

# APSA NEWSLETTER

A publication of the SDSU Applied Psychology Student Association

Spring 2005

## My Time at SDSU

By C.J. Mohammed

Well, it looks like it's time to say farewell to my good friends at Starbucks. As my second year in the Applied Psychology program draws to an end, I can now look back with a clear head (and schedule!) and think of the great people and experiences I have encountered. After spending countless hours working on my thesis, reading for class, or teaching students, I feel that I have gained so much from this program.

At first, I thought that I would never be able to write a thesis, defend it, and graduate on time. With the many other activities and projects associated with this program, I thought that writing a thesis would be impossible. But due to this requirement, one of the greatest lessons I have learned during my stay at SDSU was the importance of time management. Although I have (quite often) been lured by the great weather and people, I set aside time to work on my thesis. Also, I made myself schedule regular meetings with my advisor. I'm sure he was sick of seeing me, but hey – I guess pestering really does work!

Writing the thesis was a great experience. Not only did I get to learn more about a certain topic or field, but I was also able to integrate research, raise an interesting question, and try to answer it. Writing the thesis couldn't have been possible without the courses taken throughout the duration of the program. The combination of industrial and organizational psychology, as well as statistics and methodology, helped with the comprehension of theory and research. I found it important to tap into these courses in order to gain a "big picture" perspective on certain topics.

When I first found out that, on top of writing a thesis and taking courses, I would be teaching undergraduate students, I freaked. However, over time, I grew more comfortable with instructing students, even when they were falling asleep at their desks. (Actually, the sleeping students made it easier for me to teach.) On top of that, I had an internship with a consulting firm. This internship was amazing in that I gained first-hand experience within the field of I/O, and was able to utilize what I've learned in class to solve problems or assist with the development of selection assessments. Although this requirement seemed (at first) a bit overwhelming, the 300 hours flew by.

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## Student Reflections on the 2005 SIOP Conference

By Katie Hopkins

The Society for Industrial and Organizational Psychology (SIOP) did the applied psychology students at San Diego State a favor this year by holding their annual conference in our neighboring city of Los Angeles. For this reason many students in our program were able to affordably attend this year's conference, which ran from April 15th to 17th. Some students took advantage of friends and family members living in the area for a place to stay and attend more than one day of the conference, while others were only able to attend one day. No matter the longevity of attendance, everyone that attended reported having an interesting and intriguing experience. Whether reveling in potential employer exposure, benefiting from symposia about practical workplace issues, or pondering issues that plague the field, every student gained insight by attending this year's conference. Some of the students that attended the conference have been kind enough to share some of their experiences, insights for future SIOP conference attendees, and general thoughts about our field that have been sparked by the conference. These thoughts represent a variety of perspectives and experiences and are presented below.

### Angelina Carmazzi

Attending SIOP as a graduate student was very rewarding primarily because of the vast amount of job opportunities and research topics presented at the conference. The presentations were great sources of information and provided interesting ideas for thesis projects. It was also exciting to see and listen to authors of articles and book chapters that we have read and discussed in classes.

### Britta Kilian

I enjoyed being at SIOP very much. It was a great pleasure to hear something about the current research on the topics that I am interested in.

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## Additional Information

If you would like additional information on the Applied Psychology Student Association (APSA) or anything discussed in this newsletter, please e-mail Dr. Mark Ehrhart at [mehrhart@sunstroke.sdsu.edu](mailto:mehrhart@sunstroke.sdsu.edu).

## **Speakers Corner** By Angelina Carmazzi

During the Spring 2005 semester, APSA had one professional meeting and one speaker for Applied Psychology Master's program faculty and students.

First, we attended the kickoff meeting for the local San Diego I/O group called San Diego Industrial/Organizational Professionals (SDIOP). During the meeting, topics of discussion included various I/O psychology professional groups across the country, future goals and ideas for the group, and results from a survey administered to all individuals invited to the meeting. Results from the survey included the largest interest of those surveyed as networking, followed by keeping current and gaining skills. During open discussion, individuals discussed the possibility of organizational affiliates, keeping the interests of the group narrowed on I/O psychology versus incorporating various non-I/O interests, opportunities for collaboration, and student memberships and benefits. Since the first meeting, the professional group has established the aforementioned name, officers, and a membership fee. The next SDIOP meeting will be on Thursday, June 16, 6:00pm-8:00pm at the Morgan Run Resort and Club that will include a presentation by Dr. Benjamin Schneider.

