

Industrial and Organizational Psychology



2019-2020 Graduate Program Handbook

Central Michigan University

<https://www.cmich.edu/colleges/class/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

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/class/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/class/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/class/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/class/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/class/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/class/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/class/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/class/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. King Chavez Parks Future Faculty Fellows

Central Michigan University welcomes applications from aspiring graduate students whose career path is leading them to represent faculty in post-secondary education. The KCP Initiative is funded by the Michigan Workforce Development Agency and was started in 1986 with the intention of increasing the opportunities for Michigan's most educationally disadvantaged citizens to achieve and excel as future professors.

An in-depth explanation of the fellowship program and administrative handbook from the State of Michigan is available  [StateofMichKCP.pdf](#).

The 2020 application is due March 15, 2020. Click on the link that follows:

 [KCP FFF 2020 application w KCP Elig 7 19.pdf](#)

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 24 hours that must be taken during the academic year of the assistantship. Full-Time Assistantship covers up to 24 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 assistantships. After assistantships, the Admissions Committee offers doctoral students GA's or puts them on the waiting list for financial aid.
4. Doctoral 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

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/class/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"> ● Begin M.A. Thesis Proposal ● Print Guidelines for the Preparation of Theses, Doctoral Projects, and Dissertations at https://www.cmich.edu/colleges/cgs/current/Documents/GuidelinesThesisDoctoralProjectDissertationJournalArticle.pdf <p>Note: If using human subjects, you must have Institutional Review Board (IRB) approval. For more information go to https://www.cmich.edu/office_provost/ORGS/ComplianceandResearchIntegrity/InstitutionalReviewBoard/Pages/default.aspx</p> | |

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

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

| COURSE SCHEDULE EXAMPLES | | |
|---------------------------------|---|---|
| YEAR 1 | | |
| Semester | M.A. | Ph.D. |
| 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 or 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 |
| YEAR 2 | | |
| Fall | PSY 737 - Seminar in I/O Psychology or thesis or other PSY elective PSY 790 – Practicum PSY 736 Strategies for Interventions in Social Systems | PSY Foundation Course or PSY 737 - Seminar in I/O Psychology or elective PSY 790 – Practicum PSY 736 Strategies for Interventions |
| Spring | PSY 611 - Research Design PSY 791 - Practicum PSY 798 – Thesis or Elective | PSY 611 - Research Design PSY 791 - Practicum PSY 798 – Thesis or Foundation Course or Elective |
| Summer | PSY 798 Thesis – if necessary | PSY 798 Thesis (if necessary) or Electives |
| YEAR 3 | | |
| Fall | | PSY Foundation Course PSY 737 - Seminar in I/O Psychology Elective |

| | | |
|---------------|--|--|
| Spring | | PSY 898 - Doctoral Dissertation: Design or Elective PSY 737 - Seminar in I/O Psychology or Elective PSY 613 - Multivariate and Correlational Methods |
| Summer | | Electives or 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.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 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

¹ 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.

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.

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 . 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. Or visit their website at:

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: mass@cmich.edu. Or visit their website at: <http://www.cmich.edu/ess/cid/MASS/Pages/Default.aspx>

Student Disability Services is located in Park Library 120, Telephone (989) 774-3018 or email at 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
Phone: (989) 774-6495
E-mail: chris1nd@cmich.edu

President: Rachel Pohlman
E-mail: pohlmlrt@cmich.edu

To find more information, visit our website:

<https://www.cmich.edu/colleges/class/Psychology/Organizations/Pages/IOPA.aspx>

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
- Apple
- Styk
- OutSolve

Example Student Placements

- 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)

2019

Fleming, A. C., Hlebasko, H., Adams, S. C., Roach, K. N., & Christiansen, N. D. (April, 2019). Effects of sexism and job-applicant match on candidate evaluations. In M. Hebl, A. C. Fleming, & J. B. Evans (Chairs), *Overlooked Differences in Women's Experiences in the Workplace*. Symposium conducted at the meeting of the Society for Industrial and Organizational Psychology, National Harbor, MD.

