

A photograph of the University of Nebraska at Omaha building, a large red brick structure with white columns and a pediment. The building is partially obscured by large trees with vibrant yellow and orange autumn leaves. The ground is covered in fallen leaves. The text "I.O NEWS" is overlaid in large white letters.

I.O NEWS

The official newsletter of
the Industrial Organizational Psychology Program
at the University of Nebraska at Omaha

FALL 2015

UNIVERSITY OF
Nebraska
Omaha

From the Program Director

Roni Reiter-Palmon



Greetings from the Industrial-Organizational Psychology department at UNO!

Department and I/O Area Happenings

The Center for Applied Psychological Services (CAPS), under the direction of Dr. Joe Allen, has continued to revitalize the contributions of its local outreach. This year, CAPS established relationships with organizations Do Space, Pottawattamie County, and Education Northwest. Along with VPA-UNO, our students have thrived in applied efforts that benefit the program and our community. Read more about their accomplishments in the newsletter.

Our program continues to produce research outcomes, some of which you can see in the publication and conference submissions sections of the newsletter. This year, like those in the past, the profile of UNO's I/O psychology program gained more prominence, thanks to the efforts of hard-working faculty and our students.

We were glad to see so many familiar faces during our get-together at SIOP in Philadelphia in April. Special thanks to Talent+ for again providing the funding for that event, we greatly value our relationship with this wonderful group. Our students appreciated the time spent in Philadelphia, and you can read more about their experience in the newsletter.

SIOP 2016 will be held in Anaheim, CA, so we hope to see everyone in the temperate conditions in April.

Our LinkedIn group "UNO I/O Psychology" has grown to 170 members, and we hope you will join. This group allows us to maintain strong connections with, and between, program alumni. We encourage current students and faculty to also join. Although I continue to send job openings via email, I have also employed the LinkedIn group for this purpose, and believe this network offers promise for sharing future opportunities among students and alumni alike. As always, please let me know about updates or changes in your contact information (e.g., e-mail) or occupation (e.g., new roles, new organizations).

This newsletter focuses on some of the people who distinguish our program—our students and alumni. We have featured individual accounts from current students on their research and applied experiences, as well as full interviews with some alumni. Read the responses from these alumni for great words of wisdom and brilliant stories of successes. In the newsletter you'll also find good news updates from our alumni. We love hearing about the wonderful news in your lives, so keep up the sharing!

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My Own Work

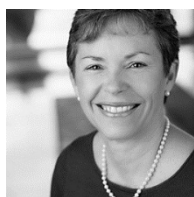
We have received a second grant from the Rural Futures Institute in which we will be conducting leadership development for emerging rural leaders. Furthermore, this program involves virtual teamwork of rural leaders. In addition, I have received a three-year grant through the Army Research Institute in which we have partnered with University of California-Riverside and will be conducting research on leader-follower identity integration.

In terms of my research, I continue to study individual and team creativity, especially in relation to problem construction and information search. In addition, I have continued to study how motivation, specifically in the form of creative mindsets (whether creativity is viewed as fixed or malleable) relates to creativity.

To keep in touch, please call (402-554-4810) or e-mail (rreiter-palmon@unomaha.edu). Feel free to connect with me on LinkedIn as well.



Congratulations, Graduates!

**Ph.D.**

Maria Theresa Gaston, Kami Tsai, Amy Walzer, Justin Yurkovich

**M.S.**

Tara Augustin, Audrey DeFrank, Maggie Gossard

**M.A.**

Stephanie Sands

Table of Contents

pg 6 **SIOP Alumni Dinner in Philadelphia**

Joseph Mroz

pg 7 **What's New with SIOP-UNO?**

Victoria Graeve-Cunningham, Adam Thurley, Sahra Kaboli-Nejad

pg 9 **Ph.D. Graduate Interview: Tom Rauzi**

Benjamin Thomas

pg 15 **M.S. Graduate Interview: Bob Myers**

Benjamin Thomas

pg 21 **Examining the STEM Pipeline**

Taylor Gehringer

pg 23 **Annual CAPS Review**

Kevin Mitchell, Michael Yoerger, Joseph Allen, Roni-Reiter Palmon

pg 25 **Applied Experiences in The Archdiocese of Omaha**

Lee Ferrante

pg 26 **Experiences in the Center for Meeting Effectiveness**

Michael Yoerger, John Crowe, Joseph Mroz, Kelly Prange, Nicole Landowski, Joseph Allen

pg 28 Alumni Good News Corner

pg 31 Department Publications

pg 33 Department Presentations

SIOP Alumni Dinner in Philadelphia

by Joseph Mroz

The SIOP annual conference was in downtown Philadelphia, PA this year and, although the location was not quite as picturesque as Honolulu (SIOP 2014), it was the third-highest attended SIOP conference yet, with over 4,300 registrants. Despite the lack of beaches and abundant sunshine, the “City of Brotherly Love” has its own share of tourist attractions such as the Liberty Bell, Independence Hall, and the City Center district.

Many current students traveled to the conference and shared hotel rooms at the Philadelphia Marriott Downtown to save on travel expenses. If you’re wondering—and who isn’t?—a hotel room with two beds *can* accommodate at least six graduate students and their luggage! It was a great team-building exercise for everyone involved.



A large number of students (see the research section of this newsletter for more information) presented posters at SIOP, and VPA-UNO led a session on volunteer program assessment that included VPA affiliates from across the country. Dr. Allen was nominated to chair the SIOP Education and Training Committee starting next year, and Dr. Reiter-Palmon chaired a committee that discussed revising the guidelines for SIOP graduate programs.

As with past SIOP conferences, program alumni, students, and faculty gathered one night for the UNO alumni dinner. The dinner was at Fergie’s Pub, a traditional Irish pub that serves an assortment of local foods and drinks. Talent Plus sponsored the gathering again, and we’re very thankful to have such a great partner and supporter of the program.

We had a great turnout this year (perhaps a bit more than Fergie’s Pub expected!), with a mix of students from first-years to those finishing up their degrees, alumni of all sorts, and even some students who joined the program this fall.

We look forward to another great alumni dinner in Anaheim, CA at the 31st Annual SIOP Conference next April!

What's New With SIOP-UNO?

by Victoria Graeve-Cunningham, Adam Thurley, Sahra Kaboli-Nejad



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Greetings from SIOP-UNO! As the current Tri-Chairs, Victoria Graeve-Cunningham, Adam Thurley, and Sahra Kaboli-Nejad, we would like to give an update on SIOP-UNO happenings and share some wonderful events we have planned for the upcoming year.

The past year has been full of exciting social and networking gatherings along with events to promote professional development. From planning First Fridays to hosting speaker series, last year's Tri-Chairs went above and beyond and we must offer a round of applause for their service to SIOP-UNO and the I-O students and faculty. Thank you Kevin Mitchell, Elliott Barber and Maggie Gossard for planning such engaging events!

As we all know, graduate students and faculty are busy and tend to have full schedules; thus, SIOP-UNO tries to find fun opportunities for students and faculty from psychology to get to know one another over food and drinks. The Fall 2015 semester kicked off with the annual picnic, which was graciously hosted by Dr. Ryan! I-O students and faculty had a great time getting to know the incoming class, as well as enjoying delicious BBQ and side dishes provided by SIOP-UNO and the students. This year we are mixing up the fall social event with booze cruise on Ollie the Trolley into Omaha's gritty past.

The Durham Museum took us on a tour through downtown Omaha pointing out several historic sites while highlighting the impact of noted individuals and events in our city's sometimes-turbulent history. After the trolley ride, students took their own tour of downtown starting at the Jackson Street Tavern.

To continue the fun throughout the year, SIOP-UNO plans social outings on the first Friday of every month. Last year, members of the psychology department socialized at the following First Friday locations: Pizza West, Dundee Dell, Saints Pub and Patio, Jimi D's along with many others including a Fish Fry at the Croatian Cultural Society in Bellevue. So far this fall, we have kicked off the year at Aksarben's Spirit World and took advantage of the enjoyable October weather on 1912's rooftop in Benson. As the year moves forward, please keep a look out for upcoming First Friday announcements to take a break with camaraderie and cocktails!

