

The I-ON

The Official Newsletter of the Industrial-Organizational Psychology Program of George Mason University

From the Desk of the I-O Program Director

Author: Steve Zaccaro



Hi, everyone! Welcome to a new and unusual academic year! I want to particularly welcome our new PhD, MA, and MPS students. Check out their bios to learn more about our diverse incoming students. To all of you who are new to the program, the other faculty and I are especially glad you are joining us for the next journey in your careers. You will find our program to be a highly collegial one – feel free to reach out to the faculty and the returning students, especially as you navigate this new virtual academic experience.

I want to use part of this column to talk about our commitment to diversity and inclusion. Over the summer, there has been an increased focus on diversity and what more we should be doing to foster a maximally inclusive program, department, college, and university. This has been reflected in our becoming more conscious of how implicit and unintended biases show up in our interactions. For example, one of our PhD alumni, Katy Ryan, recently pointed out to us the racial history of the term “brown-bag” (see [p.3](#)). As a result, we have now changed the name of the long used term “brown-bag” to the I-O Learning Series (see [p.2](#) for our Learning Series Schedule). We are also re-doubling our commitment to inclusion in classroom curricula, student opportunities, recruitment and admissions. Your suggestions to me or other faculty on other ways we can actualize this commitment are very welcome.

Our other big concern is, of course, the COVID-19 pandemic that has caused much of our interactions with you and each other to be through online platforms. I urge you to keep practicing safety behaviors: wearing a mask, washing your hands, and physically distancing. Many resources are available on the Mason website about what the University has done to maximize the safety of the GMU community. Moreover, the faculty in the I-O program are invested in maintaining our climate of community and connection, especially among and with our incoming cohorts. We will be looking for different and novel ways to create such a collegial climate in a virtual environment. I welcome your ideas to help us do this.

Finally, I want to highlight the continuing success of our new online MPS program led by Dr. Afra Ahmad. We have now hired Dr. Kevin Stagl as the Assistant Director to support the growing program. Be sure to check out MPS program updates ([p.18](#)), Dr. Kevin Stagl’s bio ([p.17](#)) and learn more about our MPS student’s success in the job market ([p.18](#)). Welcome, Kevin!

To all of you: Go and have a great academic year!

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Fall 2020 Learning Series Schedule

Author: Steven Zhou

Tuesdays, 1:30pm-2:45pm, on Zoom**August 25**

Topic: Introduction to Learning Series and Faculty Presentations

September 1

Speaker: Shea Fyffe & Steven Zhou
Topic: R Workshop - Advanced (with Shea) and Basic (with Steven)

September 8

Speaker: Dr. Edgar Kausel, Associate Professor of I-O at Pontifical Catholic University of Chile
Topic: Paying due heed to others' opinions: A meta-analysis on gender differences in advice taking

September 15

Speaker: Dr. Hector Madrid, Assistant Professor of OB at Pontifical Catholic University of Chile
Topic: Leader Affective Presence in Teams

September 22

Speaker: Dr. Patrick McKay, Professor of HR at Temple University and Former Chair of Academy of Management's Gender & Diversity Division
Topic: Diversity in I-O and HR Science and Practice

September 29

Speaker: Dr. Christina Curnow, Managing Director of Human Capital Solutions at the American Institutes for Research
Topic: TBD Applied Practice Topic

October 6

Speaker: Dr. Sy Islam, Associate Professor of I-O at Farmington State and VP of Consulting at Talent Metrics
Topic: Translating I-O Interventions and Data into Applied Business Language

IOPSA Presidential AddressAuthor: Jessie Cannon, *Current PhD Student & IOPSA President*

Greetings from the Industrial-Organizational Psychology Student Association (IOPSA) board members! I hope you have all been able to find support and stay healthy this summer. This past year has been difficult to say the least. Among the widespread economic crisis and the devastation and confusion from COVID-19 that has left many feeling helpless at times, I am reminded that we still have agency to affect the future well-being of our nation. According to the [Pew Research Center](#), as of June 24th, 2020, 6% of U.S. adults surveyed have protested for racial equality, which is about 20 million people! We have a long way to go, and I hope that collectively we will continue to learn and be inspired to make change. Our field is uniquely qualified to tackle these issues directly, as evidenced by SIOP's recent call for contributions to Anti-Racism Grants.

We want to extend a warm welcome to our incoming students! Thank you for committing the next two or more years of your lives to learning and working with us. I had the opportunity to meet some of you this past spring, and I look forward to meeting the rest of you soon. Also, congratulations to our recent MA and PhD graduates, and congrats especially to those who successfully defended dissertations with the added challenge of transitioning to a virtual defense!

Thank you to the outgoing IOPSA board members for your hard work, dedication to the program, leadership and guidance throughout the year. This past spring, Shea Fyffe, our outgoing Vice President, helped the program to successfully transition the I-O Learning Series to a virtual format. Allen Chen, our outgoing President, has set an excellent example for me to follow and has made the transition easy for me as the incoming president. In the middle of the prospective students' visits, he successfully pivoted to virtual calls and ensured that prospective students still had an opportunity to get to know us and learn more about the program. Thank you, Allen!

Finally, I want to thank all of our faculty and staff for their time, effort, and difficult decisions they have made to help us transition to virtual instruction. Navigating this unprecedented situation has taken much creativity and effort, and I hope we can all continue to be patient with each other as we learn to adapt. With meetings and classes taking place virtually, it's easy for us to become lonely and isolated. Here at Mason, we strive to maintain our collaborative and welcoming environment at all times, so I want to ensure everyone feels supported and connected, especially our incoming students. Please don't hesitate to reach out to me for guidance, questions, or just to chat. I look forward to seeing more of your faces online and, someday, in person. Like my predecessors, I have an open door policy, and I look forward to getting to know you all!

Do you know that GMU has a LinkedIn page?

Click [HERE](#) to follow us on LinkedIn and get posted on available jobs!

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October 20

Speaker: Dr. Louis Tay, Associate Professor of I-O at Purdue University

Topic: Big Data Analysis and Machine Learning in I-O Research and Practice

October 27

Speaker: Dr. Nichelle Carpenter, Associate Professor of Management at Rutgers University

Topic: TBD Specialized Research Topic

November 3

Speaker: Dr. Daniel Bauer, Professor of Quantitative Psychology at the University of North Carolina

Topic: TBD Quantitative Methods Topic

November 10

Speaker: Dr. Veronica Gilrane, People Innovation Lab Manager at Google

Topic: Science Meets Practice at Google's People Innovation Lab

November 17

Speaker: Dr. Berrin Erdogan, Professor of Management at Portland State University and Editor of *Personnel Psychology*

Topic: Publishing in *Personnel Psychology*

November 24

Speaker: Dr. Alexander Alonso, Chief Knowledge Officer at SHRM and Chair of SIOP's Government Relations Advocacy Team

Topic: How I-O Can Impact Government and Public Policy

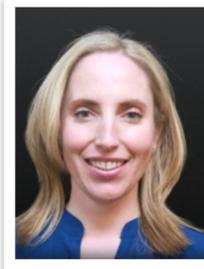
December 1

Speaker: Dr. Sang Eun Woo, Associate Professor of I-O at Purdue University

Topic: TBD Specialized Research Topic

The Racist History of the Term “Brown Bag” and Calling for Change

Author: Katy Ryan, PhD Alumna, 2010



The expression “brown bag” has long been used across academia and industry to designate a bring-your-own-lunch event. This phrase appears innocuous, but I recently learned that the term “brown bag” is not so innocent.

When a work colleague emailed me a list of biased terms, background sources, and inclusive alternatives, I was surprised to see “brown bag” on the list. According to the Jim Crow Museum source cited, the brown paper bag test was used as a way to determine whether or not an individual was admitted to an event or community group. Only those with a skin color that matched or was lighter than a brown paper bag were allowed. Unfortunately, this practice of colorism was not just used to deny access to white spaces. One of the more heartbreaking details about the brown bag test is that it was practiced within the Black community, by those who had “internalized the racist notion that light skin is a marker of intellectual, cultural, social, and personal superiority-over and above darker people¹.”

