# Henry B. Tippie College of Business

# Department of
# Management & Entrepreneurship

*Formal Milestones*
*in the Ph.D. Program*

**Updated July 2019**

# DEPARTMENT OF
# MANAGEMENT & ENTREPRENEURSHIP
# PH.D. PROGRAM

## Mission

The mission of Iowa's Ph.D. program in Management and Entrepreneruship (M&E) is to train future scholars for placement in top research and teaching universities. We develop our students to conduct the highest quality applied research, teach to standards of excellence, and be active participants in their local and professional organizations. Graduates of our program are placed in tenure-track positions at accredited universities around the world, where they continue to engage in top-level scholarship, teaching, and service.

## Admission Processes and Criteria

Admission into our program is highly competitive, with an average of three students admitted out of an average 41.4 applications (2003-07). We keep our selectivity rates low (mean=7.8%) to maintain a faculty-student ratio of approximate 1:1, and because we are committed to educating, mentoring, and graduating each student we enroll. Thus, we do not "weed out" students after they have been admitted; instead we only admit students that we are confident will succeed. Our selection criteria include GMAT (or GRE), GPA, candidates' statement of purpose, and letters of recommendation. We strongly consider whether their career goals and research interests are aligned with our program strengths.

## Curriculum Milestones

The purpose of this document is to help students and their advisors effectively manage student performance in the Ph.D. program and to set goals that will enable student success. Within this overarching purpose, a great deal of specific information is provided that should help students (and their advisors) monitor their progress in the program and set goals for the future.

Students' progress in the Ph.D. program is monitored and evaluated in three main ways:
(1) advisors keep track of all completed course work in the student's plan of study;
(2) students undergo major milestones (e.g., qualifying examinations, third-year papers, proposal defense, and dissertation defense) that are evaluated by faculty committees; and
(3) every student's overall progress (course work, assistantships, mentored research, and dissertation work) is reviewed by the full M&E faculty in the spring of each year.

These milestones correspond to the formal requirements toward earning a Ph.D. There may be a difference between fulfilling the requirements for earning a degree and preparing oneself to meet one's career goals. To be competitive for positions at research universities, students must have significant involvement in multiple research projects that will result in publication. Because students' goals are different, formal requirements for research projects are not promulgated here. Furthermore, although a student's advisor and the Ph.D.

coordinator can be sources of advice and input in terms of how to gain involvement in research projects, the impetus of such involvement rests with the student. Thus, while this document is meant to enhance students' management of their performance in the program, it is not a performance management process in and of itself. Students need to be proactive, and work closely with their advisors, to make sure that both formal and "unofficial" goals are met.

This document should be interpreted as outlining normal procedures for moving through and completing the program. However, a student may appeal to waive or modify a particular procedure if he or she feels there is compelling reason to do so. Waivers or modifications may be approved provided: (1) the case for the proposed deviation is presented in writing; and (2) the student's advisor, the department executive officer (DEO), and the Ph.D. coordinator all agree to the modification.

Major milestones in the Ph.D. program are as follows:

1.      Satisfactory annual student progress report and faculty review of student progress (every year).
2.      Completion of required and elective course work (normally by the end of $2^{nd}$ year for required; end of $3^{rd}$ year for elective).
3.      Comprehensive examinations (normally during summer after $2^{nd}$ year).
4.      $3^{rd}$-year research paper (normally during first half of $3^{rd}$ year).
5.      Participation in Friday Seminars.
6.      Completion of Teaching Checklist.
7.      Oral defense of dissertation proposal (normally during $4^{th}$ year).
8.      Defense of completed dissertation (normally during spring $5^{th}$ year).

Except for the first milestone, which occurs annually, the steps are typically completed in the order listed, although elective course work may be taken at any point in the doctoral program. Specifications for each milestone are outlined in the following sections.

