



# I/O NEWS

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

FALL 2016

UNIVERSITY OF  
**Nebraska**  
Omaha



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# From the Program Director

Roni Reiter-Palmon



***Greetings from the I/O Psychology department at UNO!***

## **Department and I/O Area Happenings**

Hello everyone!

The I/O area has added a post-doc this year to help with teaching some of the courses and with the research. Emanuel Schriener joined our program this August, and will be here for two years. Read more about Emanuel in his column.

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 Anaheim 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, and you can read more about their experience in the newsletter. Join us for the next SIOP get together in Orlando – see you there.

For those of you that are local, we are going to invite you to various talks and events organized by the Psychology department – please join us! If you would like to give a presentation to our students, please let me know.

The Center for Applied Psychological Services (CAPS), under the direction of Dr. Joe Allen, has continued to revitalize the contributions of its local outreach. Our students have thrived in applied efforts that benefit the program and our community. Read more about both of these organizations in the newsletter. Read more about CAPS in their column.

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).

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This newsletter focuses on the people who make the program what it is—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!

### **My Own Work**

New this year is a grant from the Army Research Institute (ARI) focusing on the study of leaders and followers, and integration of leader and follower identity. In most cases, leaders are not just leaders, they are also followers, and must be able to navigate both roles. We are interested in the identity that leaders develop and how they integrate both roles. Whether the approach they take facilitates performance as a leader or follower, and what interventions can facilitate this integration. This is a 3 year grant, and we are not finishing up the first year.

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

Finally, this year I have completed editing two books which will be published in 2017. The Handbook of Personality and Creativity, with co-editors Greg Fiest and James Kaufman will be published by Cambridge University Press. An edited book on Team Creativity will be published by Oxford University Press.

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



# Congratulations, Graduates!

**Ph.D.**

Nicholas Arreola, Triparna de Vreede, Cheryl Fernandez, Vicki Kennel, Ashley Thomalla

**M.A.**

Lee Ferrante, Stephanie Weddington

**M.S.**

Brian Jeffries, Jordan Mackey, Adam Thurley

# Welcome to our new students!



**Laura Brooks, MA/PhD**

I am from McCook, a small town in western Nebraska. I received my Bachelor's degree in Psychology at the University of Nebraska – Lincoln. During undergrad I worked with Dr. David DiLillo studying the relationship between alcohol consumption and aggression in intimate relationships. The past year I worked at Noll Human Resources Services as a Behavioral Profiling Analyst, where I became interested in I/O Psychology. My research interests include the impact of diversity and gender in the selection process. In my free time I enjoy local music and spending time with my family



**Christopher Del Rosso, MS**

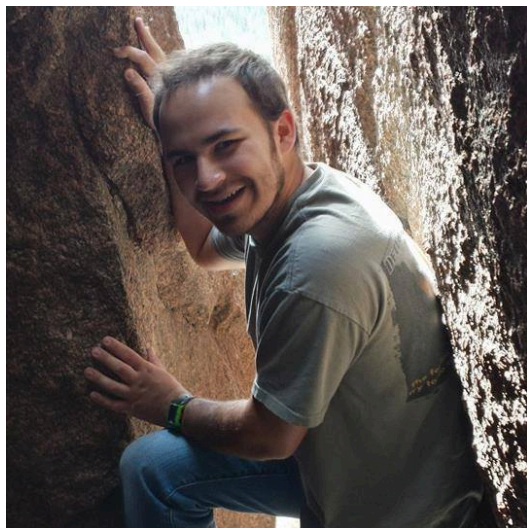
It was on a frigid winter's morning in the rolling hills of Hillsdale, New Jersey, when I emerged from the womb. Since that day, I have accomplished more in one lifetime than most people have in twenty. Given my adventurous spirit, I ventured far across the world to attend The College of New Jersey (TCNJ), which is located in Trenton, New Jersey, an hour and a half away from my home. While at TCNJ, I worked as a research assistant in Dr. Bireta's Memory and Aging Lab, studying differences in the isolation effect between older and younger adults. After receiving my B.A. in Psychology, I took a year off from school to figure out what I wanted to do,

eventually deciding to pursue studies in I/O psychology.

Though my research interests are not yet fully developed, I am gravitating toward research regarding teams, motivation, and job satisfaction. My work experience includes working as a cashier at A&P, a chain of grocery stores that has since gone out of business after over 150 years in business. Whether a causal relationship exists between the two is still under investigation. My interests include playing the piano, watching movies, playing videogames, and relaxing.

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**Harold Kanter, MA/PhD**

I grew up in Cheyenne, Wyoming, and Spokane, Washington. I obtained an A.S. in Economics and Finance as well as a second A.S. in Accounting from Laramie County Community College. I then continued to earn a B.A. in Psychology with a minor in Statistics from the University of Wyoming. I hope to explore my research interests in judgment and decision making through game theory while exploring the world of applied Industrial/Organizational psychology in Omaha. My hobbies include pinball, cooking, swimming, gaming, rock climbing, and more pinball.



**Salvatore Leone, MA/PhD**

I'm originally from Chicago, IL, and came to Omaha for my undergraduate at Creighton University where I majored in Psychology and minored in Business Administration. My research interests are varied, but mostly surround teams, including promoting team creativity and cohesion, examining team motivation, and looking at how rapidly advancing technology is changing the dynamic of teams and how organizations are doing work in virtual teams. For fun I like to workout or golf in my free time if I'm not discovering a new TV show on Netflix!



**Madison Schoenbeck, MA/PhD**

I grew up on an acreage outside of a small town called Cortland, NE. I went to the University of Nebraska at Omaha for my undergraduate degree and received a B.A. in Psychology, with a concentration in Industrial/Organizational Psychology. I worked with Dr. Reiter-Palmon as a research assistant, and developed my research interests in creativity and the interactions among common thought constructs, such as Tolerance for Ambiguity and Need for Closure. In my spare time I love to read, knit, and play with my cat. I also enjoy lots of outdoor activities like biking and camping.

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**Philip Simmons, PhD**

Originally from Connecticut, I earned my B.A. in Psychology at Rowan University in New Jersey. At Rowan, as a member of Dr. DJ Angelone's Aggression, Substance, and Sexuality Research Team, I contributed to projects focusing on deviant sexual behaviors and perceptions of sexual assaults. I moved to Omaha, Nebraska, in 2013 and began the Social/Personality M.A. program in 2014 under Dr. Carey Ryan. My research has focused on examining organizational factors and employee attitudes that may affect diversity training effectiveness. This research made for a natural transition into the I/O Psychology Ph.D. program. During my time at UNO, I have completed internships with Silverstone Group in Omaha, Nebraska, and Tesla Motors, in Palo Alto, California. I hope to further my knowledge of statistics and organizational research and begin a career as a practicing I/O Psychologist in the Technology, Energy, and Aerospace industries. Outside of school my Fiancé and I enjoy drinking beer, hiking, and traveling.



**Ryan Stetz, MS**

I was born in Milwaukee, Wisconsin, and also received my undergraduate education at the University of Milwaukee-Wisconsin. While there, I received my B.A. in Psychology and tutored many different social science courses (personality psych, sociology, psych 101 and more). Prior to my undergraduate education, I joined the U.S. Army Reserves in the Military Police Corps and was deployed to Afghanistan in 2011 to work with SOCOM (Special Operations Command). Within the field of I/O psychology there are a number of topics which interest me: Executive Coaching, Organizational Development / Change, and Personnel Selection. I plan to use my time here as a launching point for a career in consulting, preferably related to my topic interests. I have a number of interests outside of academia. I enjoy weightlifting, hiking mountains and rough terrain, kayaking, football and basketball, musical production, personality assessment (MBTI nerd), and religious studies (particularly eastern and comparative study).



# SIOP Alumni Dinner in Anaheim

*by Sahra Kaboli-Nejad*



The 31st annual 2016 SIOP Conference was held in Anaheim, California and was one of the most highly attended conferences on the West Coast to date. The conference was held at the Hilton Anaheim and Anaheim Convention Center.

Conference-goers had their fair share of tourist attractions to visit between the abundant poster sessions and symposia. Attendees took advantage of the close proximity to Disneyland, nearby beaches, and other various attractions. Eighteen students and faculty represented UNO at the conference this year including students in all levels of the program.

There was a strong UNO presence throughout the conference, with students presenting on a wide range of topics including (but not limited to): volunteerism, meetings, women in STEM, creativity, and much more! Students involved with VPA-UNO were able to connect with students in other VPAs around the country at the VPA-USA gathering and discussed ways to improve the VPA process.

Dr. Allen chaired the SIOP Education and Training Committee. Dr. Allen and Dr. Reiter-Palmon also spoke in two sessions discussing methods for teaching I/O Psychology and leadership in healthcare, respectively.

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In keeping with tradition, students, faculty, and alumni gathered on Thursday evening for the annual alumni dinner, graciously hosted again by Talent Plus. This year's dinner was hosted at McFadden's Restaurant and Saloon. Students were given the opportunity to meet and connect with alumni from around the country serving in numerous roles throughout the field.

**We are excited to see what next year will bring at the 32nd annual SIOP Conference, to be held in Orlando, Florida!**





# What's New With SIOP-UNO?

by Taylor Gehringer



*If you have suggestions for future events, or if you have any questions, you can contact Taylor at **tgehringer@unomaha.edu***

Greetings from SIOP-UNO! The current chairs are Danielle Rutz, Harold Kanter, and Taylor Gehringer. Over the past year, SIOP-UNO has been busy planning and balancing social and networking activities with activities promoting professional development. Thanks to our past representatives, Vicki Graeve-Cunningham, Adam Thurley, and Sahra Kaboli-Nejad for all your work!

Once again, we kicked off the year with the annual picnic hosted by Dr. Ryan. The beautiful weather, good company, and mutual distress regarding the coming semester made for a successful back-to-school event! We welcomed six new students to our ranks and relished the advisor-approved opportunity to relax, catch up, and enjoy delicious food provided by SIOP UNO and its members.

This year, students voted to go bowling for our fall event, and we had a great turnout at BOWL-A-WEEN at Alley V! We enjoyed food, drinks, bowling, and creative costumes to celebrate the completion of mid-terms. We also learned there is wide range in our students' bowling abilities- special shout out to Laura Brooks and Eric Scheller for their top scores!

As many of you know, SIOP-UNO plans social outings on the first Friday of every month- a great opportunity for students and faculty from psychology to get to know one another and relax over food and drinks! So far we've had a great turnout at Jimi D's in September, the Old Chicago patio in October, and the 1912 rooftop in November (thanks, global warming)! We look forward to seeing you all throughout the year!

