

Industrial and Organizational Psychology



2021-2022 Masters' Program
Graduate 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 purpose of the M.A. in Industrial-Organizational Psychology is to prepare students for professional practice or for continued study in a doctoral program. The program is oriented toward the study of individuals in organizations and businesses with a focus on improving the well-being and productivity of the people that work there. Students learn to use research and measurement skills to solve practical workplace issues and to apply the principles of psychology to human resource and leadership challenges. Examples of areas within organizations where these get applied include talent assessment, performance management, training and development, stress management, job design, and organizational change.

The M.A. program in Industrial/Organizational Psychology is designed for either part-time or full-time students. Prior to admission, it is helpful if students have taken courses in general psychology, psychological testing, research methodology, and statistics. Completion of the program involves either a Plan A (Thesis) and Plan B (Applied Research) capstone requirement.

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. degree be completed within seven years after matriculation. See the *Graduate Bulletin* for details at <https://bulletins.cmich.edu/>

Student Loans

Students may qualify for student loans at favorable terms based on completion of the Free Application for Federal Student Aid (*FAFSA*):

<https://studentaid.gov/h/apply-for-aid/fafsa>

Federal student loans usually require that graduate students be enrolled in at least 5 credits per semester.

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.

Degree Requirements (30 hours)

Required Content Courses I (9 hours)

PSY 535 - Organizational Psychology 3(3-0)

PSY 536 - Personnel Psychology 3(3-0)

PSY 636 - Advanced Personnel Psychology 3(3-0)

Required Content Courses II (3 hours)

PSY 537 – Organizational Behavior Modification (3-0)

PSY 538 - Organizational Health Psychology (3-0)

PSY 736 - Interventions in Social Systems 3(3-0)

Required Quantitative Courses (9 hours)

PSY 510 - Principles of Psychological Measurement 3(3-0)

PSY 511 - Statistics in Psychology 3(3-0)

PSY 611 - Research Design 3(3-0)

PSY 612 - Applied Multiple Regression and Correlation 3(3-0)

Required Application Course (3 hours)

PSY 790 - Practicum I A: Professional Services 3(Spec)

PSY 791 - Practicum I B: Professional Services 3(Spec)

Capstone (6 hours)

Plan A: Thesis

PSY 798 - Thesis 1-12(Spec)

Plan B: Applied Research

PSY 696 - Directed Research 1-12(Spec)

PSY 890 - Practicum II A: Professional Services 3(Spec)

M.A. Program Course Schedule Examples

Exact schedules vary based on student interest and department offerings. For the M.A. degree a grade lower than a C will not count towards your degree. See the *Graduate Bulletin* for details at <https://bulletins.cmich.edu/> for course descriptions.

Full-Time Study

Year 1

Fall

PSY 511 - Statistics in Psychology (3)

PSY 535 - Organizational Psychology (3)

PSY 536 - Personnel Psychology (3)

Spring

PSY 510 - Principles of Psychological Measurement (3)

PSY 636 - Advanced Personnel Psychology (3)

Year 2

Fall

PSY 612 - Applied Multiple Regression and Correlation (3)

PSY 736 - Interventions in Social Systems (3)

PSY 790 - Practicum I A: Professional Services (3)

Spring

PSY 798 – Thesis (6)

OR

PSY 696 – Directed Research (3) and PSY 890 - Practicum II A: Professional Services (3)

Part-Time Study

Year 1

Fall

PSY 536 - Personnel Psychology (3)

PSY 535 - Organizational Psychology (3)

Spring

PSY 636 - Advanced Personnel Psychology (3)

Year 2

Fall

PSY 511 - Statistics in Psychology (3)

PSY 736 - Interventions in Social Systems (3)

Spring

PSY 510 - Principles of Psychological Measurement (3)

Year 3

Fall

PSY 612 - Applied Multiple Regression and Correlation (3)

PSY 790 - Practicum I A: Professional Services (3)

Spring

PSY 798 – Thesis (3)

OR

PSY 696 – Directed Research (3)

Year 4

PSY 798 – Thesis (3)

OR

PSY 890 - Practicum II A: Professional Services (3)

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.

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.

Directed Research (PSY 696) and Advanced Practicum (PSY 890)

Directed research and advanced practica credits need to be supervised by a faculty member. The directed research may include an in-depth paper on a topic of student interest or collection and analysis of applied data to answer a problem or question of interest. Advanced practicum projects generally require the student to find a relevant project in an organization to work on under faculty guidance.

Thesis 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 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:

- a. Email thesis/dissertation committee members to schedule prospectus meeting.
- b. Email Program Secretary to schedule a room with date and time of prospectus.
- c. Complete [Prospectus Form](#) online through DocuSign prior to proposal meeting.
 - DocuSign routes the form to the required signers identified by the student
 - Students will be able to track the status of each signature
 - DocuSign ensures that all required attachments are included
 - Automatic email reminders for unsigned forms
- d. Complete [IRB application](#) online at: ORGS will email you IRB approval.
- e. Attach IRB approval to Prospectus DocuSign form and click submit.
- f. After approval has been received from the College of Graduate Studies, you will be able to register for your additional thesis credits.

Students may not enroll for more than three thesis or six 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. 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:

all University policies relating to theses/dissertations.

Thesis 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: [Grant application](#)

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>

CMU Health 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: <http://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: Kate Klein
E-mail: klein1k@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

- 3M
- AON
- Apple
- APT Metrics
- Booz Allen Hamilton
- Cargill
- Development Dimensions International
- Dow Chemical
- Dow Corning
- Ford Motor Company
- Home Depot
- HumRRO
- OutSolve
- People Answers
- PepsiCo
- Shaker Consulting Group
- SHL
- SIXT
- SoCal Gas
- Steelcase
- Twitter
- Walgreen's
- Walmart

Recent Student Theses

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

Adams, Sarah, (March 2021). Predictors of Workplace Aggression: A Moderated Mediation Model

Do, Nga, (November 2020). The Role of Working Environment in Employees' Procrastination

McGill, Brad, (October 2020). Coworkers as a Look into the Future: Career Turnover Intentions of Younger Employess

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.