After taking the time to educate myself, I wanted to remove the term from my own vocabulary as well as pay it forward by educating others. The email to the GMU I-O alumni listserv inviting us to join the fall virtual “brown bag” events provided a timely opportunity. I was not surprised when IOPSA and the GMU faculty responded to my email graciously and took immediate action. Dr. Afra Ahmad tells me that the name has been changed to “Learning Series,” and they are working to update the course catalogue accordingly.

I assume that you, the intelligent and empathetic readers of the I-ON, also want to reduce the amount of harm you might cause out of ignorance and learn to better support Black, Indigenous, and People of Color (BIPOC). As you learn the racist history of common terms like “brown bag,” you can educate people in your communities and organizations and help remove such terms from the lexicon. If you're feeling unsure about how to do this, I've summarized a four-step process from an online article² I found helpful.

1. **Decide what mode of communication would be best.** This depends on the nature of the thing they did and what kind of relationship you have. Remember, you are probably more interested in helping them change their behavior than publicly shaming them for it.
2. **Mention the specific word or action and explain why it was hurtful or oppressive.** Let the person know how it impacts you directly, if it does. There are many online educational articles that can save you from rehashing common arguments. Use them.
3. **Offer alternatives.** If you have ideas for alternative words or actions, let them know (e.g., using the title I-O Learning Series in place of “Brown Bag”).
4. **Assume they are “in.”** Thank them for accepting feedback and helping us all reduce racial bias to create more inclusive environments.

Now let's go create the change the world needs in organizations and higher education institutions.

¹ Pilgrim, David. (2014). Brown paper bag test - February 2014. Retrieved from <https://ferris.edu/HTMLS/news/jimcrow/question/2014/february.htm>

² Ferguson, Sian. (2015). Calling in: a quick guide on when and how. Retrieved from <https://everydayfeminism.com/2015/01/guide-to-calling-in/>

Work-Nonwork Balance During COVID-19 and Beyond

Author: Wendy J. Casper, GMU PhD Alumna, 2000 & Peggy E. Swanson Endowed Chair and Associate Dean for Research and PhD Programs, College of Business, University of Texas at Arlington



I've been studying work-family issues since 1994. Despite conducting many studies on work-family conflict and family-supportive policies, as of 10 years ago, I had never studied work-life balance. It was then that I started talking with my friend and collaborator, Julie Wayne, at Wake Forest University about this elusive construct which was not yet well developed in the literature. Soon after, we started a quest to figure out what work-life balance is and how to achieve it.

At that time there was discussion about work-life balance in the literature, but no agreement on how to define it. Some researchers defined balance as a function of the established work-family constructs of conflict and/or enrichment, but we felt balance was different from these two constructs. In a series of studies, Julie and I, along with other co-authors, asked people how they define balance, examined the ways that balance was defined and measured in the literature, and developed an understanding of how we think work-nonwork balance should be defined. Our definition is based on three sources of information: 1) what people mean when they talk about their own balance, 2) how authors have defined balance in the literature, and 3) dictionary definitions of balance. Drawing from these sources, we proposed the following definition of work-nonwork

balance in our 2018 paper in JAP:

The extent to which employees hold a favorable evaluation regarding their combination of work and nonwork roles, arising from the belief that their emotional experiences, involvement, and effectiveness in work and nonwork roles are commensurate (compatible) with the value they attach to the roles.

In short, balance is a general perception that develops when people feel they are adequately involved with, performing well in, and having positive emotions associated with highly valued roles. Since each individual has unique values, there is no "one size fits all" for attaining balance. Balanced people feel good about and see themselves as adequately involved and effective in high value roles, so they see their important roles as fitting together in a harmonious way. Roles that do not matter to them have little to no impact on perceptions of balance.

Drawing from our work on balance and our recent work on the work-family interface during COVID-19, I can offer a few pointers about how leaders in today's pandemic world can help employees enhance balance.

1. Balance is positively related to work-family enrichment and negatively related to work-family conflict. Theory suggests conflict and enrichment may lead to balance, so changes that enhance enrichment or reduce conflict may foster balance. Recent research (in press, JAP) I did with Hoda Vaziri, Julie Wayne and Russell Matthews looked at changes in work-family profiles of conflict and enrichment from right before the pandemic to right after it began and found that compassionate supervisors and low levels of technostress were associated with better work-family profiles while coping with the early stages of COVID-19.

2. It is the impact of work on nonwork that matters most to one's balance. Perceptions that work helps (enrichment) or hinders (conflict) the personal domain more strongly relate to balance than perceptions about whether personal life impacts work. To enhance balance, try changing the work domain.

3. Balance is compatible with being a top performer. In addition to the link between balance and better work attitudes, our research found that people who rate themselves as effective in balancing work and nonwork receive higher supervisor performance ratings. Moreover, work teams that report more satisfaction with work-life balance on average have higher team performance, so it is not a zero-sum game. Top performance and balance can and do coexist.

I hope this inspires leaders to put everything I-O has taught them about effective leadership into practice to help employees cope with changes brought on by COVID-19.

The Role of I-O on FMG's Journey Toward Greater Racial Equity

Authors: Amanda Anderson, PhD Alumna, 2015 & Senior Researcher
Brian Griepentrog, PhD Alumnus, 2006 & Executive Vice President

In 2017, Fors Marsh Group (FMG), an organization owned and operated by GMU I-O alumni, became the first D.C.-area research company to earn a B Corporation ([B Corp](#)) Certification. Over the past several months, FMG's commitment to use business as a force for good has involved a closer examination of our role in increasing racial equity. As an employer of over 280 people, a trusted partner to some of the largest organizations in the country, and a leader in the B Corp movement of 3,500 businesses worldwide, we are committed to using our platform and our training in I-O psychology to make meaningful contributions to the racial equity movement.

Spurred by the recent spotlight on racial disparities across America's institutions, many organizations are committing to bold changes to their strategic approach to diversity and racial equity. In the following sections, we offer key insights in three main areas that we believe all organizations, including FMG, should consider as they work to transform their promises into practice and policy¹. We also share FMG's current and planned actions in each of these areas while recognizing that we have considerable work to do. Although much of the research in these areas has focused on increasing workplace diversity, [racial equity](#) goes beyond having a diverse workforce and involves the equitable treatment of employees of different race/ethnicities and the meaningful inclusion of employees from different racial/ethnic groups in decision-making processes.

Strategy: Does your organization's strategy prioritize racial equity? Integrating diversity and racial equity into organizational strategy is an essential component of aligning leaders, employees, and stakeholders in their understanding of diversity as an organizational priority in a permanent and visible way². Inclusion or emphasis of diversity in an organization's strategy can create a groundwork for intentional change to various systems, including recruiting, hiring, and performance management.

FMG has founded a strategic planning and transformation team as part of our commitment to make business a force for social good. The team will be a branch of the active employee-led Diversity and Inclusion Committee and is composed of ownership, business operation leadership, and outside expertise. The expansion of the existing diversity and inclusion initiatives prompted the committee's renaming to the Diversity, Equity, and Inclusion (DE&I) committee. The intended outcome for this team's work is an organizational transformation where racial equity becomes part of our corporate DNA and is the lens through which we see our projects, solutions, and recommendations.

