try to get her to divulge I/O gossip that emerged during her SIOP presidency. She didn’t reveal much on that front. :) Thanks for everything, Lois.” - Cliff Haimann

“Some of my favorite memories with Lois are just lunches when we talk about different research topics (and also random things such as books and TV). No matter how discouraged or frustrated I might be, I always feel better coming out of a meeting with Lois.... I really appreciate how Lois is always open to new research ideas while giving me feedback and pushing me to think about theories and the big picture. Thank you for everything, Lois! Congrats on your new chapter in life!” - Carol Wong
SiOP Presentations Accepted for presentation in Austin, Texas

Ahmad., A.S & Goldberg, C. (April, 2020). Improving the Measurement of Sexual Harassment Climate. In A. Shyamsunder & A. Ahmad (Co-Chairs), Show and tell: Generating solutions in combating workplace sexual harassment. Session to be conducted at the annual conference for the Society for Industrial and Organizational Psychology, Austin, TX.


Ahmad., A.S. (April, 2020). Panelist: Promoting diversity in I/O graduate programs: Walking the talk. Session to be conducted at the annual conference for the Society for Industrial Organizational Psychology, Austin, TX.

Carre J.R., Rodgers, C.E., & Roman, A.N. (2020, April). The Relationship between Negatively Perceived Tasks, Fit, and Reenlistment Intentions. Poster accepted for presentation at the 35rd Annual meeting of the Society for Industrial and Organizational Psychology, Austin, TX.

Cortina, J., Craig, L., & Weilbach, D. (2020). Structural equation modeling: A reproducibility study. In N. J. Haynes (Chair), Fit Indices in SEM and IRT: Bringing Clarity to the Confusion. Symposium accepted at the annual meeting of the Society for Industrial-Organizational Psychology, Austin, TX.


Kerner, B. & Legree, P. (2020, April). Identifying Optimal Keys to Enhance Personality Scale Validity: R = .48 vs R=.32. Poster accepted for presentation at the 35th annual meeting of the Society for Industrial and Organizational Psychology, Austin, TX.

Lei, X., Lee, P., & Jang, S. (2020, April). How stable is job satisfaction over time and is the change homogeneous?. Poster accepted for presentation at the annual meeting of the Society for Industrial and Organizational Psychology, Austin, TX.

Lei, X., Rhodes, D., & Borden, C. (2020, April). The importance of job factors versus personality for boosting workplace engagement. Poster accepted for presentation at the annual meeting of the Society for Industrial and Organizational Psychology, Austin, TX.


Markell-Goldstein, H. M. & Green, J.P. The (I/O) People of People Analytics: Career Paths for I/Os in a Data-Driven HR World. Panel Discussion at the 35th Annual Conference for the Society of Industrial-Organizational Psychology in Austin, TX.

Mueller, L. Knapp, D. Kaplan, S., & Erickson, A. (2020, April). I-Os as influencers: Working through SIOP and Local I-O groups to make an impact. Panel discussion to be held at the 35th annual meeting for the Society for Industrial-Organizational Psychology, Austin, TX.


Rodgers, C.E., & Dahling, J.J. (2020, April). Examining Reactions to Inclusive Religious Events at Work. Poster accepted for presentation at the 35rd Annual meeting of the Society for Industrial and Organizational Psychology, Austin, TX.

Shore, D. B., & Kittinger, R. (April, 2020). The Future Has Arrived: Practice Task Analysis for Cognitive Non-Observable Job Tasks. Master Tutorial to be conducted at the 35th annual conference for the Society of Industrial and Organizational Psychology, Austin, TX.


Wong, C. M., Craig, L., & Tetrick, L. E. (2020, April). What are We Measuring? Comparison between Two Measures of Job Crafting. Poster accepted at the 35th Annual Conference of the Society for Industrial and Organizational Psychology, Austin, TX.


New Faculty Spotlight: Meet Dr. Deborah Rupp
By Haylee Gans

How did you first become interested in I/O psychology?

