Industrial and Organizational Psychology

2011-2012 Graduate Program Handbook

Central Michigan University

http://www.cmich.edu/chsbs/x20699.xml
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Program Goals

The goals of the graduate program in Industrial and Organizational (I/O) Psychology at Central Michigan University are to:

1. To promote I/O Psychology as a science and method for advancing the effectiveness and well-being of people and organizations.

2. To prepare I/O psychologists whose research, teaching and applied work is primarily informed by current scientific theory, research, and methods.

3. To prepare I/O psychologists who are knowledgeable about ethics and use ethical reasoning in their research, teaching, and applied work.

4. To prepare I/O psychologists who respect the dignity and worth of all people.

5. To develop and publicize new knowledge.

6. To stimulate enthusiasm for the field of I/O psychology among undergraduates through high expectations and excellent teaching.

The Department of Psychology offers a full-time on-campus Ph.D. and terminal M.A. in Industrial and Organizational (I/O) Psychology. The Ph.D. prepares students for careers in research, university, or business settings. The M.A. is oriented towards training students for careers in business, government, consulting, or going on to Ph.D. programs. Graduates of the programs are typically involved in research and in the planning, design, implementation, and evaluation of psychological programs in organizations. Examples of such programs include: employee selection, performance appraisal, training, management of occupational stress, employee surveys, job and organizational design, and organizational change and development.

I/O Core Faculty

Terry A. Beehr, Ph.D., University of Michigan, 1974. Director. Job stress, retirement, leadership, and careers.
Website: http://www.cmich.edu/chsbs/x23919.xml.

Neil D. Christiansen, Ph.D., Northern Illinois University, 1997. Personality in the workplace, personnel selection, and structural equation modeling in I/O psychology.
Website: http://www.cmich.edu/chsbs/x23922.xml.

Stephen M. Colarelli, Ph.D., New York University, 1982. Personnel psychology, evolutionary psychology, and influences on HRM utilization.
Website: http://www.cmich.edu/chsbs/x23923.xml.

Website: http://www.cmich.edu/chsbs/x30084.xml.

Website: http://www.cmich.edu/chsbs/x30112.xml.
I/O Affiliated Faculty


Kyunghee Han, Ph.D., University of Minnesota, 1993. Scientific study of culture, quantitative methods, psychological test/scale development and evaluation. Website: http://www.cmich.edu/chsbs/x23927.xml.

Carl Johnson, Ph.D., Michigan State University, 1979. Sleep disorders, applied behavioral analysis, and organizational behavior management. Website: http://www.cmich.edu/chsbs/x23944.xml.

Stuart Quirk, Ph.D., Case Western Reserve University, 1999. Emotional processes, personality disorders, and assessment. Website: http://www.cmich.edu/chsbs/x23905.xml.

Deferred Admission

Newly admitted students may petition the Admissions Committee for deferred admission. Granting deferred admission is at the discretion of the Admissions Committee. However, deferred admission is normally granted for no more than 12 months from the original matriculation date.

Policy on Degree Time Limits

It is the Program’s policy that all course requirements for M.A. and Ph.D. degrees be completed within seven years after matriculation. See the Graduate Bulletin for details at https://bulletins.cmich.edu/.

Financial Aid

Financial Aid is available to Graduate Students in the Psychology Department. (Note: Master’s out-of-state students receiving a fellowship or an assistantship will only be granted in-state tuition for the academic year they have the fellowship or assistantship. Doctoral out-of-state students receiving a fellowship or assistantship will receive in-state tuition rates for the duration of their studies.)

Types of Financial Aid

A. Fellowships

Fellowships are awarded on the basis of past academic accomplishments and, thus on one’s promise as a scholar. The fellowship provides the student with a stipend to use for living expenses so that the student can concentrate on academic pursuits. Students in the I/O program who are awarded fellowships are expected to hold no other jobs while receiving fellowship monies. They are expected to concentrate their energies on their academic work and research activities as an apprentice with a professor on a research project.
1. **Doctoral Research Fellowships** includes a 24 credit hour tuition waiver and a stipend of $12,600 for the 2010-2011 academic year.

2. **Master’s Research Fellowships** includes a 24 credit hour tuition waiver and a stipend of $10,300 for the 2010-2011 academic year.

3. **King/Chavez/Parks (KCP) Fellowships** is available for minority students in the Master’s and Doctoral programs and is administered by The College of Graduate Studies. The Master’s fellowship covers all hours of tuition required for the particular program of study and provides a 2-year stipend. The Doctoral fellowship covers all hours of tuition required for the particular program of study and provides a 4-year stipend. They are available to minority students who are enrolled in and committed to completing a master’s or doctoral program. Another stipulation is that the KCP Fellowship recipient must work as tenure-track faculty member in an institution of higher education in Michigan for three years after receiving his or her doctorate.

4. **Graduate Fellowship** is awarded by The College of Graduate Studies on a competitive basis to students with outstanding academic records who are interested in completing theses or other major works of scholarship. This fellowship is intended for graduate students who support the advancement of diversity in higher education. Only students enrolled in a full-time master’s or specialist’s degree program at CMU’s Mount Pleasant campus is eligible to apply. Doctoral students should apply for Doctoral Research Fellowships. Tuition and stipend for these fellowships are the same as the research fellowships.

**B. Assistantships**

The Psychology Department’s Graduate Assistantships (GA’s) are primarily used for research and teaching. GA’s are either full-time or part-time and receive a stipend with a variable tuition waiver up to 20 hours that must be taken during the academic year of the assistantship. For the 2010-2011 academic year, stipends and tuition waiver are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Full-time stipend</th>
<th>Part-time stipend</th>
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<tbody>
<tr>
<td><strong>Doctoral GA stipend</strong></td>
<td>$12,600 &amp; 20 cr. hrs.</td>
<td>$6,300 &amp; 20 cr. hrs.</td>
</tr>
<tr>
<td><strong>Master’s GA stipend</strong></td>
<td>$10,300 &amp; 20 cr. hrs.</td>
<td>$5,150 &amp; 10 cr. hrs.</td>
</tr>
</tbody>
</table>

**Expectations for Assistantships:** An Assistantship is like any other job. The assistant must perform satisfactorily—that is, in line with his or her supervisor’s expectations—or the assistantship will be revoked.

GA’s typically work for a professor in the department to assist him or her with research, course preparation, or teach an undergraduate course. Traditionally, the department’s Executive Committee assigns GA positions to professors to support instructional programs.