1.      Annual Progress Report and Faculty Review of Ph.D. Student Progress

The departmental faculty will meet once per year in the late spring to discuss the progress of all Ph.D. students. Prior to the meeting, each student will be responsible for approaching a faculty member with the request to be his or her primary advisor. This advising relationship may be the same or different from the person who will eventually serve as the student's 3rd-year paper and dissertation chair. This solicitation of a faculty advisor is typically done in Year 1, but can be changed at the request of the student or faculty member. Each April the student is responsible for preparing a Progress Report that consists of his or her: (a) up-to-date curriculum vita; and (b) a one-page summary of goals attained during the year as well as goals and plans for the following year. This report is due to the student's advisor and Ph.D. coordinator prior to the faculty review meeting in early May.

Each student's advisor will be responsible for preparing advance comments about the student for presentation at the faculty meeting. During the meeting, input from all faculty members will be solicited with respect to the student's performance in course work,

mentored research projects, and research or teaching assistantships. Following the meeting, the student's advisor will be responsible for developing a written performance assessment, which will be shared with the student and Ph.D. coordinator as soon after classes are over as possible, but not after July 15.

Academic Probation: Although most students complete program requirements successfully, it is important to note that continuation in the Ph.D. program is contingent on satisfactory academic progress. As stated in the Graduate College manual, "A doctoral student on regular status shall be placed on probation if, after completing 8 hours of graduate work, the student's cumulative grade-point average on graduate work done at the University of Iowa falls below 3.00. If, after completing 8 more semester hours of graduate work at this university, the student's cumulative grade-point average remains below the required level, the student shall be dropped from the program and denied permission to reregister unless the student applies and is accepted for a nondoctoral degree or certificate program. If, after completing the second 8 semester hours, the cumulative grade-point average is at least 3.00, the student is returned to good standing."

Failure to Make Progress: Grades are one way that academic progress is assessed; however, faculty assessments of the student's overall performance in the program (including research and teaching assistantships), as well as the passing of other milestones are also considered. In cases where the overall faculty assessment is the student is failing to make adequate progress, the issues will be outlined in the advisor's performance assessment, as noted above. Recommendations for improvement will be provided and goals will be specified that need to be met in order for continuation in the Ph.D. program. In some cases, the performance assessment may advise the student to begin considering other (nonprogram) options, in the event that performance does not improve sufficiently to justify continuation in the program. *Continued financial aid is contingent on acceptable progress in the academic program as well as on acceptable performance in previous research and/or teaching assistantships*. It is possible that a student may be permitted to continue to take classes in the program, but be denied additional funding, based on faculty assessments of the student's previous RA or TA performance.

## 2.    Completion of Required and Elective Course Work

Completion of the doctoral program requires a total of 72 s.h. of credit. Required course work is normally completed during the first two years of a student's academic program. The following courses are required for all students:

**Research Methods (18 s.h.)**

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| MGMT:7160 | Measurement Theory and Methods (3 s.h.) |
| MGMT:7140 | Meta-Analysis (3 s.h.) |
| MGMT:7120 | Methods for Field Research (2 s.h.) |
| MGMT:7124 | Methods for Qualitative Research (2 s.h.) |
| MGMT:7128 | Methods for Experimental Research (2 s.h.) |

+ 6 additional s.h. tailored to the student's needs and interests. Most students will want course work in intermediate statistics and regression analyses.

Potential courses include PSQF:6243 Intermediate Statistical Methods and PSQF:6244 Correlation and Regression.

**Content Courses (19 s.h. from the following)\***
      MGMT:7320   Organizational Theory (2 s.h.)
      MGMT:7800   Foundations of Human Resource Management (2-3 s.h.)
      MGMT:7375   Performance and Career Management (2 s.h.)
      MGMT:7380   Training and Development (2 s.h.)
      MGMT:7330   Staffing Organizations (3 s.h.)
      MGMT:7340   Group Processes (2 s.h.)
      MGMT:7350   Leadership (3 s.h.)
      MGMT:7360   Motivation and Attitudes (3 s.h.)
      MGMT:7370   Reward Systems (2 s.h.)
      MGMT:7385   Social and Human Capital (2 s.h.)