Recruitment and selection: How does your organization ensure that a diverse pool of candidates is being recruited and selected? Recommendations to increase racial/ethnic diversity in recruitment include:

+ *Source: Announce job openings to diverse recruitment channels, build relationships with colleges/universities/professional organizations (e.g., historically Black colleges and universities, Hispanic-serving institutions, tribal colleges/universities), and examine the use of network recruitment (since networks can often be homogenous).*³

+ *Mode: Hire recruiters with a diverse range of experiences and identities and/or train recruiters on diversity and inclusion-related skills.*⁴

+ *Message: Communicate how and why the organization values diversity (and inclusion) and establish the organization's commitment to diversity in an authentic way.*⁵

+ Consider taking a step beyond these measures to invest in diversifying the pipeline for the future workforce. This could involve partnering with programs or organizations that focus on increasing readiness and access to postsecondary education among racial/ethnic minorities as well as increasing representation of racial/ethnic minorities in certain disciplines (e.g., Gates Millennium Scholars Program, Diversity Pipeline Alliance).

FMG's DE&I committee is working on a thorough review of FMG's current recruitment and selection policies and practices and a comprehensive analysis of applicant data. Based on this review, we will develop a series of recommendations to increase diversity and remove systemic barriers to success as part of our path towards increasing racial equity.

In terms of selection, organizations should conduct regular reviews of their hiring procedures to remove any potential opportunities for racial bias or stereotypes to impact decision making (e.g., during resume screening or interviews).⁶

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¹ It should be noted that many of the sources reviewed come from our very own GMU I-O psychology program. Also see Lindsey, King, McCausland, Jones, and Dunleavy (2013) for a comprehensive review.

² Thomas, D. A. (2004). Diversity as strategy. *Harvard Business Review*, 82, 98.

³ McPherson, M., Smith-Lovin, L., & Cook, J. M. (2001). Birds of a feather: Homophily in social networks. *Annual Review of Sociology*, 27, 415-444.

⁴ Kravitz, D. A. (2008). The diversity-validity dilemma: Beyond selection—the role of affirmative action. *Personnel Psychology*, 61, 173-193.

⁵ McKay, P. F., & Avery, D. R. (2005). Warning! Diversity recruitment could backfire. *Journal of Management Inquiry*, 14, 330-336.

⁶ Purkiss, S. L. S., Perrewé, P. L., Gillespie, T. L., Mayes, B. T., & Ferris, G. R. (2006). Implicit sources of bias in employment interview judgments and decisions. *Organizational Behavior and Human Decision Processes*, 101, 152-167.

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Organizations can consider various approaches to addressing the diversity–validity dilemma,⁷ such as using alternative predictor measurement methods,⁸ combining cognitive and non-cognitive measures,⁹ employing weighting procedures,¹⁰ measuring contextual and task performance,¹¹ reducing possible bias in criterion ratings,¹² and examining the need for complementary rather than uniform skill sets.¹³

Retention, performance management, and promotion: How can your organization ensure that diverse talent stays and advances?

A number of approaches can contribute to retention, including performance management, training and mentoring, and career development. Research has found that people of color have less access to mentoring, networking, training, and development opportunities^{14,15}, all of which are instrumental in career advancement. Recommendations for retention, performance management, and promotion include:

- + Ensuring that employees have equal access to leadership development, networking, and mentorship programs.
- + Establishing objective criteria for making decisions about training and developmental assignments.
- + Implementing career development programs (CDP) to provide clarity in career progression options. CDPs should be closely linked to succession planning, which can be an effective way of identifying a diverse pool of leadership talent.¹⁶
- + Reviewing pay for any indicators of racial/ethnic or gender disparity and assessing/addressing the climate for diversity and inclusion.¹⁷

FMG's DE&I committee intends to apply a multipronged approach to retention, performance management, and promotion, including (1) assessing our selection/promotion system, (2) reviewing our performance management systems, (3) reviewing and evaluating turnover data and associated information (e.g., exit surveys), (4) reviewing methods to increase diversity at all levels of the company structure, (5) monitoring the diversity climate, and (6) synthesizing this information to develop recommendations/goals in each of these areas.

Organizations must use this moment to move beyond “checking the box” and instead engage in thoughtful, committed, and sustained alignment of all components of the HR system. Careful consideration of the components discussed above can provide insight into when and how bias has consciously or unconsciously perpetuated systems of inequity. FMG has started a journey to make meaningful and lasting changes, and we invite others to join us in reviewing and aligning their own HR systems to progress toward racial equity. Although organizations may be at various points along their journey, now is the time to reflect and work together as an I-O psychology community. We acknowledge that we do not have all the answers, this set of HR practices is not exhaustive, and exposing what we are or are not doing will be uncomfortable. We will not avoid this—rather, we will challenge ourselves in the days, months, and years ahead to continuously improve. We encourage our friends in the GMU community to join us in this journey and work to effect change in their own organizations. Let's get to work.

You can find a full version of “The Role of I-O on FMG's Journey Toward Greater Racial Equity” on FMG's website.

⁷ Pyburn Jr, K. M., Ployhart, R. E., & Kravitz, D. A. (2008). The diversity–validity dilemma: Overview and legal context. *Personnel Psychology*, *61*, 143–151.

⁸ Ployhart, R. E., & Holtz, B. C. (2008). The diversity–validity dilemma: Strategies for reducing racioethnic and sex subgroup differences and adverse impact in selection. *Personnel Psychology*, *61*, 153–172.

⁹ Ibid.

¹⁰ Song, Q., Wee, S., & Newman, D. A. (2017). Diversity shrinkage: Cross-validating pareto-optimal weights to enhance diversity via hiring practices. *Journal of Applied Psychology*, *102*(12), 1636–1657.

¹¹ Hattrup, K., Rock, J., & Scalia, C. (1997). The effects of varying conceptualizations of job performance on adverse impact, minority hiring, and predicted performance. *Journal of Applied Psychology*, *82*, 656–664.

¹² Ford, J. K., Kraiger, K., & Schechtman, S. L. (1986). Study of race effects in objective indices and subjective evaluations of performance: A meta-analysis of performance criteria. *Psychological Bulletin*, *99*(3), 330.

¹³ Ployhart, R. E., Schmitt, N., & Tippins, N. T. (2017). Solving the Supreme Problem: 100 years of selection and recruitment at the Journal of Applied Psychology. *Journal of Applied Psychology*, *102*, 291.

¹⁴ Cox, T. H., & Nkomo, S. M. (1991). A race and gender-group analysis of the early career experience of MBAs. *Work and Occupations*, *18*, 431–446.

¹⁵ Equal Employment Opportunity Commission (2013). *EEOC African American workgroup report*. Retrieved from <http://www.eeoc.gov/federal/reports/aawwg.cfm>

¹⁶ Government Accountability Office (2005). *Diversity management: Expert-identified leading practices and agency examples*. Retrieved from <https://www.gao.gov/products/GAO-05-90>

¹⁷ McKay, P. F., Avery, D. R., Tonidandel, S., Morris, M. A., Hernandez, M., & Hebl, M. R. (2007). Racial differences in employee retention: Are diversity climate perceptions the key? *Personnel Psychology*, *60*, 35–62.

Bigger Than a Competition

Author: Shea Fyffe, *Current PhD Student*

Admittedly, I'm not a fan of consulting competitions. However, I jumped at the opportunity to represent the program in the first of its kind, *I-O Program 2020 COVID-19 Virtual Competition*, and I knew I wouldn't be alone. Instead, I worked with four other students (Alec Campbell, Nianqi Wu, Layne Pawlik, & Emily Szabo) across the PhD, MA and MPS programs, each bringing their own unique skill set. I learned a great deal from both my teammates and the process. Though, the competition represented something larger for those involved. I hope to elaborate on this somewhat surreal experience.

Our team spent 10 days solving problems. Not the imagined type you might find in a textbook, nor the overly applied business type. These problems were related to an ongoing reality, which has changed the trajectory of the world as we know it and Industrial-Organizational Psychology: the COVID-19 pandemic. The I-O COVID-19 Virtual Competition was unlike any I'd experienced because each of the nine questions brought a wave of sadness followed by a wave of hope. Sadness because each question was a reminder of the dire situations people were (and still are) in. For example:

To what extent should organizational priorities shift during this time to account for both dealing with Coronavirus at the same time as maintaining the continuity of mission (for nonprofits) and operations/revenue (for for-profits)?