**C. Professor Grants and Contracts**

Professors sometimes get research grants or consulting contracts. Most of the time they budget for graduate student assistants. Thus, students can earn money and often 10 to 20 hours of tuition by being assigned to professors who have grants and contracts.
D. Outside Grants and Student Loans

Foundations and government agencies often have grant programs for which I/O students may compete. Some of these can be quite generous. You can check The College of Graduate Studies and the Office of Research and Sponsored Programs for leads on grants.

Students may also get student loans at favorable terms. You can check into student loans at your local bank or at the Scholarships & Financial Aid Office. Tuition and living expenses at CMU are low compared to many universities. Thus, a modest loan may get you through graduate school at CMU. This is a good investment because graduates of the program can usually pay the loan back quickly and easily.

Financial Aid Decision Process

A. Purposes of Financial Aid

Financial aid to graduate students serves four purposes. It helps the I/O Program recruit new students. It provides a means of financial support to students so that they can concentrate on their studies while they are in graduate school. It provides an incentive for students to make satisfactory progress in the program. And it provides the opportunity for students to apprentice themselves to professors to learn about teaching and research.

B. Funding Students in the I/O Program

1. Assistantships are allocated first to doctoral students. The reason for this is that the doctoral degree takes about five years to complete, while the M.A. can be completed in about two years. Thus doctoral students usually have at least three more years of graduate school than M.A. students. The financial hardship to doctoral students is greatest. M.A. students are, however, eligible for assistantships and are considered after doctoral students have been awarded assistantships. In the past, a number of I/O M.A. students have received assistantships.

2. First and second year graduate students have priority over advanced students. There are three reasons for this. First, we use financial aid to recruit new students. Second and most importantly, first-and second-year students are less aware of, and have less opportunity, than advanced students for generating income locally. Advanced students have had more time to learn the system and develop connections, and because they have become highly skilled technically, they tend to be in a better position to find relevant part-time work opportunities.

3. Financial aid awards to first-year students are made on the basis of their academic track records. Thus, students with the strongest academic records are offered fellowships. After fellowships, the Admissions Committee offers doctoral students GA’s or puts them on the waiting list for financial aid.

4. Doctoral fellowships and assistantships given to second-year or advanced students are awarded on the basis of graduate grades and satisfactory progress in the program.

5. To be considered a high priority for financial aid, students must be making satisfactory progress in the program. If a student is not making satisfactory progress in the program, he or she will be given a low priority for financial aid.
Satisfactory progress as of March 30 of every year is defined as follows:

a. 1st year students – B or better in all courses; no incompletes (unless due to family emergencies or illness); evidence of regular involvement in research.

b. 2nd year students – same as above; plus approved M.A. thesis proposal.

c. 3rd year students – same as above; M.A. thesis finished; comprehensive exams finished.

d. Good work record as GA or Fellow, if appropriate.

**Program Requirements**

**M.A. Degree**

1. **Required Courses (24 credit hours):**
   A. Industrial/Organizational psychology content courses, 12 credits:
      PSY 535 (3) Organizational Psychology
      PSY 536 (3) Personnel Psychology
      PSY 636 (3) Organizational Applications of Personnel Psychology
      PSY 736 (3) Strategies for Interventions in Social Systems
      OR PSY 537 (3) Organizational Behavior Management
   
   B. Quantitative courses, 9 credits (three of the following):
      PSY 510 (3) Principles of Psychological Measurement
      PSY 611 (3) Research Design
      PSY 612 (3) Applied Multiple Regression and Correlation
      PSY 613 (3) Multivariate and Correlational Methods
   
   C. Applications courses, 3 credits (one of the following):
      PSY 790 (3) Practicum I A: Professional Services
      PSY 791 (3) Practicum I B: Professional Services

2. **Electives (9 credit hours)**
   Psychology electives to be selected in consultation with student advisor.

3. **Master’s Thesis (6 credit hours)**
   PSY 798 (6) Thesis

**Total: 39 credit hours**
Ph.D. Degree

1. Required Courses (66 credit hours)
   A. Foundations of Psychology Courses, 9 credit hours:
      Select 3 of the following in consultation with student advisor:
      - PSY 583 (3) Motivation and Emotion
      - PSY 587 (3) Physiological Psychology
      OR PSY 687 (3) Physiological Foundations
      - PSY 589 (3) Cognitive Psychology
      OR 680 (3) Learning
      OR 681 (3) Sensation and Perception
      - PSY 609 (3) History and Systems of Psychology
      - PSY 624 (3) Advanced Developmental Psychology
      - PSY 630 (3) Advanced Social Psychology
   
   B. Industrial/Organizational Psychology Content Courses, 21 credit hours:
      - PSY 535 (3) Organizational Psychology
      - PSY 536 (3) Personnel Psychology
      - PSY 538 (3) Occupational Health Psychology
      - PSY 636 (3) Organizational Applications of Personnel Psychology
      - PSY 736 (3) Strategies for Interventions in Social Systems
      - PSY 737 (3) Seminar in I/O Psychology (to be taken 3 times for a total of 9 CR)
   
   C. Research Courses, 12 credit hours:
      - PSY 510 (3) Principles of Psychological Measurement
      - PSY 611 (3) Research Design
      - PSY 612 (3) Applied Multiple Regression and Correlation
      - PSY 613 (3) Multivariate and Correlational Methods
   
   D. Experienced-Based Courses, 6 credit hours:
      - PSY 790 (3) Practicum I A: Professional Services
      - PSY 791 (3) Practicum I B: Professional Services
   
   E. Master’s Thesis, 6 credit hours:
      - PSY 798 (6) Thesis
   
   F. Doctoral Dissertation, 12 credit hours:
      Twelve hours are required. Students may take an additional 12 dissertation credits as electives.
      - PSY 898 (6) Doctoral Dissertation: Design
      - PSY 899 (6) Doctoral Dissertation: Implementation

2. Electives (30 credit hours)
   A. At least twenty-one (21) hours of Psychology, which may include up to 12 dissertation credits beyond the required 12.
   
   B. At least 9 hours from outside Psychology.
      
      OR
      
      Occupational Health Psychology (OHP) Concentration
      Requirements within the I/O Ph.D. Program
Students in the I/O Psychology Ph.D. Program can earn a concentration in OHP by using 9 hours of their I/O Psychology Program electives in OHP courses and completing a thesis or doctoral dissertation on an OHP topic. The 9 hours of OHP electives must come from the following list unless substitutions are approved by the student’s advisor or the I/O Psychology Program Director. The thesis or dissertation topic also must be approved as an OHP topic by the student’s advisor or the I/O Psychology Program Director.

