

# Industrial and Organizational Psychology



2020-2021 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**

**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>

## **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](#).

## **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. 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/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"><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/GuidelinesThesisDissertationJournalArticle.pdf">https://www.cmich.edu/colleges/cgs/current/Documents/GuidelinesThesisDissertationJournalArticle.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/GuidelinesThesisDissertationJournalArticle.pdf">https://www.cmich.edu/colleges/cgs/current/Documents/GuidelinesThesisDissertationJournalArticle.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**

A graduate student requiring continuous and ongoing access to student resources (e.g., remote access to library, data storage on servers, email access) associated with a CMICH global ID requires enrollment in at least one course per academic year. Reinstatement of access to these services commences upon reenrollment.

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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.

In addition, a program/department may require a graduate student to enroll in at least one CMU graduate credit hour each fall or spring semester for one or more of the following reasons:

- Continuous registration is part of the program curriculum (e.g., student has completed the required coursework, but does not have an approved prospectus);
- Significant university resources (e.g., faculty time) are necessary.

The Continuous Registration credit (course 619) within the student's home department can fulfill this one graduate credit hour requirement. Regardless of whether the student has registered for Continuous Registration credit(s), the student must still complete the degree within the time-to-degree limitations set forth under the degree requirements.

*(Approved by Academic Senate, November 5, 2019)*

## **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>

## 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: [mass@cmich.edu](mailto: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](mailto:sds@cmich.edu). Or visit their website at: <https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx>

**Student Health Services** is located in Foust Hall 200, Telephone (989) 774-6599 or visit their website at: <https://www.cmuhealth.org/Services/Campus/Pages/SHS.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](mailto:chris1nd@cmich.edu)

President: Kyle Mann  
E-mail: [mann2kj@cmich.edu](mailto:mann2kj@cmich.edu)

To find more information, visit our website:  
<https://www.cmich.edu/colleges/class/Psychology/Opportunities/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
- Booz Allen Hamilton
- 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
- SIXT
- AON
- HumRRO

#### **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)**

##### **2020**

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

- Jeong, Y., **Chaykovska, K., Pohlman, R.**, O'Brien, K. E., & Stemer, A. (April, 2020). *Perception of OCB Engagement: Does Anyone Differentiate it from Task Performance?*. Poster session submitted at the 35<sup>th</sup> annual meeting of the Society for Industrial and Organizational Psychology, Austin, TX.
- Pohlman, R., Do, N., Loy, R., & Colarelli, S. M.** (April, 2020). *Assessing the Accuracy and Validity of Facebook Ratings in the Selection Context*. Poster session submitted at the 35<sup>th</sup> annual meeting of the Society for Industrial and Organizational Psychology, Austin, TX.
- Pohlman, R.**, O'Brien, K. E., & Shepard, A. (April, 2020). *Forced citizenship and broken contracts lead to counterproductive work behavior*. Poster session submitted at the 35<sup>th</sup> annual meeting of the Society for Industrial and Organizational Psychology, Austin, TX.
- Pohlman, R., Roach, K. N., & O'Brien, K. E.** (April, 2020). *Investigation of compulsory citizenship behavior in the OCB nomological network*. Poster session submitted at the 35<sup>th</sup> annual meeting of the Society for Industrial and Organizational Psychology, Austin, TX.
- Kim, K.**, Roh, E.Y., Spralls, S.A., & Kim, Y. (April, 2020). *Bullying in Korean Hotel Restaurant Kitchens: Why is Everybody Always Picking on Me?* Paper to be presented at the 35<sup>th</sup> annual meeting of the Society for Industrial and Organizational Psychology, Austin, TX.
- Hlebasko, H.E.**, Christiansen, N.D., & Schneider, L. (April, 2020). *Complementary fit and presenteeism: Personality and work culture on working when ill*. Paper to be presented at the 35<sup>th</sup> annual conference of the Society for Industrial and Organizational Psychology to be held in Austin, TX.
- Mann, K.J., Do, N., Yun, M., and O'Brien, K.E.** (April, 2020) *When competition leads to CWB: Emotional stability and Intimidation*. Paper presented at the 35<sup>th</sup> annual meeting of the Society of Organizational Psychology, Austin, TX.
- Tett, R.P., Christiansen, N.D., Simonet, D., Toich, M., & **Sizemore, S.** (April, 2020). *Confirmatory strategy and situational specificity in personality-performance linkages*. In J.W. Johnson (Chair) *Work Environment and Individual Characteristic Interaction Effects on Work Outcomes*. Paper to be presented at the 35<sup>th</sup> annual conference of the Society for Industrial and Organizational Psychology to be held in Austin, TX.
- Jeong, Y., **Chaykovska, K., Pohlman, R.**, O'Brien, K. E., & Stemer, A. (April, 2020). *Perception of OCB Engagement: Does Anyone Differentiate it from Task Performance?*. Poster session submitted at the 35<sup>th</sup> annual meeting of the Society for Industrial and Organizational Psychology, Austin, TX.