In addition to social activities, SIOP-UNO hosts speakers to inform students about career options after graduate school. Renae Manning-Slaughter, an M.S. graduate of the I/O program, kicked off our Speaker Series by sharing her insights into talent management using data analytics from her experiences as Director of Global Talent Management at PepsiCo. This spring, we plan to coordinate additional alumni speakers to broaden our understanding of I/O, and we hope to organize pop-up sessions to share skills among our talented students and alumni.

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If you have a special topic in mind and/or you'd like to share your expertise with SIOP-UNO members, please let us know! We will also attend a hockey game this spring to cheer on our Mavericks!

**Keep an eye out for announcements from SIOP-UNO and we wish you the best in the coming year!**



# Interview with Ph.D. Graduate: Dr. Lindsay Bousman

by Danielle Rutz



*Lindsay Bousman, PhD*

Dr. Lindsay Bousman graduated from the program in 2007 and currently works as the Director of Talent Management for Expedia, Inc. She recently took some time to speak about her 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 Talent Management at Expedia?”**

It's been a journey! In graduate school, I did my practicum with Central States Health and Life Co. of Omaha (CSO). In this internship, I worked in HR as a compensation analyst. One summer I conducted a job analysis of all 300 jobs in the company, which then led to the re-structuring of job descriptions and eventually a compensation project. This internship gave me a firm foundation on fundamental HR operations blending with I/O, such as utilizing and displaying data to support your findings. It also taught me to think about the end employee at all times.

I got married while in graduate school. My husband was in the Navy and was going to be stationed in Seattle.

Therefore, I started networking early by ordering a SIOP membership book (hard copy, before online!) that listed I/O psychologists by location and began mailing my resume and a letter stating that I would love to meet them at SIOP. A few people wrote back, and I sought out a few of them by attending their sessions and introducing myself after their presentation.

Shortly after SIOP, an I/O at Microsoft reached out to me. They had a short-term, part-time position that they were hiring for. After a couple of phone interviews, I was working at Microsoft only a week after moving to Seattle. It took about a year's work of networking to obtain that opportunity.

I began working at Microsoft in 2003 while I was ABD. For six months, I worked on a small People Research Team as a contractor, consisting of about seven I/O psychologists. We were doing what Google was doing before it was cool- Research and Development and data science for HR. We offered program development and design, culture assessments, qualitative and focus group research, employee analytics, and competency development and validation.

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After six months I was hired on full-time and worked at Microsoft for four more years. I was involved in a variety of projects, including running the global employee survey, competency development and 360s, training evaluation, and employee feedback. My role was primarily survey and assessment-focused. Near the end of my time at Microsoft, I began doing more client-facing work, such as leadership development and identifying and coaching high potentials.

Then, I moved to Starbucks in their Partner (Employee) Insights division. I was in charge of any employee-facing research studies and managed a team of research analysts. I collaborated with the Organizational Development team as well as we had a more active partnership model within HR, enabling our group to be more 'in front of the curtain' than just behind the scenes.

Next, I worked for Paris Phoenix Group, a small consulting firm started by my former boss at Microsoft. Her vision for the company was to do what we are good at doing- designing interventions based on what the company needed. Rather than limiting ourselves to a set of preferred or off-the-shelf solutions, we led with research, gathered the data, and then developed a solution. With only a few employees, this consulting firm was small but very

agile. Our clients ranged from technology (Microsoft, GoDaddy, Vertafore), to retail (McClendon Hardware and Brooks Sports), to non-profits (Bill and Melinda Gates Foundation, and Hopelink). We offered a wide variety of things such as competency modeling, performance management, merger and acquisition culture assimilation, and career paths and profiles. The interventions ranged in size from an organizational employee survey to identifying all the job roles in a company and developing success profiles for each role. During my time at Paris Phoenix Group, I also taught "Survey and Organizational Research" as part of an I/O graduate program at Seattle Pacific University.

After seven years in the external consulting role, I felt the pull to return an internal role in a large corporate organization again. I sought out roles that would enable me to keep the variety I loved, but also see long-term projects through with a high impact. The Expedia, Inc. role as Director of Talent Management was a great fit for me, made possible through networking with former colleagues and even a former student. My role at Expedia, Inc., offers a great mix of all that I/O has to offer, such as developing 360° feedback systems, leadership development programs, and global employee surveys.

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Across my career I have been fortunate work in distinctive organizations with unique cultures and business models which have enabled me to learn more each day about how we impact the business. The connection to what the business does and how it operates is critically important.

**“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 Talent Management?”**

There are about 20,000 people with Expedia, Inc., a parent company that owns and operates over 200 websites found in over 60 countries, such as Expedia.com, Hotwire, Hotels.com, Orbitz, Home Away, trivago, and Travelocity. Expedia, Inc., is a collection of many brands and businesses under one umbrella. Therefore, the organization is very complex, and often operates as decentralized, independent brands, however I serve all brands in a centralized HR group.

I work in a very small Talent Management group that was formed a year ago. I work with a manager and peer in London, and a project manager and learning specialist located in Seattle. We are trying to enable more centralized talent management programs, such as a global employee survey, management and leadership development programs, performance management, and succession planning.

A “Day in the Life” is difficult because of such diverse tasks relative to the variety of work, and because the group is still so new and small. My primary focus areas are on program development of manager and leadership development, and organizational effectiveness.

Every day is different. For instance, one day I could be facilitating a leadership development program and then next day I could be working on curriculum or program design, or survey analytics. I could also consult with leaders, discuss changes to our LMS (Learning Management System), and take an active role in making senior leadership more visible to our up and coming leaders. In one day, I could go from ordering catering and materials for a training to meeting with the CEO.

**“What is your favorite part of your job?”**

Variety! I love the variety of clients, HR products and services that Expedia offers our employees. There is nothing in I/O that is off the table.

**“What part of your job or career did you not expect or anticipate?”**

I would say there are three things - First, life happens, and things don’t always go according to plan.

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I left graduate school early to finish my dissertation while working at Microsoft so I could live with my husband who was in the Navy. I started my career as an ABD student and full-time professional at the same time. I didn't plan on that, but it happened.

Second, I didn't plan on moving around to different companies as frequently as I did. My family members always worked with the same companies for very long periods of time, and I expected to do the same. However, I found out that that is not for me. Instead, my focus has been on whether I am making a difference for employees ("How do I bring I/O to more people?"). If I felt that I was not having the impact I desired, I sought out another opportunity.

Third, I didn't expect the intensity of the relationships and organizational dynamics to influence decisions as much as it does. So quoting that *Research says "X"* doesn't always win. Politics, personal preferences, leadership, and power dynamics play into decisions even if the "right" technical decision is clear.

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

First, I/O is becoming increasingly multi-disciplinary. That is, we are expected to collaborate with other professions (such as software developers, data scientists, legal, and communications) to provide a product or service. This makes us all better.

Second, there is still a lot of change and flux around performance management practices. Performance management is a real-life, breathing thing in many companies. It may not resemble what you learned in school and it is different in every company. Some of these changes are beneficial (such as applying principles from motivation and goal theory) and some are not.

Third, there seems to be a shift in how I/O's perceive their work and how HR is approaching the work. Our customer is the employee and what we develop are products and services for employees and the organization. So now we are asking, "What do we offer to our employees?" This shift in perspective changes the decision-making process and how you deliver your value.

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

The UNO program provides a good blend and balance of the core sets of skills needed to make a well-rounded I/O psychologist. The combination of foundational content in psychology (e.g., cognitive, developmental, social, decision-making), foundational content in organizational development and motivation, statistics, with the expectation and opportunities for applied experiences are unlike what I have seen in any other program.

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**What do you miss most and least about graduate school?**

I miss the shared language and understanding of basic scientific truths of human behavior at work. For example, I could give authors' names or concepts/theories and my I/O colleagues would know exactly what I was referring to. Now, I often have to include that as foundational points, and perhaps convince people of what I/O psychologists know is true.

However, I don't miss tests! They force you to know your material, but the stress was never fun. I also don't miss that feeling of being in limbo. I also purposefully choose a non-local program to where I grew up so I could be completely focused on school. I didn't know anyone when I moved to Omaha, and many members of my cohort were either married or had significant others, and all stopped at their Master's. Therefore, it was very difficult from a lack of social support. I made it intentionally simple, but at times was lonely. With the support of others in the Program, Roni, and my long-distance family, I was able to focus on the end goal.

**Do you have any advice for current graduate students?**

Because every career opportunity I have had was a direct result of my network, my advice to graduate students is to always expand and utilize your network- you never know when that is going to come in handy! I ended up at Expedia because a student in a graduate class I taught 6 years before now worked here. I also recently hired a former student of mine to work on my team. You never know where that network is going to take you!

Whether you go internal, external, consulting, or academic, don't feel as if you are locked on a certain path. You are only as immobile as you make yourself. There may be things that you are drawn to, and your path may change. And that's okay! Go where your passion in I/O is taking you.

Lastly, know your marketing advantage. UNO graduates are well-grounded in foundational content, and are well-rounded in regards to academics, statistics, *and* applied experiences. Be prepared to talk about your versatility and use that to your advantage.



# Interview with M.S. Graduate: Renae Manning-Slaughter

by Danielle Rutz



*Renae Slaughter*

Renae Manning-Slaughter graduated from the program in 2003 and currently works as the Director of Global Talent Management and Organization Development at PepsiCo. She recently took some time to speak about her experiences since graduating from the program.

## **“What was your first job out of graduate school?”**

Right after graduate school, I took a position as a skills analyst with a company called SkillsNET, which was located outside of Dallas. Interestingly, we did work for that company when I was in graduate school through the CAPS program. During my time there, I primarily did job analyses, competency modeling, training development, and training facilitations for the United States Navy.

I was at SkillsNET for about three and a half years. Because it was a smaller firm, I think it allowed me to do a lot of work right away as a consultant that I think you would usually have to grow into over time at a larger firm. One of the things that I love so far about I/O and the work that we do is the fact that you learn so much about different fields that you might never learn about.

## **“What was your next role after SkillsNET?”**

I went from consulting to an internal HR position. It was a role at the Dallas Area Rapid Transit. That is, public transportation. I thought it was going to be the role of a lifetime because it blended work with one of my passions, wellness. I was a benefits specialist, which was a bit outside of I/O. I was there for about two years when I realized that I missed the I/O work and wanted to get back to my roots. It was an interesting opportunity in terms of learning more about HR that I had no experience in before; and working in a different environment within the public sector.

## **Going back to her I/O roots**

After that, a position became available at a company called Assess System (now Outmatch). I worked as a consultant there for six years. It was a smaller consulting firm of about 50 people across the three areas of I/O consultants, IT, and our customer service team.

It was a talent management firm with a strong focus on assessment, which primarily focused on creating...

