

Faculty Development Plan

A. Self-assessment – Strengths, skills, competencies, interests, opportunities, and areas to develop.

My research interests have been in topics related to aspects of the “dark side” of organizations including counterproductive behaviors such as unethical behavior and abusive supervision as well as destructive thought processes such as impostor thoughts for employees. I continue to be interested in these topics because I have genuine curiosity about why individuals go down destructive paths and the results of these negative behaviors and processes. I believe gaining a better understanding of the individual and contextual factors for negative behaviors can help to intervene and break downward spirals of negative behaviors.

My strengths with regards to this work is an in-depth knowledge of the literature as well as developing appropriate research methods to test my research questions. I am strong in field data collection such as survey design and experimental design. I have begun doing more qualitative and theoretical work as well, which are two aspects that I want to strengthen.

I want to build on the foundation of my research interests and capabilities by exploring some of these topics with an identity lens. One scholastic reason I came to BYU is because there are already identity scholars within my department with whom I can collaborate with. Within this realm, I am interested in topics such as disidentification and trying to understand why and how people disidentify from particular targets and how that shapes their identity. Likewise, I am interested in how this idea abstracts to the organizational level and how organizations choose to distance themselves from other entities. I am also continuing work with impostor feelings and how this may also have identity implications. These are topics that I hope to dedicate much of my research time with.

There are other topics that I am continuing to work on that are intrinsically interesting to me but a bit out of my mainstream research. This includes some work I am doing with how specific language, namely swearing, is used and perceived within work contexts. This research is interesting as it explores the use of taboo language and emotional expression.

In addition to research, I also have many teaching strengths and interests. I enjoy teaching students about topics related to managing work relationships and how to optimize good relationships as well as productive ones. I have found that many students and managers take for granted the managerial skills that are used to create work environments where employees can be productive, happy, and fulfilled. I desire to teach students how they can be more deliberate in the environments they create and better understand how to manage themselves as well as those around them. One particular strength with teaching these topics is that students can apply them to any organization whether it be a work environment or even their own homes.

Areas to Develop

Research – Some areas where I would like to develop within my research involves the processes I use to conduct my research. Specifically, I would like to be more deliberate and disciplined in

my research writing. This includes setting time boundaries dedicated to consistently writing. During these times, I would like to also make sure that I am taking time to *practice* writing, much like how an athlete dedicates time to practicing certain fundamentals within a given sport. Rather than thinking of writing time as a performance, I would like to use this time to hone writing skills specific to academic writing. I would like to implement some exercises from *Becoming an Academic Writer*, a book that provides several exercises to improve academic writing.

I would also like to balance my research pipeline to even out the stages of my research projects. In the past, my research has tended to occur in waves, partly because of the review process. However, I would like to even out my research stream to the extent that I can. Relatedly, I want to be consistently collecting data as this will help my research stream to keep moving. I believed developing these areas of my research will not only benefit my research productivity but also my intrinsic interests in my research projects, as many of the projects can take years to complete.

Within building this research stream, I look forward to involving students in my research. I would like to develop my research mentoring abilities to provide meaningful experiences for students in the research process.

Teaching – In teaching I want to continue to develop my courses and increase rigor and application of course concepts for students’ diverse interests. The class I teach is a required Human Resources (HR) class for non-HR students. Thus, my students come from all different majors and can have various applications of class materials. I want to develop my course to be meaningful and interesting to students who may not see the value in the required, out of major, course.

I would also like to develop the spiritual aspects of my class to build students’ confidence and testimonies of the Gospel. My mindset used to be that living gospel principles and being a disciple of Christ would help people be better managers and better at their job. Although I believe this is true, I think a better mindset is to think how my students being better at their jobs and better managers will help them be better disciples of Christ. I think this mindset emphasizes that being a better disciple is the end goal and purpose of the principles taught in class.

Service – Although I did service in many capacities in my previous institution, being new to BYU provides a clean slate to develop service opportunities. My service to the field with regards to serving on editorial boards is in a good place, I hope to continue that work. I think my primary area of service to develop will be ways to serve and mentor students. Some of these may be getting involved with some student clubs or organizations while other service opportunities can be related to developing and mentoring students who are interested in research. I am interested in developing all of these fresh opportunities.