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In addition to social activities, SIOP-UNO hosts speakers to inform students about career options after graduate school. On November 20th, Gini Collins and Danielle Crough, PhD graduates of the I-O program, will be coming back to UNO to discuss the opportunities at SilverStone Group, a consulting firm headquartered in Omaha which currently employs many of our fine graduates. Further, SIOP-UNO will be hosting a panel of discussants on January 29, 2016 to present to current graduate students. If you are interested in participating on the panel please contact Victoria Graeve-Cunningham at vcunningham@unomaa.edu.

We are looking forward to another great year with SIOP-UNO!

2015-16 SIOP-UNO Event Calendar	
Event	Date
November First Friday	11/6/2015
Silverstone Speakers	11/20/2015
December First Friday	12/4/2015
Holiday Party	12/11/2015
Spring Speaker Panel	1/29/2016
February First Friday	2/5/2016
March First Friday	3/4/2016
Spring Social: TBD	3/11/2016
April First Friday	4/1/2016
IO Alumni Dinner at SIOP	4/15/2016
May First Friday - Celebrate New Graduates	5/6/2016
SIOP-UNO Welcome Back Picnic	8/19/2016

Interview with UNO Ph.D. Graduate: Tom Rauzi

by Benjamin Thomas



Tom Rauzi

Tom Rauzi graduated from the program in 1993 and currently works as the Director of Talent Management for Dell. He recently took some time to speak about his experiences since graduate school.

Can you tell us about the work experiences you had in the period between graduate school and your current role as the director of Global Talent Management?

As I approached the end of graduate school, I faced the choice of staying in academia and becoming a teacher, professor, etc. or wanting to go the applied route. I wanted to really immerse myself in what I had learned in graduate school, and see how it applied, and really test some of the theories and ideas I had learned in graduate school, and see how they really worked and how people really used them and how they were operationalized in a real sense. I knew I could always return to academia if I wanted to. I thought the first stopping point in my career, it would be nice to get an immersion in a variety of practices in I/O psychology. I followed a colleague of mine, John Curtis, who had graduated a couple months before I did, and he had joined a consulting firm. I joined the same firm he did, which at the time was called HR strategies, but was soon purchased by what is now Aeon Consulting, so I was part of the Aeon Consulting group.

Consulting was a great experience. Because in it you learned a lot about many different things, you had many different projects where each one being delivered in a different organization brought about some variation on what you were doing, and you would learn something new. Either in how you would take some technique, concept, theory, or idea and apply it in a different setting or to a different situation and often times to a different outcome that the organization was trying to achieve. In consulting, one gets exposed to a broad variety of clients in different industries, and that too is instructive. You can see what is important to different organizations, and how the different priorities that organizations have reflect the needs of their particular business within their particular competitive marketplace and how those translate into talent or organizational goals that influence what you do as an I/O Psychologist. While you might be applying the same technique or framework in different businesses, you might use them quite differently, depending on what outcome you're trying to achieve and what's important to that business, in relation to what outcome it's trying to achieve. That's what I was exposed to as a consultant.

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A couple of key experiences of being a consultant: One, building a relationship with the clients, customers, or those people you're serving. In that relationship trying to understand, as well as you can, their needs and to articulate them in ways that not only clearly reflect what they're trying to achieve and what's important to them, but to clarify how you're going to help them. The other key experiences of being a consultant: the need to understand what the particular client is trying to achieve. We can't use the same tools in the same way in every setting. One needs to adapt and flex to what one is trying to achieve, in the context of what you're trying to achieve, and the culture, or the capabilities of the leadership within the organization. In other words, the need for flexibility.

The other great thing about being a consultant is the variety of engagements. While I already mentioned that, it was very important, as it made me a better I/O psychologist when I transitioned after 4 years of being a consultant. I transitioned to working in an organization, specifically a bank in Missouri, Mercantile Bank. I then moved to another bank shortly after that, Wachovia Bank, where I worked for several years as the leader of organizational effectiveness. The contrast between being a consultant and working inside an organization was pretty clear, and very interesting. When you're in an organization, you're having to not only build relationships, but they are long-term relationships.

Relationships where, you're not only helping people to solve their problems, or helping understand and provide possible solutions to their problem, but then you're having to live with that solution. You have to see what works and what doesn't, and having to correct that solution over time. You're able to see how things ultimately turn out, and you're starting to work in the political climate of the organization in a different way than you would as an outside member or consultant. You're having to build, and manage, relationships differently than you would as a consultant. You have to manage them, and the work that you do, in a way that you're able to be effective over time. One learns a great deal from that in seeing what works, what doesn't, and how as a new leader comes in, priorities are shifted. What was so important last month now is not as important, and something else is now much more important. Or a business leader who wants a particular program you put in place, now over time, their priorities have shifted. It may affect the way you're delivering it, the speed at which you're delivering it, the depth at which you're delivering it may change dramatically. . The flexibility in an organization can be the shifting dynamics of how well the business is doing, changes in leadership, changes in the organization's structure, and you have to be able to adapt to those changes as they come along.

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The other great learning out of working in an organization is, as a consultant you're selling yourself. You're selling your expertise and what you've learned and know, and you're selling your functional technical capabilities. In an organization, while that is important, you're also beholden to making things work in the "real world". In the world of budgets, in the world of time constraints, in the world where you have many things you're trying to accomplish with limited resources to get them done, and in a world where you may not have the ability to compel how much time people spend on what you ask them to do or their interest in it. In an organization, you have to be aware of the technical rigor you bring to your work. You have to make choices. You have to choose between those elements where it is very important to maintain technical rigor, and other things where you may decide, "I can be a bit more flexible around the technical rigor that I'm bringing." You learn to adapt and when to bring technical rigor and when to play more of the art, rather than the science, facet of what we do in I/O psychology.

Could you describe a little more about what your job entails? Maybe provide a Realistic Job Preview or a Day in the Life of a Director of Global Talent Management?

Currently, I manage global programs for Dell in the areas of performance management, talent management, and human capital analytics.

I have responsibility for our framework of how we manage our team member performance, the tools and training materials and timeline, all the actions that we do in that regard, as well as the strategy and concept of what does performance mean at Dell, what are we trying to achieve through performance management, and how do we express that in what we ask managers and team members to do over the course of the year? We've done a lot of interesting work over the last couple of years in changing how we do performance management. When I came into the role, three and a half years ago, we had a rating system that's calibrated to team members, and calibrated to the distribution of ratings that we expected. We studied the outcomes of that process and found they really weren't aligned with what we were trying to achieve as an organization. They came at a greater cost than we were willing to bear, so we got rid of ratings. We got rid of some of the more traditional elements of performance management, and we greatly simplified it to a series of conversations that you're having with your team member.

The other area of talent management: what is our pipeline of talent in the organization, what is the most critical or what are we trying to achieve through talent management—our organizational design criteria, as expressed through our talent needs.

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What is the most critical role in our organization, and then, knowing what we know about our organizational design, what our most critical roles are. Who are the people we can, over time, develop to take those jobs, and how do we help accelerate the progress of those people so they grow in their capabilities and that they're ready for new positions of greater scale and scope over time. How do we take those tools we use at a broader level and drive them throughout the organization, so we can have an understanding at the deeper levels of the organization of those individuals who have potential to grow in scale to the executive ranks? What are all the tools, frameworks, and processes that we use, and how do we conduct those activities, keep the top executives in the organization aware of it, and then drive the right actions to develop a talent bench.

Human capital analytics are the people analytics that we bring to study our internal processes, to understand how we can predict some behaviors before they happen, so we can intervene. For example, we are doing analytics to understand those triggers that lead people to be more likely to leave. That can help us identify some of the actions we can take to reduce that likelihood. Or we are undertaking another study to understand what is the impact of team members who are working remotely vs. those who are mobile and come into the office when we need them a few days a week vs those who are residential and show up here all of the time.

