

# Doctoral Study in Industrial and Organizational Psychology



2023-2024 Doctoral 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. in Industrial and Organizational (I/O) Psychology. The Ph.D. prepares students for careers in research, university, or business settings. Graduates of the program 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/people/NEIL-DOUGLAS-CHRISTIANSEN>

**Stephen M. Colarelli**, Ph.D., New York University, 1982. Personnel psychology, evolutionary psychology, and influences on HRM utilization. <https://www.cmich.edu/people/STEPHEN-M-COLARELLI>

**Kimberly E. O'Brien**, Ph.D. University of South Florida, 2008. Job stress, organizational citizenship behavior, counterproductive work behavior, and mentoring. <https://www.cmich.edu/people/KIMBERLY-O'BRIEN>

**Matt Prewett**, Ph. D., University of South Florida, 2009. Team performance management: staffing, training, group motivation, and performance appraisal. <https://www.cmich.edu/people/MATTHEW-SCOTT-PREWETT>

## **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/people/BRYAN-GIBSON>

**Kyunghee Han**, Ph.D., University of Minnesota, 1993. Scientific study of culture, quantitative methods, psychological test/scale development and evaluation. <https://www.cmich.edu/people/KYUNGHEE-HAN>

## **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 Studies Bulletin* for details at <https://bulletins.cmich.edu/>

## **Financial Aid**

Financial Aid is available to Graduate Students in the Psychology Department.

### **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 at <https://www.michigan.gov/leo/bureaus-agencies/wd/education-training/kcp/programs/pi/future-faculty-fellowship-fff-program>.

#### **Assistantships**

The Psychology Department's Graduate Assistantships (GA's) are primarily used for research and teaching for doctoral students. GA's are either full-time or part-time and receive a stipend with a variable tuition waiver up to 24 hours. Part-time assistantship at half time covers 24 hours of tuition per year and pays a cash stipend. Part-time assistantships at less than half time, will include tuition waiver based on a proration of the percentage of your assistantship.

GAs 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.

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.

## **B. 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.

## **C. External 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 repay the loan 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. Finally, 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. First and second year doctoral students have priority over advanced students. There are two main reasons for this. First, financial aid is used to help 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 independently. Advanced students have had more time to learn the system and develop connections, and because they have become more skilled technically, they tend to be in a better position to find relevant part-time work opportunities.
2. Financial aid awards to first-year doctoral students are made on the basis of their academic track records. Thus, students with the strongest academic records are offered assistantships. Doctoral assistantships given to second-year or advanced students are awarded on the basis of graduate grades and satisfactory progress in the program.

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**

### **Degree Requirements (96 hours)**

#### **Required Courses I (6 hours)**

##### *Foundations of Psychology Courses*

Select two of the following with these exceptions: If you select PSY 587, do not select PSY 687. If you select one of PSY 589, PSY 680 or PSY 681, do not select the other two.

PSY 531 - Group Dynamics (3)  
PSY 544 - Theories of Personality (3)  
PSY 583 - Motivation and Emotion (3)  
PSY 587 - Physiological Psychology (3)  
PSY 589 - Cognitive Psychology (3)  
PSY 609 - History and Systems of Psychology (3)  
PSY 614 - Seminar in Research Methods and Statistics for Psychology (3-12)  
PSY 624 - Advanced Developmental Psychology (3)  
PSY 630 - Advanced Social Psychology (3)  
PSY 680 - Learning (3)  
PSY 681 - Sensation and Perception (3)  
PSY 687 - Physiological Foundations (3)

#### **Required Courses II (24 hours)**

##### *Industrial/Organizational Psychology Content Courses*

PSY 535 - Organizational Psychology (3)  
PSY 536 - Personnel Psychology (3)  
PSY 538 - Occupational Health Psychology (3)  
PSY 636 - Advanced Personnel Psychology (3)  
PSY 736 - Interventions in Social Systems (3)  
PSY 737 - Seminar in I/O Psychology (3-12)

#### **Required Courses III (12 hours)**

##### *Research Courses*

PSY 510 - Principles of Psychological Measurement (3)  
PSY 611 - Research Design (3)  
PSY 612 - Applied Multiple Regression and Correlation (3)  
PSY 613 - Multivariate and Correlational Methods (3)

#### **Required Courses IV (3 hours)**

##### *Experience-based Courses*

Select one of the following:

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

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

**Master's Thesis (6 hours)**

PSY 798 - Thesis 1-12(Spec)

**Doctoral Dissertation (12 hours)**

12 hours are required, 6 in PSY 898 and 6 in PSY 899. Students may take an additional 12 dissertation credits as electives.