In April, APSA was glad to have a presentation by Lynn Shore, a professor from the College of Business Administration at SDSU. Professor Shore received her doctorate in I/O Psychology from Colorado State University. Her expertise on the employment relationship is internationally known and her research interests include perceived organizational support, psychological contracts, leader-member exchange, international aspects of employment relationships, and the role of contract breach in exchange relationships. In her presentation, she focused on psychological contracts and the exchange process, including employee and employer perceptions of obligation to the other. She focused on a particular study that looked at perceived organizational support and how it relates to commitment to exchange (i.e., social, economic), organizational citizenship behavior, and performance (i.e., relative tardiness, relative absence). When asked which electives she would recommend in the Business department for I/O Psychology Master's students, Professor Shore recommended Organizational Behavior, Human Resource Management, and International HR, but that the most appropriate elective will depend on the career goals of the student.

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## **My Exchange Program Experience** by Rene Kusch

For those of you who do not know me, my name is Rene Kusch and I am a German student taking part in the exchange program between SDSU and my home university in Mannheim. Although my stay in the United States is almost over, I am more than happy that I had the opportunity to gain an extensive amount of academic knowledge as well as personal experience during my two semesters here in San Diego.

Living abroad for almost a year has been something I always wanted to do since I finished the first part of my studies in Mannheim. During my stay at SDSU, I have noticed a few differences between American and German educational systems. Below are just some of the few differences that I have noticed and have learned from.

When Dr. Keith Hatrup came over to Mannheim in 2003, I got the chance to attend an "American seminar" for the first time. I soon realized that there are several differences in how classes are taught and in how the professor and the students interacted with each other. First of all, Keith asked us whether we would be comfortable using our first names in our conversations. For example, to be able to say, "Keith, do you have a couple of minutes after class? I would like to ask you something about my presentation," was kind of cool, because German students are supposed to call their professors by their last names. Also, I never had to read that much literature for a seminar as in this class. Approximately 100 pages of English literature each week was a lot to read, but it turned out to be very good preparation for my stay in San Diego.

In Mannheim, we usually have way more seminars (7-8) and lectures (4-6) during the semester and therefore are not required to invest that much time in preparing for each class. Most often, we give a presentation and turn in a term paper at the end of the semester to get credit for the seminar. There are no weekly assignments, and most of the time no class participation grades or records of attendance are taken. I know that this may sound like a really lazy way of studying to most of you, but our seminars simply qualify for further extensive examinations. We have to take examinations in seven different areas of psychology and other minors in order to get our final degree. The German degree is called the "Diplom," and it is said to be comparable to the Master's. The average student invests at least 4 weeks of full-time learning for each exam in order to receive a decent grade. Good workload, isn't it?

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I advise others to take advantage of the internship and to gain as much as they can. Ask questions regardless of how stupid they might seem. Try to accomplish as much as possible – it helps to have the experience when applying for jobs!

In conclusion, one of the major lessons that I have learned during my graduate education at SDSU was that, despite the million things you will be juggling, you can accomplish them all. Even during times of uncertainty, stress, or confusion, there will always be someone there who is willing to help you out. In order to succeed, I suggest that students take advantage of the abundant resources offered to them. The most important resource, in my opinion, is the faculty in the Applied Psychology program. Without them, I would not have gained as much – professionally and personally – as I would have somewhere else.

And now, as I embark on that wonderful journey called “the job hunt”, I can be well-assured that I am qualified for many positions within several industries. Any suggestions on corporate “schmoozing” are greatly appreciated.

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## *Exchange continued from Page 2*

In Germany, there is no degree that can be considered comparable to the Bachelor’s degree. However, in signing the “Bologna-Treaty” all European countries agreed to implement the Bachelor’s and the Master’s in order to make exchanges and comparisons easier in the international context. You can bet that there are many controversial arguments going on about this topic at my university right now.

Moreover, could you imagine that until last year there was no tuition for universities in Germany? The universities were paid by the country, whereas students in the U.S. have to pay between \$9,000 and \$50,000 a year! Originally, the German education system aimed to make higher education available for everybody interested, which I think is very good approach. But again, the educational system in Germany is about to change as the national income decreases and the highest court has decided that tuition should be legal – the states should be able to decide whether a fee of \$600 per semester should be paid by students.