Jeong, Y.R. & Christiansen, N.D. (April, 2019). Interaction between implicit and explicit personality in predicting different types of aggressive behaviors. In J.L. Shoen (chair) *Latest Findings in Conditional Reasoning: New Scales, Analyses, and Samples*. Paper presented at the 34th Annual Conference of Society for Industrial and Organizational Psychology held in National Harbor, MD.

- Reburn, Z., Voss, B.E., Hlebasko, H.E., Wegmeyer, L.J. & Christiansen, N.D.** (April, 2019). Clues to deceit: Evaluating validity scales used to detect faking. In G. Burns (Chair) *Detecting and Explaining Faking on Personality Tests*. Paper presented at the 34th Annual Conference of Society for Industrial and Organizational Psychology held in National Harbor, MD.
- Hlebasko, H.E.,** Christiansen, N.D., & Schneider, L. (April, 2019). Interactive effects of personality and supportive organizational culture on employee engagement. Paper presented in J. Johnson (Chair) *Context Matters: Incorporating Work Context into Organizational Research and Practice*. Paper presented at the 34th Annual Conference of Society for Industrial and Organizational Psychology held in National Harbor, MD.
- Kim, M., & Beehr, T. A.** (2019). *Leaders Empower Positive Thinking via Employee Engagement, Spilling over to the Home*. Paper presented at the annual meeting of the Society for Industrial and Organizational Psychology, Washington, DC: USA
- Johnson, M. J., & Beehr, T. A.** (2019, April). Synergistic effects of crafting job demands on employee well-being. Paper presented at the annual meeting of the Society for Industrial and Organizational Psychology, Washington, DC: USA.
- O'Brien, K. E., **Gould, D. E.,** Perpich, R. A., & Faust, G. E. (2019, April). Withdraw or Work Harder? Proactive Behavior in the Ostracized Employee. Paper presented at the annual meeting of the Society of Organizational Psychology, Washington DC.
- Pohlman, R., Mann, K. J., & O'Brien, K. E.,** (2019, April). Above and beyond to down and out: The progression of OCB to citizenship fatigue. Paper presented at the annual meeting of the Society of Organizational Psychology, Washington DC.
- Mann, K. J., Roach, K., & O'Brien, K. E.** (2019, April). Mentoring, Stressors, and Strains: A Blind Spot. Paper presented at the annual meeting of the Society of Organizational Psychology, Washington DC.
- Sizemore, S., & O'Brien, K. E.** (2019, April). Expanding our Understanding of Antiscience Attitudes into the Workplace. Paper presented at the annual meeting of the Society of Organizational Psychology, Washington DC.
- Woody, B.,** O'Brien, K.E. (2019, April). Mentor-Protégé Self-Disclosure Similarity and Career Attitudes. Poster presented at the Society for Industrial and Organizational Psychology (April, 2019).
- Costello, M., **Sizemore, S.,** O'Brien, K. E., & Manning, L. K. (2019). Talk or Walk? Gait Speed Over Self-Report in Association with Cognitive Speed. *The Journal of Gerontopsychology and Geriatric Psychiatry*, 32, 41-52.

Lovering, E., Chaykovska, K., Alamuri, S., & Prewett, M. S. (2019). Organizational citizenship behaviors and team performance: A meta-analysis. *Poster presented at the 34th Meeting for the Society for Industrial and Organizational Psychology, Washington D.C.*

O'Brien, K. E.; **Roach, K. N.; & Mann, K.** (2018). Mentoring: Resource for Lowering Job Stress or Just Another Headache? *Journal of Applied Biobehavioral Psychology, 23*, e12149.

2018

Sever, S., **Pohlman, R.**, & Colarelli, S. M. (2018). Social Media as a Screening Tool: Differences across Platforms, Construct, and Predictive Validity. Presented at the Academy of Management Annual Meeting, Chicago, IL.

van Esch, E., Minjock, R., & Colarelli, S. M., & **Hirsch, S.** (revise & resubmit). An office with a view: Effects of natural and built features of office views. *Journal of Environmental Psychology*.