We have a goal of having 50% of our workforce be mobile, or remote, and what does that mean for the experience of team members at Dell. We are studying what are the differences in rates of promotion between those that are mobile vs residential vs remote or their responses to our employee opinion survey or rewards that they receive from the organization. Are there any differences in the experiences of these team members who have different ways of working at Dell, and what do those differences mean? What do we need to change or keep the same, or what do we need to change for others? We are using big data to try to understand what's working, what isn't working, what is likely to happen in the future that we need to be prepared for today.

What trends do you see approaching in the profession of I/O psychology or Human Resources?

Certainly the current trend of big data and predictive analytics. When you talk to any group of people about it, they all have some vague idea of what that means, and probably slightly different understandings of what that means. Not many people really understand how to form the questions that can be answered by big data and we still have a very shaky understanding, in my opinion, of what data are available to us that we can really use in a predictive sense.

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We are still in the early stages of understanding what we are trying to achieve and how we can get big data to help us do those things, and we only kind of vaguely understand. I don't know if you went to recent SIOP conferences, but each of them has had multiple sessions on big data. Some companies seem to be doing okay, others are neophytes at it. I think that we are doing a pretty good job of building some cases within Dell of how to use data to answer questions around our HR strategy, but we are still in the beginner's stage of really pulling our data together. It's not just an elite group of I/O psychologists who are doing this work, but we can enable managers and HR people everywhere to do this kind of work. To me, it's not about a small group of really smart people in their tower doing this. It's about building data resources and building capabilities so that people are able to understand how to ask the right questions, so they can explore answers to those questions through data that are available to them, easy to get to, easy to analyze, and they're reliable. There will always be a need for people like us to answer the questions that require more complex answers and analytics. We need to figure out how we can simplify a lot what we do so we're getting it into the hands of managers who can ask the question, answer it pretty quickly, and then know what to do fairly quickly in response to those answers. We are in an early stage, I think that's obviously one area where there's a lot more to come.

Other areas include areas around performance management. I think we are still figuring out, what does a post-ratings world look like? We are also at an early stage of figuring out, what does it mean or what are the outcomes of simplifying performance management? We initially did a study a couple of years ago, and some of the costs we had, then we introduced some changes. We've since been studying the impact. We've learned some very interesting things about what it means to not have a rating, to have more of a conversational, feedback-focused approach, and what its impact is on how satisfied team members are with the feedback they are getting and their views of meritocracy and whether the organization is aligning rewards to performance in fair ways.

What do you miss most and least about graduate school?

I miss most sitting around just shooting the breeze with peers about what we learned or discussed in class. I miss the ability to watch the Rockford Files in the afternoon between classes or while I'm having lunch, which I mean to say I miss the flexibility in my schedule. I miss the freedom the academic life gave you to do what you needed to do when you needed to do it. Of course, those were different times, I didn't have three kids back then. I didn't have to worry about spending money, because I didn't have any money, so what was I going to go do?

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What I miss about graduate school? I'd love to go back to graduate school to take a course, I really would. I miss the immersion in the topic, and the intellectual challenge of thinking about what does theory mean, how does it apply to me, how does it apply to situations I've never even experienced. I love and miss that kind of intellectual challenge.

What I don't miss about graduate school is writing papers, not having any money, although it wasn't as bad as you might think, those were a lot simpler times. I don't miss my parents constantly asking me, "When are you going to be done?" I don't miss wondering whether I would finish or not, that concern of that dissertation hanging over my head.

Have you considered returning to academia?

I have, as a matter of fact. As I consider the next stage of my career, I think I'd like to return to teaching, not on a tenure track, just as an adjunct. I think about things I really miss, and I really miss teaching during graduate school. I really enjoyed that, and felt I had a natural talent for that. It's funny, when I talk to people today, and say in a couple of years I think I'd like to get back into teaching, people say "Oh, Tom, that's your calling in life!" Everybody sees that, so I guess I need to follow my talent and take it back up again.

Do you have any advice for current graduate students?

Something I always tell graduate students is, take more business courses. Learn about finance. Learn about marketing. There's so much we can learn through understanding basic marketing techniques about how to reach an audience and engage it in a compelling way. Because much of what we do in an organization is about getting people's attention and getting their mindshare in a busy world. Much of what we do in selling what we do to business people is putting it in financial term, plus we need to understand what they're talking about, when they discuss their business problems and challenges. We can only do that to the degree that we understand, that we have the business acumen, to understand what their business is. We have to be able to talk in the language they use, and the financials that they are responsible for. I really encourage people to take as many business classes as they can, at least elemental or basic ones. Especially if you think working in an applied world is in your future, at least get a grounding in how your customers talk, or what is on their minds.

Interview with M.S. Graduate: Bob Myers

by Benjamin Thomas



Bob Myers

Bob Myers graduated from the program in 1984 and currently works as a Senior VP and Chief Human Resources Officer at Black Hills Corporation.. He recently took some time to speak about his experiences since graduate school.

So you graduated from the program a few years back?

Yes, so, my diploma says 1984, but I was actually in the program earlier than that. I got my undergrad at UNO, Psychology major, and I was very involved in the dept. We had something back then, maybe they still have it today, it was like the graduate student representative to the faculty and the undergraduate student representative to the faculty. We sat in on faculty department meetings, and we got to comment on things, we didn't have any real power, but I was very involved in the dept. I got interested in I/O, back then the program was run by two guys named Carl Greenberg and Dennis Dawcett. Dennis, I believe, may still be at the University of Missouri St. Louis. Carl left academia and worked for Union Pacific for a while and then ended up in the AT&T system and is now retired and is doing some consulting for a firm out of St. Louis, interestingly so, called Pragmatic HR, is the name of his consultancy.

I started Fall 1979 and ended up getting a job offer, and went in with the idea of getting my PhD, but ended up getting a job offer, so I negotiated with Carl and Dennis to finish my degree remotely so I moved down to Oklahoma and then Texas and took a few classes at North Texas state and transferred the credits up and finally got my degree 1984, got the Master of Science.

How did you start working for your current organization, Black Hills Corporation?

You know, I tried to retire once before in my career, back in 2006. I was the global chief HR officer for Reebok international and we were acquired by Adidas and as a result of that transaction, myself and the entire senior management team at Reebok left the company. I ended up moving back to Texas and had this idea I was going to retire early and do some consulting and I got involved with some buddies of mine who I had known for a long time who had started up a firm in Chicago called Strategic Talent Solutions.

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So I started doing some work with them. They brought me in as a partner and I had a client up in Kansas City in the energy industry, Great Plains Energy, who got together with Black Hills Corporation to acquire the company called Acquilla. Our firm, STS, was asked to work with both companies to build an integration, you know change-of-management integration plan for the acquisition. So I was introduced to Dave Emory and the executive team at Black Hills through that process. So there was a point in the process where the two companies, they were collaborators at the beginning and the closer you got to the end of the transaction then there was a need to select people, and so they became competitors at that point. From a consulting standpoint, we had to build a firewall between us, in terms of who was going to support Black Hills, in terms of the work, and who would support Great Plains. I signed up to support the Black Hills side. That got me very involved with Dave Emory, our CEO and chairman, and his team. Dave and I hit it off really well. Then the head of human resources for Black Hills Corporation retired and Dave talked me into taking the job.

Could you describe a little more about what your job entails? Maybe a Realistic Job Preview or a Day in the Life of a Senior VP?

Wow (Laughs). I don't know that there are— well, let me provide some information and tell me if I'm answering your question. In this role, you are responsible for all human resource programs, policies, activities, the staffing of the organization, the talent management, etc. You're also responsible for managing the organization effectiveness, which I'm sure you understand is a multidimensional topic. It includes everything from management's relationship to the board of directors, it even includes some work in terms of board effectiveness, it includes executive compensation and working with the Comp. committee chair. In fact, just before you and I began talking, I was wrapping up a meeting about our October Comp. committee meeting coming up with our head of comp. and benefits and our comp. committee chair.

You represent the company externally. You're in charge of: How do we show up as an employer? Do we show up favorably? Unfavorably? What's our employee value proposition? How do we position ourselves as an employer to attract the talent that is needed? There's a thousand and one things that I could talk about

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The way I usually describe the role of human resources to my team, as a summary perhaps: Our job is to make sure this company has the right people in the right jobs at the right times at the right costs to enable the organization to achieve its strategic objectives. That's the job. We enable performance, we enable high performance. The simplest way I've ever found to express the role of HR is, "We enable the achievement of the organization's strategic objectives by ensuring the talent necessary to do that work is in place." Every other aspect of HR relates back to that. So organization design, organization development, training, compensation, benefits, staffing, employment, etc. All of those things are necessary to deliver on that mandate.

