

# Industrial and Organizational Psychology



2017-2018 Graduate Program Handbook

Central Michigan University

<https://www.cmich.edu/colleges/chsbs/Psychology/Graduate/IOpsychology/Pages/default.aspx>

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## Program Goals and Mission

The faculty and students in the doctoral Program in Industrial and Organizational Psychology are committed to learning, developing, applying and teaching new knowledge about psychology in the workplace. Students are prepared to use scientific methods in their research, teaching, and applied work regarding individual, group, and organizational behavior.

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. Job stress, retirement, leadership, and careers.  
<https://www.cmich.edu/colleges/chsbs/Psychology/Faculty/Pages/Terry-Beehr,-Ph.D.aspx>

**Neil D. Christiansen**, Ph.D., Northern Illinois University, 1997. **Director.** Personality in the workplace, personnel selection, and structural equation modeling in I/O psychology.  
<https://www.cmich.edu/colleges/chsbs/Psychology/Faculty/Pages/Neil-Christiansen,-Ph.D.aspx>

**Stephen M. Colarelli**, Ph.D., New York University, 1982. Personnel psychology, evolutionary psychology, and influences on HRM utilization.  
<https://www.cmich.edu/colleges/chsbs/Psychology/Faculty/Pages/Stephen-Colarelli,-Ph.D.aspx>

**Kimberly E. O'Brien**, Ph.D. University of South Florida, 2008. Job stress, organizational citizenship behavior, counterproductive work behavior, mentoring, and emotional abuse.

<https://www.cmich.edu/colleges/chsbs/Psychology/Faculty/Pages/Kimberly-O'Brien,-Ph.D.aspx>

**Matt Prewett**, Ph. D., University of South Florida, 2009. Team performance management: staffing, training, group motivation, and performance appraisal.

<https://www.cmich.edu/colleges/chsbs/Psychology/Faculty/Pages/Matthew-Prewett,-Ph.D.aspx>

## **I/O Affiliated Faculty**

**Richard Backs**, Ph.D., University of Southern California, 1984. Human factors, psychophysiology, aging, attention, and emotion.

<https://www.cmich.edu/colleges/chsbs/Psychology/Faculty/Pages/Richard-Backs,-Ph.D.aspx>

**Bryan Gibson**, Ph.D. University of Utah, 1991. Self-presentation, smoker-nonsmoker interaction, and psychology of gambling. <https://www.cmich.edu/colleges/chsbs/Psychology/Faculty/Pages/Bryan-Gibson,-Ph.D.aspx>

**Kyunghee Han**, Ph.D., University of Minnesota, 1993. Scientific study of culture, quantitative methods, psychological test/scale development and evaluation.

<https://www.cmich.edu/colleges/chsbs/Psychology/Faculty/Pages/Kyunghee-Han,-Ph.D.aspx>

**Carl Johnson**, Ph.D., Michigan State University, 1979. Sleep disorders, applied behavioral analysis, and organizational behavior management.

<https://www.cmich.edu/colleges/chsbs/Psychology/Faculty/Pages/Carl-Johnson,-Ph.D.aspx>

## **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

**King/Chavez/Parks (KCP) Fellowships** are available to underrepresented students pursuing a Master's or Doctoral degree and is administered by Multicultural Academic Student Services. Master's degree students can receive up to \$20,000 and Doctoral degree students can receive up to \$35,000 as a stipend. The Fellowship does require three years of teaching or administrative service following degree completion.

### 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. Full-Time Assistantship covers up to 20 credit hours of tuition per year and pays a cash stipend for both the Doctoral and Master's program.

**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. 1<sup>st</sup> year students – B or better in all courses; no incompletes (unless due to family emergencies or illness); evidence of regular involvement in research.
- b. 2<sup>nd</sup> year students – same as above; plus approved M.A. thesis proposal.
- c. 3<sup>rd</sup> year students – same as above; M.A. thesis finished; comprehensive exams finished.
- d. Good work record as GA or Fellow, if appropriate.

## Program Requirements

Please see the Graduate Bulletin for program requirements or visit this link: <https://bulletins.cmich.edu/>.