**Occupational Health Psychology Concentration (9 hours)**

Select from the following:
- HSC 505 (3) Work Injury Prevention
- HSC 537 (1) Stress Reduction Workshop
- HSC 544 (3) Biostatistics
- HSC 604 (3) Epidemiology
- PSY 559 (3) Rehabilitation Psychology
- PSY 579 (3) Behavioral Medicine
- PSY 696 (1-12) Directed Research
- PSY 697 (1-8) Independent Study
- PSY 737 (3) Seminar in I/O Psychology
- PSY 751 (3) Psychopathology
- SOC 514 (3) Sociology of Health and Illness

**Total: 96 credit hours**

3. **Comprehensive Examinations**

   The purpose of the comprehensive exams is to allow doctoral students either to demonstrate broad knowledge in I/O Psychology or competence in a specialized area.

   The comprehensive format is open and is worked out between the student and **two I/O program faculty members**, who serve as the student’s comprehensive exam committee. Typically, the comprehensive involves either:

   A. An exam in which the student is responsible for a broad range of knowledge in I/O psychology.

   OR

   B. An extensive review paper on an I/O psychology topic (that also involves broader questions posed by I/O psychology faculty). This review paper should resemble an article published in *Psychological Bulletin*.

Students can take comprehensives after they have completed 45 hours of course work with a grade of B or better in each course and have completed their M.A. thesis.

Ph.D. students must pass their comprehensive examinations to become a doctoral candidate in the program.
Milestones in Completing Degrees

All forms are available from either The College of Graduate Studies website [www.cmich.edu/x27987.xml](http://www.cmich.edu/x27987.xml) or from the Program Secretary, Sloan 139. All forms must be returned to the Program Secretary. Once all the signatures have been obtained, the form(s) will be forwarded to The College of Graduate Studies.

**M.A. Degree**

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<thead>
<tr>
<th>Year &amp; Semester</th>
<th>Milestones</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Fall</td>
<td></td>
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</tbody>
</table>
| 1 Spring        | • Begin M.A. Thesis Proposal  
• Print Guidelines for the Preparation of Theses, Doctoral Projects, and Dissertations at [www.cmich.edu/x27987.xml](http://www.cmich.edu/x27987.xml).  
Note: If using human subjects, you must have Institutional Review Board (IRB) approval. (For more information go to [www.orsp.cmich.edu/research/](http://www.orsp.cmich.edu/research/)) |           |
| 1 Summer        | • Work on Thesis  
• Complete and submit Prospectus form |           |
| 2 Fall          | • M.A. Thesis Proposal Approved  
• By the End of the Semester: Complete and submit Authorization of Degree Program-Graduate form |           |
| 2 Spring        | • Complete M.A. Thesis  

**Ph.D. Degree**

For year 1 and 2 milestones, reference M.A. Degree milestones.

<table>
<thead>
<tr>
<th>Year &amp; Semester</th>
<th>Milestones</th>
<th>Completed</th>
</tr>
</thead>
</table>
| 3 Fall          | • Begin Dissertation Proposal  
• Print Guidelines for the Preparation of Theses, Doctoral Project, and Dissertations at [http://www.cmich.edu/x27987.xml](http://www.cmich.edu/x27987.xml)  
Note: If using human subjects, you must have Institutional Review Board (IRB) approval. (For more information go to [www.orsp.cmich.edu/research/](http://www.orsp.cmich.edu/research/)) |           |
| 3 Spring        | • Comprehensive Exams |           |
| 3 Summer        | • Work on Dissertation  
• Complete and submit Prospectus form. |           |
| 4 Fall          | • Dissertation Proposal Approved  
• By the End of the Semester: Complete and submit Authorization of Degree Program-Doctoral form. |           |
| 4 Spring        | • Complete Doctoral Dissertation  
• Complete and submit Thesis and Dissertation Oral Defense Submission form and Dissertation and Doctoral Project Completion Sign-off form. |           |
| 4 Summer        | Extra time to complete doctoral dissertation, if necessary. |           |
Course Schedule Examples

Exact schedules vary based on student interest, faculty advising, and department offerings. (M.A.-a grade lower than a C will not count towards your degree; Ph.D.-a grade lower than a B will not count towards your degree.) See the Graduate Bulletin for details at [https://bulletins.cmich.edu/](https://bulletins.cmich.edu/) for course descriptions.

| COURSE SCHEDULE EXAMPLES | YEAR 1 |  |  |
|---------------------------|--------|--------------------------|
| Semester                  | M.A.   | Ph.D.                    |
| Fall                      | PSY 535 - Organizational Psychology | PSY 535 - Organizational Psychology |
|                           | PSY 536 - Personnel Psychology     | PSY 536 - Personnel Psychology     |
|                           | PSY 612 - Applied Multiple Regression and Correlation or PSY 511 - Statistics in Psychology | PSY 612 - Applied Multiple Regression and Correlation or PSY 511 - Statistics in Psychology |
| Spring                    | PSY 510 - Principles of Psychological Measurement or PSY 611 - Research Design | PSY 510 - Principles of Psychological Measurement or PSY 611 - Research Design |
|                           | PSY 636 - Organizational Applications of Personnel Psychology | PSY 538 – Occupational Health Psychology |
|                           | PSY 537 – Organizational Behavior Management | PSY 636 - Organizational Application of Personnel Psychology |
| Summer                    | PSY 798 - Thesis Elective | PSY 798 - Thesis Elective |

| YEAR 2 |  |  |
|--------|--------------------------|
| Fall   | Foundation Course        | Foundation Course        |
|        | PSY 737 - Seminar in I/O Psychology | PSY 737 - Seminar in I/O Psychology or elective |
|        | PSY 790 – Practicum       | PSY 790 – Practicum       |
|        | PSY 736 – Strategies for Interventions in Social Systems | PSY 736 – Strategies for Interventions in Social Systems |
| Spring | PSY 510 - Principles of Psychological Measurement and Correlational Methods | PSY 510 - Principles of Psychological Measurement or PSY 611 - Research Design |
|        | PSY 791 - Practicum       | PSY 791 - Practicum       |
|        | PSY 798 - Thesis Elective (PSY 630 - Advanced Social PSY) | PSY 798 - Thesis Elective (PSY 630 - Advanced Social PSY) |
| Summer | PSY 798 Thesis – if necessary | Electives |

| YEAR 3 |  |  |
|--------|--------------------------|
| Fall   | Foundation Course        | Foundation Course        |
|        | PSY 737 - Seminar in I/O Psychology | PSY 737 - Seminar in I/O Psychology or elective |
|        | Elective (e.g., PSY 538-Occupational Health PSY) | Elective (e.g., PSY 538-Occupational Health PSY) |
| Spring | PSY 898 - Doctoral Dissertation: Design or Elective | PSY 898 - Doctoral Dissertation: Design or Elective |
|        | PSY 737 - Seminar in I/O Psychology or Elective | Elective |
|        | PSY 613 - Multivariate and Correlational Methods | Elective |
| Summer | Electives                | Electives                |

| YEAR 4 |  |  |
|--------|--------------------------|
| Fall   | PSY 898 or 899 - Doctoral Dissertation: Design or Implementation | PSY 899 - Doctoral Dissertation: Implementation |
Internships

An internship should be limited to three (3) months over the summer, and the student is expected to work full time on his or her internship. Longer internships or internships during the school year are not recommended. The director approves the internship site and the timeframe for the internship. Before accepting a job for an internship, the student should talk with the director and describe potential sites and job responsibilities. The director and the potential supervisor should confer before the student accepts the internship placement.