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selection solutions for clients but also did competency modeling and leadership development programs. They had their own suite of tools so I did a lot of assessment development and validation for hourly, professional and managerial positions. It was a great experience that was directly related to what you learn in graduate school.

I was there for six years and then essentially, the firm's business model shifted towards software focused rather than consulting. At that point, I had a previous colleague at PepsiCo who reached out to me about an opportunity. So I said, "Let's hear about it."

#### **Working for a global organization: PepsiCo**

The position at PepsiCo was as a Director of Talent Management and Organization Development. I was excited to get into PepsiCo because it is a great company to work for and I wanted the experience of working for a global organization. There are also a lot of I/O's at PepsiCo, and they value the perspective and specific skill set of an I/O psychologist.

I started out supporting IT, specifically, in all things talent management. One, for example, was a career framework. They had competency models, but they wanted to look at the full package. "What does a career look like?" "What are the competencies?" "What are the critical experiences that people need to grow in their careers?" "What are the broadening

experiences, the leadership experiences, that they need?" So I worked with them to build out their career framework and also simplify their career model. I also helped lead a robust, six-month leadership development program for their high potentials and did succession planning for their executives.

I think I have had a pretty exciting career. I like variety, and that probably shows. I have been fortunate enough to get to jump into a lot of different things as it relates to I/O in my career and I'm definitely grateful for that.

#### **"What is your current position with PepsiCo?"**

I moved into a new role in January supporting talent management and organization development across all of their global groups and functions. In terms of career model and progression at PepsiCo, they like people to get varied experience so they do like people to move around every two to three years to get those critical experiences. And because I moved into this new role in January, it also allows me to work remotely.

#### **"Do you travel often?"**

Currently, I travel a few times a year, so not a whole lot. Mainly, I travel to Plano, TX, which is where FritoLay North America and the IT group are headquartered. And New York. But that is about it.

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**“How big is PepsiCo?”**

It's around 250,000 people across the globe with 22 major brands including those in beverages, snacks, and nutrition. Pepsi, Mountain Dew, FritoLay, Doritos, Cheetos, Rold Gold, Quaker, Tropicana, Gatorade, etc. It is a very big company. It's a matrix organization, which also makes it complex but is a new environment and new learning experience altogether in terms of how you work in a matrix.

**“What is a matrix organization?”**

It is an organizational structure, the way a business operates. Essentially, a lot of global organizations move towards a matrix structure in order to get work done and provide efficiencies in productivity, and innovation. PepsiCo's portfolio includes categories, which would be beverages, snacks, and nutrition. Then you have six global divisions and then your support functions, which includes HR, within or across those divisions or business units.

Within my role, I work with the Centers of Excellence who help to develop the solutions or processes to rollout and execute globally. I also collaborate with counterparts across the globe to rollout everything from performance management, leadership development programs, succession planning processes, and all of that good stuff.

**“What does a day-in-the-life of a Director of Global Talent Management and Organization Development look like?”**

I partner and collaborate with our Centers of Excellence, our HR business partners, the leaders of the global functions, as well as the HR VP's that support those leaders. And then I have a team that work together as well. I also collaborate quite a bit with my counterparts in the different countries. So it's a lot of meetings, emailing, aligning, and influencing without authority.

I collaborate quite a bit with the Centers of Excellence. It could be anything. Depending on the time of the year, I lead deployment of processes at different points in the performance management cycle and provide feedback on how to improve rolling them out to HR and the associates. So the day-to-day differs. But it would be like that. Working with the COE's on those solutions, developing a rollout plan, and collaborating (which is either emails or a lot of phone calls) with our counterparts in other countries so that we know who's responsible for what and how best to deploy these programs or processes with our global population.

But then on top of that, there is a team of us that are working to implement a talent analytics model, a talent analytics maturity model.

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Essentially, we are standardizing an approach to talent analytics for global groups and functions to inform the talent management strategy.

And then on the leadership development side, there's a very robust, accelerated leadership program. When I supported IT, I was leading that program, and now in this current role its supporting the program by being an executive coach which is a lot of fun. So that's another side of my role - coaching high potentials within the organization as well as senior executives. It was one of those things I never really thought about in graduate school but it is really rewarding.

**“What part of your career did you not expect?”**

Knowing your audience and how to sell the solution in terms of what they need now or in the future was one of the biggest lessons I had as a consultant. Not just in terms of the industry, but also within the company because if you're talking to somebody in sales and marketing, you would pitch things much differently than if you're dealing with operators in the field because what is important to them is so different. So it's about knowing your audience and how to tailor your story to that audience.

A key takeaway for graduate students is to seek out any courses or opportunities to practice storytelling. It is an important skill even outside of consulting.

Just last week, I was at a workshop for our high potentials and that was a key takeaway from all of the senior executives - learn how to tell a story.

**“Do you see any trends approaching I/O?”**

I think big data is going to stick around. I think this could become bigger because HR is becoming more strategic and I think it's going to continue to do so, which is great. If you look at organizations where HR has a seat at the table, they are more strategic and I think they are over and above better organizations. It gives them an edge when it comes to attracting and retaining talent.

I could also see I/O's infiltrating different areas outside of HR, like marketing and insights. There's so much value that I/O's can bring from a data and strategy perspective.

**“Do you think that the program prepared you for your current job?”**

I do. I utilize a lot, including competency modeling (that is, identifying what success looks like within an organization), understanding human behavior within my executive coaching role (knowing how to ask questions and probe), assessment and validation, and the technical knowledge from the statistics classes. Lastly, there's a character-building element of attending graduate school - all that pressure builds resiliency, which is important.

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**“Any advice for graduate students?”**

I think a key take away is to cultivate a love of learning because it will help you no matter what you do outside of graduate school. Seek to understand more about a subject or a variety of things, continue to build your knowledge and skills. Be a life-long learner.

Also, build your network. Build relationships with your colleagues, professors, alumni, community members, etc. And don't be afraid to reach out and leverage your network for career opportunities, or research opportunities, or just share knowledge and interests. That's what networks are for. I can trace back a lot of my opportunities to my network and I am thankful for that.

# Introducing Dr. Emanuel Schriener

*by Dr. Emanuel Schriener*



I am happy for the opportunity to join the I/O program at UNO starting this fall as a post-doctoral research associate working with Dr. Roni Reiter-Palmon and Dr. Joe Allen. Moving from Munich, Germany, to Omaha, Nebraska – from beer to bulls – has posed its challenges with long lines at the Social Security Administration and other offices. But, with the help of faculty, staff, and students from the Department of Psychology and the whole of UNO, the transition has been a successful one and I'm excited about new people and projects.

I grew up in a small town in southwest Germany, a region famous for its rolling hills, its food (e.g. sausage and lentils or Maultaschen – pasta squares filled with meat and spinach in a broth that contains potato salad - yes, that is a thing there), and its frugal and parsimonious but very correct, punctual, and hard-working people. I moved from the rural area to the big city of Munich in the Southeast for both my undergraduate and graduate studies. Munich is best known internationally for its beer – the Oktoberfest is there – and German engineering by BMW and Siemens, among others. There are also many lakes, mountain ranges, castles, churches, and other sights in Munich and the surrounding area.

While studying technology and management oriented business administration (TUM-BWL) at the Technical University of Munich's (TUM) School of Management, I worked as an intern at Lischke Consulting GmbH and was an active member of the school's student council. Then, I joined the Chair for Research and Science Management as a graduate assistant and continued my voluntary service as Speaker of the TUM Graduate Council and advisory member of the Academic Senate and the Board of Governors of the TUM and the Department Board of the School of Management.

My research has mostly focused on the topics of teamwork and leadership in teams in innovative contexts. Furthermore, I have been active in a large-scale, EU-sponsored project on user integration into open innovation activities of sustainable companies. Throughout my time in Munich, I have conducted trainings in the areas of teamwork, leadership, personnel selection, and communication and cooperation for organizations from academia and industry. In July 2016, I received a doctorate degree with a summa-cum-laude evaluation from the TUM School of Management.

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At UNO, I am a member of both the Center for Applied Psychological Services (CAPS) and the Volunteer Program Assessment (VPA), continuing applied work to serve the community. In terms of research, I'm continuing work on leadership and innovative teams and expanding my horizon by incorporating volunteering, creative problem solving, and team meetings as additional topics.

Privately, I enjoy travelling the world, reading science fiction, fantasy, and spy novels and doing whatever sport is available. While I have been known to occasionally cook for friends and family, I especially enjoy eating good food from around the world.

To learn more about me and my research, please call (402-554-2580) or e-mail ([eschreiner2@unomaha.edu](mailto:eschreiner2@unomaha.edu)). Feel free to connect with me on LinkedIn as well.



# Applied Experience with Tesla

*by Phillip Simmons*



Working for a company like Tesla has been a dream come true. I have always wanted to work for a large technology company, however, companies on the forefront of innovation somehow seemed out of reach. I'm not an engineer after all. When I received an offer to work with Tesla's People Analytics team for the summer I accepted immediately, packed my bags, and within a week I was driving to Palo Alto, California.

Headquartered in the heart of Silicon Valley, Tesla is among giants. Google, Apple, and Microsoft each have sprawling campuses in the area, not to mention the hundreds of other established companies and startups. Most of my days were spent within the company's massive 5.3 million square foot automotive factory, often referred to as "Willy Wonka's Chocolate Factory." When I arrived, I learned that I would be working on a brand new People Analytics team, consisting of eight individuals including myself. I was tasked with a variety of projects including refining the company's performance management processes, automating HR reporting systems, and conducting several qualitative research studies.

The most significant and lasting contribution I made to the company was a complete re-design and launch of Tesla's global employee engagement survey. The project required close collaboration with Tesla's leadership team as well as CEO Elon Musk himself. Through this I learned much about the life of a practitioner. Communication with individuals outside the field of I/O, business politics, and the impact of organizational constraints were all things I had to adapt to. I also had to learn to work on "Tesla Time," which forces efficiencies. Luckily, my manager, a former Google director of People Analytics, was a fantastic mentor and guided me through these challenges.

The summer went by way too fast and it was hard to leave all the brilliant people I had the opportunity to meet. My manager was pleased with my contributions and explained in my final performance review that I had exceeded all expectations. I have the UNO program and faculty to thank for this. I look forward to returning to Tesla in the future and doing my part to transition the world to sustainable energy.

# Workplace Analysts as Story Tellers

*by Daniel Harris*



For almost two years I've been working at Quantum Workplace, an Omaha-based technology company that specializes in employee feedback platforms. My job title is Workplace Insights Analyst, which means I analyze data to derive meaningful, actionable insights for various places of work (including Quantum itself). My primary job responsibility is to analyze engagement survey results for clients, create a PowerPoint presentation based on results and insights, and present the final product to HR teams, managers, and executives. I also conduct internal and external research, such as enhancing Quantum's survey model or polling employees across the U.S. for their opinions on a variety of work-related issues.