### 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 on our website

<https://www.cmich.edu/colleges/chsbs/Psychology/Graduate/IOpsychology/Pages/default.aspx> 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

Year & Semester	Milestones	Completed
1 Fall		
1 Spring	<ul style="list-style-type: none"> <li>• <b>Begin M.A. Thesis Proposal</b></li> <li>• Print Guidelines for the Preparation of Theses, Doctoral Projects, and Dissertations at <a href="https://www.cmich.edu/colleges/cgs/current/Documents/GuidelinesThesisDoctoralProjectDissertationJournalArticle.pdf">https://www.cmich.edu/colleges/cgs/current/Documents/GuidelinesThesisDoctoralProjectDissertationJournalArticle.pdf</a></li> </ul> <p>Note: <b>If using human subjects</b>, you must have Institutional Review Board (IRB) approval. For more information go to <a href="https://www.cmich.edu/office_provost/ORGS/ComplianceandResearchIntegrity/InstitutionalReviewBoard/Pages/default.aspx">https://www.cmich.edu/office_provost/ORGS/ComplianceandResearchIntegrity/InstitutionalReviewBoard/Pages/default.aspx</a></p>	



1 Summer	<ul style="list-style-type: none"> <li>• <b>Work on Thesis</b></li> <li>• Complete and submit Prospectus form</li> </ul>	
2 Fall	<ul style="list-style-type: none"> <li>• <b>M.A. Thesis Proposal Approved</b></li> <li>• <b>By the End of the Semester:</b> Complete and submit Authorization of Degree Program-Graduate form</li> </ul>	
2 Spring	<ul style="list-style-type: none"> <li>• <b>Complete M.A. Thesis</b></li> <li>• Complete and submit Thesis and Dissertation Oral Defense Submission form and Plan A &amp; B Completion Sign-off form.</li> </ul>	

## Ph.D. Degree

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

Year & Semester	Milestones	Completed
3 Fall	<ul style="list-style-type: none"> <li>• <b>Begin Dissertation Proposal</b></li> <li>• Print Guidelines for the Preparation of Theses, Doctoral Project, and Dissertations at <a href="https://www.cmich.edu/colleges/cgs/current/Documents/GuidelinesThesisDoctoralProjectDissertationJournalArticle.pdf">https://www.cmich.edu/colleges/cgs/current/Documents/GuidelinesThesisDoctoralProjectDissertationJournalArticle.pdf</a></li> </ul> <p>Note: <b>If using human subjects</b>, you must have Institutional Review Board (IRB) approval. For more information go to <a href="https://www.cmich.edu/office_provost/ORGS/ComplianceandResearchIntegrity/InstitutionalReviewBoard/Pages/default.aspx">https://www.cmich.edu/office_provost/ORGS/ComplianceandResearchIntegrity/InstitutionalReviewBoard/Pages/default.aspx</a></p>	
3 Spring	<ul style="list-style-type: none"> <li>• <b>Comprehensive Exams</b></li> </ul>	
3 Summer	<ul style="list-style-type: none"> <li>• <b>Work on Dissertation</b></li> <li>• Complete and submit Prospectus form.</li> </ul>	
4 Fall	<ul style="list-style-type: none"> <li>• <b>Dissertation Proposal Approved</b></li> <li>• <b>By the End of the Semester:</b> Complete and submit Authorization of Degree Program-Doctoral form.</li> </ul>	
4 Spring	<ul style="list-style-type: none"> <li>• <b>Complete Doctoral Dissertation</b></li> <li>• Complete and submit Thesis and Dissertation Oral Defense Submission form and Dissertation and Doctoral Project Completion Sign-off form.</li> </ul>	
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/> for course descriptions.