What's your favorite part of your job?

I like the strategy side. My career has been filled with large-scale change initiatives. I spent not quite 10 years with PepsiCo. That's a very hard-charging, fast-changing environment. I was there back in the 80's when PepsiCo was literally the largest employer in the country. One of the first employers to achieve one million employees, it's a very different company today, but a very strong reputation for strategic HR process and management. In that environment, you reorganized every year whether you needed to or not. It was just the way things worked.

I was very fortunate to get pulled into a number of very large-scale change initiatives, some of which became very celebrated. When I was with Pepsi, a good part of that time I was in their fast food division at Taco bell. We did a 3-year organization redesign process, a total reshaping of the organization around a new strategic platform that ended up getting written up in the Harvard Business review. When I was at Limited Brands in Columbus OH as the VP of Organizational Development and Strategic Change, we went through some major improvements in our overall corporate governance processes, especially around talent and organization design. We were interviewed and got several mentions in Mackenzie and company's book that came out several years ago called, *The War for Talent*. So I've been very fortunate to get involved in some big-scale changes, and when you do a few of those and they end up on your resume, people are attracted to that because a lot of times, when companies make changes in their HR leadership, it's because they're looking for someone who can come in and help them change. I like that kind of work best. To me, maintaining things and status quo is important, but it's kind of boring. I'd much rather say "How do we transform ourselves?" "How do we create a step function increase in our performance through better management of people and organization design of the company?" That's the fun stuff.

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I've always described HR as a two-sided coin, and you have to deal with both sides. Some days you come in the office, and you flip the coin. Whichever side comes up is what you're going to spend your time doing that day. One side of the coin is very transactional. You have to get people paid, you have to administer benefit plans, fill jobs, conduct interviews, and etc. The other side of the coin is the transformational work. That's where it's about the HR strategy in the organization, what is the strategy of the company, what is the business strategy, and what are the most appropriate HR strategies and capabilities to enable and complement those business strategies, and what are the changes you're trying to make, those strategic changes, that transformational work. You have to be able to do both [transactional and transformational], but the fun stuff is the transformational.

What is a part of your job or career that you didn't expect or anticipate?

What comes to mind, and maybe I'll frame this as advice for current I/O students at UNO, it would be: Make sure you develop your financial acumen. If you want to do I/O psychology in a for-profit enterprise, it's a business, and at the end of the day, it's not about the I/O psychology. It's about the business performing, and the first and last measure of that is the financial performance, especially in a publicly traded company. If you want to do this for a living, if you want to make a career of this, make sure you develop your financial acumen.

Make sure you take an accounting course, or take a business finance course as part of your degree program. You don't have to be an expert, but you have to be able to understand a balance sheet, you need to be able to understand a profit and loss statement. You need to be able to understand the financial impact of the recommendations you're going to make throughout your career. I learned through the school of hard knocks, and when I first started my career and I started getting these questions, or I first started sitting in on these meetings, I thought "I wonder what they're talking about, this is all Greek to me." I had to figure that out. I went through some training, I got myself up to speed so that I had a base-level of financial acumen that would allow me to be more effective at my job. So I think that's the one area of oversight in all Human Resource related academic degree programs, whether it be Organization Behavior or I/O Psych or even someone who comes through the business school, they usually get some accounting in a business degree, but I think that's an important part of the puzzle.

What trends do you see approaching in the field of I/O psychology or Human Resource Management?

First and foremost, it's the impact of technology

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So a lot of things that used to be very laborious and time-consuming and done manually, today, you spend zero time on, they're fully automated. There's the impact of technology on just doing the work. There's the impact of technology on the nature of employment. So, in human resources, we are responsible for how we show up as an employer. I've got everything out there from LinkedIn to glassdoor.com to fill in the blank, either grading me on how I am as an employer or enabling my employees to find other employment easier. So technology is really fundamentally shaping the way you think about competing for talent; fundamentally changing the way you think about positioning yourself as an employment option in the marketplace. Technology is the single biggest thing.

I think the second biggest thing is somewhat related to the technology side of it, and this, to me, is the single greatest change in HR in my career: HR is becoming more analytical, it's becoming more fact-based. It is learning that it's not about the transaction in the moment, but it's about being able to study and analyze the organization and employee data and find relationships between things like desirable and undesirable organization outcomes, employee biographical data, and organizational design. There are programs that, literally, you upload data from your employee information system, and it will, with a

click of a button, conduct a cluster analysis showing you primary drivers of turnover for a department, for an organization, for a geographic location, etc., and that is very powerful. Rather than acting out of intuition and experience, and guessing sometimes, it is a much more disciplined business decision. You can be more proactive. One of my well-worn phrases with my teams is "My expectation is that you do your job by getting out in front of the elephant with a bag of peanuts, and not position yourself behind the elephant with a shovel." Technology, and the ability to become more analytical, to do strategic workforce planning and workforce analytics is huge. I think that plays right into the sweet spot of I/O psychology. To me, I employ several I/O psychologists, and their job is to find those kinds of relationships for us and to make sense of the data that we have on our employees and find the clever opportunities in there for us to do something better.

How do you think the I/O program at UNO prepared you for your current job?

In many ways. First, it provided the knowledge base for me to be able to weigh in and have an opinion, to recognize root cause on organizational effectiveness issues versus symptoms, and to think empirically about things rather than kind of guessing or being reactive.

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I think the statistics classes I took and pro-seminars—I don't know how the curriculum is lined up today, we used to have these required pro-sems—gave me a good foundation in statistical analysis and that was very useful. I've been very excited about the development, over the course of my career, in workforce analytics. I've always taken a fact-based approach, looking for people to show me the numbers: How would you measure that? Do you have any data that demonstrates what you're saying? Those kinds of things have always been part of how I engage. So trying to make sense of data through statistical analysis is another way the I/O program prepares people.

I don't know if the program does this as much, but sometimes the role that you play, regardless of where you're at in the profession, whether in academia or for-profit, it is a consulting kind of profession. People want to talk to you because you can be helpful to them in achieving some objective. The way you engage is in a consultancy-type of approach. There are lots of ways to do consulting, this is not a one-size-fits-all approach. You can be an expert adviser, you can be a facilitator, there's a lot of ways to do consulting. More through my involvement with CAPS, I was very fortunate. I was a first-semester graduate student who got invited to become part of CAPS, and I got to do a few different engagements in and around the Omaha area. In fact, it's through one of those early engagements, with Belmont Industries, that I landed that first job.

They came along and said "We just bought a company in Oklahoma, and we'd like you to come down and be part of the start-up team." It was too good to say no to, so that's when I began my career. But I think it was the opportunity to apply some of what I was learning back then, and getting some applied experiences in addition to the academic training.

What do you miss most and least about graduate school?

I love the collegiality of it. I was very involved in the dept. and knew all of the faculty, it was kind of the center of my universe. I knew of places that don't even exist anymore. Whether it was hanging out on the fourth floor of the admin building in my little TA cube, or going down to the Dundee Dell or the 49er for a beer after classes. I was the TA supervisor for the rat lab for a year there. So one thing I don't miss is when it was my turn to come in on a Sunday afternoon and clean out all the soiled newspapers from the rat cages. But I have very fond memories of that time. I was young, eager, newly married, and full of vigor and thought there was nothing I couldn't do.

Examining the STEM Pipeline

by Taylor Gehringer



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My research with Dr. Carey Ryan examines environmental factors in science, technology, engineering, and math (STEM) classrooms and workplaces that may contribute to STEM attrition and the persistent underrepresentation of women, in particular. Research on increasing the number of STEM workers is popular, but much of it focuses on ways to get more students to enter the “pipeline” from early education to the workforce. Retaining STEM talent, however, requires that we find ways to fix the current “leaky pipeline” for women and underrepresented minorities. Our research goes beyond individual differences in ability and interest, examining perceived fit and workplace socialization among those who are already pursuing STEM careers.

