

NAME

**Faculty Development Plan  
Department of Management  
2018**

**Part I- Self-Assessment**

**Strengths:**

I am positive, enthusiastic, and devoted to the aims and mission of BYU- particularly the final aim: to develop students with...the skills and desire to *serve others throughout their lives*. One of my strengths is my conviction that faculty and students can improve the world while pursuing careers inside and outside of the home. This conviction, and my passion to help those who share it, drives my research and teaching. I also come to BYU with an understanding of social, religious, economic, and other differences. I have a sensitivity to those who feel “different” (which can be any of us depending on the circumstances). My goal is to channel that sensitivity appropriately so that my work can be a source of “inspiring learning” as discussed by President Worthen at the start of the semester.

**Skills and Competencies:**

Because I transferred from another school and chose to restart my tenure clock (and because I worked in industry for a decade prior to academia), I combine the hunger for productivity of a new faculty member combined with the experience of a mid-career faculty member. This hybridity allows me to contribute to the growth and culture of our department while also working to contribute to our research reputation. In addition, I have particular expertise with experiential learning, deploying students-as-consultants, flipped classrooms and online learning, and with running international and domestic consulting projects as part of an educational experience. Most projects associated with this experience focused on investigating social impact, social entrepreneurship, corporate social responsibility, and innovative ways to create social value. Thus, I look forward to using this experience to support the work of my own department while also (when appropriate) building connections with the Ballard Center and colleagues teaching entrepreneurship, strategy, and public management.

**Research:**

The question of how business can be used to alleviate poverty and build self-reliance drives my research projects. My research interests involve social entrepreneurship and innovation on the part of for-profit and nonprofit organizations, principally within the context of poverty alleviation efforts in least-developed markets. Thus, my research starts with phenomenological issues and from there I identify practically relevant and theoretically interesting research questions. My projects are often action-oriented, involving field quasi-experimentation coupled with qualitative methodologies. To accomplish my work, I usually partner with other organizations (non-profit or for-profit) and plan field surveys that require translation to other languages and hiring locals to help with data collection. What cuts across all of my work is my goal is to work with, study, and learn from the majority of people living in the world (4-6 billion)

who live on less than an average of four dollars per day—and in so doing, to identify the boundary conditions of extant mainstream theories. As the statements in earlier sections indicate, my work to date draws from many disciplines, and I have made contributions to top journals in management, marketing, and public policy.

**Teaching:**

My teaching philosophy leans toward the practical, the actionable, and the application of the theories and principles we discuss in class. I came to BYU with significant teaching experience and some validation of success in teaching (an undergraduate teaching award, an AOM award for my syllabus and description of methods, and consecutive top ratings from MBA students). I have developed award-winning teaching cases and enjoy creating new content for my classes while also experimenting with non-lecture content. Prior to coming to BYU, I taught undergrads (ten years ago), executives, full-time and part-time MBAs – and I taught in a range of formats (long weekends, six-month engagements, regular schedules, and online). I enjoy teaching and teaching was my original interest in this field. In addition, I am an unapologetic extrovert and I get so much energy when I can connect with students and facilitate a great class.

The facts in the prior paragraph have made it even more unnerving, upsetting, and concerning that I have not had similar success in *both* of my teaching terms at BYU. I have put considerable time and contemplation, including prayer and seeking the counsel of others, to identify possible reasons for my current teaching situation and to find solutions going forward. I share the results of that analysis in subsequent sections of this document.

**Citizenship:**

My extroverted nature relates to my philosophy on citizenship: I want to build bridges with my colleagues, contribute to the growth and impact of our department and the field of social innovation and entrepreneurship, and I want to support others in their growth. This leads me to be very interested in typical citizenship work on councils and at the individual level. However, in my last job, I was told that I had too much citizenship—particularly in terms of taking on special courses, theses, honor students, and new preps. Since hearing that belated counsel I have become more strategic with my fresh start at BYU. I recognize and appreciate the official policy of BYU to help shield new faculty from heavier citizenship requirements; such a policy is helpful to people like me. That said, I have still engaged in citizenship at the department, university, and field over the last two years.

One way that I contribute at the department level stems from the fact that I am not afraid to speak up in department meetings; I am willing to bring difficult questions to the fore (in a positive way) to help our department move forward. More specifically, I offer a high level of support to colleagues. To date, I have substituted for Reid Robison three times in OB 321 (teaching three classes back to back each time), for Paul Godfrey with MBAs (once per year for four hours each time), I have been a guest lecturer for the Ballard Center twice, and in the Political Science department once (to discuss women and microcredit for the latter). At the University level, I have helped form and run a new cross-campus initiative associated with the Management Department and the Ballard Center—the initiative is called the Global Innovation

Group (GIG). The Global Innovation Group is a network of scholars from all schools on campus who are doing international travel and associated research. The GIG group meets quarterly to vet research proposals, share information about opportunities for research and student involvement, and to build connections between projects and scholars.