<b>COURSE SCHEDULE EXAMPLES</b>		
<b>YEAR 1</b>		
<b>Semester</b>	<b>M.A.</b>	<b>Ph.D.</b>
Fall	PSY 535 - Organizational Psychology PSY 536 - Personnel Psychology PSY 612 - Applied Multiple Regression and Correlation	PSY 535 - Organizational Psychology PSY 536 - Personnel Psychology PSY 612 - Applied Multiple Regression and Correlation
Spring	PSY 510 - Principles of Psychological Measurement PSY 636 - Organizational Applications of Personnel Psychology PSY 538 - Occupational Health Psychology <b>or</b> PSY 537 - Organizational Behavior Management	PSY 510 - Principles of Psychological Measurement PSY 538 – Occupational Health Psychology PSY 636 - Organizational Application of Personnel Psychology
Summer	PSY 798 - Thesis PSY Elective	PSY 798 - Thesis Elective
<b>YEAR 2</b>		
Fall	PSY 737 - Seminar in I/O Psychology <b>or</b> thesis <b>or</b> other PSY elective PSY 790 – Practicum PSY 736 Strategies for Interventions in Social Systems	PSY Foundation Course <b>or</b> PSY 737 - Seminar in I/O Psychology <b>or</b> elective PSY 790 – Practicum PSY 736 Strategies for Interventions
Spring	PSY 611 - Research Design PSY 791 - Practicum PSY 798 – Thesis <b>or</b> Elective	PSY 611 - Research Design PSY 791 - Practicum PSY 798 – Thesis <b>or</b> Foundation Course <b>or</b> Elective
Summer	PSY 798 Thesis – if necessary	PSY 798 Thesis (if necessary) or Electives
<b>YEAR 3</b>		
Fall		PSY Foundation Course PSY 737 - Seminar in I/O Psychology Elective
Spring		PSY 898 - Doctoral Dissertation: Design <b>or</b> Elective PSY 737 - Seminar in I/O Psychology <b>or</b> Elective PSY 613 - Multivariate and Correlational Methods
Summer		Electives <b>or</b> Doctoral Dissertation

YEAR 4		
Fall		PSY 898 or 899 - Doctoral Dissertation: Design or Implementation
Spring		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 courses and have no grade lower than a C; doctoral students must earn a B or better in all courses.<sup>1</sup>
- 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 10.

## **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 given 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-

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<sup>1</sup> For 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.

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.

## 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 outside 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. 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 to the Program Secretary.
4. Complete online IRB or IACUC application online at [https://www.cmich.edu/office\\_provost/ORGs/ComplianceandResearchIntegrity/Pages/Research%20Integrity%20and%20Compliance.aspx](https://www.cmich.edu/office_provost/ORGs/ComplianceandResearchIntegrity/Pages/Research%20Integrity%20and%20Compliance.aspx) . ORGS will email you IRB or IACUC approval.
5. Forward IRB approval email to Program Secretary. Once, IRB approval is received, Program Secretary will get the required signatures, and forward to the Graduate Office.
6. After approval has been received from the College of Graduate Studies, the Program Secretary will bump you into your second set of thesis credits.

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/>) outlines all University policies relating to theses/dissertations.

## Thesis and Dissertation Research Support

The College of Graduate Studies provides small grants for thesis and/or dissertation-related costs. Please see the application for specific details pertaining to the use of the funds. The information for these grants can be found at the following websites:

Graduate Student Research & Creative Endeavors Grant:

<https://www.cmich.edu/colleges/cgs/current/Documents/GraduateResearchCreativeEndeavorsGrant.pdf#search=creative%20endeavors%20grant>

Dissertation Research Support Grant:

<https://www.cmich.edu/colleges/cgs/current/Documents/DissertationGrant.pdf#search=dissertation%20research%20support%20grant>

## 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** is located in Ronan 240, Telephone (989) 774-3068 or email at:

[careers@cmich.edu](mailto:careers@cmich.edu). Or visit their website at:

[http://www.cmich.edu/ess/academic\\_advising\\_assistance/career\\_services/Pages/default.aspx](http://www.cmich.edu/ess/academic_advising_assistance/career_services/Pages/default.aspx)

**Multicultural Academic Student Services** is located in Bovee University Center 108,

Telephone (989) 774-3945 or email at: [insdiv@cmich.edu](mailto:insdiv@cmich.edu). Or visit their website at:

[http://www.cmich.edu/office\\_provost/oid/ode/Pages/default.aspx](http://www.cmich.edu/office_provost/oid/ode/Pages/default.aspx)

**Student Disability Services** is located in Park Library 120, Telephone (989) 774-3018 or email at [sds@cmich.edu](mailto:sds@cmich.edu). Or visit their website at:  
<https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx>

**University Health Services** is located in Foust Hall 200, Telephone (989) 774-6599 or visit their website at:  
<https://www.cmich.edu/colleges/cmed/CMUHealth/CMUHealthMP/UHS/Pages/default.aspx>