This question requires one to face a sobering reality that cannot be glossed over; there is little some organizations can do (e.g., hotels and motels). Many organizations aren't concerned about maintaining normalcy; many are concerned about surviving. When trained in I-O Psychology, this is not something you accept. There is always something *organizations can do to avert a crisis. You're taught to be industrious and to have hope; you can solve most organizational problems with time and a representative panel of subject-matter experts. The competition was enlightening in this way, revealing that we aren't always in control.*

However, the competition brought another wave, one of hope and assurance. I'm pompous when it comes to I-O Psychology to the point I insert it into seemingly irrelevant conversations. You can make I-O relevant to sports, cooking, and even board games. Still, I underestimated the role of I-O in the future (not the future of work or the future of organizations, but the future in general). This isn't a delusion of grandeur; we will be quite important. My epiphany came from another question asked during the consulting competition:

FMP Engagement

Authors: Alexis Roman, *Current MA Student*
Haylee Gans, *MA Alumna, 2020*

FMP was recently named by *The Washington Post* as one of the Top Workplaces of 2020. FMP is great at creating a welcoming and engaging environment, even as we have transitioned to a virtual work environment. In this article, current intern Alexis and full-time employee Haylee will share more about what makes FMP a great place to work and how the organization has continued their positive workplace practices in a virtual context during a pandemic.

FMP nurtures an employee-first environment, which is evident in their onboarding process, including more recently online. New hires attend an average of 4-5 meetings every day during their first two weeks, ranging from formal meetings sharing general onboarding information (e.g., payroll system) to one-on-one casual meetings with other employees. The vast Mason I-O alumni network at FMP makes it easy to reach out to these colleagues, network, and make connections, including in an online setting.

FMP has a strong learning culture which fosters employee development. Specifically, supervisors are always looking for opportunities for employees and interns to gain experience in various areas in which they express interest. To foster an environment of knowledge sharing and collaboration, employees can get involved with various projects, internal initiatives, informal learning events that allow connections to FMP subject matter experts. Employees are given several opportunities each week to share and receive updates on projects or topics in I-O and consulting, which provides them with multiple ways to be engaged with industry best practices and the company's leaders. FMP employees are genuinely interested in helping each other grow and develop the best solutions for clients. This breadth of opportunities allow employees to develop important skills and also hone their curiosities and explore various interests in areas of human capital consulting. Beyond professional development opportunities, FMP also offers informal seminars on personal and professional development topics, such as healthy eating, self-compassion, and conversation techniques.

FMP's impressive investment in their employees contributes largely to their cultivation of an open, supportive, and engaging culture. For example, even as social get-togethers such as coffee grabs and happy hours have gone virtual, FMP makes an effort to include everyone. Furthermore, to supplement charity walks and food drives, the Charity Committee is raising money and matching donations for charitable causes, such as the Loveland Foundation, an organization that supports communities of color. FMP strives to find alternative ways to support employee engagement, which reflects FMP's goal of fostering a friendly work environment.

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How can job analysis be used to help organizations maintain workplace continuity during a time of mandatory telework? Explain how there might be a carry-over effect of this way of thinking, post-Coronavirus, that may be more “permanent”?

I say, with little hesitancy, that job analysis will ensure we remain essential in a post-Coronavirus world. We know job analysis is a systematic collection of job information to describe what people do and how they do it. Typically, job analysis focuses on information related to criticality (e.g., importance, frequency, time-spent, consequence), yet, job analysis can be applied to collect other types of essential job information. The Coronavirus has illuminated a new actor on the critical job information stage, persuading job analysts to collect a different type of information: what tasks are “teleworkable.”

The consulting competition took me to many different places, but I ended up in one filled with dignity. I’m proud of my team for doing an excellent job. We ended up placing 4th among the 10 teams that participated. Lastly, I’m grateful to be in the field of I-O. The job analysis question was merely an instance of the large role we will play. People are looking for stability and transparency in a time where there is little. It’s our job to help them find it, maybe not in the totality of their lives, but at least at work.

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FMP has provided continuous support for employees in several formats, including allowing them to develop work schedules that best match their lives and regularly checking in through pulse surveys, virtual happy hours, staff meetings, executive office hours, and chats or phone calls. Weekly executive office hours have been replaced by virtual, informal meetings hosted by the CEO or the managing partners, during which employees ask questions, get updates on work status, and make general conversation. FMP has further created online channels for shared resources not only to support clients in remote transitions and promote diverse and equitable workplaces, but also to maintain employees’ own well-being and fight for social justice. FMP promotes a healthy work-life balance by demonstrating an interest in employees’ lives beyond the workplace.

Overall, FMP cares holistically about each individual. They are flexible, adaptive, and understanding. These qualities truly shine in a world with so much unrest and uncertainty, plagued by a global pandemic and ongoing racial injustice. For us, this stems from FMP’s commitment to trust and transparency, starting from the top. FMP leadership constantly maintains open lines of communication, ensuring that we, as employees of a company, remain connected to one another and to the world around us and are having the conversations we need to have, even when those conversations are difficult. There are so many opportunities at FMP, whether it is an internship or a full-time career. We believe that the dedication to supporting employees in and out of the workplace contributes to FMP being one of the Top Workplaces of 2020. FMP will continue to challenge its employees and foster our growth, both professionally and personally and even during a pandemic.

September 2020

Due to COVID-19 the annual fall potluck picnic has been cancelled until further notice.

Students, faculty, alumni, and friends of the GMU I/O program are welcome to a virtual event that will take the place of the picnic.

Follow up details will be provided with an invitation. Please contact Mike McGraw at mmcgraw4@gmu.edu with questions.



Faculty Lab Updates

Dr. Reeshad Dalal

My students and I study what it means to perform well at work. In terms of specific forms of job performance, we are particularly interested in studying why people engage in counterproductive work behavior and organizational citizenship behavior – the “bad” and the “good,” respectively. In terms of methodological approaches, we are particularly interested in studying why people’s performance levels often fluctuate markedly over small units of time such as minutes, hours, and days. A recent interest involves interventions customized not just to the person, but also to the time and place.

A second focus involves the interplay of personality and situations in determining job performance. Here, we are particularly interested in “strong situations” (their content, impact, and causes) and, more recently, in “strong personalities.”

A third focus involves judgment and decision-making at work. Here, we are particularly interested in decision-making skill and style, in understanding how people make decisions (through the use of heuristics and advice from others as well as via a technique known as “policy capturing”), and, most recently, in applying behavioral economics interventions (such as default values) to organizational settings.



Dr. Seth Kaplan



Our lab works to improve the experience of work and to enhance individual and organizational effectiveness. Current initiatives examine topics including the following:

- * Team processes and temporal dynamics in extreme contexts
- * Prospective cognition and affective forecasting at work
- * The impact of telework on daily task performance
- * The psychological benefits of working
- * Positive psychology and mindfulness to enhance workplace well-being

Dr. Lauren Kuykendall

My lab continues to work on projects focused on work-nonwork decision-making and employee well-being. This year, we are focusing on understanding the motivational factors that prevent employees from utilizing work-life benefits (e.g., paid leave). We are also beginning projects that examine how supervisors impact employees’ daily recovery processes. One new project in this area focuses on understanding how supervisor behaviors impact employees’ experiences recovering from work stress during nonwork time. Another project focuses on identifying supervisors’ motivational barriers to engaging in behaviors that support their employees’ recovery experiences. Finally, we are continuing several projects examining how employees’ work commutes impact their work-life balance and well-being.



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Dr. Deborah Rupp

This coming year in the Rupp Lab, we will continue to explore issues of workplace bias and employment-related legal issues. Two example projects we are working on this semester (with Nikki Strah at Purdue University) are focused on a) re-framing job analysis best practices to comply with federal and state equal pay legislation and b) the validation of a comprehensive measure of interactional justice. Deborah will also be putting all the finishing touches on her book with Steve Vodanovich on workplace discrimination and equal employment law.