Colarelli, S. M. & **Mirando, T.** Evolutionary industrial/organizational psychology. In T. K. Shackelford (ed.). *The SAGE Handbook of Evolutionary Psychology*. Thousand Oaks, CA: Sage.

Attar, S. O., Alamuri, N. S., & Prewett, M. S. (2018). Responding to rejection: The effects of promotion expectations on candidate reactions. Poster presented at the 33rd annual meeting for the Society of Industrial/Organizational Psychology: Chicago, IL.

Delongchamp, A., **Cooper, A.**, & Prewett, M. S. (2018). State and Trait Affect in Self Regulation. Poster presented at the 33rd annual meeting for the Society of Industrial/Organizational Psychology: Chicago, IL.

O'Brien, K. E., **Cooper, A. D.**, Simpson, D. A., & **Mann, K. J.** (2018). "I need you to volunteer": Expanding the dark side of OCB. Paper presented at SIOP 2018.

Cooper, A. D., & O'Brien, K. E. (2018). Combating citizenship fatigue: Political skill as a weapon for the "good soldier." Paper presented at SIOP 2018.

Fleming, A. C., & O'Brien, K. E. (2018). Work features and autonomy relate to burnout and health. Paper presented at SIOP 2018.

Fremion, B. B.; O'Brien, K. E.; & **Ford, A.** (2018) Shards of the Glass Ceiling and Glass Cliff: How Individual Discrimination Still Exists in the Face of Legal Sanctions. In Nadler, J. T.

Gillain, R. T., & Prewett, M. S. (2018). Idiosyncratic effects in peer ratings of team performance. Poster presented at the 33rd annual meeting for the Society of Industrial/Organizational Psychology: Chicago, IL.

- O'Brien, K. E.; **Roach, K. N.**; & **Mann, K.** (in press). Mentoring: Resource for Lowering Job Stress or Just Another Headache? *Journal of Applied Biobehavioral Psychology*
- Hlebasko, H., Brown, A. Reburn, Z.** & Christiansen, N. D. (2018). Empirically Keying Personality Tests to Reduce Effects of Faking. Paper presented at the 33rd Annual Conference of Society for Industrial and Organizational Psychology held in Chicago, IL.
- Jeong, Y. A.,** Christiansen, N. D., Robie, C., Kung, M., Kinney, T. (2017). Comparing applicants and incumbents: Effects of response distortion on the psychometric properties of personality measures. *International Journal of Selection and Assessment*, 25, 311-315
- Johnson, M. J.,** & Beehr, T. A. (2018). Job Crafting: A Refinement in Conceptualization and Measurement. Paper presented at the annual meeting of the Society for Industrial and Organizational Psychology, Chicago, IL: USA.
- Kim, M.,** & Beehr, T. A. (2018). Challenge and hindrance demands lead to employees' health and behaviors through intrinsic motivation, Stress and Health. Advance online publication.
- Kim, M.,** & Beehr, T. A. (2018). Empowering leadership: Leading people to be present through affective organizational commitment? *The International Journal of Human Resource Management*. Advance online publication.
- Kim, M.,** Beehr, T. A., & Prewett, M. S. (2018). Employee responses to empowering leadership: A meta-analysis, *Journal of Leadership & Organizational Studies*. Advance online publication.
- Kim, M.,** & Beehr, T. A. (2018). Organization-based self-esteem and meaningful work mediate effects of empowering leadership on employee behaviors and well-being, *Journal of Leadership & Organizational Studies*. Advance online publication.
- Kim, M.,** & Beehr, T. A. (2018). How Can Empowering Leadership at Work Result in Enriched Family Lives? Paper presented at the annual meeting of the Society for Industrial and Organizational Psychology, Chicago, IL: USA.
- Kim, M.,** & Beehr, T. A. (2018). Procedural Justice is Linked to Work Effort and Thriving via Motivational Processes. Paper presented at the annual meeting of the Society for Industrial and Organizational Psychology, Chicago, IL: USA.
- Kim, M.,** & Beehr, T. A. (2018). Well-Being Results from Leader Empowerment and Self-Evaluation through Job Crafting. Paper presented at the annual meeting of the Society for Industrial and Organizational Psychology, Chicago, IL: USA.
- Lovering, E., Schrock, B., Roach, K.,** & Prewett, M. S. (2018). Organizational citizenship behaviors and conflict: Distinguished at the team level. Poster presented at the 33rd annual meeting for the Society of Industrial/Organizational Psychology: Chicago, IL.