**Counseling Center** is located in Foust Hall 102 Telephone (989) 774-3381 or visit their website at:  
<https://www.cmich.edu/ess/StudentAffairs/CounselingCenter/Pages/default.aspx>

## **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  
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## **Employment**

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

### **Example I/O Alumni Placements**

- *APT Metrics*
- Cargill
- American Axle and Manufacturing
- People Answers
- Twitter
- CMU
- Shaker Consulting Group
- Salem State University
- Ford Motor Company
- Development Dimensions International
- Walmart
- SoCal Gas



### **Example Student Placements**

- APT *Metrics*
- People Answers
- Dow Corning
- Dow Chemical
- PepsiCo
- Steelcase
- Shaker Consulting
- SHL
- 3M
- Towers
- Home Depot
- Aon Hewitt
- Walgreen's

### **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.

#### **Example Recent Student Publications and Presentations (Student Names Bolded)**

##### **2017**

**Alamuri, N. S.**, & Colarelli, S.M. (2017) YouTube: A Twenty-first Century Guru Kul.  
Presented at the Human Behavior and Evolution Society conference, Boise, Idaho.

**Alshanski, S.K.**, Christiansen, N.D., Kinney, T.B., Kung, M.C., & Robie, C. (2017). Distortion in the Job Application: Finding fakers using response validity. Paper presented at the 32nd Annual Conference of the Society for Industrial and Organizational Psychology to be held in Orlando, FL.

**Attar, S. O., Lovering, E. A., Alamuri, N. S.**, & Prewett, M. S. (2017). Antecedents of Leadership Emergence in Virtual Teams. Poster presented at the 32<sup>nd</sup> Meeting of the Society for Industrial and Organizational Psychology, Orlando, FL.

Colarelli, S. M., McDonald, A., Christensen, M., & **Honts, C.** (2017). A companion dog increases prosocial behavior in small groups. *Anthrozoös*, 30, 77-89, DOI: 10.1080/08927936.2017.1270595.

**Ford, A.M.**, Christiansen, N.D., Ragsdale, J.M., Sliter, M.T. (2017). Consequences of Misfit: Effects of Personality-Based Fit on Psychological Strain. Paper presented at the 32nd

Annual Conference of the Society for Industrial and Organizational Psychology to be held in Orlando, FL.

**Gillain, R. T., Schrock, B. L., & Prewett, M. S.** (2017). The Effects of Team Personality Composition on Individual Role Performance. Poster presented at the 32nd Annual Conference of the Society for Industrial and Organizational Psychology, Orlando, FL.

**Jacobsen A., Attar, S., & Prewett, M.** (2017). Effects of team power distance and leader emergence on teams. Paper presented at the annual conference of the Society of Industrial and Organizational Psychology, Orlando, FL.

**Jacobsen, A., Attar, S., Lovering, E., & Prewett, M.S.** (2017). Moderating effect of telecommuting and personality on performance over time. Poster presented at the 32nd Annual Conference of the Society for Industrial and Organizational Psychology, Orlando, FL.

**Pfenninger, T., Schrock, B., Lovering, E., Gillain, R., Prewett, M., & Taylor, C.** (2017). Examining Complementary Versus Supplementary Fit of Team Roles. Poster presented at the 32nd Annual Conference of the Society for Industrial and Organizational Psychology, Orlando, FL.

Prewett, M.S., **Cooper, A.**, Scherr, A. M., Delongchamp, A., & Harrison, M. (2017). Efficacy and self-regulation: The role of feedback and conscientiousness. Poster presented at the 32nd Annual Conference of the Society for Industrial and Organizational Psychology, Orlando, FL.

**Quinn, J.M.** & Christiansen, N.D. (2017). Using Personality-based Profile Similarity Indices to Guide Selection Decisions. Paper presented at the 32nd Annual Conference of the Society for Industrial and Organizational Psychology to be held in Orlando, FL.

**Simpson, D.A.**, Christiansen, N.D., **Dawson, K.** (2017). Occupational Differences in the Validity of Narrow Personality Traits. Paper presented in J. Johnson (Ed.) Don't Take Quotes or Personality Assessment Validities out of Context at the 32nd Annual Conference of the Society for Industrial and Organizational Psychology to be held in Orlando, FL.