Dr. Steve Zaccaro



ZLAB is working on two sets of projects surrounding leadership and multiteam systems (MTSs). The leadership stream focuses on leader individual differences and leadership development. We are collecting data on the schemas and individual differences that contribute to effective development. The MTS research stream focuses on uncovering mechanisms promoting between-team and MTS-level effectiveness. We are collecting qualitative data from a variety of MTSs, including those in business, the military, hospitals and emergency care, fire and rescue, science, and cybersecurity.

PTCMW Updates

Author: Alec Campbell, Current MA Student & PTCMW Liaison

There is no denying that George Mason provides incredible value for students within the classroom and in research. With a star-studded lineup of professors, our graduate education is in very capable hands, but as up-and-coming I-O professionals, an integral part of our time at GMU pertains to developing as professionals and expanding our network of close friends and colleagues. Fortunately for us, there is an organization in our backyard dedicated specifically to professional growth and networking opportunities: The Personnel Testing Council of Metropolitan Washington (PTCMW).

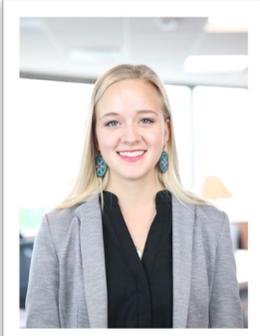
PTCMW provides an abundance of opportunities to meet and connect with I-O professionals from all walks of life. Members include I-O psychologists, attorneys, statisticians, human resources professionals, and EEO specialists, all working in a variety of industries from government, business, consulting, and academia. PTCMW regularly hosts networking events, happy hours, presentations by speakers from both practitioner and research backgrounds, and even student consulting challenges with cash prizes up to \$1,000.

With the current COVID-19 climate limiting face-to-face interaction, PTCMW has adapted accordingly. Monthly meetings have become monthly webinars, where attendees can join virtual calls and experience presentations of the field's newest research. You also don't want to miss out on the PTCMW blog, where you can find announcements of upcoming events and shared resources to stay connected during these disconnected times. Finally, PTCMW is bringing back their Mentorship Program, through which seasoned I-O experts team up with budding professionals to create invaluable, lasting relationships.

Do yourself a favor and get involved with PTCMW! This organization has the people and resources to open a world of opportunities for I-O psychologists. If you have any questions related to the PTCMW, feel free to reach me at

acampb2@gmu.edu, or visit their website www.ptcmw.org for more information.

Welcome to our Incoming PhD Students!



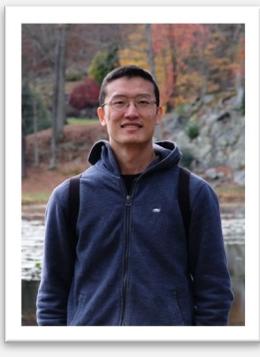
Julia Baines

Hello! My name is Julia Baines, and I am very excited to be joining Mason's I-O program this fall as a PhD student. I was born in Maryland but have been living in Warrenton, VA for the past six years. As an "army brat," I have lived in many different places, including Germany for approximately ten years. I received my BS in I-O Psychology and minor in German studies from George Mason University (ever heard of it?). During undergrad, I interned as an organizational effectiveness analyst with a small management consulting firm, and also worked with several education-focused nonprofits. My primary academic interests within the field of I-O include advice-seeking, self-perceptions, mentorship, and judgment and decision-making. I have also recently developed an interest in occupational calling and recovery experiences. Outside of school, I have worked as a ski instructor and outdoor-adventure leader. In my free time, I love to play the piano and do outdoor activities like skiing, running, hiking, and camping. I look forward to meeting everyone and expanding our understanding of I-O together!



Joanna Harris

Hi, everyone! My name is Joanna Harris, and I am from Tenafly, NJ. I graduated in 2017 with a BA in Psychology and Music and a minor in Spanish from Lafayette College. Post-graduation, I spent three years working as a research assistant and study coordinator for Yale School of Medicine's Alzheimer's Disease Research Unit. While overseeing clinical trials at our site, my interests in I-O grew, specifically in regard to group dynamics and judgment and decision-making within leadership. I am interested in exploring these topics through the lens of diversity research and global organizational psychology. In my free time, I enjoy going on hikes, playing the viola, songwriting on guitar, and hanging out with my friends. I look forward to meeting everyone and starting my academic career at Mason in I-O!



Zihao Jia

Hello! I am Zihao Jia from China. I graduated from Beijing Normal University with a BA in Physics and a MA in I-O Psychology. I have also studied at Hofstra University and Teachers College after I moved to America last year. I had been working as a student advisor at Beijing Normal University for two years. I really enjoy the campus life and love spending time with students, so I want to further develop my career in universities. After years of exploration in psychology, I found my passions are still in the statistics part, and I'm always wondering how to make psychology more "scientific." Is that quantitative research really quantitative? Are we measuring the variable that we want? How do we use the technology from other subjects to benefit I-O research? To answer these questions, my research interests include measurement, machine learning, and game-based selection. During my free time, I enjoy playing sports and puzzle games. "Never stop challenging" is my life credo. I know there are lots of hard-working and talented people at GMU, and that's the reason why I feel so excited to join this family. I believe we can grow together and make higher achievements in the future.



JeongJin Kim

Hi! My name is JeongJin Kim. I was born and raised in Seoul, South Korea but came to the U.S. when I was a sophomore in high school. I graduated from the University of Wisconsin-Madison in 2016 with a BA in Psychology. My interest and passion in I-O grew while working as a workplace wellness intern at the university's HR office. After graduation, I studied I-O psychology in a Master's program at Yonsei University in Seoul and just graduated last year. Upon receiving my MA, I worked as a business analyst in a small consulting firm, and I am currently working as a manager of 60 production workers at Seegene, a medical company that produces 3/4ths of COVID-19 testing kits in Korea. My main research interests revolve around employee well-being and job performance, and secondary interests include job affect and attitude, interpersonal relationship at work, and calling. For my Master's thesis, I investigated job boredom as an affective mechanism of relationships between perceived overqualification and OCB and CWB. I also examined a moderating role of occupational calling in these relationships. Aside from research and work, I love playing the drums, and I can also play the piano and guitar. I like watching movies or Netflix, reading newspapers and books, strolling while listening to podcasts, and hanging out with friends with a cup of coffee or beer. I am looking forward to my new journey at Mason and meeting you all!

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Kevin Loo

Hi, everyone! My name is Kevin Loo, and I am originally from a small town in Taiwan. I moved to St. Louis, MO and attended St. Louis University for my undergraduate education. After obtaining my BS in Psychology, I went back to Taiwan for my compulsory military service, where my interests in I-O were inspired, specifically in occupational stress and personal well-being at work. I then moved to Virginia to get my MS in I-O from GMU. While at Mason, I have worked with Dr. Lauren Kuykendall and led a research project focused on exploring the non-linear relationship between commute time and personal subjective well-being. In addition, I have interned at the Emerging Research Unit (ERU) of the Army Research Institute (ARI) and have been involved in research projects focused on leadership quality and team resilience. I am excited to continue working on the commute project and to expand my research focus through working with other faculty members at Mason. During my free time, I love to play badminton, weightlift, and ski/snowboard when the weather is cold. I am grateful for the opportunity to extend my stay at Mason, and I am looking forward to meeting everyone soon!

Welcome to our Incoming Master's Students!



Chelsea Blocker

Hello, everyone! My name is Chelsea Blocker, and I was born and raised in Dallas, Texas. This past fall I graduated from the University of Oklahoma with my Bachelor's degree in Psychology. During my time at OU, I was a research assistant for an I-O lab and became very passionate about the field. While I have never been to the East Coast before, I am very excited to attend George Mason. My current research interests are diversity and discrimination, decision making, and emotions, but I am excited to learn about other topics as well! In my free time, I like to do crafts (right now I'm into hand embroidery), play games with my friends, and nap with my cat. I'm looking forward to meeting everyone and starting my life in Virginia!