PSY 898 - Doctoral Dissertation: Design 1-12(Spec)

PSY 899 - Doctoral Dissertation: Implementation 1-12(Spec)

**Electives (33 hours)**

A. 33 hours of electives, of which 9 hours may be from outside Psychology.

**OR**

B. Occupational Health Psychology (OHP) Concentration Requirements within the I/O Ph.D. Program

Students in the Industrial/Organizational Psychology Ph.D. Program can earn a concentration in OHP by using 9 hours of their I/O Psychology Program electives in OHP courses and completing a thesis or doctoral dissertation on an OHP topic. The 9 hours of OHP electives must come from the following list unless substitutions are approved by the student's advisor or the I/O Psychology Program Director. The thesis or dissertation topic also must be approved as an OHP topic by the student's advisor or the I/O Psychology Program Director.

**Electives (24 hours)**

Select 24 hours.

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

Select from the following:

HSC 505 - Work Injury Prevention (3)

HSC 537 - Stress Reduction Workshop (1)

HSC 544 - Biostatistics (3)

PSY 559 - Rehabilitation Psychology (3)

PSY 579 - Behavioral Medicine (3)

PSY 696 - Directed Research (1-12)

PSY 697 - Independent Study (1-8)

PSY 737 - Seminar in I/O Psychology (3-12)

PSY 751 - Psychopathology (3)

SOC 514 - Sociology of Health and Illness (3)

**Total: 96 semester hours**

## **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 the ORGS website <https://stage-www.cmich.edu/offices-departments/office-research-graduate-studies/graduate-studies/student-services/forms> or from the Program Secretary. All forms must be returned to the Program Secretary or submitted electronically as noted.

Year & Semester	Milestones for Doctoral Program
1 Fall	<ul style="list-style-type: none"> <li>Complete courses with strong grades</li> </ul>
1 Spring	<ul style="list-style-type: none"> <li><b>Identify Thesis Chair and Begin Literature Review for M.A. Thesis Proposal</b></li> <li>Print Guidelines for the Preparation of Theses, Doctoral Projects, and Dissertations from ORGS</li> </ul>
1 Summer	<ul style="list-style-type: none"> <li><b>Work on Thesis Proposal</b></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>
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 from ORGS</li> </ul>
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.

Note: **If using human subjects for thesis or dissertation**, you must have Institutional Review Board (IRB) approval. For more information go to: <https://www.cmich.edu/offices-departments/office-research-graduate-studies/graduate-studies/student-services/forms>



research-graduate-studies/office-of-research-compliance/institutional-review-boards/irb-mount-pleasant/irbmanager-for-human-subjects

## Course Schedule Examples

Exact schedules vary based on student interest, faculty advising, and department offerings. For Ph.D. students, a grade lower than a B will not count towards your degree. See the *Graduate Studies Bulletin* for details at <https://bulletins.cmich.edu/> for course descriptions.

COURSE SCHEDULE EXAMPLE	
YEAR 1	
Semester	Ph.D.
Fall	PSY 535 - Organizational Psychology PSY 536 - Personnel Psychology PSY 612 - Applied Multiple Regression and Correlation
Spring	PSY 510 - Principles of Psychological Measurement PSY 538 - Occupational Health Psychology PSY 636 - Organizational Application of Personnel Psychology
Summer	PSY 798 - Thesis Elective
YEAR 2	
Fall	PSY Foundation Course <b>or</b> PSY 798 Thesis <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> Foundation Course <b>or</b> Elective
Summer	PSY 798 Thesis (if necessary) or Elective
YEAR 3	
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 <b>or</b> 899 - Doctoral Dissertation: Design or Implementation
Spring	PSY 899 - Doctoral Dissertation: Implementation

## Internships

Practical experience is an integral part of this applied degree. Practical experience can come from class practicum, internship, contract work, GA experience, and other opportunities as they arise. Not all opportunities are available each semester, and the experience relevant to you may vary based on your career goals. Consult with your advisor about which paths are available to you. 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. The director approves the internship site and the timeframe for the internship.

## 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 Studies 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 two years in the program.
- 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. Doctoral students must earn a B or better in all courses.
- 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 Milestones described on page 8.

## **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 I/O Program 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. At least one member must be from outside of the I/O area.

## Thesis and Dissertation Proposal

Please request the “Revised 2022 Thesis/Dissertation Verbiage” document from the program secretary for a complete set of steps involved in the thesis proposal. An abridged list is here. Note- A *Prospectus for Theses and Dissertations* must be completed to begin research on a thesis or dissertation. Students may not enroll for more than three thesis/dissertation credits until the project prospectus has been approved by the department and ORGS. The *Graduate Studies Bulletin* (<https://bulletins.cmich.edu/>) outlines all University policies relating to theses/dissertations.