Yao, L., Colarelli, S. van Esch, E., **Boyajian, M.** & Huo, Y. Who is Coachable? (2017) Construct Validity of the Coachability Scale. Presented at the Annual Meeting of the Society for Industrial and Organizational Psychology, Orlando, FL.

## **2016**

An, M., Colarelli, S. M., & O'Brien, K., & **Boyajian M. E.** (2016). Why we need more nature at work: Effects of sunlight exposure and natural elements on employee well-being. PLOS ONE. <http://dx.doi.org/10.1371/journal.pone.0155614>

- Bennett, M.M., Beehr, T.A., Ivanitskaya, S.V., **Cooper, A.D.** (2016). Work-family conflict: Differences across generations and life cycle stages. Paper presented at Academy of Management Annual Conference, August 2016
- Dawson, K. M.** O'Brien, K. E., & Beehr, T. A. (2016). The role of hindrance stressors in the job demand-control-support model of occupational stress: A proposed theory revision. *Journal of Organizational Behavior*, 37, 397-415
- Brown, A.**, Fonseca, R., & Ragsdale, J. (2016). Applying the Job Demands–Resources Model to the Work-School Interface.
- Goswami, A., Nair, P., Beehr, T., & **Grossenbacher, M.** (2016). The relationship of leaders' humor and employees' work engagement mediated by positive emotions: Moderating effect of leaders' transformational leadership style. *Leadership & Organization Development Journal*, 37, 1083-1099.
- Goswami, A.**, & Beehr, T. A. (2016). A New Measure and its Predictions of Organizational Attitudes and Behaviors" Paper presented at the annual meeting of the Association for Psychological Science, Chicago, IL: USA.
- Jacobsen, A.**, & Prewett, M. (2016, April). Team personality composition and process effectiveness: A closer look. Paper presented at the annual conference of Society for Industrial and Organizational Psychology, Anaheim, CA.
- Jeong, Y.**, Christiansen, N., Haaland, D. E., Burns, G. N., Kung, M., Kinney, T. B. (2016, April). Applicant distortion and departures from linearity: From lab to field. Poster session presented at the Annual Conference of the Society for Industrial and Organizational Psychology, Anaheim, CA.
- Kim, M.**, & Beehr, T. A. (2016). Linking Work Stressors to Employees' Well-Being: Mediating Roles of Psychological Empowerment and Organization-Based Self-Esteem. Paper presented at the annual meeting of the Association for Psychological Science, Chicago, IL: USA.
- Kim, M.**, & Beehr, T. A. (2016). The Mediating Role of Psychological Ownership in the Links between Empowering Leadership and Subordinate Behaviors. Paper presented at the annual meeting of the Association for Psychological Science, Chicago, IL: USA.
- King, B. A.**, **Simpson, D. A.**, & Beehr, T. A. (2016). Illegitimate Tasks and Harmful Social Support as Threats. Paper presented at the annual meeting of the Association for Psychological Science, Chicago, IL: USA.
- Langford, S.**, Beehr, T. A., & Glahn, N. V. (2016). The ultimate attribution error with ingratiation in job applicants. Paper presented at the annual meeting of the Society for Industrial and Organizational Psychology, Anaheim, CA: USA.

**Li, M., Beehr, T. A., & Dawson, K. M.** (2016). The consequences of perceived workplace favoritism in organizations. Paper presented at the annual meeting of the Society for Industrial and Organizational Psychology, Anaheim, CA: USA.

**May, Thomas & Prewett, Matthew** (2016) - Development of a Situational Judgment Test for Teamwork in Medicine

**Stemer, A., & Beehr, and T. A.** (2016) Increasing Employee Wellness Program Participation: Motivating Behaviors and Person-Organization Fit

## **Recent Student Theses and Dissertations**

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

### **Recent Theses**

**Johnson, Matthew,** (August 2017). Psychological Empowerment in Action: Does Job Crafting Link Empowerment to Enhanced Engagement and Reduced Exhaustion?