\*not all courses will be offered during the 2-year cycle of courses

**Mentored Research (4 s.h.)**
      MGMT:7700   Mentored Research (4 semesters of 1 s.h. each)

**Thesis Mgmt. & Org. Credits (~15 s.h., depending on transfers)**
      MGMT:7975   Thesis Mgmt. & Org.

During the first two years of the program, students will be continuously enrolled in Mentored Research (MGMT:7700). The purpose of the mentored research credits is to get students involved in faculty research projects as soon as possible. In this way, students will learn the "nitty-gritty" of designing and executing studies, analyzing data, and writing papers for publication. In August of each year, the Ph.D. coordinator will solicit from the faculty any research projects on which they would like to have a Ph.D. student involved. The list of available research projects will then be circulated to the 1st- and 2nd-year Ph.D. students, and the students will be asked to rank order their preferred projects. Giving priority to the 1st-year students, the Ph.D. coordinator will match students to faculty projects based on preferences. The assigned faculty mentor is then responsible for advising the student on the project. The work requirements will vary depending on the research project. Based on the student's performance and contributions to the research project, the faculty mentor may invite the student to be a coauthor on publications resulting from that project. Whether these projects can be used for the student's third-year paper is at the discretion of the faculty member and should be discussed with the mentor as early as possible.

In addition to the required course work listed above, students must complete 6 s.h. of elective course work. This may be completed during years 1-3 of the student's program. This often consists of additional research methods training, such as structural equation modeling, multivariate statistics, or ethnography. Content courses from other departments are also encouraged according to the students' research interests. Approximately 15 s.h. of Thesis (6J:290) credits are also required. For many students, these may include credits transferred in from other institutions or programs if they have been approved by the director of graduate studies, the student's advisor, and the Graduate College. Students are encouraged to work

closely with Renea Jay, the coordinator of the Ph.D. Program to ensure that they have accumulated the 72 s.h. required for graduation.

## 3. Passing of Comprehensive Examinations

The comprehensive exam is completed in the last week of June in the summer between a student's 2nd and 3rd years in the program. The exam is administered on campus over three days. It is expected that students will take the exam with their cohort of students who were admitted to the program at a common time. Each student will take the same exam with questions that cover the HR, OB, and research method courses content. The PhD Director will provide details on the exam and guidelines for studying to all students in their first year of the program.

As stated in the Graduate College Manual, "Admission to the comprehensive examination is granted upon the recommendation of the major department, the filing of the Plan of Study, and the approval of the dean of the Graduate College. A student must be registered in the Graduate College at the time of the comprehensive examination, which must be satisfactorily completed not later than the session prior to the session of graduation. This examination, administered only on campus, is intended to be an inclusive evaluation of the candidate's mastery of the major and related fields of study, including the tools of research in which competence has been certified. . . It is intended to evaluate a candidate's mastery of the subject at or near the end of the candidate's formal preparation and prior to the completion of the dissertation."

The examination committee will consist of faculty members from within the department. Normally these faculty members are the same individuals who have taught the Ph.D. seminars, but other faculty with appropriate research expertise may also be asked to serve on the examination committee. Questions will cover the areas of all courses. Questions will require integration and analysis across courses. Students will be expected not only to have mastered specific course content readings, but also to be familiar with general research in the relevant area as included on the recommended readings lists provided by faculty prior to the exam.

Students are expected to produce their answers in word-processed format. Students will be provided a private room, a computer, and a storage device. Upon completion of the exam, the storage device with the saved file should be given to the department secretary who will print the student's answers and allow it to be checked prior to submission. Students with disabilities who need alternative arrangements should see the Ph.D. coordinator for any necessary accommodations.

Outcomes of the comprehensive exams also follow the Graduate College Guidelines for Comprehensive Exams. Possible scores are Satisfactory (3), Satisfactory with Reservations (2), or Unsatisfactory (1). If the average score across the examination committee is below 1.33, this will be considered a failing grade. In the event of failing an exam, the student must wait until the following exam date to retake the exam. Only one retake is permitted. Failure on two examinations will result in dismissal from the program. Students are advanced to

Ph.D. candidacy when they successfully complete the Comprehensive Exam and have completed all required course work.