One of the best and most consistent lessons I've learned during my tenure at Quantum is that analysts should view themselves less as "number crunchers" and more as "story tellers." Datasets hold stories that analysts need to extract. Most stories are pretty mundane, but some are gems. And it's those gems that need to be found, cleaned up, and shared.

But here's the thing – those stories need to mean something to your audience. You can run highly elaborate and rigorous statistical models, generating stories that you think are awesome from a scientific or

theoretical perspective. Yet those stories are absolutely worthless if (1) your audience doesn't understand them, and (2) they are not actionable for your audience.

To ensure your stories are understandable, you need to rely less on statistical jargon (e.g., correlation coefficient, effect size, statistically significant) and more on every day, non-statistical language. It's important to keep in mind that this process is not "dumbing things down" for managers or executives, but rather translating your jargon into a language that everyone can understand and discuss.

To ensure your stories are actionable, you need to know your audience. For example, if you were tasked with reviewing the results of an engagement survey for an organization, research it. What is its industry? How long has it been in business? Have any big shifts occurred recently, like a merger/acquisition, layoffs, or leadership changes? And so on. These kinds of questions narrow the focus of what's most relevant to the company and what may best lead to positive change.

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Likewise, those questions will always depend on where you work, your specific job responsibilities, and the kind of data you work with. But one constant is that you'll always work with datasets that need to answer the question "What can help my business?"

To be a competitive and desirable analyst—whether as a new hire or to receive a promotion—you need to communicate statistical results and insights effectively. What makes that communication effective is entirely dependent on your audience, as well as the medium through which you're telling the story (e.g., blog posts, in-person presentations). Overall, analysts need to be flexible and adaptable in how they frame data-derived insights to others, telling stories that are contextually-relevant, understandable, and actionable.

# Examining Leader and Follower Identity Integration in the Military

*by Ryan Royston*



Last year, Roni received a three-year grant from the Army Research Institute to conduct research on follower-leader identity integration. We also partnered with University of California-Riverside to carry out this study. The purpose of this research is to develop a multidimensional model of follower-leader identity (FLII) describing how individuals integrate leader and follower identities and how this relates to leader self-development and effectiveness. This research grant addresses several of the Army's critical objectives for leader development and soldier selection. In particular, this research advances our understanding of how leader identities may be developed in structured training programs.

In the proposed model, we argue that individuals may possess different types of follower-leader self-identities and varying levels of integration of these seemingly opposing identities. Some individuals, such as CEOs, may have high leader orientation and low follower orientation (Leader-stasis), while others, such as entry level employees, may have high follower orientation and low leader orientation (Follower-stasis).

Others may have both low leader and follower orientations and may see themselves more as technical experts (Capsulation). Finally, FLII individuals possess high leader and follower orientations and are able to integrate or easily switch between these roles (Dynamic individuals). We argue that FLII individuals who have integrated their leader and follower identities will show increased flexibility in adapting and enacting a leader or follower role, leader and team effectiveness, and health and social outcomes. This flexibility may further buffer them from stressors and challenges that are experienced in one's work, particularly in the intensities experienced in military settings.

Presently, we have completed the first year of the three year grant. During year one, we conducted a comprehensive review of the literature on identity, role conflict, multicultural identity, leadership, and followership. Having completed this review, we developed a model outlining the potential antecedents and consequences of holding an integrated or dynamic follower-leader identity.

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We are entering the second phase of the project which consists of interviewing personnel from USSTRATCOM and Zappos (headquartered in Las Vegas, NV) to further inform and refine our model using the qualitative data obtained during these interviews. From the information gained from the interviews and literature review, we will create and validate an instrument to assess FLII. In the last phase of the research grant, we will develop interventions and trainings that may activate and promote leader identities. Identifying FLII individuals may be especially useful when making assignments to inter-organizational operations where the ability to switch between leader and follower roles is particularly important. FLII individuals may show reduced tension and competition with members from other agencies, while also showing enhanced cooperation and collaboration. From the activities in this research grant, we hope to contribute to the Army's critical objectives for leader development.



# Implementing Engagement Research at Your Work

by Mackenzie Harms



I currently work in the Research Department for Omaha Public Schools, and report directly to the Board of Education. One of my ongoing projects has been to develop a measurement system to understand engagement, burnout, and stress in school staff. I've been working on this for approximately 5 months, and am getting ready to launch my second round of what will ultimately be seven measurement points. My main goal for this project is to use multilevel modeling to map the fluctuations in job stressors, the impact on engagement and burnout, and factors about people's specific jobs that contribute to how people perform at work. Over the course of this project, I've learned so many important lessons about doing this type of work in an applied setting.

First, teachers and school administrators have *difficult* and *stressful* jobs. It's amazing how tempting it is to stick to the literature and forget that there are humans doing this work every day. Spending some time talking to teachers and asking them open-ended questions about their day-to-day work has been so valuable in determining where I might expect stress to be different. Finding a balance of distance and engagement was very useful for me, but difficult to achieve.

Second, developing a customized survey is time-consuming. I spent a lot of time reading literature, running focus groups, and reviewing other surveys in the process of crafting what I believed to be a stand out survey. But, the work doesn't end there. One of the most valuable resources was asking teachers (aka subject matter experts) to provide feedback on the surveys I've developed. This stage of the process felt tedious, and at times I felt defensive. However, maintaining an open mind to their ideas has been enormously helpful. Ultimately, I'm the expert on measurement and data, but the people in schools are the experts on their job. They are often able to tell me how small wording changes would impact how people might respond to questions, given their experience in the classroom.

Third, finding a way to keep people happy while you are still gathering data is *so* important. Once leadership are aware of what you're doing (and they should be aware), they will expect data.

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They often won't know how they plan to use the data or even what data they want, but knowing it's there will be enough. The last thing I want is for principals, Board members, or executive directors drawing conclusions and taking action with incomplete data. We won't really know the intricacies of the work cycle until the end of the year. What I've done to prevent the data-panic is to create dashboard reports that keeps them involved in the process, without giving them information prematurely that could be misinterpreted. The dashboards allow different levels of leadership to login and view breakdowns of the top stressors for teachers at, for instance, a specific school or a certain point in their tenure. Creating these dashboards was a way for me to provide useful information throughout the process, while preserving the integrity of the data until I can analyze the story it tells.

# Applied Experience with UNMC

*by John Crowe*



For the past 8 months I have worked as a graduate research assistant at the University of Nebraska Medical Center. My research utilizes an interdisciplinary team to uncover and subsequently solve health-care related maladies. The first project I undertook was implementing a large scale organizational change – specifically the patient-centered medical home model of care – across 14 ambulatory clinics throughout the Nebraska Medicine system. The PCMH model of care is based on the idea that one provider will comprehensively coordinate a patient’s health care across the continuum of care including referrals to specialist physicians, hospital care, and post-acute care. Because the ideal structure for implementing the PCMH model of ambulatory care is an effective interprofessional team, my training in I/O psychology lent itself to this particular problem nicely. Utilizing the Team Strategies and Tools to Enhance Performance and Patient Safety (TeamSTEPPS) training program, my team facilitated the beginning of the clinic PCMH certification process by leveraging knowledge in multiteam structures, communication, leadership, situation monitoring, and mutual support. The goal of this project is to tease apart the endogenous nature of safety and culture.

The second project I am working on is called Collaboration and Proactive Teamwork Used to Reduce Falls, otherwise known as “CAPTURE Falls.” The goal of the CAPTURE Falls program was to help hospitals reduce patient falls by supporting a culture of safety, inter- professional teamwork, and sensemaking. Partnering with 18 rural critical access hospitals in Nebraska, we evaluated their fall risk reduction practices, and helped them develop a customized action plan to implement changes and innovations to reduce patient falls. Each hospital created an inter-professional team consisting of medical providers, licensed and unlicensed support staff, and quality improvement personnel to coordinate and implement the fall risk reduction program. We are now in the process of analyzing the data we collected and preparing manuscripts for publication.

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So you're probably wondering why in the world an I/O psychologist is working for a medical center?? Well, the training we receive in our program not only prepares us to work in conventional industries, but it allows us the opportunity to forge paths into organizations that may not have traditionally sought out the unique skillsets we bring to the table. What initially drew me to the healthcare setting was that it offered the opportunity to positively impact people's lives on a very personal, visceral level. Fortunately, I have been given the opportunity to leverage my strengths and strengthen my weaknesses while doing work that is important and needed.



# Collaboration with the Community: Ongoing Projects in the Center for Applied Psychological Services

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

The Center for Applied Psychological Services (CAPS) has had a great past year! Dr. Joseph Allen is in his third year as the director of CAPS, and one of his primary goals is 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 Education Northwest, Do Space, the Lincoln Police Department (LPD), and Action for Autism Partnership (AAP), but newer clients include Pottawattamie County, Service Learning Academy, and ARAG. This expansion of CAPS would not have been possible without the efforts of Associate Director Roni Reiter-Palmon and Assistant Director Lisa Kelly-Vance. With the addition of new clients and expansion of current partnerships, the graduate team has grown considerably. These certainly are exciting times for CAPS.

Listed below are a few of our recent projects. We are always interested in identifying new partnerships and opportunities for collaboration, so if you or anyone you know might be interested in learning more about our services, please do not hesitate to email the Director, Dr. Joseph Allen, at [josephallen@unomaha.edu](mailto:josephallen@unomaha.edu). We would love to discuss ways that we would be able to partner with you!

## Project Highlights

**Nicole Landowski**, CAPS associate, is leading the Service Learning Academy project. This project consists of using a pre- and post-survey for students participating in a service learning course. The survey measures the students' perceptions of the course and how the course impacts their community and personal growth. The CAPS team performed an analysis of the survey results and provided reports and feedback to the client.



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**Ryan Royston**, CAPS associate, is leading the ARAG Legal project. The purpose of this project is to evaluate the impact of a three-month Personal Leadership program designed to cultivate self-awareness, embrace new choices and possibilities, deepen leader confidence, and increase personal capacity for growth. Project tasks consist of analyzing quantitative data, identifying additional qualitative and quantitative assessment needs, and conducting a thematic analysis of qualitative data.



**Jason Hornberg**, CAPS associate, is leading the Pottawattamie County project. The purpose of this project was to conduct a workflow design study in order to achieve a comprehensive understanding of the county's civic leadership structure, from both an intra- and interdepartmental perspective. CAPS associates identified existing positions, developed protocols and conducted both interviews and focus groups, as well as created visual representations of organizational work processes and structure. The team also developed and administered a survey instrument. The CAPS team used the information collected in the work analysis process to develop both department-specific and organization-level recommendations.