I took a wonderful undergraduate course in I/O psychology at the University of West Florida with Professor (now Emerita) Rosemary (Lowe) Hays-Thomas (who by the way recently published an excellent book on diversity and inclusion). I also took social psychology with Professor (now Emeritus) Steve Vodanovich, with whom I am currently writing a book on workplace discrimination/EEO law. This class paved the way to a research assistant position in his I/O lab. Steve and Rosemary showed me early on the importance of I/O and remain mentors and close friends to this day. Upon entering the PhD program at Colorado State, my views and interests were even further broadened in the directions of organizational justice and assessment centers by my mentors, Professors Russell Cropanzano and George Thornton (Emeritus), with whom I also continue to regularly collaborate. They were both wonderful about introducing me and my work to other I/Os and helping me develop a professional network of colleagues and collaborators.

Tell us a little more about your research. What energizes you in academia and what are some of your research goals in the upcoming year?

My background has led me to have unique interests in the “I” side of diversity and inclusion. I began my research career focused on bias against demographic minorities, specifically older workers and employees with disabilities, which evolved into a focus on workplace justice and fairness more broadly (e.g., how are perceptions of justice/fairness formed psychologically; what explains reactions to perceived injustice?). Then, through working with amazing colleagues in sociology, anthropology, and law, I worked for many years on a multidisciplinary program of research on corporate social responsibility, applying what we know about the psychology of fairness to a broader set of stakeholders and levels of analysis. These days I have come full circle, as my research has returned to explore the unique experiences of specific subgroups of working adults. I have research underway that considers the experiences of individuals with “invisible” identities (e.g., those with undisclosed invisible disabilities or undisclosed gender identities). I am also considering new and adapted I/O interventions for addressing modern diversity and inclusion issues, such as the use of Pareto optimization within personnel selection, job analysis techniques that comply with new state-level equal pay legislation, and issues involving disability and adverse impact.

What advancements do you see happening in your particular areas of interest (e.g., selection, corporate social responsibility (CSR), organizational justice, Equal Employment Opportunity (EEO), or any others)?

There are several! 1) Many states are adopting equal pay legislation that provides broader and deeper protections for women than that offered by the federal Equal Pay Act. 2) The expansion of qualified disabilities under the Americans with Disabilities Act (to include many mental health related disabilities). 3) The large number of high-profile sexual harassment claims as a wake-up call to organizations of the continued prevalence of gender inequality in the workplace. 4) Diversity/inclusion and corporate social responsibility both finally getting a “seat at the table” within corporate “C-suites” and gaining legitimacy as absolutely essential corporate foci. 5) Continued advancements within testing/psychometric research on how goals for fairness, diversity, and performance can be simultaneously optimized. Research on these issues requires collaboration between experts in the areas of diversity and inclusion, psychometrics/research methods, and EEO law. I/Os should never stop working toward making the holistic view of validity a reality!

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As many of our professors, you engage in a lot of consulting work in addition to teaching and research. How do you embrace the science-practitioner model of I/O psychology, and what do you view as some of its greatest benefits?

The science-practitioner model is a major aspect of my professional identity, and I strive to fully integrate the two within my teaching, research, and applied work. In many ways (like the “I” and “O” of I/O psychology), the model represents a false dichotomy. If you are truly practicing I/O psychology, you are applying science and often applying the scientific method. If you are truly doing I/O research, you are exploring issues of relevance to organizations and/or the individuals/groups working within them. Even “basic” research has practical significance, and even the most standard of personnel practices (e.g., job analysis) can benefit from new psychological knowledge.

Tell us a little more about your career before you got to Mason. What was your path that brought you here?