4.  Completion and Committee Acceptance of 3rd-Year Paper

The purpose of the 3rd-year paper is to give students experience in writing a full-length paper that is of high enough quality to be submitted to a major academic conference or journal. There are several models that can be followed for the paper, including the following:

1.  Write an empirical-based academic paper based on existing data from a faculty member. In this case, the student would develop his or her own ideas to test the constraints of the data set. The downside is that the final paper may not be publishable due to a multitude of reasons (data has already been used in previously published manuscripts, faculty member would like to publish the data for a paper on a different topic/model, faculty from other universities might be involved in the project).

2.  Design and execute a new study (quantitative or qualitative). This could be a full-scale study or a "mini-study" (e.g., survey only 50 employees, or interview only 10 individuals) to test their own ideas, but under faculty supervision. Students would then write a complete academic paper based on the results of their study. This type of paper will take longer because of the design element, but would likely make the dissertation less daunting. The student might even use this study/paper as a pilot for a dissertation.

3.  Develop a theoretical paper with a model and research proposition (similar to an AMR or JOM review article). This type of paper could be the beginnings of the dissertation and/or published as a theory piece. A narrative review of a content area would also be acceptable if it was substantial.

Each student should work with a faculty advisor in identifying a topic and drafting the paper. The faculty advisor will be the Chair of the 3-person committee. The committee members must be tenure-track or tenured faculty members in the department (it is acceptable for Assistant Professors to be Chairs of the committee). The final paper must be approved by all three committee members.

Here is a suggested timeline for completing the 3rd year paper:

March of Year 2          Identification of topic and faculty advisor
 June of Year 2          Formation of committee; approval of topic
June – Oct. Year 3       Work on drafts of paper with advisor feedback
November of Year 3       Full draft of paper given to committee members
December of Year 3       Present the paper to faculty and Ph.D. students
January of Year 3        Submit paper to AOM conference, if not already submitted to
                            another conference.

5.     Participation in Friday Seminars

The department offers a variety of development opportunities outside of the classroom for students. Our Friday Seminars are devoted to skill development in the domains of teaching, research, publishing, and career preparations. The goal of these seminars is to socialize doctoral students to the various aspects of a successful career in academia. Topics will vary each semester but often will include guest research speakers, CARMA webcasts to provide instruction on advanced research methods topics, practice sessions for poster and oral conference presentations, writing, teaching topics, and socialization topics on elements such as networks, job search, and dissertation writing. It is expected that students will attend these Friday sessions (typically occurring over the lunch hour), unless they are otherwise committed. Strict attendance is not taken at these seminars, but repeated absences are not acceptable.

6.     Completion of Teaching Checklist

Specifically with regard to teaching, the department has generated a checklist of activities geared toward best preparing students to step into the classroom. All activities, or a replacement activity approved by the student's mentor and the director of graduate studies, must by checked-off prior to graduation. In addition, students may seek development outside the college through teaching programs. The director of graduate studies will maintain these checklists for all students.

TEACHING DEVELOPMENT CHECKLIST


_____ Satisfactory performance as TA for at least one section of Introduction to Mgmt.

_____ Satisfactory performance as TA/grader for at least one section of another course.

_____ Attends at least three department seminar sessions focused on teaching.

_____ Attends at least one Center for Teaching workshop.

_____ Teaching is observed by a faculty member and provided with teaching feedback.

_____ Faculty member reviews and provides feedback on teaching materials (such as syllabus, slides, assignments, and exams) developed by student.

_____ Standalone instructor of a course.

_____ Standalone instructor of a second course (optional, but recommended).

7.      <u>Successful Oral Defense of Dissertation Proposal</u>

Following the completion of course work and comprehensive exams, the major remaining hurdles involve proposing, conducting, and defending the dissertation. The oral defense of the dissertation proposal is conducted at the point where the candidate has: (a) completed all course work, (b) passed the comprehensive exam, (c) passed the $3^{rd}$-year paper, (d) convened a dissertation committee and obtained their feedback on Chapter 1, including the proposed research model, and (e) submitted a formal dissertation proposal to the committee. Successful completion of the proposal defense will mean that the dissertation committee has approved the student's proposal and plan for the dissertation.