Registration for Classes

Students are encouraged to register for classes during Phase I registration to ensure course requests can be honored. The Psychology Department has no obligation to honor course requests when students fail to preregister and classes are full. In order to add a class after it has reached capacity enrollment, the department requires written permission from that instructor.

Requirements for Satisfactory Progress

Below are the criteria for satisfactory progress in the program. Students who do not meet these criteria may be dismissed from the program. Criteria for financial aid are similar but not identical; therefore, students should refer to the section on financial aid in the Graduate Bulletin to determine the criteria considered for awarding financial aid. https://bulletins.cmich.edu/.

Full-time Status

A. Ph.D. students must take at least six credit hours per semester (fall and spring) on campus for their first three years in the program. M.A. students must do the same for their first two years.

Year in the program is determined as follows:

1. The year a student enters the program (M.A or Ph.D.) his or her initial classification of “year in program” will be determined by the sequence of courses he or she takes that year and by judgment based on previous graduate level course work.

Example 1: A student who takes 535, 536, 636, his or her initial year in the program would be considered a first year student that year.

Example 2: A student who took the first year sequence as a special student, and then applied to the doctoral program and was admitted. In his or her initial year in the doctoral program, he or she took 790. That person would be considered a second year student (even though it was his or her first official year in the doctoral program).

2. After the initial classification has been made by course sequence, classifications for the following years are determined by yearly chronology.

Example 1: A student was initially classified as a first year student will be considered (regardless of his or her course progress) a second year student.

B. If a student takes only six hours during the fall and six hours during the spring semester, he or she should also take 3-6 hours on campus during the summer semester in order to make satisfactory progress.
Grades of B or better

A. M.A. Students should earn a B or better in all psychology course and have no grade lower than a C; doctoral students must earn a B or better in all courses.¹

B. All students must have a cumulative grade point average of a B (3.0) or better.

Adequate progress towards degree

A. Students need to demonstrate that they are making adequate progress toward their degree. This demonstrated by progressing according to the schedules described on page 12.

Dismissal

Failure to maintain satisfactory progress, ethical violations, and other inappropriate behaviors (e.g., plagiarism, destructive interpersonal relationships) will lead to action by the I/O Psychology Program faculty. Depending on the nature of the offense, actions might range from letters of warning to dismissal. Dismissing a student from the I/O Program is an extraordinary action and only happens after the student has been give clear feedback about the difficulties and had an opportunity to remedy the problem. Students always have the right to be heard and appeal disciplinary actions.

Continuous Registration

Any on-campus student who has completed all academic course work except the final project (Plan B project or internship, thesis, dissertation, doctoral project) must be enrolled in at least one CMU graduate credit hour each fall and spring semester until graduation (summer sessions as well if summer course work is normally required in the program). The Continuing Registration for Final Research Project within the student's home department can fulfill this one credit hour requirement. If, after all academic course work except the final project is completed, a student does not enroll each semester (and summer, where appropriate) until graduation, the student must enroll retroactively for each missed semester (and summer, where appropriate) once s/he returns to complete the project. A student can request a leave of absence by submitting a Leave of Absence Request form to the College of Graduate Studies; if approved, continuous registration will be waived during the approved leave period. Regardless of whether the student has a leave of absence, the student must still complete the degree within the time-to-degree limitations set forth under the degree requirements presented under Duration of Admission Status in this Bulletin (see index). See the Graduate Bulletin for details at https://bulletins.cmich.edu/.

Leave of Absence

Requests for a leave of absence from the program must be submitted in writing to the Director. The rationale for the leave and the length of time being requested should be specified. Permission for a leave of absence requires approval from the Director. Students should be aware that the seven-year-limit for completing program requirements typically remains in effect even when a leave of absence is approved.

¹For master’s students, any grade lower than a C will not count towards their degree; for doctoral students, any grade lower than a B will not count towards their degree.
**Thesis and Dissertation Committees**

Thesis and dissertation committees must consist of at least three members. The chair must be an I/O faculty member. The first committee member must be from the Psychology Department, and the second committee member may be from the Psychology Department and must have graduate faculty status.

**Thesis and Dissertation Proposal**

A Prospectus for Theses and Dissertations must be completed to begin research on a thesis or dissertation. Students must complete the following steps for their prospectus forms:

1. Email thesis/dissertation committee members to schedule prospectus meeting.
2. Email Program Secretary to schedule a room with date and time of prospectus.
3. Pick up Prospectus and IRB form from Program Secretary.
4. Complete Prospectus form prior to proposal meeting and get committee members signature at proposal meeting. A copy of the abstract must be turned in with the form.
5. Bring completed Prospectus form and IRB application to Program Secretary, who will hold the forms until you receive IRB approval email.
6. Forward IRB approval email to Program Secretary. Once, IRB approval is received, Program Secretary will get the required signatures, and forward to the College of Graduate Studies.

Students may not enroll for more than three thesis or dissertation credits until the project prospectus has been approved by the department and the College of Graduate Studies and the College of Graduate Studies has verified the composition of the student’s committee. The *Graduate Bulletin* ([https://bulletins.cmich.edu/](https://bulletins.cmich.edu/)) outlines all University policies relating to theses/dissertations.

**Dissertation Research Support**

The College of Graduate Studies provides small grants, up to a maximum of $1,500, for dissertation-related costs such as photocopying, travel, supplies, etc. (wages cannot be covered). Students who have had their dissertation prospectus approved by their dissertation committee are eligible to apply for this support; recipients are selected on the basis of proposals reviewed by the Dissertation Support Selection Committee.
Part-Time and Off-Campus Faculty

Individuals who apply to teach I/O courses on a part-time basis, either on or off-campus must be approved by the I/O Program faculty. Those who wish to be considered to teach graduate level (500 or above) courses in the I/O Psychology should meet the following criteria:

1. A Ph.D. in I/O Psychology or closely related field.
2. Recent teaching experience, particularly in the area he or she wants to teach.
3. Evidence of teaching competence.
4. Evidence of recent and ongoing scholarly activity (i.e., publishing). Successful candidates’ research records should be equal to the records of candidates that would be on our “short list” for a full-time tenure track position on campus.