During my visit to San Diego, I started thinking about whether tuition could also have a positive effect on students’ ambitions. For example, I noticed that, compared to my university in Mannheim, the average level of motivation and willingness to put a lot of effort into the coursework in order to succeed in the program is higher at SDSU. In addition, many students wanted to know whether studying is harder in the United States or in Germany. On the basis of what I have said before, you can conclude that this question is not an easy one to answer. However, most often I replied that in Mannheim, psychology is studied more in depth and is therefore more detail-oriented. Here in San Diego I really learned to focus on the immediate outcome of papers, projects as well as research questions and therefore “got more things done.”

Some of the differences between the American and German higher educational system were discussed above. Such differences illustrate how things can be approached and done differently. Therefore, it was very enriching to study two semesters at SDSU; I learned a lot of interesting aspects in the field of I/O psychology as well as contributed my take on it during class. In general, however, I think that it was really important for me to gain a better understanding of different perspectives, especially in day-to-day conversations with people from other cultures. The greatest experience was to learn how to appreciate these differences without feeling uncomfortable and to see the advantages tied to each of them. If we would integrate our perspectives and realize our communalities more often, our conversations and teamwork initiatives would be much more fun and way more efficient and productive.

I know that my conclusion sounds really basic, and if you had told me about it before the exchange I would have just nodded my head, saying, “Yeah, I know, come on, everybody knows about those things.” However, moving to another country and being challenged in many aspects of life forced me to actively think about these things and to not only understand them but experience them on my own. Therefore, I really think that my stay here in San Diego was the right thing to do and I highly encourage everyone to take part in the exchange program.

In closing, I really want to thank those people who make the exchange program possible and who helped me feel comfortable in the Department of Psychology. I would like to invite all of you guys over to Germany. It surely would be a great experience.

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## *SIOF continued from Page 1*

It was fascinating to be together with so many professors and students who are all interested in Industrial and Organizational Psychology. If there was a downside about SIOF, then only that there were so many interesting things going on at the same time, so that I felt like I always missed an interesting symposium while attending another one.

### **Rene Kusch**

Surely the sessions I attended were really interesting. However, and to be totally honest, I expected them to be great. From both research- and practitioner-oriented discussions, I gained a lot. What was most amazing to me was the way the people at the company information booths reacted when I asked them about international employment and internship opportunities at their organizations. Most of them were open and willing to talk to me even about specific questions and also gave me advice about what they think should be considered in my future career and education. I am still in contact with one of them through e-mail.

### **Pancho Aguirre**

I attended a symposium about homology that was fascinating to me. The discussants were all well-known I/O Psychologists whose articles and books I have been reading. These scientists and practitioners had the capacity to explain very complicated issues efficiently and precisely.

I also learned that SIOF conferences would be an excellent resource for those of us looking for a job in the future. There were so many recruiters doing informal and formal recruiting, and so many companies looking for talented I/O psychologists. It gave me peace of mind because until then I was not quite sure about opportunities for my future professional career.

Finally, before I go next year's conference, I would get some business cards so that presenters can just email me their articles and/or presentations. It's much easier than having to email them after the conference and hope they email me their materials.

### **Roxann Diaz**

I thought SIOF was an incredible opportunity for us to meet colleagues with the same interests, especially since not a lot of people know what I/O Psychology is. I was only able to attend for one day and there were so many sessions of interest. I definitely would recommend that future attendees plan on giving themselves at least 2 days so they are able to see more. In my opinion, the conference needs to be longer so people do not feel like they are missing so much.

### **Katie Hopkins**

I utilized much of my time at this year's conference to attend practitioner forums and symposia in which scientists and practitioners were working together in their research. Throughout the year I have been exposed to the scientist-practitioner gap that is present in our field and I wanted to attend sessions like these to see what is being done to bridge this gap. I felt like I came away from the conference with a reassurance that people are truly working to lessen this gap and thinking about how to use their knowledge for practical workplace issues.

I also was very interested in sessions revolving around technology and human resources functions. I was hoping to go to SIOF to help hone in on a specific area of research for my thesis, which will be in the area of organizational attraction and websites, but I came away almost overwhelmed with the openness of this area of research. On the other hand, I was given new, interesting, issues to ponder. Overall, I came away with new perspectives that I would not have had the opportunity to be exposed to if I had not attended the SIOF conference this year.

### **Jon Kochik**

The session at SIOF 2005 that I found most interesting was the symposium on applying Six Sigma to various HR and OD functions. Four executives from Bank of America described how they used this traditionally quality-focused program to reduce waste from selection and training processes and gain more performance and financial control over their human-based systems. They provided a detailed explanation of the Six Sigma process and how to work with the people that are affected rather than against them. It was very enlightening to hear how they described organizational development initiatives in a budgetary and financial context.