Quinn Keegan

Hello! My name is Quinn Keegan, and I am an incoming MA student. I grew up in Columbus, Ohio and moved to Alexandria, Virginia with my family in December of 2019. I went to DePauw University in Greencastle, Indiana and graduated in May with majors in psychology and Spanish. My research interests include employee well-being, job satisfaction, and work-family conflict. Currently, I work as a trainee consultant for DRI Consulting where I assist with personnel selection and professional coaching. I love environmental activism, watching Survivor, playing euchre, and practicing Spanish. I'm looking forward to meeting everyone at George Mason!



Adrien McCulloch

Hi everyone, my name is Adrien McCulloch and I am part of the incoming MA class. I was born in California and have lived in several states including New York and Kansas but have spent the greater part of my life in Northern Virginia. I received a BS in Psychology from GMU and am very excited to be returning to campus to pursue my MA. I currently work in parks management with Prince William County Parks and Recreation and have a part-time job at Sportrock Climbing Centers in Alexandria. I will also be working as a research fellow at the Army Research Institute during the school year! My personal interests include hiking, rock climbing, camping, and water sports such as kayaking and paddle boarding. I am very excited to be joining a dedicated group of students in the MA program, as well as learning more about how to make peoples' work lives better!

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Peter McEachern

Hey, all! My name is Peter McEachern. Most people call me Pete. I grew up outside of New Haven, CT. I started my undergrad at American University, majoring in music and then political science before transferring to Southern Connecticut State University, where I obtained a BS in Applied Psychology. At SCSU, I worked in Dr. Christopher Budnick's Stress, Anxiety, and Wellbeing Lab, assisting with projects on sleep loss and workplace incivility as well as social anxiety's influence on job interview performance. I also completed independent projects on social media use's relationship to intellectual humility and on the influence of socioeconomic status on the attitudinal antecedents of worker participation in labor union activities. Outside of the lab, I worked as a Peer Academic Coach on campus and interned with independent management consultant, Dr. Eric Frazer, off campus. In my spare time, I play saxophone for a funk/R&B band called Bangcreek Puppies. I'll be sad to leave them when I head down to Fairfax, but I'm looking forward to working with faculty whose research I admire, exploring my own research interests in humility, servant leadership, workplace power dynamics, and organized labor, and utilizing all of the great academic and work opportunities the DC area has to offer. I would also love to find some fellow musicians to jam with if you happen to know anyone...



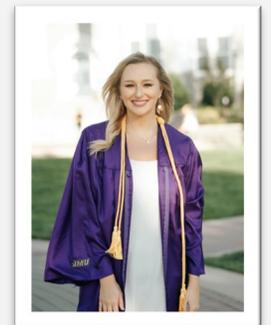
Kyle McGill

Hi! My name is Kyle McGill, and I will be a new MA student this fall! I lived the majority of my life in Plymouth, MA, but I have spent the past year or so traveling around, bouncing from place to place. I graduated from Bridgewater State University in 2019 with a BS in Management and Psychology. Since graduating, I took a job as a Project Executive, traveling around, and managing domestic and international user studies. This is where I received most of my exposure to research and decided that I wanted to pursue a higher level of education. Most of my free time lately has been spent either socializing with friends or doing some outdoor activity like hiking or rafting. I am so excited to be a part of the GMU community and look forward to meeting everyone.



Maggie North

Hi everyone! My name is Maggie North. I was born in Florida but spent most of my life in my hometown of Williamsburg, Virginia. I enjoy boogie boarding at the beach, being a 4-H camp counselor, drawing, painting, and hiking on the Appalachian Trail. I just recently graduated from Virginia Tech with a BS in Psychology and minors in Business Leadership and Leadership & Social Change. During my time at VT, I was a piccolo player in the Marching Virginians and the president of our campus' chapter of Active Minds, a national organization that strives to end the stigma surrounding mental health disorders. I was also an undergraduate researcher in the Center for Applied Behavior Systems and the Interface of Leadership and Teams Lab. In both settings, I furthered my knowledge about human interaction in real-life settings, employee motivation, and organizational effectiveness. I was so excited to be accepted into the I-O MA program at GMU. I'm very interested in improving the average workday, increasing organizational diversity in effective ways, and building strong teams and healthy work environments. I look forward to furthering my I-O psychology education and meeting everyone at GMU!

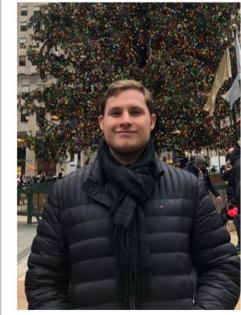


Rachel Roessel

Hi, everyone! My name is Rachel Roessel, and I am going to be an I/O Psychology Master's student here at George Mason in the fall. I was born in Albany, NY but grew up for the most part in Dumfries, VA, so Mason is pretty local for me. I attended James Madison University for undergrad as a Psychology major with a minor in Sociology. I have worked as a waitress and a dance teacher during summers and other breaks throughout undergrad, did an internship with the JMU counseling center my sophomore year, and worked in a Behavioral Psychology research lab with pigeons for the last year and a half. As far as research goes, I am interested in learning about group behavior and interaction, mental health, and diversity in the workplace. My personal interests include dance, painting, hiking, and traveling whenever possible. I am so excited for the program to finally explore the specialized interests I have about I/O and meeting everyone, online or not!

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Alan Soroka

Hi, everyone! My name is Alan Soroka, and I'll be one of the incoming MA students this fall. I've spent most of my life living in both Coral Springs and Parkland down in South Florida. More recently, though, I attended Florida State University and graduated in August 2019 with a BS in Biology, Psychology, and a minor in Chemistry. During my time as an undergraduate, I was able to work in a lab that dealt with child math anxiety and working memory in relation to math performance. I've been interested in studying I-O Psychology ever since I took an intro to I-O Psychology course at my university, which initially spurred my passion for the field. My current research interests include employee well-being, workplace stress, and work-life balance, though I'm pretty open to exploring other research topics within the field. Whenever I have free time, I enjoy scuba diving, fishing, hiking, traveling to new places, and meeting new people! I look forward to meeting and working with everyone else who's in the program this fall!



Kristina Wright

Hello, everyone! My name is Kristina Wright, and I'm an incoming MA student. I'm from North Carolina, but have been living in Philadelphia for the past two years completing an AmeriCorps program in the Philadelphia school district. I graduated from Denison University where I studied Sociology/Anthropology and Psychology. I'm very interested in studying topics like work-life balance, employee identity, and job selection. Outside of academics, I always enjoy a coffee shop and exploring local neighborhoods and communities. I'm really excited to start at Mason in the fall, and I am looking forward to living near DC and all the area has to offer!



Jenna Yost

Hi everyone! My name is Jenna Yost, and I'm an incoming MA student. I grew up here in Fairfax, Virginia right down the street from Mason. I received my Bachelor's in Psychology from the University of Mary Washington, where I also had the pleasure of playing for the Eagles varsity volleyball team for four years. My experience with athletics contributed to my interest in I-O psychology, particularly on topics of teamwork, group behavior, leadership, and motivation. While pursuing my Bachelor's degree, I held marketing and assessment design internship positions and worked in research labs at Johns Hopkins and UVA. After graduating, I worked at Inova Fairfax as a research coordinator and have since moved on to become an education and health research manager working in McLean. I love to play sports, spend time outside, make anything I can with my hands, and play with my goldendoodle puppy, Kai. Working in the "real-world" has opened my eyes to how organizational structure and leader-follower relationships influence productivity and job satisfaction. I'm thrilled to learn evidenced-based methodologies to make a difference in organizations and am equally as excited to meet all of you!