Graduation Commencement Ceremony

Students must complete and submit “Graduation Application” to the College of Graduate Studies, Foust 100. Doctoral students must also complete and submit an “Admission to Candidacy for Doctoral Degree” form to the Program Secretary who will then forward to the College of Graduate Studies before they can graduate. Students must finish all requirements for their degrees before they can participate in graduation ceremonies.

Academic Integrity Policy

Because academic integrity and ethical behavior are vital to an academic environment and to the development of qualified psychologists, graduate students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in psychology. In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of his/her own efforts and must be consistent with appropriate standards or professional ethics. Academic dishonesty, which includes plagiarism, cheating and other forms of dishonest behavior, is prohibited. Ethical standards, as articulated in the standards of the American Psychological Association and American Psychological Society, must be observed by all graduate students. Allegations of academic dishonesty or unethical behavior will be handled according to the policies given here. Appeals of decisions are processed according to the policies set forth in the “Academic Integrity Policy for Graduate Students,” which is published in the Graduate Bulletin. Although no specific timelines are included in this policy, it is understood that matters should be handled expeditiously.

1. In cases where an instructor, supervisor, or fellow student believes a student has demonstrated academic dishonesty or professionally unethical behavior, the instructor, supervisor, or fellow student should report the incident to the Program Director.

2. The Program Director will discuss the allegation(s) with the person(s) making them. If the Program Director believes that there is evidence to support the allegation(s), the Director will notify the student of the charges, in writing.
3. In the letter to the student, (s)he will be told the allegation(s) and told that the Program faculty will be asked to review the allegation(s), look at the evidence, and determine what, if any, sanctions should be issued. The student will be offered the opportunity to admit to the violations, remain silent, meet with the committee to share his/her perceptions of the incident, or submit a written rebuttal to the charges. The student will be given a response deadline, at least two weeks in the future.

4. The Program faculty will review allegation(s) of academic dishonesty or unethical behavior. In any case where a member of the Program faculty made the original allegation(s), the faculty member will be excluded from judging the particular case.

5. If the student elects to meet with the committee to present his/her version of the events under investigation, the student may bring another person (but not a lawyer) to the meeting to provide support and advice.

6. The Faculty’s decision on culpability and appropriate sanctions will be communicated in writing to the department Chairperson. If the student is found not culpable or if sanctions, other than dismissal or suspension from the program, are issued, this will be communicated in writing to the student.

7. If the sanction is dismissal or suspension from the program, the sanction will be communicated through the department Chairperson to the Dean of the College of Graduate Studies who will communicate the decision to the student.

8. If sanctions are issued, committee records will be retained for at least one year.

**Important Contact Information**

Career Services  
Bovee University Center 215  
Phone: (989) 774-3068  
Website: [www.careers.cmich.edu](http://www.careers.cmich.edu)

Counseling Center  
Foust Hall 102  
Phone: (989) 774-3381  
Website: [http://www.cmich.edu/x15383.xml](http://www.cmich.edu/x15383.xml)

Minority Student Services  
Bovee University Center 121  
Phone: (989) 774-3945  
Website: [http://www.diversity.cmich.edu/mss/](http://www.diversity.cmich.edu/mss/)

Student Disability Services  
Park Library 120  
Phone: (989) 774-3018  
Website: [http://www.cmich.edu/student_disability_services.htm](http://www.cmich.edu/student_disability_services.htm)

University Health Services  
Foust Hall  
Phone: (989) 774-6599  
Website: [http://cmich.edu/University_Health_Services.htm](http://cmich.edu/University_Health_Services.htm)
Industrial/Organizational Psychology Association (IOPA)

Students are encouraged to join IOPA. This student organization is active in arranging a speaker series, trips to professional conferences, and social events. The IOPA organization provides a forum for graduate and undergraduate students to learn more about I/O Psychology. Topics of interest include personnel psychology, organizational psychology, EEO, affirmative action, and occupational stress. There is an annual membership fee of $15.

Advisor: Neil Christiansen
Phone: (989) 774-6495
E-mail: chris1nd@cmich.edu

President: Todd Pfenninger
E-mail: pfenn1tw@cmich.edu

To find more information, visit our website: http://www.chsbs.cmich.edu/iopa/.

Employment

Our students find outstanding employment opportunities coming out of our graduate program. The following list is a sample of recent placements:

<table>
<thead>
<tr>
<th>Student</th>
<th>Organization</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam Johnson (Ph.D.)</td>
<td>Hampton University</td>
<td>Hampton, VA</td>
</tr>
<tr>
<td>Matthew Monnot (Ph.D.)</td>
<td>Genentech</td>
<td>San Francisco, CA</td>
</tr>
<tr>
<td>Hyung In Park (Ph.D.)</td>
<td>Mid-Michigan Community College</td>
<td>Harrison, MI</td>
</tr>
<tr>
<td>Jennica Webster (Ph.D.)</td>
<td>Marquette University</td>
<td>Milwaukee, WI</td>
</tr>
<tr>
<td>Heather Wolters (Ph.D.)</td>
<td>Army Research Institute</td>
<td>Fort Leavenworth, KS</td>
</tr>
<tr>
<td>Chulguen Yang (Ph.D.)</td>
<td>Southern Connecticut State University</td>
<td>New Haven, CT</td>
</tr>
<tr>
<td>Misty Bennett (ABD)</td>
<td>Central Michigan University</td>
<td>Mount Pleasant, MI</td>
</tr>
<tr>
<td>John Coaster (ABD)</td>
<td>Altisource Portfolio Solutions</td>
<td>Kernersville, NC</td>
</tr>
<tr>
<td>Monica Filipkowski (M.A.)</td>
<td>Dow Chemical Company</td>
<td>Midland, MI</td>
</tr>
<tr>
<td>Matthew Smith (M.A.)</td>
<td>Lightspeed Research, Inc.</td>
<td>Lake Zurich, IL</td>
</tr>
</tbody>
</table>

Recent Student Publications and Presentations

Graduate students in Industrial/Organizational Psychology learn applied research techniques for use in work settings. In addition, they are encouraged to work alone or with faculty on research projects that may result in publication or conference presentation. Program students have authored or co-authored about 60 publications and presentations in the last four years. The following are samples.