I started my career at the University of Illinois at Urbana-Champaign and was there for nine years. This was a wonderful experience in that I not only got to work in one of the best psychology departments in the world (I was told my old metal desk used to belong to Fishbein; and pioneering psychologists like Harry Triandis and Joe McGrath were still walking the halls and popping in to check on us “kids”); but I also had an appointment in the School of Labor and Employment Relations, and eventually the law school. Working alongside economists, sociologists, and legal scholars, not to mention social, clinical, and cognitive psychologists, opened my eyes to so many different perspectives and methodologies. From there, I was recruited to take the William C. Byham Chair at Purdue University, where I worked for eight years. This was a particular honor, given my background in assessment centers, a method for which Byham was a great pioneer within industry. Like at Illinois, I had amazing colleagues to learn from and enjoyed working with the I/O faculty in building a program theme that centered around person-centric I/O psychology. There, I also got some experience with university administration, serving for a number of years in the Provost’s office as the university’s Research Integrity Officer. My shorter-term sabbatical posts at places like University of Toronto, University of British Columbia, Singapore Management University, and Illinois Institute of Technology were also extremely developmental for me professionally.

What attracted you to Mason and excited you about our program?

The faculty and students of course, as well as all that Mason is doing at the university level to foster innovation, translational research, and diversity/inclusion. The DC metro area is also a big draw for me given my interest in the intersection of law/government and corporate social responsibility, which often involves partnerships with non-governmental organizations—many of which are headquartered in DC.

After over a semester here, what has been the best surprise/your favorite thing about Mason?

All the robots roaming around campus!

This is not a “surprise,” but I am truly enjoying working with so many super-bright students and faculty colleagues, who are doing such interesting work.
What is your favorite activity when you’re not geeking out over I/O psychology?

Watching our 21 month-old toddler explore the world (and taking part in his explorations)!

What is the best piece of advice you’ve ever received?

Don’t read on a staircase. Just kidding...though this was some very practical advice the late Janet Sniezek shared with me when I was an assistant professor at the University of Illinois (she always caught me reading JAP articles “en route”).

I suppose some of the best advice that I followed was to try to say yes to as much as possible early on. It is important to have work-life balance at all points in one’s life, but following the energy and staying positive (and avoiding politics!) early on can allow one to build a solid foundation of projects, experience, and colleagues that will serve and fuel a successful career for decades to come.

Photo Sources: Deborah Rupp; https://www2.gmu.edu/news/574036

Weathering the Pandemic Storm: A Conversation About Teleworking During These Trying Times
By Sarah Sultzer and Alex Veerasammy

As COVID-19 has progressed around the globe, organizations everywhere have had to implement or adapt their remote work strategies. As I/O psychology students, faculty, and alumni, we are no strangers to the evidence-based best practices that can help both organizations and employees thrive in the work environment. But as we navigate these uncertain and unprecedented times, it is important to take a moment to step back and reflect on how we utilize these recommendations in our own work, now that many of us have adjusted to an entirely new ‘normal’ work environment. Below we outline some tips and tricks:

1. Make technology your friend.

In the age of constant virtual meetings and presentations, the quality of remote work depends on the technology with which it’s facilitated. An exceptional PowerPoint won’t count for much if your laptop won’t turn on. Before your scheduled remote work, ensure you have all that you might need, from your power cord to those nifty blue-light glasses. Having hardware is only half the battle, though, as you still need to ensure that your software skills are up-to-date. Working from home means that you’ll likely be interacting with colleagues, teammates, clients, or even students, and you must be prepared to use a variety of media-based communication platforms. If you’re not up-to-date with applicable software systems, such as firm-wide file-management or video-conferencing platforms, refresh yourself prior to taking on heavy remote work. Failing to prepare is preparing to fail. However, we can’t prepare for everything. You can easily run into unforeseen technical issues. Confirm that you have the number for your organization’s IT department so you can place a call in the event that a problem should arise.

2. Set a schedule and hold yourself accountable.

According to the SIOP Telecommuting White Paper[1], remote work facilitates decreased work-role stress and increased autonomy, which can make it easier to get distracted. Employers will still expect that you get all of your work done. Employees should ensure that they are using company time strictly for work-related activities. It can also be easy to get distracted in situations where there are no longer specific working hours, so it might be useful (especially for students balancing both school and work) to create a set schedule and (try to) adhere to it. Hold yourself to the standard you’d want your own employees to hold themselves to and save Netflix binges for the weekend! Your supervisor is still holding you accountable for your work. Log what you’ve accomplished and make sure you’re responding to calls and messages.