ATTENTION EMPLOYERS— Support our International Students

As you may know, we have many talented students, including international students graduating from our Mason I-O program at the Master's and Ph.D. levels. When you send us ads for jobs and internships (particularly summer internships), please indicate whether these opportunities are also open to students who are not U.S. citizens or permanent residents.

Please consider sending job & internship announcements to Dr. Steve Zaccaro (szaccaro@gmu.edu), Lou Buffardi (buffardi@gmu.edu), or Afra Ahmad (aahmad14@gmu.edu) to distribute to the Ph.D, MA and MPS listservs. In addition, please feel free to post job and internship opportunities to the following [link](#) (may use link or QR code). Be sure to highlight if your firm is open to hiring our international students. We hope to build a database of such employers and continue to support our international students both within the program and beyond.



Welcome to our Incoming MPS Students!



Tara Bond (Bigdeli)
Lead Support Agent
Redfin Real Estate



Zach Brown, MBA
Manager, Leadership Assessment - Global Talent
Starbucks Corporation



Katelyn Campbell
Convention Sales Manager
Destination DC



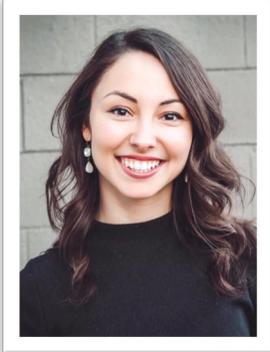
Heather R Carter
Manager, Operational Excellence
Bush Veterinary Neurology Service



Rick Commisso
Coach
Pendleton Consulting

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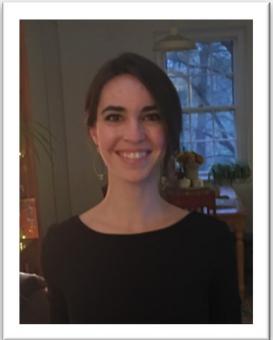
Marty Desforges
Professional Recruiter
Express Employment Professionals



Amanda Jane Lark Hiner
Registered Behavior Technician
Building Independence Together, LLC



Linh Hoang
Administrative Assistant
B&L Biotech, USA Inc.



Rosa Hugo
Chief of Staff
National Institutes of Health



Kayley King
Corporate Recruiter
ParkMobile

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Fiorella Lopez
 Recruiter, Talent Acquisition
 American Society of Clinical Oncology

Anthony Mallardi
 Human Resources Administrative Assistant
 Lidl US



Susan Page
 Consultant
 Ambit Energy

Keisha Stevens
 Vice President of Human Resources
 3 Day Blinds



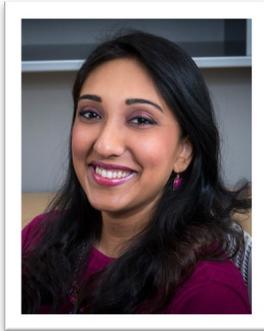
Dr. Kevin C. Stagl is an Assistant Professor of Psychology and the Assistant Director of George Mason University's online Master of Professional Studies in Applied Industrial and Organizational Psychology program. He earned a Ph.D., I-O psychology track, from the University of Central Florida. Dr. Stagl has successfully collaborated with the senior stakeholders of 112 exceptional organizations including Fortune 100 employers, esteemed Department of Defense entities, and renowned nonprofit foundations to deliver enduring value from their people investments. Kevin has been a trusted advisor to the leaders and line supervisors of established and emerging employers for 24 years. His human resources decision support services, innovative talent solutions, and relentless efforts to maximize the yield of legacy talent systems are informed by interdisciplinary teamwork, leadership, and learning science. On behalf

of the GMU I-O community, we would like to extend a warm welcome to Dr. Stagl!

UPDATES FROM THE MPS PROGRAM

Building our I-O Community of Resilience

Author: Afra Ahmad, *MPS Program Director*

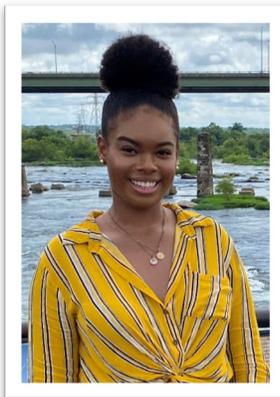


We have now completed a full year of the new online MPS in Applied Industrial and Organizational Psychology Program supporting almost 100 students! It has been quite a year as we worked on building our new program from scratch, navigating the pandemic, fighting racial inequities, and supporting our international students. The silver lining in this experience has been building a community and seeing strength and resilience all around. As a result of the recent changes in the world, I-O Program Directors all around the country have begun to meet regularly to support and learn from one another. The weekly I-O Coffee House is a community where students, academics and practitioners come together to make sense of the world and create actionable changes in attitudes and behaviors (email iocoffeehouse@gmail.com to join). The Blacks in I-O group hosted some amazing events and shared opportunities with the I-O community (email blacksiniopsych@gmail.com or visit <http://www.blacksiniopsych.com/> for more info).

I continue to learn what resilience looks like by looking at the experiences of the people in our MPS program. For our students, resilience means pursuing their dream of earning an I-O graduate degree while working full-time, taking care of children and elders, losing loved ones, personally having COVID-19, fighting cancer, and losing their jobs. I am inspired and motivated to fight all of the battles the world throws our way because of our beautiful I-O community and I encourage you all to do the same.

From Pandemic Trouble to Career Success

Author: Ayanna Baker, *Current MPS Student*



I never imagined so many changes in the world and in my professional goals all within the first-year of graduate school in the online MPS program. I have worked in the human resources (HR) industry since 2016. More recently, I worked as a talent acquisition specialist for a federal contractor in Northern Virginia. My role was primarily focused on selecting, recruiting, and hiring personnel. Unfortunately, due to budget cuts and the pandemic, I was laid off at the end of June 2020. While this was stressful, it also motivated me to take the next step in my career goals and to move into the field of human capital consulting.

The first thing I did when getting back in the job market was update my resume. Not only did I add my previous job title and main job duties, but I also added the rich knowledge, skills, and abilities I gained from my experiences in the MPS graduate program. I included core competencies in job analysis, human capital analytics and visualizations, talent management laws, workforce planning, HR strategy and transformation, and organizational assessment.

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I also included technical skills in SPSS, RStudio, and Mplus. Once my resume was updated, I started applying to I-O-related positions, such as human capital analyst, personnel analyst, workforce insight specialist, organizational development consultant, and evaluation and assessment analyst.

After submitting my resume dozens of times, I received an unscheduled phone call from a recruiter at Booz Allen Hamilton. She mentioned that she came across my resume for their Cyber Human Capital Program Analyst position and thought I would be a great fit. We spoke for a brief 10 minutes, during which she asked me generic questions regarding desired compensation, ideal commute, the reason why I was searching for a new job opportunity, and the next steps in the interview process.

A week later, I received a phone interview confirmation to speak with two of Booz Allen Hamilton's lead human capital consulting associates. The phone interview was more conversational; the interviewers were looking to learn more about me, my career and aspirations, while also sharing their own consulting experiences. The consultants talked about collecting data to determine the cause of organizational challenges, synthesizing collected data to create actionable recommendations, and presenting data and findings to their clients. When it was my turn to introduce myself, I proudly stated that I am a graduate student in George Mason's Applied I-O psychology program. One of the consultants, who holds a doctoral degree in I-O psychology, explained how she knew all about GMU's prestigious I-O Program.

During the conversation, I was able to expand on my KSAOs related to conducting research, organizational assessments, job analyses, conducting data analyses using several statistical software packages, designing and evaluating pre-employment selection strategies. I also mentioned how I am skilled in conducting, interpreting, and creating visualizations for a variety of statistical tests and procedures with qualitative and quantitative data using SPSS, Rstudio, and Mplus programs to describe data, identify associations, predict values, and evaluate individual and group differences.

A few days later, I received a Cisco WebEx interview confirmation to speak with the same lead consulting associates in a virtual video call; we held a similar conversation, and again, I demonstrated my ability to perform well in the position using skills learned in the MPS program. Three weeks later, I was thrilled to accept a job offer from Booz Allen Hamilton.