Recent Publications


**Recent Presentations**

Beehr, T., Kochert, J., & Ragsdale, J. (2010, April). *Personality resilience: Addition of personality to the job demands-control model*. Poster presented at annual meeting for Society of Industrial and Organizational Psychology, Atlanta, GA.


Billington, A. & Christiansen, N. (2010, April). *Effects of Removing Exercise Variance on the Criterion-Related Validity of Assessment Center Ratings*. In J. Meriac (Chair), *Explanatory mechanisms and boundary conditions underlying assessment center validity*. Symposium conducted at the annual meeting of the Society for Industrial and Organizational Psychology, Atlanta, GA.


Coaster, J., & Burns, G. (2010, April). *Practice makes perfect: Extracting personality data from resumes*. Poster presented at annual meeting for Society of Industrial and Organizational Psychology, Atlanta, GA.

First, M., Christensen, M., & Henson, J. (2010, April). *A meta-analytic review of the cores self-evaluations scale*. Poster presented at annual meeting for Society of Industrial and Organizational Psychology, Atlanta, GA.

Jacob, A. C., Park, H., & Grebner, S. I. (2010, April). *Personality Resilience: The Addition of Personality to the Job Demands-Control Model*. Poster presented at the annual meeting of the Society for Industrial and Organizational Psychology, Atlanta, GA.


Recent Student Theses and Dissertations

The following section describes some of the recent theses and dissertations completed by CMU I/O Psychology graduate students.

**Theses**

HINDERING APPLICANTS' ABILITY TO FAKE: TOWARD AN OPAQUE MEASURE OF PERSONALITY, John A. Coaster - Applicant faking on personality tests has long been a topic of study and hinderance to the use of such tests for personnel selection. Many methods have been employed in an attempt to reduce the amount of faking that occurs, or to detect faking and correct for it. Thus far, attempts to negate the effects of faking have not been fruitful. The current study, investigates the interplay between individual differences of the applicant and characteristics of the personality test itself. A (2) (honest vs. applicant) X 2 (Chemist vs. Nurse Job description) X (2) (Single-Stimulus vs. Forced-Choice item format) was used to investigate this model of applicant faking behavior. Results indicate that General Mental Ability influences the traits that an applicant perceives as most important for the Job and that these targeted traits differ between jobs. Results also indicate that item transparency influences faking, but item subtlety does not. Implications of this study could influence how personality measures are used and developed for personnel selection contexts.

INDIVIDUAL DIFFERENCES IN FEEDBACK REACTIONS: A GHANAIAN STUDY, Mavis Baiden – This study investigated individual difference characteristics that explain people’s differential reactions to feedback, including their emotions towards and motivation to use the feedback. With a sample of 179 employed individuals from Ghana, West Africa, core self-evaluation, performance goal orientation, learning goal orientation, openness to experience, conscientiousness, and agreeableness were investigated. The results showed that these characteristics influenced people’s affective reactions and their motivation to use the feedback. Except for performance goal orientation, when age and sex were held constant, individuals high and low on the characteristics examined in this study, did differ in their positive affect with the rate of change higher for the low group when feedback favorability increased. Affective reactions were found to be strong predictors of the motivation to use the feedback. Positive affect explained 30% of the variance in motivation, but explained 14% of the variance in motivation over and above what negative affect explained. Negative affect explained 22% of the variance in motivation but 6% of the variance in motivation over and above what was explained by positive affect.

GROUP SIMILARITY AND GROUP PERFORMANCE: THE EFFECT OF INTRODUCED SURFACE-LEVEL CHARACTERISTICS ON GROUP AFFECT IN NEWLY FORMED GROUPS, Annalyn Cassie Jacob – Heterogeneous groups have been found to have lower levels of group cohesion and group efficacy. This can be partially explained by the perceived differences among group members indicated by surface-level diversity traits (characteristics that are easily visible to others, e.g., gender). Many of these traits are widely used as markers to determine in-group and out-group membership. As a result, these traits are used as indicators of similarity and dissimilarity among individuals. This study investigated the impact of introducing a new physical characteristic that could be associated with group membership (clothing) on group homogeneity, social cohesion, group efficacy, and group performance was examined. For this study, participants completed a task in one of two conditions: wearing no coats or wearing coats. Group type had no effect on perceived group homogeneity or interpersonal attraction among group members. However, group homogeneity, social cohesion, and interpersonal attraction were related. Further, group homogeneity, social cohesion, and interpersonal attraction were not related to group efficacy or group performance. At the same time, group efficacy was related to group performance. The implications for these findings were discussed and directions for future research recommended.
IMPROVING CUSTOMER-SERVICE USING ORGANIZATIONAL BEHAVIOR MANAGEMENT AND INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY MEASUREMENT METHODOLOGIES, Michael N. Kephart – The current study conducted for two purposes. First, questions were addressed regarding the feasibility of using industrial and organizational (I/O) psychology and organizational behavior management (OBM) techniques in combination with each other to measure customer-service behaviors. Specifically, this thesis addressed if and how observational data regarding employee customer-service behaviors were related to customer-service perceptions as measured by a survey. Second, the study was conducted to address the debate in 2000, 2002, and 2005 editions of the Journal of Organizational Behavior Management as to if and how I/O Psychology and OBM can benefit from borrowing from each other’s methodologies (Boyce, 2002; Bucklin, Alvero, Dickinson, Austin, & Jackson, 2000; Crowell & Anderson, 2005; Geller, 2002a; Geller, 2002b; Ones & Viswesvaran, 2002; Pounds, 2002). In this study, an OBM intervention was conducted in multiple organizations, and the results were measured using OBM-based observation techniques and I/O-based survey data collection. Service behaviors were measured via survey data collected from customers and unobtrusively from observation data collected by trained observer raters. An intervention of a service-behavior improvement package was implemented using a group baseline-treatment-return to baseline design with control sites in submarine sandwich shop settings. The analysis of both the survey data and the observational data demonstrated success of the intervention. Many of the correlations between the survey and the observational data were notable and significant, however, several were small. The strongest correlations were between observed smiling and customer satisfaction with the friendliness of the employees, and between the cleanliness items on the survey and the cleanliness items on the observation checklist. The findings demonstrate the reliability of both types of measures to gather important data while highlighting the need to use both methods to gain a more overall and accurate sense of the efficacy of the intervention.