**Pohlman, R., Do, N., Loy, R., & Colarelli, S. M.** (April, 2020). *Assessing the Accuracy and Validity of Facebook Ratings in the Selection Context*. Poster session submitted at the 35<sup>th</sup> annual meeting of the Society for Industrial and Organizational Psychology, Austin, TX.

**Sizemore, S., Reburn, Z., Gould, D. E., O'Brien, K. E.** (April, 2020). *Anti-science attitudes and cwb: The role of hostile attributions and goal orientation* [Poster Presentation]. Society for Industrial and Organizational Psychology, Austin, Texas.

**Johnson, M. J., Kim, K., & Colarelli, S. M.** (April, 2020). Development and validation of the Coachability Scale. Paper presented at the 35th Annual Conference of the Society for Industrial and Organizational Psychology, Austin, TX.

**Roach, K. N., Adams, S. C., & O'Brien, K. E.** (April, 2020). *The effects of negative mentoring experiences on counterproductive work behavior*. Poster to be presented at the 35<sup>th</sup> Annual Conference of Society for Industrial and Organizational Psychology held in Austin, TX.

**Yun, M., Do, N., Roach, K. N., & Beehr, T. A.** (April, ). *Workplace communication: The mediating role of burnout and moderating role of gender*. Poster to be presented at the 35<sup>th</sup> Annual Conference of Society for Industrial and Organizational Psychology held in Austin, TX.

**Hlebasko, H.E., Christiansen, N.D., & Schneider, L.** (April, 2020). *Complementary fit and presenteeism: Personality and work culture on working when ill*. Society for Industrial and Organizational Psychology, Austin, TX.

## 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 34<sup>th</sup> 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.

## **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**

**Yun, Mansik**, (July 2020). Investigating the Role of Perceived Organizational Reputation in the Relationship between Work Stressors and Counterproductive Work Behavior

**Thierbach, Alexander**, (May 2020). Toward a Better Understanding of Bias in Personality Based Job Analysis

**Mann, Kyle**, (November 2019). Getting Paid to Regulate: The Effect of Gratuity on Customer Mistreatment and Emotional Labor Outcomes

**Mirando, Tyler**, (November 2019). Friends at Work: Individual and Contextual Factors and Outcomes

**Hlebasko, Hanna**, (October 2019). Interaction between personality, organizational culture, and presenteeism.

**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

## Recent Dissertations

**Johnson, Matthew**, (March 2020). The Jingle-Jangle of Job Crafting: A Comprehensive Review and Evaluation of Job Crafting Concepts and Measures

**Kim, Ki Ho**, (February 2020). Usage of Skills Instability Scale for a Changing World of Work

**Woody, Brendon**, (December 2019). Core Self-Evaluation and Proteges Mentoring Network

**Chaykovska, Kateryna**, (October 2019). Measuring Implicit Teamwork Attitudes: The Teamwork Implicit Association Test

**Schrock, Bailey**, (September 2019). The Development and Validation of a Situational Judgment for Interprofessional Collaboration in Health Education

**Grossenbacher, Michael**, (August 2019). Examining the Potential Impact of Forced Choice Test Configurations on Test Results

