

Self-assessment

Interests, Strengths, Skills, and Competencies

I like to assume the best in people and believe that most people are trying to do the best they can across many aspects of their lives. I am fascinated by people's successful (and unsuccessful) attempts at this endeavor especially at work, and how such pursuits at work vary for different people—especially those of different genders. These interests have motivated my work on unethical behavior in the workplace. In my research, I focus on the situational factors that may lead people to engage in behavior that is inconsistent with their values, and the things that organizations can do to help individuals avoid violating their core self-beliefs. Furthermore, I explore how organizations can encourage value-consistent behavior, and how such actions may affect men and women differently. Over time, I have found that competitive situations, such as the negotiations context, are especially relevant contexts in which to study such questions.

Over the years, I have tried to improve my skillsets related to both my strengths and weaknesses. I have found that networking is one of my particular strengths. I enjoy getting to know lots of different people and find myself collaborating with a wide variety of co-authors. I have met many people through conferences and enjoy this time to collaborate and share the latest advances in my own work. Over time, I have refined my presentation skills and see this as a strength in both my research and teaching. I enjoy the many connections I have made with faculty at other universities and former students and am lucky to have found many friends in the course of my work. In my collaborations, I am always willing to put in work, regardless of my role in the group, and because of this, I continue to refine my skills in most steps of the research process. I particularly enjoy designing experiments and writing discussions about the new and exciting findings my co-authors and I have made.

In terms of teaching, I enjoy my time in the classroom, and I typically receive high teaching ratings. But, more importantly, I have worked over the years to make my classes relevant and applicable, with the goal of having students leave with not only a greater understanding but also a useful skillset for dealing with colleagues in their future jobs. I work to create an environment where students feel comfortable expressing themselves, and I encourage feedback, ongoing conversation, and deeper connections between myself and the students and the students with one another.

Opportunities and Areas to Develop

I enjoy being involved in a lot of things, and I think in general I need to work on being more focused on the projects and classes that are of highest priority. In terms of research, I want to be more strategic regarding my pipeline, having clear projects at each of the following stages: approaching submission, writing, data collection, and idea generation. I also hope to work on my ability to communicate my ideas in the manuscripts that I write. I have found that I can often better communicate my ideas and the importance of them verbally than in a written format, and so improving the link between verbal and written expression is something I believe will help me at many of the manuscript stages described above. I also hope to work on further

developing my skillset around multi-level and longitudinal data analyses, as it seems that more management journals are looking for such analyses in new projects.

In leveraging my strength of connecting with people, I want to find additional mentors in the field who are willing to teach me new ways to be more productive in my research and be a better academic over my career. I hope this helps me shift my focus from the short-term of achieving tenure to the long-term of investing in impactful research. I hope that at least one of these mentors can be a senior member of the faculty at BYU so that I can effectively tailor my efforts to better more deliberately align with the goals our department has moving forward. Part of the reason I found the position at BYU so appealing was the creation of the Sorensen Center for Ethical Leadership. As I refine my own work on ethical leadership, I hope to be more involved with this center in relation to both my research and helping the center translate such research into practice.

I have the unique opportunity to teach some of the best students at the Marriott School of Business—the master's in accounting students. My course is the only management course many of these students will take at BYU. This offers a challenge as to what to teach, but also an opportunity to make the course useful for them. I want to work on not just improving my overall teaching style at BYU but also focusing more on how to create a course for non-management students that offers them practical tools that they can use throughout their career.

Also, since part of my research centers on the unique experiences of women in the workplace, I have tried to be a champion for female students at the other universities at which I have taught. I want to develop a similar style of mentorship to help encourage women at the Marriott School to finish their degrees and also realize their contributions to the workplace. This may include individual mentoring or additional work with the diversity initiatives at BYU broadly or the Marriott School specifically.

Professional goals

Scholarship goals. In the short term, my goal is to get two invitations for revisions over the next year. I believe this will lead to my overarching short term goal to get more top publications in my field that will contribute to getting continuing faculty status at BYU. In the long term, my goal is to expand the methods I use to test theories by 1) connecting with professionals to gain access to multiple field locations, and 2) connecting with new co-authors that examine similar questions using different samples and methods.