**Woody, Brendon,** (June 2017). Domain-Specific Self-Esteem as an Antecedent of Voice Behavior

**Chaykovska, Kateryna,** (April 2017). It Goes Both Ways: The Importance of Trust in Subordinates

**Jacobsen, Alexandra,** (December 2016). Leader Retaliation Through a Cognitive and Affective Lens

**Hirsch, Steven,** (August 2016). Priming a volunteer stereotype: Do volunteers tolerate more ambiguity?

**Stupica, Aaron,** (August 2016). Adaptability as an Individual Difference: Adding Clarity and Measurement

**Alshanski, Scott,** (June 2016). Distorted Responses in the Job Application: Using Three Response Validity Scales to Find Fakers

**Attar, Stephen,** (April 2016). Antecedents of Leadership Emergence in Virtual Teams

**Kim, Minseo,** (December 2015). Linking Work Stressors to Employee's Well-Being and Behaviors: Dual Mediating Roles of Psychological Empowerment and Organization-Based Self Esteem

**Simpson, Dorothy,** (November 2015). Development and validation of the work preferences scale

**Stemer, Alex,** (September 2015). Person-organization health value fit and its effect on organizational attraction, organizational commitment, job satisfaction, and turnover intention

**Jeong, Ye Ra,** (May 2015). Comparing applicants and incumbents: Effects of response distortion on psychometric properties of personality measures

- May, Thomas**, (May 2015). Development of a situational judgment test for teamwork in medicine
- Song, Jae**, (February 2015). Personality, tasks, and fit: Resulting task-based distress and strains
- Ford, Ashley**, (January 2015). In the loop: Using control theory to understand differences in performance feedback outcomes as a function of action orientation
- Quinn, Jared**, (September 2014). Personality and team role performance: The mediating effect of role preferences
- Kern, Andrew**, (August 2014). Type this down: Applicant perspectives on computerized note-taking practices during a selection interview
- Brown, Anna**, (July 2014). Social networking use as a counterproductive work behavior
- Boyajian, Melanie**, (June 2014). Development of a scale to measure coachability
- First, Matthew**, (May 2014). The effect of subordinate personality on perceived supervisor effectiveness: A policy capturing approach
- Earl, Elijah**, (March 2014). Bad thoughts, bad actions: Exploring workplace ego threat management through social media
- Dawson, Kevin**, (February 2014). The role of hindrance stressors in the job-demand-control-support model

### Recent Dissertations

- Stemer, Alex**, (August 2017). The Unique Effects of Positive and Negative Employee Health States on Job Performance
- May, Thomas**, (August 2017). Validation of a Situational Judgement Test for Teamwork in Medicine
- Kim, Minseo**, (July 2017). Can Job Crafting Explain the Effects of Empowering Leaders and Employees' Core Self-Evaluations on Employees' Well-Being and Deviant Behavior?
- Simpson, Dorothy**, (July 2017). The viral effect of emotions: Implicators of congruent and incongruent emotions expressed by leaders and team members
- Honts, Christopher**, (March 2017). The importance of Team Task Characteristics and Processes: An Empirical Examination of Team types
- Osolink, Maja**, (October 2016). The causes of bullying at work: A Meta-Analysis
- Pfenninger, Todd**, (September 2016). Examining complementary versus supplementary team roles
- Quinn, Jared**, (August 2016). Using Personality-Based Profile Similarity Indices to Guide Selection Systems
- Li, Meng**, (April 2016). Coming back to the vertical linkage dyad model: The consequences of perceived workplace favoritism in organizations

**Brown, Matthew**, (February 2016). Proximal antecedents and outcomes of virtuality in project teams

**Minjock, Robert**, (August 2015). The Devil's in the details: Can some workplace views of nature interfere with employees?

**McDonald, Amanda**, (August 2015). Volition, interpersonal relationships and work-related outcomes for temporary employees

**King, Brandon**, (May 2015). The paradox of social support: Why does helping sometimes increase strain?

**Billington, Alecia**, (January 2015). The role of organizational health climate in primary appraisals of role stressors in predicting health behaviors and organizational outcomes.