**Madison Schoenbeck**, CAPS associate, is leading a project examining alternatives to detention for youth in Douglas County. The CAPS team has partnered with others on the UNO campus to complete an evaluation of youth detention alternatives, including a review of the current literature on successful programs across other jurisdictions, and work to develop a theory of change that guides the evaluation. Additionally, the CAPS team is conducting process evaluations of current options for alternatives to detention to further our understanding of their functioning and the possibilities for improvement. The CAPS team is producing bi-monthly updates and annual reports summarizing project progress.

**Joseph Mroz**, CAPS associate, is leading the Do Space project. Do Space is a new public technology library. CAPS partnered with Do Space and a variety of stakeholders to conduct a pre-design project to assess what it would mean for Do Space to be a successful organization, followed by an ongoing program evaluation. These projects collected data through the use of interviews, surveys, and focus groups. The CAPS team developed a series of reports that provided interpretation of the data collected and offered recommendations for improvement.

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**Olivia Rosol**, CAPS associate, is leading our efforts on a project with Autism Action Partnership. CAPS worked with AAP to develop a comprehensive employment survey for adults with ASD in Nebraska. Key goals of this project include providing comprehensive information about the unemployment rates of adults with ASD in Nebraska, as well as identifying barriers to employment and determining which services are most needed in the effort to increase employment rates.

**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 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 and Michael Yoerger, CAPS co-directors, are leading efforts to expand our client base and identify networking opportunities in the Omaha area and beyond. If you know of an organization that may benefit from working with CAPS, please do not hesitate to contact Kevin at [ksmitchell@unomaha.edu](mailto:ksmitchell@unomaha.edu) or Michael at [myoerger@unomaha.edu](mailto:myoerger@unomaha.edu) - we look forward to hearing from you!



# Volunteer Program Assessment: Highlights from 2016

*by Sheridan Trent*



Over the past year, volunteer program assessment at UNO has experienced tremendous growth, and had the opportunity to explore new and exciting collaborations with partner organizations. With the return of Dr. Joe Allen as the Director, many new opportunities emerged allowing for some special experiences and developmental opportunities to VPA Assistant Directors and Analysts. Some of the highlights from the past year are outlined below.

## **VPA Survey Customizations**

The VPA survey is a standardized volunteer program assessment tool, but increasingly clients have been interested in working with VPA analysts to produce a more tailored survey, or to add some more questions that they are interested in. Over the last year, VPA has worked with two organizations to customize their survey.

## **Omaha Area Youth Orchestras**

Omaha Area Youth Orchestras (OAYO) serves 550 musicians ages eight to eighteen every year, with students coming from over 100 schools and 20 school districts in eastern Nebraska and western Iowa. The group provides one of the only orchestral and ensemble-based educational experiences of its kind in Nebraska, with programs designed to enhance the lives and musical abilities of youth in a group setting that builds leadership skills, fosters discipline, and develops educated listeners and future arts supporters. OAYO first partnered with VPA in 2015 to do an initial volunteer program assessment, and again this year to conduct a follow-up assessment. In addition to the standard VPA survey, analysts Erin Nyquist and Sheridan Trent worked with OAYO to develop some special survey questions designed to gauge whether volunteers' technology needs were

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being adequately met at rehearsals, and to see if volunteers had special skills and would be interested in using them to provide service to the organization in a different way, such as grant writing, social media assistance, or in-kind donations.

#### *Humane Society of the Pikes Peak Region*

The Humane Society of the Pikes Peak Region (HSPPR) was the first animal shelter established in the city of Colorado Springs in 1952. Initially created and run exclusively by volunteers, the organization still depends heavily on volunteer support to carry out their mission of providing a compassionate society where animals are cared for and valued, and provides food, shelter, or care for more than 23,000 stray, relinquished, or abandoned animals each year. HSPPR has a long history of participation in VPA, a partnership which began in the spring of 2011. Because of the differences in the jobs of the volunteer population, for the past two years, VPA has provided customized reports to HSPPR separated by volunteer job, providing the organization with specific information about foster parent volunteers, shelter volunteers, and emergency response volunteers.

#### **VPA Class!**

Thanks to a grant awarded by the Rural Futures Institute, VPA-UNO is now developing a class to teach undergraduate students about consulting, assessment, and nonprofit organizations. The class will be offered during the summer of 2017 and will include a field trip to Gering, Nebraska, where students will present their assessment findings and recommendations to directly to the Foster Grandparent volunteers of Gering.

#### **VPA Goes to Baltimore, Maryland with OAYO!**

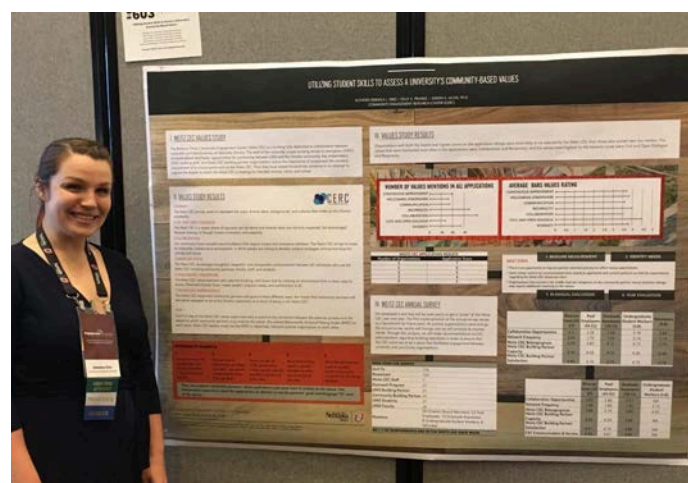
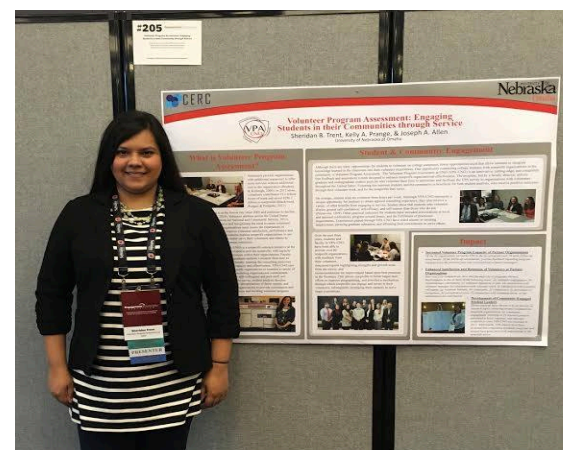
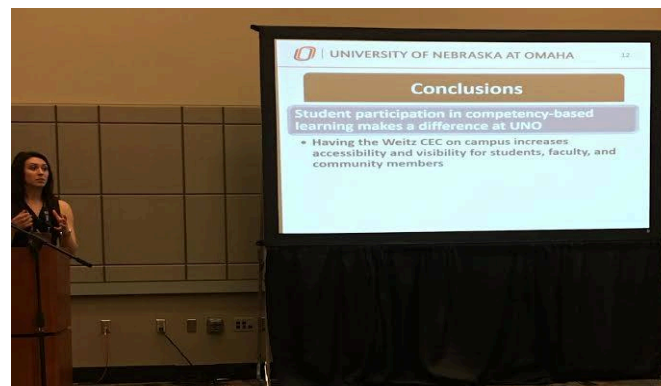
During the summer of 2016, VPA Assistant Director Sheridan Trent traveled with OAYO to Baltimore Maryland for the League of American Orchestras Conference, where she gave a presentation, along with Savannah Hunter, on Volunteer Program Assessment and how OAYO was able to use the information from the VPA survey to make targeted changes in their volunteer program. A copy of the presentation is available on OAYO's website, as well as the materials OAYO developed in response to the feedback they received from the VPA survey (e.g., job description updates, thank you letters, improved handbook).

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### VPA Attends the Engaged Scholarship Consortium Conference

This October, three students participating in VPA attended the ESC Conference hosted in Omaha at the Centurylink Center to showcase their engagement-related projects. VPA Assistant Director of Research, Kelly Prange, gave a presentation on promoting student engagement through competency-based learning at UNO, which highlighted that the Weitz Community Engagement Center may be contributing to students' affective, behavioral, and cognitive engagement at UNO. Rebecca Erks and Sheridan Trent also participated in the conference, showcasing posters on a values study conducted at the Weitz Community Engagement Center, and an overview of the impact students serving in VPA have on organizations in the greater Omaha community. Sheridan, Kelly, and Dr. Allen's poster titled, 'Volunteer Program Assessment: Engaging Students in their Communities through Service,' won the Community Outreach and Development Award, one of six poster awards given out at the conference.

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Please contact assistant director, Sheridan Trent, at **[strent@unomaha.edu](mailto:strent@unomaha.edu)** or director Dr. Joe Allen at **[josephallen@unomaha.edu](mailto:josephallen@unomaha.edu)** for any information regarding VPA.



# Stereotyping, Culture, and Intergroup Processes (SCIP) Lap Updates

*by Danielle Rutz and Dr. Carey Ryan*

**Molly Sullivan** is a second-year MS student. She is currently working with fellow lab members, Abby and Taylor, on a study exploring the relationships of traditionalism, sexism, person-thing orientation, and goal orientation to preferences for socially versus financially focused workplace environments. In addition, they plan to do some measurement work investigating the factor structure of goal orientation.

**Sahra Kaboli-Nejad** is a second-year MA/PhD student. Her research focuses on Iranian Americans' interests in STEM fields. She is investigating whether students, especially women, who identify more strongly as Iranian have a stronger interest in STEM.

**Danielle Rutz** is a second-year MA/PhD student. Her research involves the possible negative consequences of polyculturalism, the interethnic ideology that emphasizes the interactions and connections between different racial/ethnic groups and the dynamic nature of culture. The current literature indicates that polyculturalism has many positive correlates;

however, we are looking at whether this construct can have negative consequences, with a specific focus on "cultural appropriation."

**Philip Simmons**, a third-year PhD student, has conducted research on factors that affect the effectiveness of workplace diversity training with a primary interest in cynical employee attitudes. Research projects conducted at the University of Nebraska at Omaha and Ball State University have examined how management support, training rationale, and the proximity of racist events preceding training implementations may affect training outcomes.

**Abby Folberg**, a third-year MA/PhD student, received a GRACA to fund part of her Master's thesis. Among other things, she is examining the role of traditionalism in Arab and Jewish Israeli women's preferences for organizations described as stereotypically feminine (e.g., emphasizing relationships) or masculine (e.g., emphasizing entrepreneurship).