Our first project examining undergraduate STEM course experiences was started by Dr. Ryan with graduate students Erika Morral (now Dr. Morral) and Kristin Saathoff and supported by an NSF grant. We analyzed data provided by UNO undergraduates majoring in STEM, social science, and other majors. Our results thus far indicate that students had greater interest, career aspirations, and more positive experiences in social science than in STEM domains. Importantly, peer relations, greater teacher support, and stronger perceived belonging predicted students’ STEM career aspirations, controlling for their personal interests in STEM and GPA.

There were also expected gender differences among science students, with men reporting closer peer relations, higher STEM GPAs, and greater STEM career aspirations than women. Further, the relationship between personal interests and STEM career aspirations depended on gender and perceived belonging. Among women (but not men), greater personal interests in STEM fields predicted stronger STEM career aspirations only if they perceived themselves as belonging in their courses.

Our second study highlighted the importance of workplace experiences for STEM career persistence among recent graduates. The transition from college graduation into the workforce represents a major “leak” in the pipeline, with substantial attrition of STEM-educated workers, especially women. Because graduates have already established their interest, ability, and commitment to STEM fields, we expected that early workplace environmental factors, specifically graduates’ organizational socialization experiences, could be key to understanding STEM attrition. Organizational socialization, also known as onboarding, is the process by which newcomers become integrated into their work groups.

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To assess the success of organizational socialization outcomes, we asked recent graduates to indicate how well they understood their roles, the organization, its goals, and how integrated into the organization they were.

Coordinating with local alumni associations, we found that women and men reported similar scores on organizational socialization dimensions, although women reported lower intentions to persist than men. Additionally, fit-based socialization (e.g., integration) was a better predictor of persistence than was task-based socialization (e.g., performance proficiency); and the relationship between fit-based socialization and persistence was stronger for women than for men. Socialization serves to reduce newcomers' uncertainty about their role and fit, and it seems that fit-based socialization may be especially beneficial for newcomers with greater uncertainty due to stereotypes and underrepresentation (i.e., women in STEM).

In sum, these results suggest that students may be less attracted to STEM than other domains, and women in particular may be deterred for a variety of reasons. Our findings highlight the role of perceived fit—and the role of environmental factors in conveying messages about fit—in STEM classrooms and workplaces. Notably, although interests and ability in STEM may make careers in STEM more appealing to women (and men), a lack of perceived fit in college or in the workplace may be especially likely to deter even those women who are interested and qualified. Further, targeted efforts to bolster students' belonging in college courses and to support newcomer employees' perceptions of fit during their transition into the workforce may be especially effective intervention points to retain female STEM talent.

Experiences in the Center for Applied Psychological Services

by Kevin Mitchell, Michael Yoerger, Joseph Allen, and Roni Reiter-Palmon

The Center for Applied Psychological Services (CAPS) has had a great summer and an even better start to the new year! Dr. Joseph Allen is in his second year as the director of CAPS, and one of his primary goals was to foster new partnerships in the community. The hope was to generate more opportunities for the psychology graduate students to gain valuable applied experience. CAPS has continued to work with the Lincoln Police Department (LPD) and Action for Autism Partnership (AAP), and newer clients include Education Northwest and Do Space. With the addition of new clients and expansion of current partnerships, the graduate team, headed by co-directors Michael Yoerger and Kevin Mitchell, has grown considerably welcoming eight new associates. Dr. Roni Reiter-Palmon and Dr. Lisa Kelly-Vance have joined the CAPS team as a faculty supervisors. These certainly are exciting times for CAPS.

This past summer, CAPS associates attended a number of business networking events in the surrounding areas to spread the word about what CAPS is and how we can partner with local businesses.

One of the toughest hurdles faced by CAPS is conveying the wide array of services the graduate students can offer. These events have been valuable in exposing the team to businesses, as well as building relationships and networking skills that will serve the future graduates well. We would welcome the chance to present at more events; please contact the team if you would like us to speak to any groups about what CAPS can do for them!

The growth in CAPS has been great, and it would not be possible without the work by the graduate student leading the projects. Below we have outlined the project lead and some of the tasks they are currently working on or have completed.

Adam Thurley, CAPS associate, is spearheading the LPD project this Fall and Spring. CAPS partners with the LPD to develop a multiple choice and critical incidence exam for use in sergeant promotion. This project involves meeting with the sergeants and captain of the LPD, conducting focus groups, and developing a test bank for future exam preparation. LPD has been a consistent partner with CAPS over the past three decades.

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Joseph Mroz, CAPS associate, is leading the Do Space project. Do Space is a new public technology library set to open in November 2015. CAPS conducted a needs assessment for Do Space this summer to determine what success would look like for their program. This needs assessment is now followed by a two-year program evaluation. CAPS is currently in the development phase to determine which measures and data are needed to determine success.

Emily Ramsey, CAPS associate, is leading our efforts to produce a comprehensive database for Autism Spectrum Disorder (ASD) rates in Nebraska for Autism Action Partnership (AAP). The data will allow for the identification of potential targets for research and support. We also have another exciting project with AAP that we will be proposing to conduct over the course of the next year.

Michael Yoerger, CAPS co-director, is heading the Education Northwest project. Education Northwest is an educational research firm that is partnering with Omaha Public Schools (OPS) and University of Nebraska at Omaha (UNO) to assess teaching programs in OPS. This past Spring, Education Northwest hired a number of CAPS associates to complete initial data collection, and this Fall CAPS will be working on two projects with the Education Northwest team to assess two programs in OPS.

Kevin Mitchell, CAPS co-director, is leading efforts to expand our client base and identify networking opportunities in the Omaha area. If you know of an organization that may benefit from working with CAPS, please do not hesitate to contact Kevin at [ksmithell@unomaha.edu](mailto:ksmitchell@unomaha.edu) - you may also visit our revamped website at <http://www.unomaha.edu/college-of-arts-and-sciences/psychology/community-engagement/caps/Index.php> We look forward to hearing from you!



The CAPS Team at UNO

Applied Experiences in The Archdiocese of Omaha

by Lee Ferrante



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I have long had a desire to work for the Church, so when I found out about an internship in the Office of Human Resources for the Archdiocese of Omaha, I jumped at the opportunity to apply. When I sat down with the Director of Human Resources for an interview, he explained that he had plans to revise the performance management content and process. He asked what experience I had with job competencies, and I was able to respond with examples of what I had done in my graduate courses in the industrial-organizational psychology program at UNO.

It was a fast three months of researching and drafting core values and KSA's, and using these to develop an entirely new way of approaching the performance reviews. As if that wasn't enough, I was also learning the human resources information system and how to incorporate the performance reviews into the interface. I received a lot of positive feedback during the development of the performance management process, as well as after having presenting the new procedure to all of the Archdiocese's employees. Currently, the performance management process is in full swing, and I am proud to say that it has been going very smoothly.

At the end of my internship, I was approached with an offer for full-time employment as the Human Resources Coordinator for the Archdiocese. I accepted the offer and have been enjoying applying what I learned and also learning new ways of personnel management.

Experiences in the Center for Meeting Effectiveness

by Michael Yoerger, John Crowe, Joseph Mroz, Kelly Prange, Nicole Landowski, and Joseph Allen

Dr. Joseph Allen's CME research lab is devoted to the study of workplace meetings and how they impact employees for better or worse. Specifically, the CME strives to understand how to improve meetings in organizations so as to maximize outcomes for meeting leaders and participants/attendees.

Michael Yoerger, a third-year MA/PhD student, received a Graduate Research and Creative Activity (GRACA) grant to investigate the influence of that different types of pre-meeting talk (PMT) have on behavior during the meeting, meeting effectiveness, and other post-meeting outcomes, such as group performance. Pilot testing began in the fall of 2013, and data collection took place over 2014. Data processing, including cutting the data with Mangold's Interact software and coding it with Act4Teams coding software took place over early 2015. The CME is conducting data analysis and also making plans for launching a new experiment.