At a more macro level, I helped colleague Taeya Howell run the Women at AOM lunch arrangements and I volunteer for a day of meeting with prospective students at AOM each year. I look forward to building from this base and to discussing with my department chair how I can make more targeted and macro level contributions to my citizenship record.

My citizenship to the field has focused on being a special issue editor for the Journal of Public Policy and Management regarding an issue focused on Subsistence Marketplaces. I have also co-chaired a Subsistence Marketplace conference associated with the journal. I am aware the JPPM rates as a “B” journal (at best) according to BYU journal rankings, but I worked with my colleagues to make the decision that in my field, such an engagement makes sense once. When the engagements end at the close of 2018, I plan to pull back from these kinds of projects until I have more senior status.

**Areas I wish to develop:**

I have three areas in which I wish to improve. First, I hold myself to very high teaching standards, and I want to dramatically improve my content and teaching materials – which I feel certain will correlate with my ratings. Please note I will not focus on chasing the ratings, but rather the foundation of the whole endeavor- the content and the purpose that drives that content. In particular, I want to discuss overhauling the way I – and possibly others—teach OB 321 (see subsequent section which goes into more detail). I will discuss this potentially risky decision with my mentor and my department chair, and I have a back-up plan in the event that we collectively decide to delay such an overhaul.

Secondly, I want to continue to grow my ability to “bathe my subject matter in the light and color of the restored gospel” (per Spencer W. Kimball). I have spent over a decade teaching a topic (social inclusion of the poor) without reference to religion or morality or ethics, so I have deeply entrenched habits- even skills—in avoiding or changing the discussion of these topics and connections. I look forward to learning how to teach organizational behavior principles (and pro-poor strategies) to students in a way that expands their testimony and sense of the *value* and practical use of that testimony.

Thirdly, I want to earn tenure through the quality of my research so I will work to more tightly focus and pace my writing projects. I will identify ten to fifteen leading scholars with whom I need to network in order that my work becomes understood and discussed by appropriate opinion leaders. Also, I will reorganize my project pipeline so that I have a more even balance of projects at the front, middle, and end of the research pipeline.

## Part II- Professional Goals

### Citizenship Goals

My long-term citizenship goals are to engage in service at the group, department, university and field levels with the objective of building long-lasting connections and providing measurable value based on my unique experience.

### Citizenship Plan

**Short-term:** Given the recent input that my citizenship (in some areas) is above what is expected and given the need to prioritize teaching and research before citizenship over the next 12 months, my near-term plan is to keep my citizenship at its current level. That said, I plan to work with my area and department chairs to develop a strategy for the following year and beyond. Regarding the specifics of my current citizenship activities, over the next 12 months I will continue to:

- Attend and actively contribute in department and group meetings
- Provide friendly reviews as requested; continue to participate in Writing Circles year-round
- Offer assistance to colleagues as requested
- Go to lunch with colleagues once per week (I will improve on this)
- Participate in Winter Strategy Conference and offer to assist
- Run GIG meetings for the year; use GIG to help Ballard Center increase its funding and harvesting of research projects
- Continue to coordinate the holiday gift exchange for department assistants
- Support Ballard Center initiatives in ad hoc manner

**Medium to Long-term:** In the near to long-term, I would like to do more than the items listed above. In particular, I would like to help with efforts to include women in the Marriott School and in efforts to build out our expertise in experiential learning. I would also like to explore how to more meaningfully engage with the teaching and research efforts of the Ballard Center.

Regarding externally visible service to the field, I would like to do more of this as I approach the final and more public stretch of the journey to tenure. I plan to discuss with my department chair the wisdom and timing of hosting the bi-annual Informal Economy conference, the wisdom of hosting symposia at Academy, and the value of other ideas.

### Research Goals

I have a record of publishing in top journals and the context of poverty in developing countries unifies my work. However, my “hits” are spaced about two years apart and my data takes a long time to collect. My analysis of my research portfolio suggests that I need to 1) do more to cultivate a narrative for my past work and a clear sense of focus for future work and 2) increase the pace of generating manuscripts. My overarching goal is to continue to build a strong portfolio of quality research that is consistently published in top tier journals.