- a. Email your advisor-approved thesis/dissertation document to committee members and request to schedule the prospectus (i.e., proposal) meeting.
- b. Email the Program Secretary to notify of the prospectus meeting.
- c. After successful proposal, complete the IRB application online. See: <https://www.cmich.edu/offices-departments/office-research-graduate-studies/office-of-research-compliance/institutional-review-boards/irb-mount-pleasant/irbmanager-for-human-subjects>
- d. Once IRB approval is received, complete the electronic Prospectus Form available at <https://stage-www.cmich.edu/offices-departments/office-research-graduate-studies/graduate-studies/student-services/forms>. The required signatures will be requested electronically and forwarded to the Graduate Office.
- e. After approval has been received from the College of Graduate Studies, you can register for your additional thesis credits.

## 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:

See “Student Grants” at <https://stage-www.cmich.edu/offices-departments/office-research-graduate-studies/graduate-studies/student-services/forms>

## 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. Forms are available at <https://stage-www.cmich.edu/offices-departments/office-research-graduate-studies/graduate-studies/student-services/forms>. **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 Development Center** is located in Ronan 240, Telephone (989) 774-3068 or email at: [careers@cmich.edu](mailto:careers@cmich.edu). Or visit their website at: <https://www.cmich.edu/offices-departments/career-development-center>

**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>

**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: <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: Charles Fales  
E-mail: [fales1cp@cmich.edu](mailto:fales1cp@cmich.edu)

To find more information, visit our website:

<https://cmich.campuslabs.com/engage/organization/industrial-organizational-psychology-association>

## 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)

#### 2022

**Mann, K. J., Roach, K. N., & O'Brien, K. E.** (in press). Mentoring as an Investment: A Quantitative Review of Mentoring and Well-Being for the Protégé. *Journal of Career Development*.

**Fleming, A., O'Brien, K. E., Scherr, K., & Steele, S.** (in press). An Investigation of the Nature and Consequences of Counterproductive Work Behavior. *Human Performance*.

**Moon, Y. K., & O'Brien, K. E.** (April, 2022). "I Put in My Two Weeks Notice!" Employee Behavior and Wellness Prior to Exit [Poster]. Society for Industrial and Organizational Psychology Annual Conference, Seattle, WA, United States.

#### 2021

O'Brien, K. E., **Henson, J., & Voss, B.** (2021). A Trait-Interactionist Approach to Understanding the Role of Stressors in the Personality-CWB Relationship. *Journal of Occupational Health Psychology*, 26(4), 350–360.

**Pohlman, R., & O'Brien, K. E.** (2021, April). Relative importance of personality and relational communication for negative mentoring. Poster presented at the 36th Society of Industrial/Organizational Psychology Annual Conference 2020, (virtual).

**Sizemore, S. J., Mann, K. J., & O'Brien, K. E.** (2021, April). Expanding deep acting: Effects of active and passive deep acting on burnout. Poster presented at the 36th Society of Industrial/Organizational Psychology Annual Conference 2020, (virtual).

#### 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 35<sup>th</sup> 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.*

## **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**

- Fales, Charles** (July, 2022). The Mediating Effect of Ego Depletion on the Relationship Between Personality and Health
- 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

#### **Recent Dissertations**

**Yun, Masik**, (June 2022). The Double-Edged Role of Workplace Gossip in Predicting Employees' Well-Being

**Pohlman, Rachel** (March 2022). To Do or Not to Do: How and When Counterproductive Work and Organizational Citizenship Behavioral Intentions Result in Action.

**Sizemore, Shane**, (April 2021). Examining Explanatory Mechanisms for the Connection Between Humor Styles and Adaptive Performance

**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.

## **I/O Program Alumni**

**Dr. Gary Adams**  
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**Dr. Mihyang An**  
Pepsi Co.

**Dr. Stephen Attar**  
APTMetrics

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

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**Mavis (Baiden) Aboagye**  
Ghana-India Kofi Annan Center of  
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**Dr. Alecia Billington**  
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**Dr. Nathan Bowling**  
University of Central Florida

**Dr. Nathan Brewster**  
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**Dr. Melissa Brittain-Wolfe**  
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**Dr. Anna Brown**  
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**Dr. Matthew Brown**  
HumRRO

**Dr. Gary Burns**  
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**Dr. Catherine Bush**  
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**Dr. Laura Ann Preston-Dayne**  
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**Dr. Beth Stacy Demko**  
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**Dr. Matthew First**  
Dow

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Naval Training Systems Center

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J. M. Smucker Company

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SPARK HR

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General Motors (GM)

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**Wade D. Smith**  
Telvista

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**Dr. Andrew Speer**  
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**Dr. Thomas Stetz**  
Hawaii Pacific University



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