Woody, B., & Beehr, T. A. (2018). Domain-Specific Self-Esteem Variables as Antecedents of Voice Behavior. Paper presented at the annual meeting of the Society for Industrial and Organizational Psychology, Chicago, IL: USA.

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

Pohlman, Rachel, (July 2019). Compelled Behavior: How Forced Citizenship, Broken Contracts, and Psychological Entitlement Lead to Counterproductive Behavior

Reburn, Zachary, (December 2018). The Effects of Overqualification, Work Experience, and Financial Need on Work Outcomes in Job Applicants: A Policy Capturing Approach

Armstrong, Ian, (July 2018). The Benefits of Nonjudgemental Awareness: Mindfulness-Based Mediation and It's Role in the Workplace and Everyday Life

Gould, Daniel, (June 2018). Workplace Ostracism as it pertains to Nontask Job Behaviors: A Moderated-Mediation

Kim, Ki Ho, (May 2018). Investigating the Different Measurements of Shared Leadership

Gillain, Rusty, (November 2017). Exploring Idiosyncratic Rater Effects in Teams

Lovering, Eleanor, (November 2017). Task conflict and challenge-oriented citizenship behavior: Distinguishing similar constructs at multiple levels of analysis

Fleming, Alissa, (October 2017). Moderators of the Relationship Between Autonomy and Work Outcomes

Schrock, Bailey, (October 2017). An Examination of Team Satisfaction Using an Integrative Model of Leadership

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

- Fleming, Alissa**, (April 2019). Gender Bias in Sex-Typed Jobs: The Job-Candidate Match Model
- Hirsch, Steven**, (January 2019). The Role of Jewish Occupational Stereotypes on Resume Review Outcomes
- Stupica, Aaron**, (November 2018). Organizational Effects of Developing Leaders
- Jacobsen, Alexandra**, (September 2018). Death Awareness as a Predictor of Workplace Outcomes: A Moderated Mediation Model
- Frueh, Michael**, (April 2018). Leadership styles and followers' outcome: Does authentic leadership make a difference:
- Jeong, YeRa**, (March 2018) Defying the Unconscious: Interaction between Implicit and Explicit Personality in Predicting Workplace Aggression
- Cooper, Ashley**, (February 2018). Expanding the nomological network of the citizenship fatigue construct
- Brown, Anna**, (October 2017). Personality and the "F-Word": Constructed Situational Judgment Tests and Response Distortion
- Younkins, Candace**, (October 2017). Shifting a Sports Team's Front Office Culture: Introducing Organization Development to the Sports Industry
- Dawson, Kevin**, (October 2017). Exploring the Relationship Between Job Stress and Organizational Citizenship Behavior. The Moderating Role of Organizational Justice
- Attar, Stephen**, (August 2017). Responding to Rejection: The Effects of Promotion Expectations on Candidate Reactions
- 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. Stephen Attar
APTMetrics

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
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Dr. Melissa Brittain-Wolfe
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Dr. Anna Brown
Home Depot

Dr. Matthew Brown
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Dr. Gary Burns
Florida Institute of Technology

Dr. Catherine Bush
Keiser University Flagship Campus

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Dr. Ashley Cooper
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Dr. Kevin Dawson
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Dr. Eric O'Rourke
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W.L. Gore & Associates

Raimund Schmolze
Deutsche Telekom

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Dr. Brian Siers
Apple

Dr. Dorothy (Annie) Simpson
APTMetrics

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Lightspeed Research, Inc.

Wade D. Smith
Telvista

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CS Research and Consulting

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