

Marcus Crede

List of Publications by Year in descending order

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51
papers

6,068
citations

186265

28
h-index

189892

50
g-index

53
all docs

53
docs citations

53
times ranked

5525
citing authors

#	ARTICLE	IF	CITATIONS
1	Does leadership still not need emotional intelligence? Continuing "The Great EI Debate" Leadership Quarterly, 2022, 33, 101539.	5.8	22
2	Regarding Class Quizzes: a Meta-analytic Synthesis of Studies on the Relationship Between Frequent Low-Stakes Testing and Class Performance. Educational Psychology Review, 2021, 33, 407-426.	8.4	19
3	Should research experience be used for selection into graduate school: A discussion and meta-analytic synthesis of the available evidence. International Journal of Selection and Assessment, 2021, 29, 19-28.	2.5	8
4	Should Language Acquisition Researchers Study "Grit"? A Cautionary Note and Some Suggestions. Journal for the Psychology of Language Learning, 2021, 3, 37-44.	1.4	14
5	Three cheers for descriptive statistics—and five more reasons why they matter. Industrial and Organizational Psychology, 2021, 14, 486-488.	0.6	0
6	Bringing the review process into the 21st century: Post-publication peer review. Industrial and Organizational Psychology, 2020, 13, 51-53.	0.6	8
7	Are individual characteristics and behaviors necessary-but-not-sufficient conditions for academic success?: A demonstration of Dul's (2016) necessary condition analysis. Learning and Individual Differences, 2020, 77, 101815.	2.7	15
8	Meta-analysis of risk factors for substance abuse in the US military. Military Psychology, 2019, 31, 450-461.	1.1	8
9	The generalizability of transformational leadership across cultures: a meta-analysis. Journal of Managerial Psychology, 2019, 34, 139-155.	2.2	59
10	Total grit scale score does not represent perseverance. Proceedings of the National Academy of Sciences of the United States of America, 2019, 116, 3941-3941.	7.1	17
11	Questionable research practices when using confirmatory factor analysis. Journal of Managerial Psychology, 2019, 34, 18-30.	2.2	55
12	A Meta-Analysis on Positive Psychology Correlates of Sales Performance. Research in Occupational Stress and Well Being, 2019, , 91-115.	0.1	1
13	Using the common-sense model to understand health outcomes for medically unexplained symptoms: a meta-analysis. Health Psychology Review, 2019, 13, 427-446.	8.6	31
14	Shall we serve the dark lords? A meta-analytic review of psychopathy and leadership.. Journal of Applied Psychology, 2019, 104, 183-196.	5.3	92
15	Cultural incongruity predicts adjustment to college for student veterans.. Journal of Counseling Psychology, 2019, 66, 678-689.	2.0	4
16	The Last Line of Defense: Corrigenda and Retractions. Industrial and Organizational Psychology, 2018, 11, 61-65.	0.6	4
17	What Shall We Do About Grit? A Critical Review of What We Know and What We Don't Know. Educational Researcher, 2018, 47, 606-611.	5.4	119
18	Revisiting the Power Pose Effect. Social Psychological and Personality Science, 2017, 8, 493-499.	3.9	22