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Her research indicates that more (vs. less) traditional women have a weaker preference for the relationship-focused (vs. entrepreneurial) organization. These results support some ethnographic research on Arabs that suggests that adhering to cultural traditions may facilitate non-traditional workplace choices but are inconsistent with American psychological research that associates greater traditionalism with greater gender role differentiation.

**Taylor Gehringer**, a fourth-year PhD student, recently received a NASA Nebraska Space Grant Fellowship to examine environmental factors in STEM workplaces that might contribute to the greater attrition of women in STEM careers. Her past work highlighted perceptions of fit and belonging as important factors during the socialization of STEM newcomers, with evidence suggesting the relationship between perceived fit and intentions to persist is especially strong among women.

Her future work will examine additional environmental factors, such as perceptions of workplace incivility and organizational justice, to better understand newcomer attrition in STEM workplaces specifically, and the higher attrition of underrepresented organizational newcomers in general.

**Christine (Quick) Hurst**, a fifth-year PhD candidate, is currently working on her dissertation proposal. The overall purpose of the study is to examine how different types of diversity training, based on distinct interethnic ideologies (i.e., colorblindness, multiculturalism, and polyculturalism), relate to prejudice, identity threat, and other key training outcomes.



# Experiences in the Center for Meeting Effectiveness

*by Joseph Mroz, Michael Yoerger, and Dr. Joseph Allen*

The Center for Meeting Effectiveness (CME) lab, headed by Dr. Joseph Allen, is focused on the study of workplace meetings and how meetings influence employees for better or worse. Specifically, the CME strives to understand how to improve meetings in organizations in order to maximize outcomes for meeting leaders and participants. Projects in the CME over the last year have focused on a number of interesting topics related to meetings, such as humor, leadership, and arriving late.

Humor in meetings is one area that folks in the CME are particularly interested. In a new study, headed by Michael Yoerger, a fourth-year PhD student who received a Graduate Research and Creative Activity (GRACA) grant for the project, the CME investigated the influence of meeting humor styles on attendee meeting satisfaction. Specifically, a 2x2 factorial ANOVA design was used to investigate how use of impression management strategies differentially impacts meeting attendees' perceptions of aggressive and affiliative humor styles.

Results suggested that affiliative humor resulted in greater meeting satisfaction than aggressive humor. However, use of impression management enhanced meeting satisfaction following aggressive humor and diminished meeting satisfaction following affiliative humor. This project has been submitted to SIOP and is currently being prepared for publication.

CME has also examined leadership within the meeting context. Nicole Landowski, a fourth-year PhD student, collected data on a new project that focuses on meeting leader blindspots, which describes meeting leaders being unable to make accurate judgments about the quality of their meetings. She conducted a highly controlled observational study and is currently collaborating with researchers across institutions to do a diary study that explore the biases meeting leaders experience when assessing the quality of their meetings.

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Much of Nicole's time is spent coding video recorded meetings from the observational study as well as from the College of Business. Once the data are coded, Nicole will explore communication patterns and meeting participant roles.

Other projects this year have focused on negative meeting behaviors. In one study, led by Joseph Mroz, a third-year PhD student and coordinator of the research lab, we conducted an experiment to determine whether people engage in a causal search following someone arriving late to a meeting and, if so, the extent to which perceived dimensions of the identified cause influence affective responses and behavioral intentions toward the person who arrived late. Participants read one of eight experimental vignettes that described someone arriving 5 or 15 minutes late to an important or unimportant meeting, after which the person who arrived late offered either a controllable or an uncontrollable reason for being late. Participants reported greater anger and a willingness to punish the late arrival who gave a controllable excuse, whereas sympathy and pro-social intentions followed the late arrival who gave an uncontrollable excuse.

In another study on negative meeting behaviors, John Crowe, a fourth-year PhD student, and Michael Yoerger spearheaded a project that examined the impact of counterproductive meeting behaviors (CMBs), which include non-constructive criticism and complaints, on perceptions of meeting effectiveness. Findings indicated that CMBs were negatively related to perceived meeting effectiveness. Additionally, the negative relationship was stronger for individuals who possessed higher levels of agreeableness and stronger for individuals possessing lower.

Workplace meetings continue to be a ripe area for future research, as the CME and other meetings researchers make continued progress into learning how meetings function within, and influence, organizations. Over the next year, the CME plans to conduct projects that examine leadership in meetings, virtual meeting environments, meeting lateness across cultures, creative excuses for poor meeting behaviors, boredom in meetings, and meetings and training simulations in the healthcare environment. It is our hope that our findings can be used by practitioners throughout organizations and also serve as a starting point for scholars who seek to understand and improve meetings.

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Please contact Dr. Joeseeph Allen at [josephallen@unomaha.edu](mailto:josephallen@unomaha.edu) with any questions regarding the work being conducted in the Center for Meeting Effectiveness (CME).





# In Memoriam: Clemm “Chips” Kessler, III

Mar. 12, 1941 - Jan. 10, 2016



“I really led a great life! I was married to a wonderful woman Pat for 52 years. Choosing her was probably the best decision of my life. We have 2 daughters, Dawn Kessler-Walker (Charles) and Danielle Kessler who are good people. We have 4 grandchildren, Tasha, Jayde, Kaia and Cruz who I enjoyed seeing grow up and who have enriched my life. I had a great childhood living in a small town (East Hampton, CT) which I am sure I have idealized and romanticized in my own mind. I received a very good undergraduate (Bucknell University) and graduate (Case Western Reserve University) education which prepared me for a career I enjoyed teaching at UNO, working in private industry and owning a management consulting company. I suffered a few health setbacks ( 2 cancers and whatever killed me) but otherwise my life was pretty undramatic. I have received much more than I have given. If I were to live my life over, I would be pleased to live it as I did. I would like to take this opportunity to thank the many people who have been part of my life and wish you the best.”

*Published in the Omaha World-Herald on Jan. 12, 2016*



# Good News Corner

## **Maria Teresa Gaston: PhD, '15**

I have completed a year as director of a leadership development program for emerging leaders in faith-based organizations in the US with an interdisciplinary group called Leadership Education at Duke Divinity School in Durham, North Carolina. We moved to North Carolina in June of 2015. The position of Director of Foundations of Christian Leadership allows me to apply a variety of knowledge areas and skills including instructional design, program development, team building and group process facilitation, assessment and coaching, and program evaluation. I continue to be interested in the research on work motivation, organizational justice, organizational creativity, and collaborative problem solving and have taken opportunities to develop and teach modules in these areas. I am currently leading the program in New England, Houston, and Washington D.C. and am laying the groundwork to bring it to Omaha! Check it out at: <http://leadership.divinity.duke.edu/what-we-offer/programs/foundation-of-christian-leadership/>

## **Allen Gorman: MA, '04 (PhD at U Tenn)**

I am now the Associate Chair in the Department of Management and Marketing at ETSU, and I published the following articles this year:

Gorman, C. A., & Rentsch, J. R. (in press). Retention of assessment center rater training: Improving performance schema accuracy using frame-of-reference training. *Journal of Personnel Psychology*.

Meriac, J. P., & Gorman, C. A. (in press). Work ethic and work outcomes in an expanded criterion domain. *Journal of Business and Psychology*.

Gorman, C. A., Cunningham, C. J. L., Bergman, S. M., & Meriac, J. P. (2016). Time to change the bathwater: Correcting misconceptions about performance ratings. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 9, 314-322.

## **Shar Jordan (Whigham): MS, '91**

Ken Jordan, PhD and Shar Jordan, MS (Whigham) celebrated 25 years of marriage in August - they met as TAs for the I/O program and married soon after graduation. Ken is in private practice conducting hiring and fitness for duty assessments. Shar is VP Client Experience for Truven Health Analytics, an IBM company. Shar was one of the 3 co-founders of SIOP-UNO, along with Paul Peittig and Tom Rauzi.

**Jack Leon: PhD, '84**

I retired at the end of October, 2015 and moved to The Villages in central Florida. I/O served me well for an entire career. No regrets! I also had my first grand baby (well, my daughter-in-law did....LOL) on October 26, 2014.

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**Erika Morral: PhD, 2012**

We welcomed a baby girl in March 2016, named Claire Sara Morral.

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**Stephanie Mueller: MS, 2014**

I moved from Omaha to Denver last July for my husband Garret's new job, and this past January I moved into a Business Analyst role with CSG International. In my new role I work mainly with data integrity and sales compensation analytics.

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**Heather O'Neil (Tice): MS, 2014**

I have some news from this year - I got married in Kansas City in January, and I recently got a new job as a Total Compensation Analyst at a healthcare consulting firm called Integrated Healthcare Strategies. I've been working here for almost 4 months now.

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**Brent Proulx: MS, '06**

I am still with Talent Plus but have moved back to Nebraska as of May 2016 in order to take on a lead role on numerous special projects that Talent Plus is creating, such as Succession Planning, Positive 360 survey, Master Trainer training, and Leadership Plus executive development program.

**Kristine Reed: MS, '02**

I continue to work in DuPont Global Rewards and welcomed my 4th child this past March.

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**Kevin Reindl: MS, '94**

This past year I've continued to work in the Assessments & Organizational Insights group at Pacific Gas & Electric in San Francisco. We've grown our team to 11 strong, and we focus primarily on pre-employment assessments, engagement and other surveys, interviewing practices, and developmental assessments for leaders.

On the personal side, my wife (Suzy) and I are expecting our 2nd boy in February. Our first boy (Adlai) is now 8 years old and training for his first half-marathon. And for those of you who remember me from grad school, my older son, Josh (now 26 years old!), is still living in Wisconsin and continues to find his way in life.

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**Sara Roberts: PhD, '12**

Amy Walzer and I, both alumni from the program, started Category One Consulting (C1C) last year. C1C specializes in helping organizations maximize their people and program effectiveness through the application of research, analytics, and evidence-based practices. For more information on C1C, please visit [www.category1consulting.com](http://www.category1consulting.com).

**Shawna Williams-Simcik: MS, '07**

My husband and I welcomed a sweet baby boy into our family recently. Michael Lee Simcik was born on May 22, 2016.







# Department Publications

**Allen, J. A.** (2016). Understanding the rise of the Journal of Business and Psychology: An interview with the editor. *IAAP Division 1. Work and Organizational Psychology Newsletter #2*.

**Allen, J. A., Crowe, J., Baran, B. E., & Scott, C.** (2016). Organizational identification: A context-specific mitigating resource of work-family conflict. *Journal of Contingencies and Crisis Management*, 24, 27-35. doi:10.1111/1468-5973.12102

**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., 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., & Sands, S.** (2016). Meetings as a positive boost? How and when meeting satisfaction impacts employee empowerment. *Journal of Business Research*, 69, 4340-4347. doi:10.1016/j.jbusres.2016.04.011

**Allen, J. A., Prange, K. A., Smith-Howell, D., Woods, S., & Reed, B. J.** (2016). Love of place: The metropolitan university advantage: 2015 CUMU national conference in Omaha. *Metropolitan Universities Journal*, 27(1), 2-8.