3. Be sure to stay connected.

Make sure that you’re available to support your team, but don’t forget that your team is also there for you. With our typical work schedules, we’re used to having a healthy dose of human interaction. If you live alone, with roommates who

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aren’t also remote working, or are otherwise in a situation that leaves you isolated, don’t hesitate to reach out to your colleagues. Connect with them during the day to check-in or update them on the progress you’ve made.

4. Step away from the computer!

Finally, and possibly most importantly, find some time during the day to go for a walk and get some fresh air. Although the work we do now will ultimately redefine the future teleworking world, the occasional dip in productivity is most certainly justifiable. We must also allow ourselves some breathing room as we move forward in the future of telework. Recognizing these challenges is the just the first step in overcoming them. Be kind to yourself and to your colleagues as we all continue to weather these extraordinary—but not impossible—obstacles.


The Big Migration: Mason Moves Online, Professors Must Redesign

By Sarah Sultzer (an interview with Dr. Reeshad Dalal)

Amidst the COVID-19 pandemic, educational institutions across the nation have closed their doors to students—physically, at least. Universities made the rapid decision to cancel all remaining in-person classes for the remainder of the Spring 2020 semester in an attempt to help “flatten the curve.” George Mason was no exception, but this decision was not one made lightly, and was undoubtedly disheartening for students, faculty, and staff alike. The major decision to go completely virtual presented students with a new environment in which to learn, and professors one in which to teach. Thankfully though, Mason has been very empathetic to the Patriot community throughout this protean process. In an effort to allow faculty time to reformat their courses to online versions, the university announced in mid-March that spring break would be extended an extra week. Incredibly impressed at how rapidly our faculty responded to these changes, I felt compelled to reach out to one of my very own professors, Dr. Reeshad Dalal, to ask him about the decision-making process during the reconfiguration of his class.

What were the most challenging aspects of reformatting your course to an online format?

To my mind, the most challenging issue was the timeframe. It had to be done very quickly. To that end, Mason’s decision to extend Spring Break by a week was very helpful in providing instructors more time to: (1) inquire about student technological and personal challenges, and (2) work through the logistical details of moving the course online and informing students about all the changes. A related challenge was that Mason needed to take a while to work through whether, and if so how, the lost week of instruction would be made up. That delayed the course redesign effort because obviously losing a week of instruction versus extending the semester (the latter of which was eventually settled upon by Mason) have very different implications for course redesign. I also don’t have kids and therefore don’t have to worry about suddenly having to home-school them and entertain them all day. So, overall, I really have little to complain about in comparison to many of my colleagues and friends.

How did you make decisions about which aspects to change?

What “best practices” informed your decisions?

Almost everything about the course had to be changed. Deadlines had to be pushed back, and often not just by one week. Certain assignments remained similar in content but had to be changed from in-class PowerPoint presentations to recorded (with narration) presentations, along with Q&A through the Blackboard Discussion Board (with fixed deadlines for questions and for answers). One other assignment had involved reporting on cutting-edge research presented at the SIOP conference, which almost all the students in the course attend. When SIOP was cancelled, I opted to scrap that assignment outright and instead create a different one altogether. The office hours had to be moved online as well.

I decided to make a video to summarize all the changes, and, following best-practice guidelines for online courses, I intend to: (1) frequently communicate (by email) expectations and deadlines to students between class sessions, and (2) periodi-

### Remote Work Do’s vs. Don’ts

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<thead>
<tr>
<th>Remote Work Do’s</th>
<th>Remote Work Don’ts</th>
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<tbody>
<tr>
<td>Bring home all that you will need</td>
<td>Let yourself get distracted from working.</td>
</tr>
<tr>
<td>Familiarize yourself with video calls.</td>
<td>Spend your work-time irresponsibly.</td>
</tr>
<tr>
<td>Know who to reach out to for tech support.</td>
<td>Work off the clock - it’ll drain you out.</td>
</tr>
<tr>
<td>Stay connected with your colleagues.</td>
<td>Stay inside the whole time-consider going outside and getting some fresh air.</td>
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cally check in with students regarding how things are going with the course and in particular whether they are experiencing techn-
ological or personal difficulties that might require additional accommodations.