**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.



## 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**  
FedEx Express

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

**Dr. Anna Brown**  
Home Depot

**Dr. Matthew Brown**  
Geisinger

**Dr. Gary Burns**  
Florida Institute of Technology

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

**Dr. Matt Christensen**  
P3 Group

**Todd Claringbold**  
Ipsos RDA

**Dr. John Coaster**  
Owcon Financial Corporation

**Laurie Colasanti**  
SIXT

**Dr. Ashley Cooper**  
Dow Chemical

**Dr. Elizabeth Crider**  
DTE

**Jim Cvetanovski**  
Ford Motor Company

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

**Dr. Guangrong Dai**  
Lominger International

**Dr. Kevin Dawson**  
Ohio State University

**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**  
SVKM's Narsee Monjee Institute of  
Management Studies

**Marylynn Downing**  
Lowe's

**Dee Drozd**  
Blue Cross Blue Shield

**Dr. Abdullah Dumenci**  
Intel

**Jennifer Dunseath**  
Rhode Island School of Design

**Dr. Subhadra Dutta**  
Stitch Fix

**Elijah Earl**  
Ithaca College

**Dr. Tina Elacqua**  
LeTourneau University

**Kelley (Schmidt) Eltzroth**  
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Express Employment Professionals

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3M

**Monica Filipkowski**  
Dow

**Dr. Matthew First**  
Dow

**Tim Fisher**  
Mitra Imaging

**Dr. Alissa Fleming**

**Kimberly Franek**  
MSOP-Moose Lake

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Naval Training Systems Center

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

**Dr. Christopher Frost**  
Shaker Consulting Group

**Dr. Michael Frueh**  
SPARK HR

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

**Papia Ghosh**  
Accenture

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University of Baltimore

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

**Dr. Ashita Goswami**  
Salem State University

**Dr. Michael Grossenbacher**  
Wonderlic

**Dr. David Gudanowski**  
Kornferry International

**Dr. Doug Haaland**  
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**Dr. Stephanie (Morlan) Haaland**  
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**Dr. Shaina (Wolcott) Hall**  
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**Dr. Curtis Hansen**  
Burlington Northern Santa Fe Railways

**Jeff Harvey**  
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Ateneo De Manila University

**Dr. Deanne Heinisch**  
Medtronic

**Elizabeth Hendricks**  
Novia Strategies, Inc.

**Dr. Jeremy Henson**  
Maryville University

**Dr. Steven Hirsch**  
Scantron

**Dr. Christopher Honts**  
Cargill

**Dr. Lana Ivanitskaya**  
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**Dr. Annalyn Jacob**  
PricewaterhouseCoopers

**Dr. Alexandra Jacobsen**  
Central Michigan University

**Dr. Jay Janovics**  
Salville & Holdsworth

**Dr. Yera Jeong**  
Radford University

**Dr. Adam Johnson**  
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**Joshua Johnson**  
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Measurement Resources

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Developmental Dimensions International

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

**Dr. Michael Kemp**  
Deloitte Consulting

**Dr. Michael Kephart**  
Dow

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

**Dr. Minseo Kim**  
Griffith University-Australia

**Dr. Ki Ho Kim**  
HumRRO

**Dr. Brandon King**  
Behavioral Research Solutions

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

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

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

**Dr. Jeffrey Labrador**  
IBM

**Sandra Lancaster**  
Grand Rapids Community College

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

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

**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.

**Dr. Thomas May**  
Walgreens

**Tom McMullen**  
Performance Management, Inc.

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

**Dr. Robert Minjock**  
The Pittman McLenagan Group

**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

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SWA Consulting, Raleigh, North Carolina

**Dr. Eric O'Rourke**  
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**Dr. Maja Osolink**

**Dr. Hyung In Park**  
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**Sharon Pederson**  
D.S. Howard and Assoc., Inc.

**Brigitte Pfeiffelmann**

Directions in Research  
**Dr. Todd Pfenninger**  
AlixPartners

**Dr. Jared Quinn**  
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**Dr. Babette Raabe**  
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**Dr. Jennifer Ragsdale**  
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**Anne (Glynn) Schlosser**  
W.L. Gore & Associates

**Raimund Schmolze**  
Deutsche Telekom

**Dr. Bailey Schrock**  
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**Jayson Shoemaker**  
3M Corporation

**Dr. Brian Siers**  
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**Dr. Dorothy (Annie) Simpson**  
APTMetrics

**Matthew Smith**  
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**Wade D. Smith**  
Telvista

**Jon Snead**  
AON

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

**Dr. Jae Song**  
Bank of America

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

**Dr. Aaron Stehura**  
Development Dimensions International

**Dr. Alexander Stemer**  
Aon

**Dr. Thomas Stetz**  
Hawaii Pacific University

**Dr. Aaron Stupica**  
Department of Homeland Security

**Elaine Stypula**  
Attorney at Law

**Dr. Mahesh Subramony**  
Northern Illinois University

**Dr. Matthew Such**  
Lee Hecht Harrison

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

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

**Dr. Tara (Wickmark) Thorne**  
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**Xidong Xu**  
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**Dr. Chulgen (Charlie) Yang**  
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**Dr. Matthew Zagumny**  
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**Dr. Candace Younkins**  
Organizational Development Consultant