- Scholarship plan (short term):

- Get at least one informal review on every paper before submitting
- Re-read AMJ's series on writing for AMJ
- Submit the following papers by end of 2022:
 - Favor Banking (with [REDACTED])
 - Ethical Communication Theory (with [REDACTED] & [REDACTED])
 - Ethical Communication Empirical (with [REDACTED])

- Ethical Leadership & Psychological Reactance (with [REDACTED] & [REDACTED])
 - Female Exceptionalism (with [REDACTED], [REDACTED], & [REDACTED] - [REDACTED])
 - Middle Manager Reporting of Sexual Harassment (with [REDACTED] & [REDACTED])
- Scholarship plan (long term):
 - At conferences, attend 2 research sessions on topics I am not familiar with
 - Work with other faculty members at BYU to coordinate some field locations that may be willing to allow multiple researchers to survey their employees
 - Attend conference sessions on research methods to become more familiar with new methodologies in OB research

Teaching goals. I aim to improve the practical usefulness and spiritual meaningfulness of the course I teach at BYU Marriott.

- Teaching plan:
 - Revise course to include more case studies and exercises, and move most lecture material to outside of class
 - Find ways to incorporate the BYU Marriott vision into course materials
 - Invite CTL consultants to class to provide mid-semester feedback
 - Invite two BYU Marriott faculty members to observe my course (ideally one management faculty member and one accounting faculty member)
 - Compare course evaluations from 2021 and 2022 with our department's associate chair over teaching

Citizenship goals. I aim to become more involved with the profession and particularly with journals and organizations that publish in my area of research. I aim to use these new connections to connect BYU students who are interested in a PhD to current PhD students and faculty in their areas of interest.

- Citizenship plan:
 - Volunteer to review at a new journal before my CFS evaluation
 - As a board member for the International Association for Conflict Management (IACM), take on a new responsibility with the organization (e.g., chair a new committee)
 - Help support pre-PhD BYU students by connecting them to faculty in their areas of interest (particularly at conferences) and working on research with those who are interested in my area of expertise
 - Create a depository of application materials from former BYU pre-PhD students as a resource for current pre-PhD students

Goal Alignment with Department and University Aspirations and Needs

I believe that the goals I have outlined above align with the goals of the Management Department, BYU Marriott, and BYU. My short-term scholarship goals will help further the reputation of the Management Department as a strong research department, which helps to

enhance the reputation of the Business School as a whole. My long-term scholarship goals help me to expand my network as a representative of BYU and the Marriott School, which continues to help BYU be seen as a top research program. My teaching goals are aligned with BYU Marriott's focus on students as a top priority. Additionally, I am working to better align my course material to the vision and mission of the Marriott School, which contributes toward BYU's aspirations to engage in teaching that is "spiritually strengthening, intellectually enlarging, and character building." My citizenship goals offer a mix of representing BYU with external constituents and helping mentor students. These goals align with our department goals to reach beyond BYU, and with the Marriott School's goals to focus on students. I hope over the next several years I can see these citizenship aims intersect.

Resources Required

My first year at BYU has been very different from a typical year. Academia as a whole, and BYU specifically, has continued to be vigilant regarding COVID, which has led to me to not exhaust resources as I typically would. In relation to the resources I have been able to use, I have found that having all my courses stacked into a single semester and teaching all the same class have helped me keep the needed balance between teaching and research. I have found my teaching assistants incredibly helpful, and thus far have been able to use my research budget for the expenses that I have needed to continue my work at BYU. The faculty in my department have been very supportive, and I have benefited from their wisdom during presentations and individual meetings.

Given the goals I described above and the limitations of the past few years, I think it will be increasingly important in the near future to attend conferences and reconnect in person with individuals that I have not seen in over two years—particularly since I moved schools during that period of time. I believe that my research budget should be able to cover one or two larger conferences, but I often get invited to two specialty conferences that may require additional resources. In addition, as I am working to acquire new field connections, travel may be required for the planning or collection of such data, which may require some flexibility to my schedule and additional funding.