**Christiansen, Matthew**, (August 2015).

**An, Mihyang**, (May 2014). Examining crossover of work to family enrichment with an actor-partner interdependent model

**Goswami, Ashita**, (January 2014). Leader's implicit fellowship theories: Resulting attitudinal and behavioral outcome

**Kochert, Jonathon**, (February 2014). Combat blues: Depression and post-traumatic stress in combat

**O'Rourke, Eric**, (February 2014). McGregor's theories 50 years later: Valid constructs or pop psychology?

## I/O Program Alumni

**Dr. Gary Adams**  
Marquette University

**Dr. Mihyang An**  
University of Wisconsin-Stout

**Dr. Emily (Bailey) Stehura**  
Developmental Dimensions International

**Ashwini Bapat**

**Mavis (Baiden) Aboagye**  
Ghana-India Kofi Annan Center of Excellence

**Dr. Misty Bennett**  
Central Michigan University

**Dr. Alecia Billington**  
Steelcase

**Kelly Bost-Chandler**  
Houston Fire Department

**Dr. Nathan Bowling**  
Wright State University

**Dr. Nathan Brewster**  
FedEx Express

**Dr. Melissa Brittain-Wolfe**  
Center for Army Leadership

**Sandra (Lancaster) Burgess**  
Kent Intermediate School District

**Dr. Gary Burns**  
Wright State University

**Dr. Catherine Bush**  
Keiser University Flagship Campus

**Dr. Matt Christensen**  
P3 Group

**Todd Claringbold**  
Ipsos RDA

**Dr. John Coaster**  
Owcn Financial Corporation

**Laurie Colasanti**  
DHL Express

**Dr. Elizabeth Crider**  
DTE

**Jim Cvetanovski**  
Ford Motor Company

**Renee Rozek-D'Andrea**  
Author, "Good Night Fairy"

**Dr. Guangrong Dai**  
Lominger International

**Dr. Laura Ann Preston-Dayne**  
FCA-Fiat Chrysler Automobiles

**Dr. Beth Stacy Demko**  
Kimberly-Clark

**Dr. Joseph Dettman**  
Ernst & Young LLP

**Dr. Geeta D'Souza**  
Central Michigan University

**Marylynn Downing**  
Lowe's

**Dee Drozd**  
Mutual of Omaha

**Dr. Abdullah Dumenci**  
Intel

**Jennifer Dunseath**  
Rhode Island School of Design

**Dr. Subhadra Dutta**  
Twitter

**Elijah Earl**  
Ithaca College

**Dr. Tina Elacqua**  
LeTourneau University

**Kelley (Schmidt) Eltzroth**  
Mid-Michigan Community College

**Dr. Dmitry Erofeev**  
Central Michigan University

**Dr. Suzanne Farmer**  
New Day Consulting, LLC

**Sonja Faulkner**

**Dr. Kristofer Fenlason**  
Data Recognition

**Monica Filipkowski**  
Dow Chemical Company

**Tim Fisher**  
Mitra Imaging

**Kimberly Franek**  
MSOP-Moose Lake

**Dr. Thomas Franz**  
Naval Training Systems Center

**Dr. Sarah Freehafer**  
J. M. Smucker Company

**Dr. Christopher Frost**  
Shaker Consulting Group

**Dennis Geno, Jr.**  
General Motors (GM)

**Papia Ghosh**  
Accenture

**Dr. Sharon Glazer**  
San Jose State University

**Dr. Kirsten Gobeski**  
Booz, Allen, Hamilton

**Dr. Ashita Goswami**  
Salem State University

**Dr. David Gudanowski**  
Kornferry International

**Dr. Doug Haaland**  
Eaton

**Dr. Stephanie (Morlan) Haaland**  
Consultant, SHL

**Dr. Shaina (Wolcott) Hall**  
Belk

**Dr. Curtis Hansen**  
Burlington Northern Santa Fe Railways

**Jeff Harvey**  
City of Milwaukee, WI

**Dr. Maria Regina (Alampay) Hechanova**  
Ateneo De Manila University

**Dr. Deanne Heinisch**  
Medtronic

**Elizabeth Hendricks**  
Novia Strategies, Inc.

**Dr. Jeremy Henson**  
Virginia Commonwealth University

**Dr. Christopher Honts**  
Cargill

**Dr. Lana Ivanitskaya**  
Central Michigan University

**Dr. Annalyn Jacob**  
PricewaterhouseCoopers

**Dr. Jay Janovics**  
Salville & Holdsoworth

**Dr. Adam Johnson**  
Hampton University