SERVICE AMERICA! REVISTED: EXPLORING THE LINK BETWEEN EMPLOYEE SERVICE AND CUSTOMER SATISFACTION, Amanda Rivard – This thesis examined several customer-service behaviors at coffee shops to determine whether predetermined “good” service behaviors were related to customer-satisfaction ratings. Observable, behavioral measures of service, along with customer-satisfaction surveys, were studied to better understand customer service as a construct. The primary independent variable of a package of task clarification, customer-satisfaction surveys, and group feedback of staff performance was shown to be an effective method of improving selected customer-service behaviors. Surveys alone were not found to change relevant staff behaviors in a second setting. Only modest relationships were found between customer-service behaviors and the corresponding customer-satisfaction ratings, indicating that certain variables that are assumed to be important for customer service may not translate to actual customer satisfaction. Overall, the speed of service was found to have a greater impact on customer-satisfaction ratings than cleanliness and friendliness.

Dissertations

VOTING FOR ORGANIZATIONAL LEADERS, Sara J. Langford - Although not thought of as being a traditional occurrence in organizations, sometimes organizational leaders emerge through the means of voting and democratic process rather than through superior-choice. This paper serves to combine information from political science literature in addition to more conventional I/O topics, such as peer ratings of promotability, 360-degree feedback, and leader emergence. Two studies were conducted: one experiment and one survey. Study 1 entailed showing participants video or a candidate for the office of president of a campus inter-Greek council. Participants then indicated their preference for a candidate by rating how likely they would be to vote for this person and how electable they believe the person is. Upward influence tactic, but not gender, impacted candidate preference. Further, exploratory analysis revealed that female ingratators were preferred over male ingratators. Study 2 surveyed sorority and fraternity members about a number of 'candidate characteristics' to see which of these are related to (and in what way they are related to) likelihood to vote for a candidate and perception of that candidate's electability. Voters preferred candidates with whom they have a good relationship, and who are honest, have access to resources, and recognize others needs.
However, tenure, gender, and interactions of tenure with relationship quality, gender with honesty, and access to resources with recognizing needs, were all unrelated to preference for candidates. In addition, exploratory analysis revealed two things: first, women participants perceived more access to resources in candidates than male participants did; and second, perceived verbal participation was a good predictor of candidate preference.

THE RELATIONSHIP BETWEEN P-E FIT AND SUBJECTIVE WELL-BEING: MODERATING EFFECTS OF PERSONALITY, Hyung In Park - Based on Person-Environment (P-E) fit theory and focusing specifically on the fit between job demands and the employees' abilities, this paper proposed (a) that relationships between P-E fit and subjective well-being would be different depending on two dimensions of demands (quantitative workload and job complexity) and three subjective well-being criteria (happiness, anxiety, and depression) and (b) that three personality variables (general self-efficacy, internal locus of control, and optimism) would moderate the relationships. A pilot study was conducted using 19 Asian Americans working in a Midwestern area to select items for modified scales and evaluate appropriateness of the other scales. After refining the items, the main survey was administered. The final data was composed of 289 workers from various organizations in the United States. Polynomial regressions were conducted to test the hypotheses. Among the six relationships tested for main effects of P-E fit on subjective well-being, two were curvilinear ($p < .05$ for workload and depression and $p < .10$ for workload and anxiety), and none of the hypotheses were supported by the data. The moderating effects of the all three personality variables were weak. Personality usually interacted with ability and/or demand separately, not showing three-way interactions in sixteen cases out of eighteen. Only optimism showed evidence of a three-way interaction ($p < .05$ for job complexity and anxiety and $p < .10$ for workload and depression). However, P-E fit explained more variance in subjective well-being when separate measures for each element of the fit were used than when difference scores were used as predictors, as expected. Despite many non-significant results, the relationships between D-A fit and mental health were different, depending on the fit dimensions and the criteria. Employees' subjective well-being was better explained by the combination of demands and abilities than by demands alone, supporting P-E fit theory. It is implied that job redesign reducing demands can improve the workers' mental health. Future research directions were suggested from the results and the limitations of the current study.

THE POTENTIAL IMPACT OF SELECTION SYSTEM CHARACTERISTICS ON ORGANIZATIONAL JUSTICE PERCEPTIONS AT THE FACET AND GLOBAL LEVEL WITH AN ANALYSIS OF ATTITUDDINAL, BEHAVIORAL, AND SELF-PERCEPTION OUTCOMES, Heather Marie Kchodl Wolters - This research effort seeks to examine a model that outlines organizational justice perceptions including antecedents, facet level justice perceptions, global organizational Justice perceptions, and outcome variables. The antecedent examined in this research effort IS the perception of the selection process in which applicants and incumbents participated. Resident advisors (n = 145) and applicants for the position (n = 115) from two Midwestern Universities completed an online survey to assess these perceptions. The model was tested with correlations and path analyses including mediation tests. The model was tested twice, once with applicants seeking to become resident advisors and once with veteran residence advisors. Overall, there was mediocre support for the model tested. However, results indicated that there is a relationship between the perceptions stemming from a selection system and organizational justice at the facet level. Organizational justice perceptions at the facet level are related to global justice perceptions, and global justice perceptions are related to most of the outcomes in this study. Additionally, mediation tests showed that organizational justice facets mediate the relationship between the selection system characteristics and global organizational justice. Global organizational justice also mediates the relationship between the facets of organizational justice and several outcomes studied: turnover intentions, self efficacy, and turndown intentions. Global organizational justice did not fully mediate the relationship between the facets of justice and job satisfaction, organizational commitment or recommending the organization. The implication of this study is that there is value to studying a person's global organizational justice perceptions. Also, a practical outcome of this study is the demonstration that there is a relationship between specific elements of a selection system (many under the control of the organization) and many outcomes of interest to the individual and the company.
EMOTION AND TRANSFORMATIONAL LEADERSHIP IN GRADUATE FACULTY-STUDENT RELATIONSHIPS, Jason R. Williams - The purpose of this study was to investigate the relationships among transformational leadership, emotional complexity, and positive/negative emotions of leaders and followers. How leader openness, emotional complexity, gender, and trait affect may influence the extent to which leaders use various types of leadership and mentoring, and how all of these aspects may influence follower state affect and research self-efficacy were investigated. Participants included 493 faculty from Psychology departments throughout the United States, and 179 graduate students whom they supervised. Emotional complexity was positively related to faculty leaders' positive emotion but not negative emotion. No significant relationship was found between emotional complexity and transformational leadership. Emotional complexity moderated the relationship between faculty positive emotion and student positive emotion, and faculty positive affectivity (PA) and student negative emotion. When faculty emotional complexity was low, students experienced less positive emotion as faculty positive emotion decreased and more negative emotion as faculty PA decreased. Conversely, when faculty emotional complexity was high, faculty PA or positive emotions had little effects on students' emotion. No significant relationships were found between faculty PA and student positive emotion or faculty NA and student negative emotion, although faculty NA was found to be related to decreases in student positive emotion, and PA was found to be related to decreases in student negative emotion. Openness was found to be related to emotional complexity (both range and differentiation of emotion) and intensity of emotion. A strong positive relationship was found between faculty engagement in transformational leadership and students' experienced positive emotion in reference to their relationship with their faculty. Intellectual stimulation and individualized consideration were strongly related to students' positive emotion, and management by exception active and passive were related to students' negative emotion. Female faculty engaged in significantly more transformational leadership, psychosocial mentoring, and career-related mentoring than did male faculty. Faculty engagement in transformational leadership was strongly related to their engagement in both types of mentoring. Intellectual stimulation and individualized consideration were highly related to both types of mentoring. Both types of mentoring were positively related to student research self-efficacy. Limitations, practical implications, and future research were discussed.