I also attended a number of research oriented sessions regarding issues such as state vs. trait motivation, emotions at work, and the effects of procedural justice on diversity. The content for all of these sessions was excellent and one could interpret the research findings from both an academic and practitioner perspective. Presenters were always very knowledgeable about their topics of interest and they were also willing to discuss alternative viewpoints from attendees.

I highly suggest schmoozing your way into a catered "social hour" hosted by your favorite university, alma mater, or corporate sponsor. Everyone is very inviting and you may run into a faculty member who can introduce you to some interesting people and contacts.

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Overall, I felt SIOP was a great experience for students because it is an opportunity to interact with others who have the same professional interests and aspirations and gain exposure to high quality research and experience.

## Hayley Issacs

Attending SIOP was more than just learning about research and the field of I/O; it was about truly discovering my passion and motivation to further explore and disseminate I/O's "secret" wealth of knowledge. My experiences at SIOP reaffirmed my commitment to partake in the continual struggle to integrate the "scientist" and "practitioner" sides of I/O. One thought that has stuck with me in this regard is, as Morris Viteles so succinctly stated, "If it isn't scientific, it's not good practice, and if it isn't practical, it's not good science."

## Tomoe Kono

One of the good things about attending SIOP was the opportunity to see the presentations by the authors of the articles I had previously read. Due to the fact that I have a high interest in cross-cultural studies, I decided to attend several symposia related to this area and of course I met several of the same students and we became casually acquainted due to our similar interests. All of this networking was very rewarding, being able to exchange ideas about theses, and the possibility of e-mail contact in the future.

## Peter Tassinario

The most interesting seminar I attended at SIOP was on leadership. The US Army had financed research on how to develop leaders that had the skills to keep it together when everything else is falling apart. The speaker spoke of how all plans fall apart in combat situations, but some people are able to develop and adapt to whatever situations occur. They found that this is not necessarily a trait we are born with, but possibly a skill that can be developed with proper training.

## SDIOP Meeting – June 16

The San Diego I/O Professionals (SDIOP) group will be meeting on June 16 from 6 to 8 PM. The meeting will be held at Morgan Run Resort & Club, and there will cost \$10 per person to attend. Dr. Benjamin Schneider will be giving a talk entitled "Service Climate: Past, Present, and Future."

For more information, contact Tina Chen at [ttchen@semprautilities.com](mailto:ttchen@semprautilities.com). Hope you can make it!

## Announcements & More

### Updates:

- Current student **Angelina Carmazzi** will be getting married July 2, 2005, in Sacramento, CA.
- Current student **Jon Kochik** will be participating in the Mannheim exchange program from this September through next March.
- Alumni **Quinn Sanders** and **C.J. Mohammed** were engaged this past May.
- Alumnus **Kevin Sears** recently received a promotion to Senior Training Manager at Amgen, which is located in Thousand Oaks, CA.

### Recent Thesis Defenses:

- **Erica Anderson**: The effects of individual and organizational characteristics on applicant fit and organizational attraction. May 2005. Chair: K. Ehrhart.
- **Fabio De Faria**: The incremental validity of Type A Behavior Pattern subcomponents in predicting workplace outcomes. November, 2004. Chair: J. Conte.
- **Ben Ingram**: The effect of change in minority-majority position on performance. April, 2005. Chair: R. Prislín.
- **C. J. Mohammed**: Manager-subordinate demographic similarity and work outcomes: An examination of possible moderators. April 2005. Chair: M. Ehrhart.
- **Quinn Sanders**: Person-organization fit: The role of personality. December, 2004. Chair: K. Ehrhart.
- **Mike Smith**: Comparing three approaches to assessing person-job fit within a personnel selection context. October, 2004. Chair: K. Hattrup.

### Recent and Upcoming Presentations:

- **Angelina Carmazzi** (with Greg Aarons) presented a study entitled "Organizational culture and climate and attitudes toward innovation adoption" at SIOP (April, 2005).
- **Jeff Conte**, **Stephanie Strauss**, and **Nichole Best** (with P. Duarte) presented a paper entitled "An examination of validity and group differences in Type A subcomponent predictors of health outcomes" at the International Conference on Work Environment and Cardiovascular Diseases (March, 2005).
- **Karen Ehrhart** (with D. Mayer & J. Ziegert) will be presenting a paper entitled "Oh what a tangled web we weave: The intersection of technology and diversity on applicant attraction" at the Academy of Management conference (August, 2005).
- **Karen Ehrhart** and **Tomoe Kono** (with L. Nishii and M. Taylor) will be presenting a paper entitled "Cultural influences on service failure and recovery: Implications for HRM" at the Academy of Management conference (August, 2005).
- **Mark Ehrhart**, **Karen Ehrhart**, and **Keith Hattrup** (with B. Chung-Herrera & J. Solamon) will be presenting a paper entitled "A new vision of stereotype threat: Testing its effects in a field setting" at the Academy of Management conference (August, 2005).