**Joshua Johnson**  
US Department of State-Washington DC

**Dr. Valerie Johnson**

**Sheri (Chaney) Jones**  
Measurement Resources

**Brian Jurvelin**  
Ford Motor Company



**Dr. James Kauffman**  
Developmental Dimensions International

**Dr. Heidi Keller-Glaze**  
ICF International

**Dr. Michael Kemp**  
DDI

**Dr. Michael Kephart**  
Dow Chemical

**Wendy (Vedder) Kjeldbjerg**  
Information Resources, Inc.

**Dr. Brandon King**

**Dr. Jonathan Kochert**  
U.S. Army Research Institute

**Dr. Bradford Kruse**  
ID Communications, LLC

**Dr. Ann Kwak**  
Miami Dade College of Justice

**Dr. Jeffrey Labrador**  
IBM

**Dr. Sara Langford**  
California State Polytechnic University, Pomona

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

**Elaine (Stypula) Larson**  
National Bank of Detroit

**Dr. Kimberly LeGro**  
State Farm Insurance

**Dr. Meng Li**  
Pangloss Industries LLC

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

**Bradley Lindeman**  
Meagher and Geer

**Dr. Larissa (Phillips) Linton**  
Perrigo

**Dr. David Lux**  
Georgia Pacific Corporation

**Roseann (Jacobs) Masotti**  
Notions Marketing

**Laura Mattimore**  
Proctor and Gamble Co.

**Tom McMullen**  
Performance Management, Inc.

**Kelly (Cleyman) Miller**  
Ford Motor Company

**Dr. Robert Minjock**

**Ronald L. Mitchell**

**Dr. Matthew Montei**  
Wrigley

**Dr. Matthew Monnot**  
University of San Francisco

**Dr. Vandana Nadig**  
Phicus Social Solutions

**John Obermesik**  
Community Mental Health for Central Michigan

**Dr. Sandra (Allen) O'Connor**  
Korn Ferry

**Dr. Kirk O'Hara**  
Spherion

**Jack Olin**  
SWA Consulting, Raleigh, North Carolina

**Dr. Eric O'Rourke**  
Facebook

**Dr. Maja Osolink**

**Dr. Hyung In Park**  
Chonnam University, South Korea

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

**Brigitte Pfeiffelmann**  
University College

**Dr. Todd Pfenninger**  
AlixPartners

**Dr. Jared Quinn**  
APT *Metrics*

**Babette Raabe**  
PPG

**Dr. Jennifer Ragsdale**  
University of Tulsa

**Cynthia Reeves**  
Development Dimensions International

**Rick Richard**  
RD Worldwide/E3 Staffing, Inc

**Beth (DeWildt) Schaub**  
Pulte Homes

**Dr. Amanda Scherr**  
Central Michigan University

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

**Raimund Schmolze**  
Deutsche Telekom

**Jayson Shoemaker**  
3M Corporation

**Dr. Brian Siers**  
John Deere

**Matthew Smith**  
Lightspeed Research, Inc.

**Wade D. Smith**  
Telvista

**Jon Snead**  
Ferris State University

**Dr. Cathlyn Sommerfield**  
CS Research and Consulting

**Dr. Jae Song**  
Dept. of Social Services  
Mecklenburg County, North Carolina

**Dr. Andrew Speer**  
Salville & Holdsoworth

**Dr. Jennifer Spranger**  
ThinkWise, Inc.

**Dr. Aaron Stehura**  
Development Dimensions International

**Dr. Thomas Stetz**  
Hawaii Pacific University

**Dr. Mahesh Subramony**  
Northern Illinois University

**Dr. Matthew Such**  
CEB

**Dr. Carol A. (Ryan) Surface**  
Medtronic Inc.

**Dr. Jean Talaga**  
Steelcase, Inc.

**Dr. Tara (Wickmark) Thorne**  
Personnel Decisions Research International  
(PDRI)

**Maria Tinsley**  
MiTRE Corporation

**Dr. David Topor**  
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**Dr. Kate Unterborn**  
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**Denise M. Weisbrodt**  
Saginaw Valley State University

**Dr. Angelique Wetzel**  
Sonalysts, Inc

**Dr. Penny Weymouth**

**Dr. Jason Williams**  
Strategic Human Capital Specialists

**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