## Research Plan

- I will work with my mentor and my department and area chairs (and/or Developmental Specialist Lisa Thomas) to create and refine a narrative unifying my past and future research.
- Work with same stakeholders to identify ten names of future letter-writers to help me target my audience and help me prepare to accumulate letters for my tenure packet. This should have spillover effects helping me target (or avoid) different research conferences. It will also help me direct manuscripts that could appeal to different audiences- the choice of names will help me narrow how I push papers and data.
- Continue to participate in the Writing Circle to create the pressure to bring different manuscripts to our meetings.
- Follow a template to create a writing schedule and move from writing in chunks to writing every day. Engage with Developmental Specialist to create deadlines and accountability for writing manuscripts.
- Interview and hire a research assistant to help with my research projects.
- Write up the Refugee Entrepreneur AMR manuscript first (February first full draft to friendly review), then the SEJ entrepreneurship and wellbeing paper (March to May), then the AMJ microfinance social networks piece (March-April+), then World Bank paper with Jim and Shad and Christopher (Feb-April+). Travel to gather data for the social networks in farming supply chain paper (Feb and ongoing). Continue discussions with Rob Jensen and Kristie Seawright and Gibb Dyer regarding collaborations on papers (ongoing). Targets: Submit Refugee Entrepreneurship and Microfinance Social Networks piece before teaching in August.

## Teaching Goals

I wish to make OB 321 more applicable to the lives of the majority of students who take the course. After two iterations, my analysis is that the material I have (which mirrors that of my colleagues and was sourced from colleagues and the book publisher) is too theoretical for the way I teach and for the expectations I set for how useful OB 321 can be—and the way I present the material can be better matched to the way I test. At a very macro level, I need to find a point of view that unifies the material before I teach the course another time. I would like that point of view to incorporate spiritual development and to show students how OB links to spiritual development as well as career development.

Accordingly, I want to overhaul the material and change the nature of my deliverables and tests. In particular, I would like to link the course to key management books and I would like to

rely less on multiple choice tests and more on short papers and presentations associated with putting OB principles into practice.

### **Teaching Plan**

I will first work to find my “point of view” on the material and then I will prioritize changing my exams and rewriting my deliverables. My analysis of past performance shows that the students feel a disconnect from the practical, big picture, “make sure you can apply this” way I teach and the “get the exact answer from the book” nature of the multiple choice parts of my tests. I can address this by changing the exams and by taking more class time to discuss my deliverables and explain how they link to the overall point of view I have for the material.

After the above are accomplished, I would like to take time to link the course to one or more management books and I would like to obtain student support in changing the slides and other content. I would like to expand three topics to cover two days and I would like to cut at least three topics to create the room for the former.

I will also seek feedback and improvement on the scale I used for the course- during the last iteration of the course I made the course worth too many points, so each question on tests carried too much weight and the proportions of the entire semester were off-kilter. This is easy to fix, but not in time to remedy past ratings.

### **Part III- Resources Required**

I am grateful for the opportunity to work at BYU and I have received assurances that although my international work can be relatively expensive, there will be funding. To date, I have found this to be true, as I have obtained funding from the Ballard Center and a MEG development grant (note: much of the MEG will go to student-related expenses, so the Ballard monies are advancing the research). To a significant extent, I have the funds that I need to do research and attend conferences. Thank you.

Regarding teaching resources, I would like to allocate funds to having a student help me change my Learning Suite layout, my description of deliverables, and my slides. I will apply for a Course Development Grant to contribute to these costs, but I may need additional resources. I would also like to apply for funds to pay for attending the Teaching and Learning Conference at AOM.

Finally, I would like to purchase an iPad and cords and portable keypad to enable me to stream videos and other material during class more seamlessly. This new system would allow me to be free of the memory constraints in my laptop. The same setup will allow students to share content from their mobile devices and will allow me to take a smaller and less vulnerable computing device on my research trips to Tanzania and beyond (there is no allocation in the current budget for any technology purchases besides the video cameras that are part of the research protocol).

## **My Activities & Accomplishments**

After one full year at BYU, I feel much more comfortable with this new environment and with the quantity and the composition of the student body. I feel grateful to have access to outstanding colleagues and I feel that my habits in terms of writing and balancing research and teaching are solid and improving (in part because of exposure to the patterns of my colleagues). I am finding more ways to contribute my skills and experience in terms of helping with future capstone and consulting electives and in terms of contributing to the Ballard Center. I remain perhaps a bit too obsessed with improving my teaching ratings and I will work hard to make sure I do not sacrifice research productivity in pursuit of teaching excellence.