- **Georg Matt** presented a paper entitled “Secondhand smoke contamination at home: Challenges to the protection of children” at the Tobacco Control Section/PDM Meeting (April, 2005).

## Recent Publications:

- **Conte, J. M.** (2005). A review and critique of emotional intelligence measures. *Journal of Organizational Behavior*, 26, 433-440.
- **Conte, J. M.**, Dean, M. A., Ringenbach, K. L., Moran, S. K., & Landy, F. L. (2005). The relationship between work attitudes and job analysis ratings: Do task rating scale type and task discretion matter? *Human Performance*, 18, 1-21.
- **Conte, J. M.**, & **Gintoft, J. N.** (in press). Polychronicity, Big Five personality dimensions, and sales performance. *Human Performance*.
- **Hatrup, K.** (2005). Multivariate symmetry and organizational policy: Where values and statistical realities intersect. In A. Beauducel et al. (Eds.) *Multivariate Research Strategies*. Aachen, Germany: Shaker/Verlag.
- **Hatrup, K.**, O’Connell, M. S., & Labrador, J. R. (2005). Incremental validity of locus of control after controlling for cognitive ability and conscientiousness. *Journal of Business and Psychology*, 19, 461-471.
- Johnson-Kozlow, M., **Matt, G.E.**, & Rock, C.L. (in press). Recall strategies respondents use to complete a food frequency questionnaire: An exploratory study. *Journal of the American Dietetic Association*.
- **Matt, G. E.** (2005). Uncertainty in the multivariate world: A fuzzy look through Brunswik’s Lens. In In A. Beauducel et al. (Eds.), *Multivariate research strategies. A Festschrift in Honor of Werner W. Wittmann* (pp. 123-152). Maastricht, NL: Shaker Publishing.
- **Matt, G.E.**, **Bellardita, L.**, Fischer, G., & Silverman, S. (in press). Psychological resources and mental health among the difficult-to-employ: Can a pre-employment training program make a difference? *Journal of Vocational Rehabilitation*.
- Ployhart, R. E., **Ehrhart, K. H.**, & Hayes, S. C. (2005). Using attributions to understand the effects of explanations on applicant reactions: Are reactions consistent with the covariation principle? *Journal of Applied Social Psychology*, 35, 259-296.
- **Roesch, S.C.**, Adams, L., Hines, A., Palmores, A., Vyas, P., Tran, C., Pekin, S., & Vaughn, A.A. (in press). Coping with prostate cancer: A meta-analytic review. *Journal of Behavioral Medicine*.
- **Roesch, S.C.**, & Rowley, A.A. (in press). Evaluating and developing a multidimensional, dispositional measure of appraisal. *Journal of Personality Assessment*.
- **Roesch, S.C.**, & Vaughn, A.A. (in press). Evidence for the factorial validity of the Dispositional Hope Scale: Cross-ethnic and cross-gender measurement equivalence. *European Journal of Psychological Measurement*.
- **Roesch, S.C.**, Wee, K., & Vaughn, A.A. (in press). Relations between the Big Five personality traits and dispositional coping: Does acculturation matter? *International Journal of Psychology*.
- Rowley, A.A., **Roesch, S.C.**, Jurica, B., & Vaughn, A.A. (in press). Developing and validating a stress appraisal measure for minority adolescents. *Journal of Adolescence*.
- Schneider, B., **Ehrhart, K. H.**, & **Ehrhart, M. G.** (2005). Organizational climate. In N. Nicholson, et al. (Eds.), *Blackwell Encyclopedic Dictionary of Management: Vol. 11. Organizational Behavior* (2nd ed., pp. 270-272). Oxford, UK: Blackwell.
- Testa, M. R., & **Ehrhart, M. G.** (in press). Service leadership behaviors: A framework of employee and manager perspectives. *Group & Organization Management*.

Note: Names in red indicate faculty, students, or alumni affiliated with the Applied Psychology program

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Professors, current students, exchange students, and kids at the spring applied program BBQ