**Allen, J. A., Yoerger, M., Lehmann-Willenbrock, N., & Jones, J.** (2015). Would you please stop that!?: The relationship between counterproductive meeting behaviors, employee voice, and trust. *Journal of Management Development*, 34(10), 1272-1287. doi:10.1108/JMD-02-2015-0032

**Armenta, B. E., & Ryan, C. S.** (2016). Academic success among Black Americans in the era of Obama: Potential changes in the stereotype threat effect (pp. 53-74). In L. A. Barker (Ed.), *Obama on Our Minds: The Impact of Obama on the Psyche of America*. New York, NY: Oxford University Press.

**Arreola, N., & Reiter-Palmon, R.** (2016). The effect of problem construction creativity on solution creativity across multiple real-world problems. *Psychology of Aesthetics, Creativity, and the Arts*, 10, 287-295.

**Ballou, T., Allen, J. A., & Francis, K.** (2016). U.S. Energy Sector Cybersecurity – Hands Off Approach or Effective Partnership?. *Journal of Information Warfare*, 15(1), 44-59.

**Barber, E., Prange, K., Allen, J. A., & Reiter-Palmon, R.** (2015, November). An introduction to information post incident analysis: The After-Action Review. *FireRescue*. <http://www.firefighternation.com/article/firefighting-operations/after-action-review>

**Dempsey, J., Riley, J., Ryan, C. S., & Kelly-Vance, L.** (2015). Evaluation of a summer reading program to reduce summer setback. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 31, 334-350.

**Dunn, A. M., Scott, C. W., Allen, J. A., & Bonilla, D.** (2016). Quantity and quality: Increasing safety norms through after action reviews. *Human Relations*, 69(5), 1209-1232. doi: 10.1177/0018726715609972

**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.

**Harris, D. J., Simi, P., & Ligon, G.** (2016). Reporting practices of journal articles that include interviews with extremists. *Studies in Conflict & Terrorism*, 39, 602-616.

**Hurst, C. J., Scherer, L. L., & Allen, J. A.** (In Press). Distributive justice for volunteers: Extrinsic outcomes matter. *Nonprofit Management and Leadership*.

**Kaufman, J. C., Reiter-Palmon, R., & Royston, R.** (2015). What we want impacts how we create: Creativity, motivation, and goals. In R. Wegerif, L. Li, & J. C. Kaufman (Eds.), *The Routledge International Handbook of Research on Teaching Thinking* (pp. 181-190). London: Routledge.

**Maglio, M. A., Scott, C., Davis, A., Allen, J., & Taylor, J. A.** (2016). Situational pressures that influence firefighters' decision making about personal protective equipment: A qualitative analysis. *American Journal of Health Behavior*, 40(5), 555-567. doi:10.5993/AJHB.40.5.2

**Mroz, J. E., & Allen, J. A.** (2015). It's all in how you use it: Managers' use of meetings to reduce employee intentions to quit. *Consulting Psychology Journal: Practice and Research*, 67, 348-361. doi:10.1037/cpb0000049

**Murayama, A., Ryan, C. S., Shimizu, H., & Kurebayashi, K., & Miura, A.** (2015). Cultural differences in perceptions of intragroup conflict and preferred conflict management behavior: A scenario experiment. *Journal of Cross-Cultural Psychology*, 46, 88-100.

**Nguyen, C., Tahmasbi, N., de Vreede, G.J., de Vreede, T., Oh O., & Reiter-Palmon, R.** (2016). A definition of community crowdsourcing engagement and applications. In F.D'Ascenzio, M. Magni, A. Lazazzara, & S. Za (Eds), *Blurring the Boundaries through Digital Innovation* (pp. 283-296). Springer.

- 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.
- Payne, S. C., Morgan, W. B., & Allen, J. A.** (2015). Revising SIOP's Guidelines for Education and Training graduate program director survey results. *The Industrial Psychologist (TIP)*, 53(2), 158-161.
- Prange, K., Barber, E., Allen, J. A., & Reiter-Palmon, R.** (2016, January). Critiques, debriefings, and after-action reviews: What are they and why are they important to firefighters? *Fire Engineering*. <http://www.firefighternation.com/article/firefighting-operations/critiques-debriefings-and-after-action-reviews>
- Prange, K. A., Allen, J. A., & Reiter-Palmon, R.** (2016). Collective impact versus collaboration: Sides of the same coin OR different phenomenon?. *Metropolitan Universities Journal*, 27(1), 86-96.
- Reiter-Palmon, R.** (2015). Minding the gap: Problem construction and ill-defined problems. In A. B. Kaufman & J. C. Kaufman (Eds.), *Animal cognition and creativity*, (pp. 314-317). Academic Press.
- Reiter-Palmon, & Arreola, N. J.** (2015). Does generating multiple ideas lead to increased creativity? A comparison of generating one idea vs. many. *Creativity Research Journal*, 27, 1040-1049.
- Reiter-Palmon, R.** (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.
- 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.
- Salter, N. P., Allen, J. A., Gabriel, A. S., & Naidoo, L.** (2016). Call for proposals for I-O graduate program rankings. *The Industrial Psychologist (TIP)*, 54(1).
- Salter, N. P., Allen, J. A., Gabriel, A. S., Sowinski, D., & Naidoo, L.** (2016). FAQs for the call for proposals for I-O graduate program rankings. *The Industrial Psychologist (TIP)*, 54(2).
- Scherer, L. L., Allen, J. A., & Mullen, E.** (2016). Grin and bear it anyway! A look at volunteers' fit with their organization, burnout, and spirituality. *Burnout Research*, 3, 1-10. doi:10.1016/j.burn.2015.10.003
- Scherer, L. L., Graeve-Cunningham, V. M., Trent, S. B., Weddington, S. A., Thurley, A. R., Allen, J. A., & Prange, K.** (2016). Volunteer program assessment at the University of Nebraska at Omaha: A metropolitan university's collaboration with rural and Spanish-speaking volunteers. *Metropolitan Universities Journal*, 27(1), 121-136.
- 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.
- Walzer, A. S., Van Manen, K. L., & Ryan, C. S.** (in press). Other- versus self-focus and risky health behavior: The case of HIV/AIDS. *Psychology, Health, & Medicine*.
- 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.** (2016, July). *Workgroup meetings: Origins, leader emergence, and managing problems through meeting interaction processes*. Chair of symposium to be presented at the Eleventh Annual INGroup Conference, Helsinki, Finland.

**Allen, J. A., Holland, B., & Prange, K. A.** (2015, October). *Special issue – Metropolitan universities*. Special symposium concerning the conference issue of Metropolitan Universities at the Coalition for Urban and Metropolitan Universities Conference, Omaha, NE.

**Allen, J. A. & Mroz, J. E.** (2016, July). *Current investigations into meeting lateness*. Invited colloquium address for faculty and students in the Organizational Psychology program at Vrije Universiteit Amsterdam, Amsterdam, The Netherlands.

**Barber, E., Prange, K. A., Allen, J. A., & Reiter-Palmon, R.** (2016, July). *Whether, when and how to have after-action reviews*. Research to be presented at the Eleventh Annual INGroup Conference, Helsinki, Finland.

**Brown, D., Yoerger, M. A., Crowe, J. D., & Allen, J. A.** (2016, May). *The impact of counterproductive meetings behaviors on burnout, as moderated by coworker trust*. Research presented at the Midwestern Psychological Association Conference, Chicago, IL.

**Crowe, J., Allen, J. A., Scott, C., & Harms, M.** (2016, July). *After-action reviews: Influencing safety through practice*. Research to be presented at the Eleventh Annual INGroup Conference, Helsinki, Finland.

**Ferrante, L. A., Royston, R. P., & Reiter-Palmon, R.** (2016, May). *Complex relationships: Domain-specific creativity, intrinsic motivation, and self-efficacy*. Poster presented at the annual convention of the Association for Psychological Science, Chicago, IL.

**Gaspers, J., Crowe, J. D., Yoerger, M. A., & Allen, J. A.** (2016, March). *Laugh it up!: Positive effects of humor in meetings*. Poster presented at the University of Nebraska at Omaha Research and Creative Activity Fair, Omaha, NE.

**Gaspers, J., Crowe, J. D., Yoerger, M. A., & Allen, J. A.** (2016, April). *Laugh it up!: Positive effects of humor in meetings*. Research presented at the Society for Industrial and Organizational Psychology Conference, Anaheim, CA.

**Gaspers, J., Crowe, J. D., Yoerger, M. A., & Allen, J. A.** (2016, May). *The positive influence of humor behaviors on meeting satisfaction*. Research presented at the Midwestern Psychological Association Conference, Chicago, IL.

**Gehring, T. A., French, I., Juarez, C., & Ryan, C. S.** (2015, February). *Gender differences and barriers to interest and perceived belonging in science careers*. Poster presented at the annual conference of the Society for Personality and Social Psychology, Long Beach, CA.

**Gehring, T. A., French, I., Juarez, C., & Ryan, C. S.** (2015, October). *Where do I fit in? Gender differences and barriers to interest and perceived belonging in science careers*. Poster invited to present at the Coalition of Urban and Metropolitan Universities Annual Conference, Omaha, NE.

**Gehring, T. A., & Ryan, C. S.** (2016, April). *Organizational socialization and STEM career persistence*. Poster presented at the Society for Industrial and Organizational Psychology Annual Conference, Anaheim, CA.

**Harms, M., & Reiter-Palmon, R.** (2016, April). *Creative problem-solving in teams and individuals*. Poster presented at the 31st annual Society for Industrial/Organizational Psychology Meeting, Anaheim, CA.

**Hass, R. W., Katz-Buonincontro, J., & Reiter-Palmon, R.** (2016, August). *Disentangling creative mindsets from creative self-efficacy and creative identity*. Paper to be presented at the meeting of American Psychological Association, Denver, CO.

**Hornberg, J. & Reiter-Palmon, R.** (2016, August). *Task experience as a mediator in the relationship between task interest and creative solutions*. Paper presented at the American Psychological Association Conference, Denver, CO.

**Hornberg, J., Yoerger, M. A., Landowski, N., Harms, M., Reiter-Palmon, R., & Allen, J. A.** (2016, October). *Work flow analysis in a county government*. Poster presented at the Engaged Scholarship Consortium Conference, Omaha, NE.

**Jones, K., Kennel, V., Skinner, A., Venema, D., Allen, J. A., Crowe, J. D., & Reiter-Palmon, R.** (2016, May). *Collaboration and proactive teamwork used to reduce falls*. Research presented at the Science of Team Science Conference, Phoenix, AZ.