Joseph Mroz, a second-year MA/PhD student, received a GRACA grant to conduct several studies that examine the negative interpersonal effects of arriving late to workplace meetings. Using an experimental vignette methodology, Joseph, Nicole, and Dr. Allen found that on-time attendees tend to experience anger and a desire to punish people who arrive late to meetings, especially if the late arrival gives a controllable excuse for coming late (e.g., "I forgot when the meeting was supposed to start"). This project was submitted to SIOP as a poster and will be submitted to an academic journal soon.

Nicole Landowski, a third-year PhD student, has, since her time at Creighton, earned her MS in Minnesota and rejoined the CME lab this past summer. One new project focuses on meeting leader blindspots; both a highly controlled observational study and diary study will be used to explore the biases meeting leaders experience when overestimating the quality of their meetings.

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Dr. Allen collaborated with **Dr. Reiter-Palmon** this past year and received a one-year grant through the Fund for Investing in the Research Enterprise (FIRE) to study After Action Reviews (AARs) in the fire service. The team collaborated with the Omaha Fire Department to investigate when AARs should be held and how AARs impact crew safety climate. First, we conducted a qualitative study to determine captain and crew opinions on AARs. Then, a decision matrix was created. A training program was developed to teach captains and crews how to conduct effective AARs. The qualitative and quantitative studies are both in the process of being submitted as manuscripts to academic journals. Two trade publications were also accepted in firefighting magazines.

This past July, Dr. Allen and two of his colleagues released a book, *The Cambridge Handbook of Meeting Science*, which is the first volume to analyze the science of meetings. In the creation of this handbook, leading authors in industrial and organizational psychology, management, marketing, and many other areas were assembled to provide a comprehensive exploration of meetings.

Although meetings continue to be a "taken-for-granted" aspect of most jobs and they can be a source of satisfaction and/or misery, our CME research lab remains committed to answering a host of interesting research questions.





Good News Corner

JoDee Goracke: MS, '14

I accepted a new position as a Senior Data Analyst at Bellevue University working with Academic Initiatives. I also recently got married, now Mrs. JoDee Goracke.

Adam Butler: Ph.D., '95

I have been appointed Head of the Department of Psychology at the University of Northern Iowa. Even worse, I did not see any of the farewell Grateful Dead shows (with apologies to Dr. Brown).

Kevin Reindl: MS, '94

Still working on selection and assessment related activities at Pacific Gas & Electric Company in San Francisco. In the last year, we combined teams with our survey research group (engagement, etc.) and are also starting to dabble in data analytics this past year. I just hosted the International Selection and Assessment Council (ISAC) consortium annual meeting here in San Francisco in October, which is a small consortium of F500 companies who have robust selection and assessment programs.

On a personal front, my family and I spent our family vacation traveling around China and experiencing the culture (and food). And, we also adopted a rat terrier named Nova.

Lindsay Bousman: Ph.D. '07

I accepted a new position as the Director, Talent Management at Expedia, Inc. in Bellevue, Washington.

Amy Walzer: Ph.D. '15

Shane McFeely, another UNO I-O Ph.D. student and I recently got engaged. He asked me at my parent's house in PA. We'll be getting married in September 2017.

Paige Yost: MS '07

My husband, Justin, and I welcomed our first child. She was born on August 19th.

Harlow Sage Yost

8lbs 13oz, 20.5 inches

Laura Mainville Guenther: MS '94

In April I became the Founding Director of the Center for Leadership Excellence at the University of Texas at Austin.

My husband, Mark Guenther (MS '94) and I launched our own consulting firm, Mainville Guenther Consulting in March 2015 as well.

Katherine Gerson: MS '11

I took a new position within my team during Fall 2015 titled, Analytics Consultant. I finished a six sigma project at Allstate on Succession Planning Effectiveness last year (right before going on maternity leave!). I am expecting a son, Gabriel Gerson, December 2014. I will move to Shawnee, KS (a suburb of KC) June 2016 for my husband's work– he is now a resident at KUMC for Neurology. I have kept my position at Allstate Insurance and am a home-based worker for the headquarters in Chicago.



Department Publications

Allen, J. A., Crowe, J., Baran, B. E., & Scott, C. (in press). Organizational identification: A context-specific mitigating resource of work-family conflict. *Journal of Contingencies and Crisis Management*

Allen, J. A., Landowski, N., Lehmann-Willenbrock, N. (2014). Linking Pre-meeting Communication to Meeting Effectiveness. *Journal of Managerial Psychology*, 29(8), 1064-1081. DOI 10.1108/JMP-09-2012-0265 doi: 10.1108/jmp-09-2012-0265.

Allen, J. A., Lehmann-Willenbrock, N., & Rogelberg, S. G. (Eds.). (2015) *The Cambridge Handbook of Meeting Science*. New York, NY: Cambridge University Press

Allen, J. A., Lehmann-Willenbrock, N., & Rogelberg, S. G. (2015). An Introduction to *The Cambridge Handbook of Meeting Science*: Why Now?. In J. A. Allen, N. Lehmann-Willenbrock, and S. G. Rogelberg (Eds.) *The Cambridge Handbook of Meeting Science*. (pp. 3-11). New York, NY: Cambridge University Press.

Allen, J. A., Scott, C., Tracy, S., & Crowe, J. (2014). The Signal Provision of Emotion: Using Emotions to Enhance Reliability via Sensemaking. *International Journal of Work, Organisation, and Emotion*, 6(3), 240-260. doi: 10.1504/IJWOE.2014.065758.

Allen, J. A., Yoerger, M., Lehmann-Willenbrock, N., & Jones, J. (in press). Would you please stop that!?: The relationship between counterproductive meeting behaviors, employee voice, and trust. *Journal of Management Development*.

Barber, E., Prange, K., Allen, J. A., & Reiter-Palmon, R. (in press). An introduction to information post incident analysis: The After-Action Review. *FireRescue*.

Carmeli, A., Sheaffer, Z., Binyamin, G., Reiter-Palmon, R., & Sihmoni, T. (2014). Transformational leadership and creative problem solving: The mediating role of psychological safety and reflexivity. *Journal of Creative Behavior*, 48, 115-135. doi: 10.1002/jocb.43.

Dunn, A. M., Scott, C. W., Allen, J. A., & Bonilla, D. (in press). Quantity and quality: Increasing safety norms through after action reviews. *Human Relations*.

Hansen, J. & Allen, J. A. (2015). An Organizational Meeting Orientation: The Construct, Scales, and Research Propositions. In J. A. Allen, N. Lehmann-Willenbrock, and S. G. Rogelberg (Eds.) *The Cambridge Handbook of Meeting Science*. (pp. 203-222). New York, NY: Cambridge University Press.

Harris, D. J., & Reiter-Palmon, R. (2015). Fast and furious: The influence of implicit aggression, premeditation, and provoking situations on malevolent creativity. *Psychology of Aesthetics, Creativity, and the Arts*. 9, 54-64. doi:10.1037/a0038499.

Harris, D., Reiter-Palmon, R., & Ligon, G. (2014). Construction or demolition: Does problem construction influence the ethicality of creativity? In J. Kaufman and S. Moran (Eds.), *The Ethics of Creativity*, (pp. 170-186). Palgrave Macmillan

Harp, E., Scherer, L.L., & Allen, J.A. (2015). *Engaged volunteers: Combatting demands with community service self-efficacy*. Manuscript submitted for publication at the American Journal of Community Engagement.

Jones, K. J., Venema, D. M., Nailon, R., Skinner, A. M., High, R., & Kennel, V. (2015). Shifting the paradigm: An assessment of the quality of fall risk reduction in Nebraska's hospitals. *Journal of Rural Health*, 31, 135-145. doi: 10.1111/jrh.12088.

Lehmann-Willenbrock, N. & Allen, J. A. (2014). How fun are your meetings? How and when humor patterns emerge and impact team performance. *Journal of Applied Psychology*, 99(6), 1278-1287. doi: 10.1037/a0038083.

Olien, J. S., Rogelberg, S. G., Lehmann-Willenbrock, N., & Allen, J. A. (2015). Exploring meeting science: Key questions and answers. In J. A. Allen, N. Lehmann-Willenbrock, and S. G. Rogelberg (Eds.) *The Cambridge Handbook of Meeting Science*. (pp. 12-19). New York, NY: Cambridge University Press.