It would have been easier to keep the course synchronous (albeit online), such that we would simply have replaced the in-person 
lecture and discussion with online equivalents, using videoconferencing software such as Blackboard Collaborate Ultra that also 
provide a virtual whiteboard, the ability to break students into teams, and so forth. This could also have been much more engag-
ing for students. So, I did consider this option seriously. Ultimately, however, I decided to make the course asynchronous, based 
on best-practice guidelines for online courses. Because of the possibility of technological and/or personal difficulties during this 
trying time, it does make sense not to require everyone to "show up" (virtually) at specific times that continue to follow the now-
defunct on-ground class session timings.

Do you think the level of student engagement will remain the same online as it would have if your classes were still meeting 
face-to-face, given the current circumstances?

No, unfortunately. Far from it. Courses that are intended to be taught online from Day 1 involve an extensive development pro-
cess. Interestingly, I’m currently going through that process to develop the online equivalent of the same course I’m currently 
teaching (viz., Performance Management) for our fully-online Master of Professional Studies (MPS) program. That course devel-
opment process is stretched over several months, requiring about one full day of effort each week during that time. It involves, 
among other things, working with media specialists (who provide animations, facilitate video shoots, etc.) and instructional de-
signers—all in the service of keeping an asynchronous online course engaging to students.

Obviously, having taught and developed courses online is somewhat helpful when figuring out how to move an on-ground course 
online very rapidly, but the two procedures are not similar in the least. What’s happening now is the pedagogical equivalent of 
emergency surgery in a field hospital: hopefully fairly effective, but definitely not pretty!

Mason faculty, I/O professors included, had no other choice but to reformat their classes to online versions. What effect do you 
think this will have in the future on our MPS program? Will this unexpected/unprecedented chain of events make it easier to 
convert in-person I/O classes to online versions, in which students receive the same level of instruction?

As a decision-making researcher, I know that forecasts are always hazardous. With that said, my "prior" is that the current situa-
tion will not have a dramatic effect on the MPS program: in other words, that the MPS program will continue to do about as well 
as it’s currently doing (and, thus far, it’s doing well!), and so will the MA and PhD programs. One important reason is that the 
MPS program is intended to serve a very different type of student—one who is currently employed, has more experience, and 
needs to be a consumer and applier but not a developer of research—than our MA program, let alone our PhD program. I certain-
ly hope that, for the foreseeable future, there will continue to exist a demand for the model of research-based, on-ground edu-
cation we offer in our PhD and MA programs. With that said, I think the experience of moving courses online rapidly will be very 
helpful in case this needs to be done again (e.g., if COVID-19 flares up again next winter), as will the wealth of online teaching 
resources that people have made available. Stay safe (and sane) out there, folks!
UPDATES FROM THE MPS PROGRAM

Engaging Alumni in the MPS Program
By Afra Saeed Ahmad, MPS Program Director

It has been a busy first year for the new online Master of Professional Studies in Applied Industrial and Organizational Psychology Program! We have exceeded our enrollment targets for students entering the Summer 2019, Fall 2019, Spring 2020 and newly admitted Summer 2020 cohorts! The students are thriving and building their knowledge and skills of the field, and several are already moving towards their professional goals (see: All You Need is Hope and GMU, pg. 15).