**Jones, J. M., Yoerger, M. A., Crowe, J. D., & Allen, J. A.** (2016, March). *The impact of counterproductive meeting behaviors on perceived meeting effectiveness, as moderated by meeting attendee personality*. Poster presented at the University of Nebraska at Omaha Research and Creative Activity Fair, Omaha, NE.

**Jones, J. M., Yoerger, M. A., Crowe, J. D., & Allen, J. A.** (2016, May). *The impact of counterproductive meeting behaviors on perceived meeting effectiveness, moderated by personality traits*. Research presented at the Midwestern Psychological Association Conference, Chicago, IL.

**Katz-Buonincontro, J., Hass, R., Reiter-Palmon, R.** (2016, April). *To create or not to create? That is the question-student beliefs about creativity*. Paper presented at American Education Research Association Annual Meeting, Washington, D.C.

**Kennel, V. L., Allen, J. A., Reiter-Palmon, R., & Jones, K.** (2016, April). *Ideal safety norms precipitate good leader behaviors in post-fall huddles*. Research presented at the Society for Industrial and Organizational Psychology Conference, Anaheim, CA.

**Lehmann-Willenbrock, N., Allen, J. A., van Vugt, M.** (2016, July). *The origins and evolutionary significance of team meeting*. Research to be presented at the Eleventh Annual INGroup Conference, Helsinki, Finland.

**McFeely, S. M., Reiter-Palmon, R., Ligon, G., & Schoenbeck, M.** (2016, April). *Differential effects of creativity rater training on quality and originality*. Poster presented at the 31st annual Society for Industrial/Organizational Psychology Meeting, Anaheim, CA.

**Mroz, J. E., & Allen, J. A.** (2016, April). *Managers can reduce intentions to quit with good meetings*. Poster presented at the 31st Annual Conference of the Society for Industrial and Organizational Psychology, Anaheim, CA.

**Mroz, J. E., Landowski, N. B., & Allen, J. A.** (2016, March). *An experimental investigation of the interpersonal ramifications of lateness to workplace meetings*. Poster presented at the University of Nebraska at Omaha Research and Creative Activity Fair, Omaha, NE.

**Mroz, J. E., Landowski, N. B., & Allen, J. A.** (2016, April). *Managers can reduce intentions to quit with good meetings*. Poster presented at the Society for Industrial and Organizational Psychology Conference, Anaheim, CA.

**Mroz, J. E., Landowski, N. B., & Allen, J. A.** (2016, April). *What's your excuse this time? Negative effects of meeting lateness*. Poster presented at the Society for Industrial and Organizational Psychology Conference, Anaheim, CA.

**Payne, S. C., Botsford Morgan, W., & Allen, J. A.** (2016, April). *Executive board invited session: Revised guidelines for education at the master's and doctoral level*. Invited Session at Society for Industrial and Organizational Psychology Conference, Anaheim, CA.

**Prange, K. A., & Allen, J. A.** (2016, March). *Effects and antecedents of emotional labor in volunteer roles: Who engages and what are the consequences?* Poster presented at the University of Nebraska at Omaha Research and Creative Activity Fair, Omaha, NE.

**Prange, K. A., Allen, J. A., & Reiter-Palmon, R.** (2015, October). *Collective impact as a form of collaboration*. Research presented at the Coalition for Urban and Metropolitan Universities Conference, Omaha, NE.

**Prange, K. A., Augustin, T., Scherer, L., & Allen, J. A.** (2016, April). *No pay, yes way!: Volunteers engage in emotional labor*. Poster presented at the Society for Industrial and Organizational Psychology Conference, Anaheim, CA.

**Reiter-Palmon, R.** (2015, Oct.). *Using crowdsources for leadership development in rural communities*. Paper presented at the Rural Futures Institute Conference, Lincoln, NE.

**Reiter-Palmon, R.** (2016, Feb.). *Trust and communication as critical variables of teamwork*. Paper presented at the Teams in Cancer Care Delivery Workshop, Phoenix, AZ.

**Reiter-Palmon, R.** (2016, March). *Effective communication: Confronting and expressing opinions without offending*. Invited presentation, University of Nebraska Medical Center, Omaha, NE.

**Reiter-Palmon, R.** (2016, July). *Enhancing fire fighters' safety through shared knowledge*. Paper presented at the Eleventh Annual INGroup Conference, Helsinki, Finland.

**Royston, R. P., & Reiter-Palmon, R.** (2016, August). *Predicting creative performance: creative mindsets vs. creative self-efficacy*. Paper to be presented at the meeting of American Psychological Association, Denver, CO.

**Royston, R. P., Reiter-Palmon, R., Allen, J. A., Harland, L., & Henebry, K.** (2016, July). *Emergent leaders, team communication, and team performance*. Research to be presented at the Eleventh Annual INGroup Conference, Helsinki, Finland.

**Ruggs, E. N., Crook, A. E., Allen, J. A., Cortina, J. M., Dickson, M. W., O'Malley, A. L., & Randall, J.** (2016, April). *Teaching I-O psychology – Tips, tricks, and pitfalls*. Invited IGNITE Learning session at the Society for Industrial and Organizational Psychology Conference, Anaheim, CA.

**Scheller, E., Reiter-Palmon, R., Sands, S., Kocsis, D., Alothaim, A., Scott-Ligon, G., Harland, L., Derrick, D., de Vreede, G., & Jensen, S.** (2015, October). *Using crowdlearning for leadership development in rural communities*. Poster presented at the Rural Futures Conference, Lincoln, NE.

**Scherer, L., Graeve-Cunningham, V., Trent, S. B., Weddington, S. A., Thurley, A., Lopez-Gomez, G., Allen, J. A., Prange, K. A., Hunter, S., & Blanco, A.** (2015, October). *Volunteer Program Assessment at UNO: Bridging rural and urban concerns of nonprofit organizations*. Research presented at the Coalition for Urban and Metropolitan Universities Conference, Omaha, NE.

**Scoggins, D., Hornberg, J., & Reiter-Palmon, R.** (2016, March). *The interplay of problem construction and self-perceived creativity on the generation of creative solutions*. Poster presented at the University of Nebraska at Omaha Research and Creative Activity Fair, Omaha, NE.

**Shuffler, M. L., Verhoeven, D. C., Savage, N. M., Cullen, K. L., DiazGranados, D., Reiter-Palmon, R., Rosen, M. A., & Wilson, S.** (2016, April). *Bridging the gap: Challenges of leadership in healthcare*. Panel presented at the 31st annual Society for Industrial/Organizational Psychology Meeting, Anaheim, CA.

**Simmons, P., Cerizo, M., Folberg, A., & Ryan, C. S.** (2015, May). *Management support, employee cynicism, and diversity training effectiveness*. Poster presented at the annual conference of the Midwestern Psychological Association, Chicago, IL.

**Simmons, P., Folberg, A., Cerizo, M., & Ryan, C. S.** (2016, June). *Perceptions of diversity training: A mixed methods study*. Poster presented at the 10th Biennial Convention of the Society for the Psychological Study of Social Issues, Minneapolis, MN.

**Trent, S. B., & Allen, J. A.** (2016, March). *Retaining volunteers: Meaningfulness as a personal resource for employed mothers*. Poster presented at the University of Nebraska at Omaha Research and Creative Activity Fair, Omaha, NE.

**Trent, S. B., Scherer, L., & Allen, J. A.** (2016, April). *Retaining volunteers: Meaningfulness as a personal resource for employed mothers*. Poster presented at the Society for Industrial and Organizational Psychology Conference, Anaheim, CA.

**Weddington, S. A., & Allen, J. A.** (2016, March). *The role of social support in understanding the relationships of secondary traumatic stress and compassion satisfaction on volunteer intentions to quit*. Poster presented at the University of Nebraska at Omaha Research and Creative Activity Fair, Omaha, NE.

**Weddington, S. A., Scherer, L., & Allen, J. A.** (2016, April). *Secondary traumatic stress: Implications for volunteer engagement and turnover intentions*. Research presented at the Society for Industrial and Organizational Psychology Conference, Anaheim, CA.

**Yoerger, M. A., Crowe, J. D., & Allen, J. A.** (2016, July). *Find your voice: Leader-member exchange, voice, and collective efficacy*. Research to be presented at the INGroup Conference, Helsinki, Finland.

**Yoerger, M. A., Jones, J. M., & Allen, J. A.** (2016, March). *Effect of pre-meeting talk on group performance*. Poster presented at the University of Nebraska at Omaha Research and Creative Activity Fair, Omaha, NE.





# Help Support Our Program

If you wish to support our I/O Program and the work we do, you can donate to the **UNO Industrial Organizational Psychology Excellence Fund** through the University of Nebraska Foundation. Your gift to this fund will help support our students' research and conference presentations to further enrich their education.

You can donate:

- **Online** by following [this link](#) and selecting "Give Now." Alternatively, you can go to <https://nufoundation.org> and enter "Industrial Organizational" in the "Give to a specific fund" search.
- **By mail** using [this form](#). If donating by check, please make it payable to the University of Nebraska Foundation. In the memo portion of the check, write "UNO I/O Excellence Fund."

Thank you for your continued support!



# Stay in Touch

Throughout this newsletter many points-of-contact are provided. Please note our primary methods of staying in touch with you:



## **Linked-In**

Click on the LinkedIn logo on the left or visit [linkedin.com](https://www.linkedin.com) and search “I/O UNO Psychology” to find our group.

Joining will keep you in close contact with our program and alumni! Stay updated with job postings, notifications of upcoming events, stimulating discussions, and tons of networking.



## **E-mail**

[rreiter-palmon@unomaha.edu](mailto:rreiter-palmon@unomaha.edu)



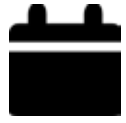
## **Department Phone**

402-554-2581



## **Address**

University of Nebraska at Omaha  
Psychology Department  
6001 Dodge St.  
Omaha, NE 68182-0274



# Upcoming Events

## **9th Annual UNO Student Research and Creative Activity Fair**

March 3<sup>rd</sup>, 2017

Undergraduate and graduate student research showcase

Omaha, NE

## **32<sup>nd</sup> Annual Conference of the Society for Industrial and Organizational Psychology**

April 27<sup>th</sup> - 29<sup>th</sup>, 2017

Orlando, FL

## **125th Annual Convention of the American Psychological Association**

August 3<sup>rd</sup> – 6<sup>th</sup>, 2017

Washington, DC

## **77th Annual Meeting of the Academy of Management**

August 4<sup>th</sup> - 8<sup>th</sup>, 2017

Atlanta, Georgia