Prange, K., Barber, E., Allen, J. A., & Reiter-Palmon, R. (in press). Critiques, debriefings, and after-action reviews: What are they and why are they important to firefighters? *Fire Engineering*.

Quick, C. J., Scherer, L. L., & Allen, J. A. (2015). *They got more than me!: Distributive justice among volunteers*. Manuscript submitted for publication at Journal of Community Psychology

Reiter-Palmon, R., Kennel, V., Allen, J. A., Jones, K., & Skinner, A. (2015). Naturalistic decision making in After-Action Review meetings: The implementation of and learning from post-fall huddles. *Journal of Occupational and Organizational Psychology*, 88, 322-340. doi: 10.1111/joop.12084.

Reiter-Palmon, R., & Sands, S. (2015). Creativity and meetings: Do team meetings facilitate or hinder creative team performance? In Allen, J. A., Lehmann-Willenbrock, N., & Rogelberg, S. G. (Eds.), *The Cambridge Handbook of The Science of Workplace Meetings*. New York, NY: Cambridge University Press.

Reiter-Palmon, R. (2014). Can we really have an integrative theory of creativity? The case of creative cognition. *Creativity: Theories, Research, Applications*, 1, 256-260. doi 10.15290/ctra.2014.01.02.13.

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Scherer, L.L., Allen, J.A., & Harp, E. (2015). *Grin and bear it anyway! A look at volunteers' fit with their organization, burnout, and spirituality*. Manuscript submitted for publication at the Journal of Burnout Research.

Scott, C., Allen, J. A., Rogelberg, S. G., & Kello, A. (2015). Five Theoretical Lenses for Conceptualizing the Role of Meetings in Organizational Life. In J. A. Allen, N. Lehmann-Willenbrock, and S. G. Rogelberg (Eds.) *The Cambridge Handbook of Meeting Science*. (pp. 21-47). New York, NY: Cambridge University Press.

Scott, C., Dunn, A., Williams, L., & Allen, J. A. (2015). Implementing After Action Review Systems in Organizations: Key Principles and Practical Consideration. In J. A. Allen, N. Lehmann-Willenbrock, and S. G. Rogelberg (Eds.) *The Cambridge Handbook of Meeting Science*. (pp. 634-662). New York, NY: Cambridge University Press.

Thomas, J. S. & Allen, J. A. (2015). Relative Status and Emotion Regulation in Workplace Meetings: A Conceptual Model. In J. A. Allen, N. Lehmann-Willenbrock, and S. G. Rogelberg (Eds.) *The Cambridge Handbook of Meeting Science*. (pp. 440-455). New York, NY: Cambridge University Press.

Toaddy, S. & Allen, J. A. (2015). Under new system, Bridges Build you. *The Industrial Psychologist (TIP)*, 53(1), 164-166.

Vreede, G.J. de, Wigert, B., Vreede, T. de, Oh, O., Reiter-Palmon, R., & Briggs, R.O. (2014). Supporting problem solving and decision making in teams with information technology. In H. Topi, (Ed). *Computing Handbook Set – Information Systems and Information Technology* (Volume 2). Chapman & Hall/CRC Press.

Yoerger, M. A., Crowe, J., & Allen, J. A. (2015). Participate Or Else!: The Effect of Participation in Decision-Making in Meetings on Employee Engagement. *Consulting Psychology Journal*, 67(1), 65-80. doi: 10.1037/cpb0000029.

Yoerger, M., Francis, K. & Allen, J. A. (2015). So Much More Than “Chitchat”: A Closer Look at Pre-Meeting Talk. In J. A. Allen, N. Lehmann-Willenbrock, and S. G. Rogelberg (Eds.) *The Cambridge Handbook of Meeting Science*. (pp. 153-176). New York, NY: Cambridge University Press.

Department Presentations

Allen, J. A. & Lehmann-Willenbrock, J. A. (2015, July). *Lessons from Group Meetings: Large Groups, Leadership, and Bad Behavior in Meetings*. Chair for symposium presented at Tenth Annual INGroup Conference, July 23-25, 2015, Pittsburgh, PA.

Allen, J. A., Kennel, V., & Jones, K. J. (2014, November). *Effective huddles and debriefs: How to facilitate learning at the frontline*. Symposium session presented at the 2014 Nebraska Critical Access Hospital Conference on Quality in Kearney, NE.

Allen, J. A., Rogelberg, S. G., & Lehmann-Willenbrock, N. (2015, July). *The Effects of Meeting Lateness on Actual Meeting Outcomes*. Research presented at the Tenth Annual INGroup Conference, July 23-25, 2015, Pittsburgh, PA.

Augustin, T. N. & Allen, J. A. (2015, April). *Expecting the unexpected for free: Volunteers engage in emotional labor*. Research presented at the 95th Annual Convention of the Western Psychological Association, April 30-May3, 2015, Las Vegas, NV.

Augustin, T. N. & Allen, J. A. (2015, April). *Emotional labor and volunteers: How display rules affect volunteers in non-profits*. Research presented at the Annual Convention of the Southwestern Psychological Association, April 10-12, 2015, Wichita, KS.

Bell, S. & Allen, J. A. (2015, April). *IGNITE + Panel Session: Sharing IO with the Community*. Chair for IGNITE panel presented at the Society for Industrial and Organizational Psychology Conference, April 23-25, 2015, Philadelphia, PA.

Bundy, A. T., Scherer, L. L., Allen, J. A. (2015, March). *Scholarly engagement: A study on applied research to help homeless shelter volunteers*. Presented at the 7th Annual Student Research and Creative Activity Fair, Omaha, NE.

Cunningham, J. C., Scherer, L. L., Allen, J. A. (2015, March). *A study exploring volunteer satisfaction within a formal religious institution*. Presented at the 7th Annual Student Research and Creative Activity Fair, Omaha, NE.

Daus, C. S., Quarton, A. J., Brown, S. G., McCarthy, P. M., Reiter-Palmon, R., Steffensen, D. S., Stuhlmacher, A. F. (2015, April). *Bridging and cross-collaboration between Master's and Doctoral I/O programs*. Paper presented at the 30th annual Society for Industrial/Organizational Psychology Meeting, Philadelphia, PA.

Dredla, M. A., Scherer, L. L., Allen, J. A. (2015, March). *Volunteers working in non-profit organizations serving animal welfare organizations*. Presented at the 7th Annual Student Research and Creative Activity Fair, Omaha, NE.

Gehring, T. A., & Ryan, C. S. (2015, March). *Examining the STEM pipeline: The role of organizational socialization in STEM career persistence*. Presentation at the University of Nebraska at Omaha Research and Creative Activity Fair, Omaha, NE.

Gehring, T. A., French, L., Juarez, C., & Ryan, C. S. (2015, February). *Where do I fit in? Gender differences and barriers to interest and perceived belonging in science careers*. Poster presented at the 16th Annual Meeting of the Society for Personality and Social Psychology, Long Beach, CA.

Graeve-Cunningham, V.M., Scherer, L. S., & Allen, J. A. (2015, May). *Sustaining and retaining a healthy volunteer population by mitigating burnout*. Presented at the International Conference of the Society for Occupational Safety and Health, Atlanta, GA.

Graeve-Cunningham, V.M., Scherer, L. S., & Allen, J. A. (2015, April). *Establishing organizational trust to engage and retain volunteers*. Presented at the Annual Meeting of the Western Psychological Association, Las Vegas, NV.

Graeve-Cunningham, V.M., Scherer, L.L., & Allen, J. A. (2015, March). *Sustaining and retaining a healthy volunteer population*. Presented at the 7th Annual Student Research and Creative Activity Fair, Omaha, NE.

Harms, M., Reiter-Palmon, R., Mitchell, K. S., Derrick, D. C., & Crowe, J. D. (2015, April). *The impact of problem construction and information search on creativity*. Poster presented at the 30th annual Society for Industrial/Organizational Psychology Meeting, Philadelphia, PA.