We have now developed many courses including Survey of Organizational Psychology, Data Analytics I, Survey of Industrial Psychology, Data Analytics II, Personnel Selection, Research Methods, and the Practicum course. Building this online program has been a team effort, including the involvement of a team of individuals in operations, marketing, admissions, learning designers, blackboard technical support, success coaches, video producers, faculty and Mason alumni. Our PhD alumni and on-ground faculty have been teaching courses in the program. Both PhD and MA Alumni have shared their work experiences as guest lecturers and panelists.

We want to continue this momentum of engaging alumni of the program. If you are interested in teaching an online course, joining our external board and/or mentoring our students, please send me an email at aahmad14@gmu.edu. We look forward to hearing from you as you can continue to make a difference at Mason and in the field!

Guest Lecturers:
Tracy Krueger, PhD 2014 - Research Scientist, RAND Corporation
Gonzalo Ferro, PhD 2014 - Industrial Organizational Psychologist, U.S. Securities and Exchange Commission
Kristen Robinson, MA 2015 - Director, Talent Analytics and Employee Engagement, Evolent Health

All You Need is Hope and GMU
By Arianne Mann

Is it ever too late to change careers? The answer used to be yes; as a teacher and mother of two, it didn’t seem possible. I knew I wanted to switch careers and become an Industrial and Organizational (I/O) psychologist, as the field has always been an interest of mine ever since I declared psychology as my major over ten years ago. But I wondered how I would be able to travel to campus when I needed to work and be home for my family. I held off on making the transition another two years until I found George Mason’s Master of Professional Studies online degree program.

I find it important to be a part of a strong academic community. There are other similar online degree programs, but they are not backed by an SACS accreditation, nor do they offer classes from the same esteemed professors who teach on campus. At the time of my application, I was accepted into a hybrid master’s degree program, but I chose GMU because of its solid reputation within the I/O community.

(Continued on page 15)
At first, it was tricky adjusting to the program’s format. Because the classes are completely online, virtual office hours have been vital to my success. I am an outgoing person who needs to vocalize my questions, ideas, issues, and solutions, and my professors are always willing to help however they can. My cohort is also very close as several of us constantly text, call, or email each other to ask questions or simply offer moral support. Knowing that I have a significant support system has made it easier to grasp the concepts as well as enjoy the process of learning.

I am now halfway through the program and have benefited from my classes, professors, and the community in so many ways! Through the MPS program, I have refined my research and writing skills, learned how to utilize and interpret statistical data, and, most importantly, gained the ability to apply everything I learn to real-world scenarios with application-based assessments. This has been challenging for me because of how fast-paced the classes are but the topics are broken down in a logical, gradual manner that, when paired with the assigned reading, allows for a solid build-up of knowledge. This structure makes it much more fulfilling every time I finish an assessment.

With all my newfound knowledge, I was selected for an internship through the Federal Government’s Student Pathways program. The applied projects required for my classes will enable me to enter my internship with a realistic understanding of how to apply best practices. My excitement for the program continues to grow, especially because I am part of the first cohort to graduate at the end of this year. I will always be grateful that GMU’s progressive view on education allowed me to turn my hope of becoming a qualified I/O psychologist into a reality by providing this nontraditional, yet grounded, opportunity.

A Warm Welcome to the MPS Spring 2020 Cohort!
We would like to welcome our incoming batch of awesome students for the Spring 2020 MPS cohort to Mason! Students’ current job titles are listed along with their headshots.

**Jordan Carlson** (Fall 2019)
Human Resources Specialist, Booz Allen Hamilton

**Tracy Kim**
Research Analyst at the MedStar Health National Center for Human Factors in Healthcare

**Clarissa Molina**
Benefits Specialist at Quadient

**Jacob Helton**
Licensed psychologist at Providence Health and Services in Portland Oregon

(Continued from page 14)

| Pictured above: Arianne Mann with her two children | (Continued on page 16) | 15 |
Virginia Pothier
CEO of Hapacus (Mental Well-Being Training Company)

Kate Salveson
Associate Experience and Talent Analyst at Wawa, Inc.