B. Professional goals

Research – I want to focus my goals on things I can control. Specifically, I want to set goals related to submitting manuscripts, data collections, and other pipeline activities. I also have a goal to incorporate students at every step of the process.

The specific projects and corresponding goals are:

1. Review proposal about disidentification – I recently submitted this project to *Journal of Management*. If it does not get invited for revision there, I plan to submit it to *Journal of Applied Psychology*, *Academy of Management Annals*, or *Journal of Organizational Behavior*. I also have some research assistants helping with this project.
2. Manuscript on Swearing and Remorse – I submitted this project earlier this year to *Academy of Management Journal* and *Organizational Behavior and Human Decision Processes*. Before submitting it to another top outlet, my author team and I have decided we want to collect some additional data.
3. Manuscript about Organizational Disassociation – I submitted this project earlier this year to *Strategic Management Journal*. I am now revising it to fit either *Human Relations* or *Journal of Business Ethics*. I will submit before the end of 2024.
4. Entrepreneurship and Impostorism – This is a qualitative project where we have about 20 interviews completed. I would like to continue data collection with this project and want to submit it to a top outlet. However, another option is to use the data we have and submit it to a practitioner outlet such as *Harvard Business Review* or *Sloan Management Review*. If submitting it to one of these outlets, I would like to submit before the end of 2024. If collecting more data, I want data collection completed before the end of 2024. This project also involves two research assistants.
5. Impostorism and narratives – This is a new project with an undergraduate research assistant. My goal is to have some type of research design planned by the end of 2024.

Teaching – I have taught my classes one semester before which gives me some good ideas about what goals I want to make for the Fall 2024 semester.

Specifically:

1. I would like to change my test format to be some type of online format. Perhaps my most common recommendation from students was to update that format from the handwritten format I used last year.
2. I want to revise my assignments to include an assignment about how to effectively manage stress. I want to add work stress as a topic in the course and provide students the opportunity to practice with coping strategies as they work through stressful situations throughout the semester. I think it is important for students to learn how to effectively cope with work stress situations and learn what strategies work best for themselves.
3. I would like to increase the spiritual components to each lecture. I tried to do this my first year of teaching but I feel there are more opportunities to do so. In doing this, I would like to share a little more about myself in some of the lectures to help build faith for

students. For example, with the above-mentioned stress management assignment, I want to share with students strategies I have used to manage some stress. I believe some of these strategies can help people grow and come closer to Christ through some of the inevitable stresses accompanied with life.

Service –

1. In many of our department and group meetings, I have mostly been listening. Now that I have a better understanding of some of the issues within my department, I have a goal of contributing more in those meetings.
2. I would like to attend at least one student SHRM meeting this academic year. Although I am not currently teaching the HR majors, I would like to get familiar with the student club.
3. I want to continue to be involved with some of the service opportunities with students who have interests in pursuing a PhD. These opportunities include teaching one of the days in the OB Pre-PhD class and making a presentation in another pre-PhD class. I also want to be open to new RA's through the Marriott School program for students interested in a PhD.

C. Relationship between individual goals and department and university aspirations

My perception of my department aspirations is that it has a goal to be aligned with university aspirations. Those aspirations are to be experts in our given field and bringing our stakeholders closer to Christ. My individual goals correspond with these aspirations as I look for ways to connect some of my scholarly passions with aspects of the gospel. In this way, I look for mission-driven research interests. For example, one of the explicit values in the Marriott School is Respect for All, stating, “We value respect for all individuals as children of God and recognize the inherent worth, divine potential, and agency of each person...” Oftentimes, we may be good at recognizing inherent worth and divine potential in others, but my research on impostorism emphasizes that we should not neglect recognizing inherent worth and divine potential within ourselves. Too often, we have students and others who feel they do not belong and do not “measure up” despite showing evidence to the contrary, thus, they are left feeling like an impostor. My goals of researching this topic and educating students about this particular issue align well with department and university aspirations.

Likewise, my goals with mentoring students and giving them opportunities to apply aspects in class into their lives aligns well with the department and university aspirations to be focused on our students and be Christ-centered mentors for them. I hope that I, and the university, are successful in achieving our goals and aspirations.