Harp, E., Scherer, L.L., & Allen, J.A. (2015, April). *Engaged volunteers: Combatting demands with community service self-efficacy*. Presented at the Annual Conference for the Society of Industrial-Organizational Psychology, Philadelphia, PA.

Jensen, S., Reiter-Palmon, R., Harland, L., Sands, S., Scott-Ligon, G., Derrick, D., de Vreede, G.J., Alothaim, A., & Kocsis, D. (2015, March). *Tough Love...or Killing a Dream? Case study presented at the MBAA Society for Case Research Conference*, Chicago, IL.

Johnston, C., Allen, J. A., & Prange, K. (2015, May). *Using Volunteer Program Assessment to Enhance 4-H Volunteer Systems*. Research presented at the 2015 National Extension Conference on Volunteerism, May 4-7, 2015, Portland, ME.

Jones, K. J., Skinner, A. M., Venema, D. M., & Kennel, V. (2015, April). *Collaboration and proactive teamwork used to reduce (CAPTURE) falls*. Symposium presentation on "Researching how we work together" presented at the 2015 International Forum on Quality & Safety in Healthcare Conference in London, England.

Kennel, V. (2015, May). *Making care safer for individuals by leveraging leadership*. Invited presentation at the 2015 Nebraska Healthcare Quality Forum in Omaha, NE.

Kennel, V., & Jones, K. J. (2015, June). *Best practices in conducting huddles and debriefs to facilitate learning at the frontline*. Symposium presentation on "Using TeamSTEPPS tools to partner with patients and prevent and learn from falls" presented at the 2015 TeamSTEPPS National Conference in Denver, CO.

Kennel, V., Reiter-Palmon, R., Jones, K. J., & Skinner, A. M. (2015, July). *Team reflexivity and innovation implementation in health care*. Paper presented at the 2015 Interdisciplinary Network for Group Research Conference in Pittsburgh, PA.

Continued on nextpage >>

Mitchell, K.S., Harms, M., & Reiter-Palmon, R. (2015, Aug). *The impact of tolerance for ambiguity on creativity*. Poster presented at the 123rd American Psychological Association meeting, Toronto, Canada.

Nguyen, C., Tahmasbi, N., Vreede, T. de, Vreede, G.J. de, Oh, O., Reiter-Palmon, R., Hardy, S, Preheim, N., & Bowden, N. (2014, December). *Measuring Participant Engagement in Community Crowdsourcing*, Paper presented at the AIS- SIGDSA Pre-International Conference of Information Systems Workshop, Auckland, New Zealand.

Nguyen, C., Vreede, T. de, Tahmasbi, N., Vreede, G.J. de, Oh, O., & Reiter-Palmon, R., (2015, May). *Participant Engagement in Community Crowdsourcing*. Paper to be presented at the European Conference of Information Systems, Münster, Germany.

Plemmons, S. A., Day, D. V., Doty, J., Dragoni, L., Fenlason, J., & Reiter-Palmon, R. (2015, April). New directions in leader development research. Paper presented at the 30th annual Society for Industrial/Organizational Psychology Meeting, Philadelphia, PA.

Poteet, M. & Allen, J. A. (2015, April). *Volunteer Program Assessment: Lessons Learned and Opportunities from an I-O Outreach*. Chair for panel presented at the Society for Industrial and Organizational Psychology Conference, April 23-25, 2015, Philadelphia, PA.

Quick, C., Scherer, L.L., & Allen, J.A. (2015, April). *Distributive justice for volunteers: extrinsic outcomes matter*. Presented at the Annual Conference for the Society of Industrial-Organizational Psychology, Philadelphia, PA.

Reiter-Palmon, R., & Kaufman, J. C. (2015, August). *Am I creative? Gender differences in creative self-perception*. Paper presented at the 123rd American Psychological Association Annual Convention, Toronto, Ontario, Canada.

Reiter-Palmon, R., Sands, S., Kocsis, D., Alothaim, A., Ligon, G., Harland, L., Derrick, D., de Vreede, G.J., & Jensen S. (2015, August). *Self-perception of creativity and creativity training*. Paper presented at the 123rd American Psychological Association Annual Convention, Toronto, Ontario, Canada.

Reiter-Palmon, R. (2015, June). *Creative Cognition: What happens before and after idea generation*. Invited presentation, National Creativity Research Cooperation Group, Xi'an, China

Reiter-Palmon, R. (2015, June). *Understanding creative self-perception, identity, and creative mindsets*. Invited presentation, National Innovation Center for Assessment and Improvement of Basic Education Quality, Shaanxi Normal University, Xi'an, China

Scherer, L.L. (2015, April). *Volunteer Program Assessment: Lessons learned and opportunities from I-O outreach*. Panelist presenting on VPA-UNO at the Annual Conference for the Society of Industrial-Organizational Psychology, Philadelphia, PA. [Panel Chairs: Joseph Allen & Mark Poteet]

Scherer, L.L., Allen, J.A., & Trent, S.B. (2015, June). *Promoting student civic engagement and scholarship through Volunteer Program Assessment at UNO*. Showcase presentation at the American Association of State Colleges and Universities Civic Learning & Democratic Engagement Meeting, New Orleans, LA.

Scherer, L.L., Allen, J.A., & Trent, S.B. (2015, June). *Promoting student civic engagement and scholarship through Volunteer Program Assessment at UNO*. Showcase presentation at the American Association of State Colleges and Universities Civic Learning & Democratic Engagement Meeting, New Orleans, LA.

Thurley, A., & Scherer, L. L. (2015, May). *Poor sleep quality influences on student incivility*. Poster presented at the 11th Annual Conference on Work, Stress, and Health, Atlanta, GA.

Trent, S. B., & Scherer, L. L. (2015, May). *Young worker daytime sleepiness and wellness: The role of job satisfaction and work-school conflict*. Poster presented at the annual International Conference on Occupational Stress and Health, "Work, Stress and Health 2015, Atlanta, GA.

Trent, S. B., & Scherer, L. L. (2015, March). *Putting out fires: Exploring occupational dispute competence in the workplace*. Paper presented at the 2015 University of Nebraska at Omaha Research and Creativity Fair in Omaha, NE.

Weaver, A. D. & Allen, J. A. (February, 2015). *Toil and Trouble: Emotional Labor and the School Psychologist*. Research presented at the National Association of School Psychologists Annual Convention, February 17-20, 2015, Orlando, FL.

Weddington, S. A., Allen, J. A., Scherer, L. L. (2015, April). *Volunteer emotional labor and burnout: The importance of good colleagues*. Poster presented at the annual meeting for the Society for Industrial-Organizational Psychologists, Philadelphia, PA.

Weddington, S. A., Scherer, L. L., Allen, J. A. (2015, March). *Having good colleagues decreases detrimental effects of volunteer emotional labor*. Presented at the University of Nebraska at Omaha Annual Student Research and Creative Activity Fair, Omaha, Nebraska.

Weddington, S., Allen, J. A., & Scherer, L. (April 2015). *Volunteer Emotional Labor and Burnout: The Importance of Good Colleagues*. Research presented at the Society for Industrial and Organizational Psychology Conference, April 23-25, 2015, Philadelphia, PA.

Yoerger, M., Allen, J. A., Lehmann-Willenbrock, N. & Jones, J. (July 2015). *The Impact of Counterproductive Meeting Behaviors on Trust and Voice*. Research presented at the Tenth Annual INGroup Conference, July 23-25, 2015, Pittsburgh, PA.

Zongrone, B. M., Kennel, V., Reiter-Palmon, R., Kaufman, J. C., Silvia, P. J., & Royston, R. (2015, August). *The effects of proctoring and test administration method on creativity*. Poster presented at the 123rd American Psychological Association Annual Convention, Toronto, Ontario, Canada.



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Upcoming Events

8th Annual UNO Student Research and Creative Activity Fair

March 4th, 2016

Undergraduate and graduate student research showcase

Omaha, NE

31st Annual Conference of the Society for Industrial and Organizational Psychology

April 14th - 16th, 2016

Anaheim, CA

124th Annual Convention of the American Psychological Association

August 4th - 7th, 2016

Denver, CO

76th Annual Meeting of the Academy of Management

August 5th - 9th, 2016

Anaheim, CA