Syeda Ramcharan
Senior Global Talent Acquisition Manager/Marriott, Intl

Carly Salas
Talent Acquisition Partner, IBM

Ashley Semadeni
Senior Associate, KPMG

Chadnezar Zorrilla
Supervisor Workforce Management - MGM National Harbor

Desiree O. Battista

(Continued on page 17)
Mason Stars in the PTCMW Student Consulting Challenge through the Years!

The PTCMW Consulting Challenge is a graduate student competition developed by PTCMW to allow students to develop key professional skills while also expanding their professional networks. PTCMW and the sponsor organization present students with a real challenge local organizations are currently facing in a realistic request for proposal (RFP) format. The teams enrolled in the consulting challenge usually comprise of 3-5 students. Students present as if they were external consultants bidding on a consulting project. Solutions are judged by expert practitioners based on theory, technical merit, and innovation. Each team presents to an independent panel of expert I/O judges and receives invaluable feedback.

The winning team wins $1,000! In addition, every participating team receives a free year-long PTCMW student membership, and the top three teams also win free admission to PTCMW’s Fall Event, where they are recognized in front of over 200 local I/O academics and practitioners. Mason’s doctoral and master’s students have been MORE than well-represented on the winning and runner-up teams over the past several years! See above for a list of Mason representation on winning teams over the past several years. We are proud of our students and look forward to continuing this legacy for years to come!

<table>
<thead>
<tr>
<th>2019</th>
<th>2018</th>
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<tbody>
<tr>
<td>First Place: Steven Zhou, Alexis Roman</td>
<td>First Place: Alex Fernandes, Sabina Diyarova</td>
</tr>
<tr>
<td>Third Place: Alec Campbell, Michael McGraw</td>
<td>Second Place: You Zhou</td>
</tr>
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<table>
<thead>
<tr>
<th>2017</th>
<th>2016</th>
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<tbody>
<tr>
<td>First Place: Tim Burgoyne, Katie Guarino, Marjani Edwards</td>
<td>First Place: Tim Burgoyne, Veronica Passarelli</td>
</tr>
<tr>
<td>Second Place: Jenna Eagleson</td>
<td>Second Place: Christian Dobbins, Stephen Tyler</td>
</tr>
<tr>
<td>Third Place: Cory Moore</td>
<td></td>
</tr>
</tbody>
</table>

Pictured above (left to right): 2019 Third Place Winning Team Members; Alec Campbell & Mike McGraw (George Mason University)

Pictured left (left to right): 2019 First Place Winning Team Members; Crystal Drayton (University of Hartford), Alexis Roman (George Mason University), Steven Zhou (George Mason University)
# Recent Publications


**Kaplan, S. Winslow, C., & Luchman, J.** (All authors contributed equally). What are we working for? Comparing the importance of job features for job satisfaction over the career span. Online version available at *Social Indicators Research. Available here: https://link.springer.com/


(Continued on page 19)


GOOD NEWS CORNER

Samantha Dubrow, a current PhD student working with Dr. Zaccaro, recently joined Aptima as a part-time Associate Scientist! She is working with three other awesome Mason alumni: Krista Ratwani, Kara Orvis, and Jeff Beaubien.

—

Andi Lassiter (PhD, 2004) and her graduate student, Jack Wychor, at Minnesota State University, Mankato received the award for Best Immersive/Simulation Solution in Demofest at the DevLearn 2019 conference on learning and technology. Their project, entitled “Using Augmented Reality for Manufacturing Machine Training and Support,” was part of a large-scale, innovative training project for a metal foundry.

—

Nikki Milanesi, formerly Giacopelli, (MA, 2013) and her husband, Mike, welcomed their son on October 2, 2019! Cameron Michael Milanesi was born 6lbs 4oz and 19.5" long. Congratulations!

—

PhD students Amber Hargrove and Xue Lei were two of the winners of the CHSS Dissertation Completion Grant Recipients for Spring 2020!

—

Carol Wong, Elisa Torres, Laureen Campbell, Linden Hughes, and Michael Shulman, all I/O grad student instructors, were recognized for their teaching in Mason CORE courses in the College of Humanities and Social Sciences and received at least a 4.75 on their "Overall Teaching" item from student evaluations. Congratulations and thank you for your excellent work with students!