D. Resources needed

Many of the resources needed for me to accomplish my goals involve funds for research, including funds for research assistants as well as time to conduct and coordinate all of my

activities. My experience thus far has been that research funds and research assistants have been provided for me and I hope that these resources continue. This is also true of teaching support and teaching assistants.

The largest resource that I need to improve on is managing my time. This includes making the most of the time that I am on campus doing concentrated work. When we have necessary committee, department, college, and university meetings I feel like I need to improve my active participation in these meetings to ensure that the time is being used effectively. I hope to be disciplined in my time management.

E. Activities and accomplishments so far in achieving the goals

Thus far, this year, I have submitted one manuscript to two different top-tier publications (AMJ and OBHDP) and have decided to collect some additional data before submitting it to another top-tier outlet. I hope to have that manuscript ready for another submission by the end of the academic year. I also have another proposal that is currently under review at *Journal of Management* and have another manuscript preparing for submission to *Human Relations*. Thus far, I am on track with my research goals.

My teaching goals will hopefully be implemented this fall. I am currently revising my syllabus and class assignments to reflect my goals of updating my testing format, incorporating more spiritual components to each lecture, and adding an assignment on how to effectively manage stress.

My service and mentoring goals are also making progress as I currently have two undergraduate research assistants. I was able to help one of my research assistants, who is planning on getting a PhD, get connected with various doctoral programs at our recent Academy of Management Meetings. I look forward to providing more opportunities for my students.

F. Comments on measures to assess success

I have tried to make my goals in such a way that I can have some quantifiable activities. Importantly, I also want goals of which I can have a fair amount of control. For instance, I can control submissions of manuscripts to journals. However, I do not want the numbers to just be numbers. I want to assess that the articles fall in line, topically, with my goals and aspirations. This is more of a qualitative assessment of my research activities.

Similarly, for my teaching, service, and mentoring goals, I would like to focus on inputs. Thus, my goals here are fairly quantifiable. I also want to make sure that my students are also meeting their goals, which can be difficult to assess but I will be looking for those opportunities.

G. How will you mentor students

Mentoring students can come in my classroom and beyond. Because I teach students who are not in my major, I look for ways to mentor them for overall career advice as well as mentoring and

modeling Christ-centered behavior and leadership. I think of this focus as a life-mentor rather than a job-mentor.

More directly, I plan to serve as a mentor for students who have interests in continuing their education and wanting an academic career. BYU has a relatively large number of students who are interested in this type of career, and I find it a unique opportunity to be involved with so many students who are interested in pursuing a PhD. For reference, my entire eight years at UNLV, I had one student who applied to PhD programs; in my first year at BYU, I have been in touch with more than a dozen students who are interested in pursuing this path. It is a unique opportunity to be involved with students at such an early stage of an academic career. My activities with this have been (and will continue to be) to participate in as many of the pre-PhD activities that I can, including teaching a class, giving RA's meaningful experiences, connecting students with PhD programs, speaking to the pre-PhD club, etc.

Other ways I will be looking to mentor students will be to give them particular experience that may also provide ways to serve. One thing I would love to implement and be a part of would be to partner with either state or church employment services and look for ways that our students can help people searching for employment with their resumes, job searches, and interview skills. I think this could be a great way to provide students with a chance to apply the material they have been learning about to a service opportunity.

H. Address equity in the classroom

Overall, I want my students to feel that the class topics, assignments, and assessments are all administrated in a fair and equitable way. Equity can be implemented in many ways. I plan to have all of my materials in a format that is appropriate and compliant with the university accessibility office. This desire became salient to me last year as I had a student who was mostly blind who needed accommodations for my course. I think it is critical that everyone receive the course materials in a way that can accommodate their unmitigated circumstances. I also think it is important that I make myself accessible for students who struggle with the material and desire to get more understanding. Thus, beyond office hours, students are welcome to meet with me at any other time where there is no conflict. I strive to be responsive to other correspondence such as emails from students.

Another aspect that I am sensitive to are the stories, cases, and discussions we have in class and how I can have more opportunities to be more inclusive. For instance, I try to pick cases that have a variety of protagonists so students can have different role-models to relate to. I think this is important because students need to hear and see things from other people than just myself.