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19	How distinctive are morningness and eveningness from the Big Five factors of personality? A meta-analytic investigation.. Journal of Personality and Social Psychology, 2017, 112, 491-509.	2.8	66
20	Leading to Stimulate Employees' Ideas: A Quantitative Review of Leaderâ€œMember Exchange, Employee Voice, Creativity, and Innovative Behavior. Applied Psychology, 2017, 66, 517-552.	7.1	91
21	Much ado about grit: A meta-analytic synthesis of the grit literature.. Journal of Personality and Social Psychology, 2017, 113, 492-511.	2.8	874
22	Leadership and stress: A meta-analytic review. Leadership Quarterly, 2017, 28, 178-194.	5.8	276
23	Two is more valid than one: Examining the factor structure of the Self-Compassion Scale (SCS).. Journal of Counseling Psychology, 2017, 64, 696-707.	2.0	142
24	The structure of group task performanceâ€œA second look at â€œcollective intelligenceâ€œ Comment on Woolley et al. (2010).. Journal of Applied Psychology, 2017, 102, 1483-1492.	5.3	20
25	Assessing the Utility of Compound Trait Estimates of Narrow Personality Traits. Journal of Personality Assessment, 2016, 98, 503-513.	2.1	13
26	Questionable association between front boarding and air rage. Proceedings of the National Academy of Sciences of the United States of America, 2016, 113, E7348-E7348.	7.1	4
27	Do First-Year Seminars Improve College Grades and Retention? A Quantitative Review of Their Overall Effectiveness and an Examination of Moderators of Effectiveness. Review of Educational Research, 2016, 86, 277-316.	7.5	45
28	25â€œyears of higher-order confirmatory factor analysis in the organizational sciences: A critical review and development of reporting recommendations. Journal of Organizational Behavior, 2015, 36, 845-872.	4.7	111
29	Satisfaction With College. The Journal of College Student Retention: Researchory and Practice, 2015, 16, 537-561.	1.5	19
30	Job satisfaction and other job attitudes.. , 2013, , 675-691.		10
31	The Believability of Anxious Feelings and Thoughts Questionnaire (BAFT): A psychometric evaluation of cognitive fusion in a nonclinical and highly anxious community sample.. Psychological Assessment, 2012, 24, 877-891.	1.5	72
32	An evaluation of the consequences of using short measures of the Big Five personality traits.. Journal of Personality and Social Psychology, 2012, 102, 874-888.	2.8	375
33	Adjustment to College as Measured by the Student Adaptation to College Questionnaire: A Quantitative Review of its Structure and Relationships with Correlates and Consequences. Educational Psychology Review, 2012, 24, 133-165.	8.4	272
34	A meta-analytic review of the Motivated Strategies for Learning Questionnaire. Learning and Individual Differences, 2011, 21, 337-346.	2.7	290
35	The Forgotten Facet: Employee Satisfaction with Management above the Level of Immediate Supervision. Applied Psychology, 2011, 60, 183-209.	7.1	10
36	Remaining Issues in Emotional Intelligence Research: Construct Overlap, Method Artifacts, and Lack of Incremental Validity. Industrial and Organizational Psychology, 2010, 3, 154-158.	0.6	31

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37	Two Caveats for the Use of Ideal Point Items: Discrepancies and Bivariate Constructs. <i>Industrial and Organizational Psychology</i> , 2010, 3, 494-497.	0.6	2
38	Class Attendance in College. <i>Review of Educational Research</i> , 2010, 80, 272-295.	7.5	424
39	Random Responding as a Threat to the Validity of Effect Size Estimates in Correlational Research. <i>Educational and Psychological Measurement</i> , 2010, 70, 596-612.	2.4	104
40	Reference Group Effects in the Measurement of Personality and Attitudes. <i>Journal of Personality Assessment</i> , 2010, 92, 390-399.	2.1	34
41	Contextual Performance and the Job Satisfactionâ€Dissatisfaction Distinction: Examining Artifacts and Utility. <i>Human Performance</i> , 2009, 22, 246-272.	2.4	25
42	Individual difference influences on self-focused and other-focused counterproductive student behaviors. <i>Personality and Individual Differences</i> , 2009, 47, 769-776.	2.9	12
43	Study Habits, Skills, and Attitudes: The Third Pillar Supporting Collegiate Academic Performance. <i>Perspectives on Psychological Science</i> , 2008, 3, 425-453.	9.0	414
44	A Meta-Analysis of the Predictive Validity of the Graduate Management Admission Test (GMAT) and Undergraduate Grade Point Average (UGPA) for Graduate Student Academic Performance.. <i>Academy of Management Learning and Education</i> , 2007, 6, 51-68.	2.5	82
45	Job satisfaction as mediator: An assessment of job satisfaction's position within the nomological network. <i>Journal of Occupational and Organizational Psychology</i> , 2007, 80, 515-538.	4.5	184
46	Age Bias in the Workplace: The Impact of Ageism and Causal Attributions1. <i>Journal of Applied Social Psychology</i> , 2006, 36, 1337-1364.	2.0	136
47	A Meta-Analysis of the Validity of the Pharmacy College Admission Test (PCAT) and Grade Predictors of Pharmacy Student Performance. <i>American Journal of Pharmaceutical Education</i> , 2005, 69, 51.	2.1	88
48	Beyond the Big Test: Noncognitive Assessment in Higher Education (review). <i>Review of Higher Education</i> , 2005, 28, 439-440.	1.3	0
49	The Validity of Self-Reported Grade Point Averages, Class Ranks, and Test Scores: A Meta-Analysis and Review of the Literature. <i>Review of Educational Research</i> , 2005, 75, 63-82.	7.5	766
50	The Multidimensional Nature of Ageism: Construct Validity and Group Differences. <i>Journal of Social Psychology</i> , 2005, 145, 335-362.	1.5	218
51	Group judgment processes and outcomes in video-conferencing versus face-to-face groups. <i>International Journal of Human Computer Studies</i> , 2003, 59, 875-897.	5.6	30