REFINING THE CHALLENGE-HINDRANCE STRESSOR FRAMEWORK: THE ROLE OF PRIMARY APPRAISAL, Jennica R. Webster - Past research on the challenge-hindrance stressor framework has suggested that the differential relationships found among certain stressors and distal criteria were due to appraisal processes. Using the transactional model of stress as an explanatory framework, the present study attempts to more faithfully test these assumptions by examining the role of primary appraisal in the stressor-outcome relationship. A model is proposed in which primary appraisal acts as a mediator linking stressors to outcomes. Data were collected using an online survey. The sample included 479 nonacademic employees from a large university in the Midwestern United States. Several statistical tests were used to examine the data and test the proposed hypotheses including Pearson's correlation coefficients, within-subjects t-tests, and structural equations modeling. The results suggested that on average, stressors can be appraised as both challenges and hindrances. Also, unexpectedly no significant negative relations were found between challenge appraisals and strains or non-strain outcomes. Hindrance appraisals, however, were shown to positively relate to strains and unfavorable outcomes, which is consistent with past research and theory. Pertaining to the overall model, the data supported a partially mediated model. This suggested that stressors directly, and indirectly through primary appraisal, influence strain and non-strain outcomes. The results of this study demonstrate that primary appraisal is an important aspect of the stress process. Stress researchers should continue examining primary appraisal in order to help refine and improve stress prevention and intervention programs for employees.
I/O Program Alumni

Dr. Gary Adams  
University of Wisconsin-Oshkosh

Dr. Sandra Allen  
Personnel Decisions International

Dr. Emily Bailey  
Developmental Dimensions International

Ashwini Bapat

Mavis Baiden

Kelly Bost-Chandler  
Houston Fire Department

Dr. Nathan Bowling  
Wright State University

Dr. Nathan Brewster  
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Dr. Melissa Brittain  
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Sandra (Lancaster) Burgess  
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Dr. Gary Burns  
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Richard DeVos Graduate School of Management

Todd Claringbold  
Maritz Marketing Research, Inc

Jim Cvetanovski  
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Lominger International

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Central Michigan University

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NOCTI

Dee Drozd  
Mutual of Omaha

Jennifer Dunseath  
Framingham State College

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LeTourneau University

Kelley (Schmidt) Eltzroth  
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Central Michigan University

Dr. Suzanne Farmer  
Dean Foods, Inc.

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Monica Filipkowskki  
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MSOP-Moose Lake

Dr. Thomas Franz  
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Dennis Geno, Jr.  
General Motors (GM)

Papia Ghosh

Dr. Sharon Glazer  
San Jose State University

Dr. Kirsten Gobeski  
Booz, Allen, Hamilton

Dr. David Gudanowski  
PDI Ninth House

Dr. Doug Haaland  
Nike

Dr. Stephanie (Morlan) Haaland

Dr. Curtis Hansen  
Burlington Northern Santa Fe Railways

Dr. Maria Regina (Alampay) Hechanova  
Ateneo De Manila University
Dr. Deanne Heinisch  
St. Paul Companies

Elizabeth Hendricks

Dr. Lana Ivanitskaya  
Central Michigan University

Dr. Jay Janovics  
PreVisor

Dr. Adam Johnson  
Hampton University

Joshua Johnson

Sheri (Chaney) Jones  
Ohio Department of Aging

Dr. James Kauffman  
Developmental Dimensions International

Dr. Heidi Keller-Glaze  
ICF International

Wendy (Vedder) Kjeldbjerg  
Information Resources, Inc.

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ID Communications, LLC

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Miami Dade College of Justice

Dr. Jeffrey Labrador  
Kenexa

Dr. Sara Langford

Dr. Stacey (Confer) Lange  
Personnel Board of Jefferson County

Elaine (Stypula) Larson  
National Bank of Detroit

Dr. Kimberly LeGro  
State Farm Insurance

Kai-Guang Liang  
C & D Management Consulting Co., LTD

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Meagher and Geer

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Dr. David Lux  
Georgia Pacific Corporation

Roseann (Jacobs) Masotti  
Steelcase/Stowe & Davis

Laura Mattimore  
Proctor and Gamble Co.

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Ronald L. Mitchell

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Genentech

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Spherion

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Sharon Pederson  
D.S. Howard and Assoc., Inc.

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University College

Dr. Laura Ann Preston  
Kelly Services

Babette Raabe  
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Rick Richard  
RD Worldwide/E3 Staffing, Inc

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Renee Rozek  
Beth (DeWildt) Schaub  
Pulte Homes

Anne (Glynn) Schlosser  
W.L. Gore & Associates

Raimund Schmolze  
T-Mobile International

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Jayson Shoemaker  
3M Corporation

Dr. Brian Siers  
Roosevelt University

Matthew Smith  
Lightspeed Research, Inc.

Wade D. Smith  
Telvista

Jon Snead  
Ferris State University

Dr. Jennifer Spranger  
ThinkWise, Inc.

Dr. Thomas Stetz  
National Imagery & Mapping Agency

Dr. Mahesh Subramony  
Northern Illinois University

Dr. Matthew Such  
First Advantage

Dr. Carol A. (Ryan) Surface  
Best Buy Company, Inc.

Dr. Jean Talaga  
Steelcase, Inc.

Dr. Tara Thorne  
Personnel Decisions Research International (PDRI)

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Saginaw Valley State University

Dr. Angelique Wetzel  
Sonalysts, Inc

Dr. Penny Weymouth  
Dr. Jason Williams  
Dr. Shaina Wolcott-Burnam  
Bank of America

Dr. Heather Wolters  
Army Research Institute

Xidong Xu  
The Boeing Company

Dr. Chulgen (Charlie) Yang  
Southern Connecticut State University

Dr. Matthew Zagumny  
Tennessee Technological University