Course Development Goals and Projects (Report on Goals in red)

Although I have been teaching for several years at a different university, it is a great opportunity to revisit my teaching content and methods as I have changed universities. The course I am teaching this fall, HRM 391, is the same course I taught last year. Thus, I have already been through the course design process as outlined in the NFS packet and completed the “Teaching the Total Person” workshops in the summer of 2023. With this in mind, I would like to refine aspects of this course after having some experience teaching it here at BYU.

I have three main projects related to my course development.

1. After looking at my student ratings last semester, one of the common points of feedback was how my exams were administered. I required that students take the exam in the testing center and all the questions were open response for which they had to hand-write their responses. Students, in general, did not prefer this format. Thus, I am going to try and have my exams in an online format proctored by university-offered proctoring technology. My exams will still be open response; however, they will be able to type their answers on their computers. I believe this format will also improve some equity aspects of assessment as some students experience a great deal of anxiety and stress at the testing center as well as handwriting answers, which they have not done in many of their other classes.

I did change the format of my exams consistent with my goal. I used Examity for the proctoring format. Overall, students seemed to enjoy the flexibility of doing the exam in an online format. I still received comments about the open response format of the exam, however, at this time I am willing to live with those complaints because I feel it is a good way for students to demonstrate their understanding of the material.

One unanticipated result that was that I found a few students forget about the exam or when the online deadline was (part of this is because my course is a blended format and we meet once a week). I never had that issue with doing the exam in the testing center, so I probably need to make sure there are more reminders about deadlines.

2. I want to add work stress as a topic in my course and give students the opportunity to experiment with different stress-coping strategies as they go throughout the semester. I think it is important for people to understand and be self-aware about what triggers stress and how to effectively cope with stress, particularly in work environments when one may still need to perform and be productive despite dealing with stress. I am planning on having the students complete an assignment where they track and experiment with various coping strategies as they inevitably run into stressful moments throughout the semester.

I incorporated a stress-management assignment in my class and talked about stress management from a work/HR perspective to fit the course content. The assignment was described at the beginning of the semester and they submitted their report at the end of

the semester. I was really glad that I did this assignment because I have several students comment about how it helped them through their stressful semester, and for many of the students, they are entering their final year of college and thus have the stresses of securing employment upon graduation.

One thing I would like to improve with this aspect is to have reminders throughout the semester about the project. I think some students did not get the intended experience because they would put it off since the due date was at the end of the semester. I did have a mid-point check-in, however, I think more reminders would be helpful.

3. Lastly, I want to incorporate Christ into my class more. My first semester teaching here, I tried to build spiritual components toward the end of class which meant that sometimes there was not enough time to link concepts to the Gospel. I will make concerted efforts to make sure Christ and the Gospel is linked to some of the topics we discuss in class.

I think I managed my time better to leave opportunities to discuss Christ and His gospel a bit more and how it applied to the materials. I think the students responded to this as my ratings regarding the aims of BYU improved from the previous year and my range for being “spiritually strengthening” increased in my three sections (Ranges for Sec 2 = 81-97%; Sec 3 = 81-97%; Sec 4 = 85-99%).

I hope these projects will improve my teaching and be strengthening for the students. I also look forward to revising and refining my classroom experiences every year.

Scholarship Development Goals and Projects (Report on goals in red)

The section in my Faculty Development Plan about research related goals states:

“I want to focus my goals on things I can control. Specifically, I want to set goals related to submitting manuscripts, data collections, and other pipeline activities. I also have a goal to incorporate students at every step of the process.

The specific projects and corresponding goals are:

1. Review proposal about disidentification – I recently submitted this project to *Journal of Management*. If it does not get invited for revision there, I plan to submit it to *Journal of Applied Psychology*, *Academy of Management Annals*, or *Journal of Organizational Behavior*. I also have some research assistants helping with this project.

This paper did not get accepted to *Journal of Management*, thus, I submitted the proposal to *Journal of Applied Psychology* where I did receive an R&R from this journal and I am in the process of writing a full-length article for it.

2. Manuscript on Swearing and Remorse – I submitted this project earlier this year to *Academy of Management Journal* and *Organizational Behavior and Human Decision Processes*. Before submitting it to another top outlet, my author team and I have decided we want to collect some additional data.

We are still in the process of collecting more data for this project.