In terms of my teaching, as I work to better align my class with the needs and demands of students, there may be costs associated with class changes where additional funding may be needed. For example, many of the exercises that I hope to incorporate into class need to be printed on color paper so that the various stages of the exercise are clear to students. The costs of printing on colored (compared to white) paper in the Marriott School are exponentially higher, and add up over multiple classes and sections. Funding for these types of expenses would be helpful so that I have the ability to do what I need to for my research. Additionally, I will need feedback from members of my department and the experts from our teaching excellence office to know whether my changes are actually improving the class.

Activities and Accomplishments Thus Far

As a more advanced assistant professor, I have seen my move to BYU as an opportunity to evaluate my first three years as a faculty member and change some work habits and strategies

that do not seem to help me accomplish my long-term career goals. The above goals reflect my efforts toward those changes and my efforts to fully align with the missions of BYU and the Marriott School. In terms of my scholarship goals, thus far I have primarily been working toward my short-term goals. Many of the papers listed are in the last stages of writing and are or will be ready for friendly reviews soon. As I get friendly review back on these papers, I plan to incorporate suggestions from the AMJ series on writing into the suggestions I receive from friendly reviewers. I also plan to begin work on my teaching goals this summer. I have received a lot of feedback on my course from members of my department and students. I plan to incorporate this feedback into my course this summer and evaluate those changes during my fall 2022 teaching. I have already started this process with the week-long workshop on teaching through the Center for Teaching and Learning. These goals relate to my introductory courses on management, but I have also accomplished much thus far with one-on-one mentoring. During winter 2022 semester I connected four students with faculty at other universities. One student has received an informal offer to join the school's PhD program upon applying. I plan to make more introductions as I work with more students who apply to PhD programs moving forward. To help these future applicants, I have asked the two students that I know were accepted to PhD programs this year if I can post their application materials for other students to see as they apply to PhD programs.

Additional considerations regarding students

In my year at BYU, I have realized that BYU prioritizes the learning experience of its students above all else. I had a sense of that coming in, and it was one of the things I was most drawn to in taking a position at BYU. I care deeply about student learning, both at a secular and spiritual level, and thus have additional goals in relation to mentoring and equity regarding students.

In terms of mentoring, I aim to mentor students in a number of ways in the coming year. First, in the classes in which my class size is larger, I plan to encourage more experiential learning for students through an interactive semester-long project. Such a project will ensure that all students come to class with an experience that allows for deeper learning through their own personal experiences. As a semester-long endeavor, I plan to advise and mentor students as they run into challenges and roadblocks, as I believe that these offer the best opportunities to grow and learn. I also oversee the Pre-PhD seminar for those interested in pursuing a PhD in organizational behavior. Part of my responsibilities in this class is ongoing mentoring to help students decide if a PhD is right for them. This now is an ongoing, active role that I play with a handful of students—advising them as they do more self-discovery and learn about what a PhD entails. For all the students, I am sure to introduce them to at least one faculty member who they might be interested in working with. However, some of the students' interests align with mine, and in that case, my goal is to have them work with me in my research. In many cases, I hope to be able to put students on projects where they can be a co-author and where the project will be something that helps them get into a PhD program.

In terms of student equity, as someone who is passionate about people and ensuring that everyone has positive experiences and opportunities while here at BYU, there are many things that I currently do to ensure equity among students. Some of these initiatives are mentioned

earlier in this plan. However, in preparing for this year, I plan to do more to emphasize President Worthen's call at the beginning of my time here at BYU, when he quoted Mosiah 18:21, that we should have our "hearts knit together in unity and in love one towards another." Building on this theme, it is my goal to help students recognize their potential by recognizing how they can serve and love others—and not just in their personal lives, but especially in their professional lives. For example, my classes in the fall will include updated material on leadership that has a stronger focus on Christlike leadership, consistent with the vision of the Marriott School. And in our discussion on diversity, we will be addressing discrimination more directly than I have addressed it in past years through a case study that tells the story of a Middle Eastern student who was discriminated against in 2001. Through these types of conversations, I believe that equity among students in the classroom will come as a result of both awareness and expectations for action.