—

Congratulations to Allen Chen for winning the Outstanding Graduate Student Instructor Award and to Steven Zhou for winning the Outstanding Graduate Student Teaching Assistant Award!

—

Dr. Zaccaro and several current students spent hours successfully organizing the shared I/O office spaces (e.g., moving furniture, archiving documents, etc.) last semester. Thank you to our awesome student volunteers! 

PhD Students: Elisa, Carol, Lauren, Steven, Michael, Lydia, Ze, Amber, Shea, and Xue

MA Students: Katelyn, Alec, Quyen, Mike, Joy, Xiang, and Kevin

(Continued on page 20)
Hannah Markell-Goldstein got married to Russell Goldstein on June 8, 2019! Her friend and fellow Mason PhD student, Jen Green, was a bridesmaid.

Elisa Torres, a third year PhD student, was awarded the 2019 Leonard P. Gollobin Scholarship at Interservice/Industry Training, Simulation, and Education Conference in Orlando, Florida. She was awarded this scholarship for her research which focuses on the dynamic interplay of team and multiteam system coordination, leadership, and shared perceptions held within complex systems.

IOPSA DONORS

Thank you to the following individuals and organizations for your generous donations!

- Tiffani R. Chen, PhD
- Crystal M. Harold, PhD
- Zachary N. Horn, PhD
- Landon J. Mock
- Dena A. Papazoglou
- Erin C. Swartout

The I/O Student Fund helps graduate students attend conferences, collect data for research, and pursue other research-related opportunities. If you’d like to donate, please visit https://psychology.gmu.edu/give and use code 011608 for the I/O Student Fund.
Dr. Kristen Jones and Dr. Alex Lindsey, Assistant Professors of Management at Fogelman College of Business & Economics, University of Memphis and Mason Alumni

Dr. Wendy Casper, Associate Dean for Research, Peggy E. Swanson Endowed Chair and Director of PhD. Programs at the university of Texas and Mason Alumna

Dr. Whitney Botsford Morgan, Associate Professor at the University of Houston and Mason Alumna

About The I/ON
The I/ON 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, Tim Burgoyne, Yingyi Chang, Marisa Diana-Russo, Stephanie Payne, Lisa Boyce, Nikki Dudley, Mike Ingerick, W. Benjamin Porr, Deirdre Lozzi, Tiffany Bennett, Marissa Shuffler, Jordan Robbins, C. Brooke Orr, Jayme Pittsonberger, Elizabeth Conjar, Richard Hermida, Carrie Grimes, Irwin José, Phillip Gilmore, Kristen Jones, Alexis Gray, Kate LaPort, Afra Ahmad, Alan Tomassetti, Nikki Giacopelli, Sooyeol Kim, Yan Dong, Kristen Gibson, David Wallace, Mark Gould, Charlotte Brock, Alex Morris, Charlotte Brock & Alex Morris, James Wilcox & Leah Alley.

Previous Editors: Jalyn Gatling, Katie Guarino

Current Editors: Haylee Gans, Shivam Nemani and Joy Zhou

Faculty Advisor: Lois Tetrick

Current Edition Contributors: Steve Zaccaro, Tiancheng (Allen) Chen, Steven Zhou, Haylee Gans, Reeshad Dalal, Sarah Sultzner, Alex Veerasamy, Afra Saeed Ahmad, Arianne Mann

Website and E-mail for The I/ON
Current and past issues can be viewed at https://io.gmu.edu/the-i-o-newsletter-ion. If you would like to be included or removed from the mailing list, or have questions/comments, please contact us at IONNewsletter@gmu.edu. The deadline for contributions to the newsletter is four weeks before distribution, which occurs on or around the first of April, and the end of August.

If you are GMU I/O Alumni...
We love to hear what you’re up to! 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 IONNewsletter@gmail.com.