3. Manuscript about Organizational Disassociation – I submitted this project earlier this year to *Strategic Management Journal*. I am now revising it to fit either *Human Relations* or *Journal of Business Ethics*. I will submit before the end of 2024.

Aspects of this project got wrapped into the proposal that was made for *Journal of Applied Psychology*, thus, this project got absorbed into the other one.

4. Entrepreneurship and Impostorism – This is a qualitative project where we have about 20 interviews completed. I would like to continue data collection with this project and want to submit it to a top outlet. However, another option is to use the data we have and submit it to a practitioner outlet such as *Harvard Business Review* or *Sloan Management Review*. If submitting it to one of these outlets, I would like to submit before the end of 2024. If collecting more data, I want data collection completed before the end of 2024. This project also involves two research assistants.

My coauthor and I decided to collect more data for this project rather than going to a practitioner outlet. We are beginning to solicit for more interviews for this project.

5. Impostorism and narratives – This is a new project with an undergraduate research assistant. My goal is to have some type of research design planned by the end of 2024.

I am still working with an undergraduate RA on this project. We have been collecting some pilot data and working for a clean design to investigate the roll of narratives with impostor feelings.

Much of the success with completing these projects in the desired timeframe will require me to spend planned time on the writing process and improving my habits of work style and writing. Thus, my strategy for completing these projects is to focus on habitually writing every day. I will track this by calendaring my writing time and providing brief daily reports on my writing.

I have mostly made the desired progress on these projects, however, I need to improve on calendaring my writing time and making the writing a more consistent endeavor.

Citizenship Development Goals and Projects
(Report on goals in red)

I feel that citizenship is a critical aspect of an engaging and fulfilling work environment. Being a great colleague fosters a work environment of collaboration, creativity, and joy.

For my Citizenship Development Project, there are few projects I want to complete before the end of 2024 that will hopefully extend beyond this project. These projects are both internal and external to BYU.

1. **Course Collaboration** – I would like to be more collaborative in my course development. I will invite some of my colleagues to some class sessions to provide me with some feedback about how my class can improve. My class is also in a blended format; thus, I will also have another colleague review my online content to offer suggestions. I believe this activity will help me and our department to be more collaborative about teaching and will allow an opportunity to share what works and doesn't work for various classes. Too often, teaching can feel isolating for me because there are very few opportunities for peer review in teaching.

Related to this, I would like to attend at least one other colleague's class to see how they manage their class and set expectations. I think this is also important for me to understand what my students are experiencing as they are exposed to different professors' styles and expectations.

I was able to have three colleagues attend my class and provide me with some feedback this last semester. It was very helpful to have some outside perspective on my courses. I have not been able to attend another colleague's class but have looked at syllabi and content for other classes, included a Canvas course. This has been helpful to see how others structure their classes.

2. **Volunteer** – I have found it is common to get solicitations from other faculty to present to a class or two that are catered for students interested in pursuing a PhD. I plan to volunteer for these opportunities as they arise.

I continue to be involved with students and their pre-PhD endeavors. I volunteered for Brad Agle's pre-PhD class and am scheduled for presenting in our OBHR pre-PhD this upcoming semester.

3. **External Service** – Beyond service within BYU, I think it is important to maintain a presence outside of the university. I currently serve on a committee within the Organizational Behavior Division of the Academy of Management (AOM) that has primary responsibilities for creating many of the Professional Development Workshops for the AOM Annual Meetings. I am in charge of creating two different workshops, one for assisting people who were recently promoted to full professor navigate and craft their jobs and the other is focused on providing tips and strategies for scholars to manage the

revise and resubmit process at some of our major journals. These workshops should provide meaningful contributions to all who attend.

I also serve on three different editorial boards and complete ad hoc reviews for several other journals. My goal for this service is to be timely with my reviews. I have never been late for providing a review, but I would like to complete these reviews earlier than I have been. As those requests for review come in, I will track my completion time.

I successfully planned the two workshops for our annual Academy of Management Meetings. These proposals were submitted in January. I also continue to be solicited for reviewing for journals. I complete approximately 20 journal reviews a year.

These different citizenship projects will certainly keep me busy for the remainder of the year as I enter my teaching semester this fall. I look forward to reporting the results.