We are all in this pandemic together for the foreseeable future, so I wanted to share my story with others in the hope to inspire those who have been laid off during this time and those who are interested in transitioning into another role. I also want to demonstrate to current students how they can utilize the knowledge gained in their respective programs to land their dream job. Finally, I want to thank my entire support system at Mason, including all of my very knowledgeable professors for all that they have taught me in such a short period of time. Now go out there and reach for your dreams!

Recent Publications and Presentations

- Aitken, J., Kaplan, S., Wong, C., Pagan, O., Sikorski, E., Helton, W., Bradley-Geist, J., Craig, L., & Bayley, B.** (2020, August). *Leaning into discomfort: Accuracy of affective forecasts does not correlate with performance*. Poster accepted at the meeting of the American Psychological Association, Washington, D.C.
- Alaybek, B., Wang, Y., Dalal, R. S., Dubrow, S. R., & Boemerman, L. S. G.** (Accepted). Meta-analytic relations between thinking styles and intelligence. Accepted for publication at *Personality and Individual Differences*.
- Ashburn-Nardo, L., **Lindsey, A.**, Morris, K., & Goodwin, S. (in press). Who is responsible for confronting prejudice? The role of perceived and conferred authority. *Journal of Business and Psychology*.
- Carter, D. R., Acencio, R., Trainer, H., DeChurch, L. A., Kanfer, R., & **Zaccaro, S. J.** (2020). State-of-the-science: Best Practices for working in multiteam systems. In K. Hall, A. Vogel, & R. Croyle (Eds.), *Strategies for Team Science Success* (pp. 391-400). *Springer, Cham*.
- Henrickson Parker, S., **Lei, X.**, Fitzgibbons, S., Metzger, T., Safford, S., & **Kaplan, S.** (in press). The impact of surgical team familiarity on length of procedure and length of stay: Inconsistent relationships across procedures, team members, and sites. *World Journal of Surgery*.
- Hiller, N. J., Piccolo, R. F., & **Zaccaro, S. J.** (in press). Economic assumptions and economic context: Implications of the study of leadership. *Leadership Quarterly*.
- Kuykendall, L., Craig, L., Stikma, M., & Guarino, K.** (2020). Understanding Employees' Unused Vacation Days: A Social Cognitive Approach. *Journal of Occupational Health Psychology*. Advance online publication. <https://dx.doi.org/10.1037/ocp0000182>
- Luchman, J., Lei, X., & Kaplan, S.** (in press). Relative importance analysis with multivariate models: Shifting the focus from independent variables to parameter estimates. *Journal of Applied Structural Equation Modeling*.
- Kaplan, S., Winslow, C., Craig, L., Lei, X., Wong, C., Bradley-Geist, J., Biskup, M., & Ruark, G.A.** (In press). "Worse than I anticipated" or "This isn't so bad"?: The Impact of affective forecasting accuracy on self-reported task performance. *PLOS ONE*.
- Lavelle, J., **Rupp, D.E.**, Pandey, A., McMahan, G.C. (in press). Customer injustice and employee performance: The mediating roles of emotional exhaustion and surface acting. *Journal of Management*.
- Pandey, N. & **Rupp, D.E.** (forthcoming). Culture, justice, and social responsibility. In M. Gelfand & M. Erez (Eds.), *The Oxford Handbook of Culture and Organizations*. New York, NY: Oxford University Press.
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- Rupp, D.E.**, Song, Q., & Schulz, N. (in press). Addressing the validity-diversity trade-off: Exploring the practicalities and legal defensibility of pareto-optimization for reducing adverse impact within personnel selection. *Industrial and Organizational Psychology*.
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GOOD NEWS CORNER

In the fall of 2020, **Leah Alley**, GMU MA Alumna, will be joining VCU's School of Business as a first-year student in the Ph.D. in Business with a concentration in Management program. She will be working with former GMU professor, **Dr. Jose Cortina**.

Current MPS student, **Ayanna Baker**, was in talent acquisition and laid off due to the pandemic, but has recently accepted a new job as Cyber Human Capital Program Analyst at Booz Allen Hamilton.

The following article, by a PhD Alumna, **Dr. Wendy Casper**, won the William A. Owens Scholarly Achievement Award from SIOP and was a top five finalist for the Rosabeth Moss Kanter Award for Excellence in Work-Family Research from the Work-Family Research Network:

Casper, W. J., Vaziri, H. Wayne, J. H., DeHauw, S. & Greenhaus, J. (2018). The jingle-jangle of work-nonwork balance: A comprehensive and meta-analytic review of its meaning and measurement. *Journal of Applied Psychology*, 103, 182-214.

Janelle Hope, from the first MPS cohort, has been appointed to the Board of Directors for Volunteer Alexandria for the 2020-2022 fiscal years.

Vinnie Jayara, also from the first MPS cohort, transitioned from his previous role as Human Resource Strategist at Konark Software and began his new job as Senior Human Capital Analyst at Insight Global in April.

First year MPS student, **Taylor Lionnet**, was working as an Epic Telehealth Analyst at Ochsner Health in New Orleans and has been able to successfully create a new role as People Development Project Manager in the Information Services department to better match his I-O related goals.

Arienne Mann, an MPS student from the first cohort, began a new internship during Spring 2019 at the Federal Highway Administration as a Title VI Program Analyst. "I am utilizing the statistics I learned from Dr. Wallace and Dr. Lee regularly, and I am constantly finding empirical evidence (Thank you, Dr. Ahmad!) to help in furthering our mission.

John Nelson, a 2012 PhD. graduate, began serving as the Dean of the Elmer R. Smith College of Business and Technology at Morehead State University on July 1st, 2020.

Current PhD student, **Melissa Stikma**, married her now-wife, Ruth, on May 2nd in the heart of the pandemic in San Francisco. They forced a friend to become an officiant, battled legal loopholes (i.e., notaries at UPS), and walked many older family members through Zoom, but they did it! They will still celebrate with more friends and family in person, but in the midst of such uncertainty, they wanted to make official the one certainty they had in both of their lives.



MPS student, **Emily Szabo**, will begin a new position at Deloitte as a Senior Consultant in the Human Capital Group, working in the Government & Public Sector.

Dr. Lois Tetrick officially retired (during a pandemic) from GMU at the end of the Spring 2020 semester. Current faculty, students, alumni and colleagues joined together for a virtual celebration to share fond memories. **Lois**, congratulations from the GMU I-O community on your retirement!



New Post-Doc Coming to GMU

Dr. Deborah Rupp's student, Nicole Strah, from Purdue University will be joining the George Mason I-O community in Fall 2021 as a post-doc in Deborah's lab. She conducts research on diversity and inclusion (specifically barriers for and perceptions of marginalized groups), perceptions of justice/fairness at work, and the intersection of psychology and equal employment opportunities. Look out for an interview with Nikki in future issues of the I-ON.

Congratulations

to all of the PhD and MA students who graduated in Spring/Summer 2020 amidst a pandemic! We wish you the very best in your future endeavors!

PhD 2020 Spring:

Laura Fletcher

Jennifer Green

Xue Lei

Daniel Shore

PhD 2020 Summer:

Amber Hargrove

Hannah Markell-Goldstein

Balca Alyabek

MA 2020 Spring:

Amy Bisker

Leonard Dubovoy

Alexander Fernandes

Haylee Gans

Katelyn Hedrick

Mikala Jones

Benjamin Kerner

Emily Kimble

Helen Laraia

Kevin Loo

Shivam Nemani

Xiao Qu

Caitlin Rodgers

Gabriella Spence

You Zhou



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 all student editors, faculty editors and writers for their contributions.

Previous Editors: Haylee Gans, Shivam Nemani and Joy Zhou

Current Editors: Ivey McCartney, Yoori Koo

Faculty Advisor: Afra Ahmad

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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@gmail.com. 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.