With respect to part (d), students must convene a committee of at least five faculty members willing to serve on the dissertation committee. At least four of the faculty members must be members of the University of Iowa tenure-track faculty. At least two of the faculty members must be from the major department (defined as faculty members who hold any appointment in the major department or program), and are members of the University of Iowa tenure-track faculty. The student, with the support of the department, may request the dean's permission to replace one of the five members of the graduate faculty by a recognized scholar of professorial rank from another academic institution. Also, a voting member may be added at the discretion of the Graduate College dean.

In addition, students are required to obtain feedback on Chapter 1 from all members of the dissertation committee, before proceeding with writing the hypotheses and proposed methods. Although variations may occur to fit the student's project, Chapter 1 normally includes: an introduction to the topic and explanation of why it is important to study; definition of key constructs; a short summary of the gaps in the literature; a theoretical overview of the research model in which the theoretical grounding of the model is briefly described (include any figures); identification of the study's intended contributions to the literature; and a brief description of the proposed methods. Chapter 1 should be about 10-15 pages, double-spaced, and should be written <u>after</u> completing a thorough literature review of the topic. The student should work with his/her Chair on Chapter 1 before submitting it to the rest of the committee members. Students should submit Chapter 1 to the dissertation committee at least 2 weeks prior to expecting feedback. Students can obtain feedback through one of three options (as best determined by the student and Chair):
   a) Student requests written feedback from each member and meets with each person one-on-one; the student then summarizes the collective feedback to share and discuss with the Chair;
   b) The Chair can ask the committee members to meet at one time to discuss their concerns or suggestions with each other, without the student present, with a summary of the meeting prepared by the Chair. The Chair will then provide the summary feedback to the student.
   c) The Chair can ask the committee members to meet at one time to discuss their concerns or suggestions with each other, with the student present. The student will prepare a summary of the committees' feedback to further discuss with the Chair.

It is **strongly recommended** that students submit Chapter 1 to the committee by November 1 if they wish to apply for a Ballard-Seashore Fellowship, or otherwise by January

15 if they hope to begin the job search the following August. Faculty will be asked to provide feedback within 2-3 weeks. Students are expected to incorporate the committee members' feedback to revise the proposed model (as needed) and finish writing the full dissertation proposal. It is likely to take students at least 2 months (minimum) to finish writing the dissertation proposal. The purpose of this step is to help the student write a dissertation proposal that is likely to be accepted without having to do major revisions after the proposal defense. However, completion of this step is not a guarantee that the proposal will be approved "as is" on the day of the defense. Some additional revisions are very likely to be requested at the proposal defense. In general, it is in the student's best interest to keep committee members updated on any major revisions to the model or hypotheses as the proposal is developed so that no committee members are surprised by the hypotheses in the final proposal formally submitted.

Advance approval of the Ph.D. coordinator is needed to conduct the oral defense of the proposal. At least three weeks prior to scheduling the oral exam, the student must go to the departmental secretary to get an Application for the Ph.D. Oral Proposal Defense. When turning in the application for the oral defense, the student must also submit a copy of his or her latest transcript and evidence of current registration. The student must request a time for the exam and confirm that all five committee members can attend at that time. A room will be reserved by the M&O departmental secretary.

The chair of the oral proposal committee is responsible for completing the Report on Oral Proposal Defense, initialed by all committee members, and notifying the student of the outcome. Possible outcomes are Satisfactory, Satisfactory with Reservations, or Unsatisfactory. Two Unsatisfactory votes among the five members will make the committee report Unsatisfactory. In the event of a report with two or more votes of Satisfactory with Reservations, the exact stipulations of the committee should be recorded with the report form. The statement must also specify the time allowed for satisfying the stipulations. In the case of an Unsatisfactory examination, the committee may grant the candidate permission to present him or herself for reexamination. The examination may be repeated only once, at the option of the department.

The M&E faculty has a policy of generally <u>not</u> writing letters of recommendation for students who have not had their dissertation proposal fully approved (except for minor reservations) by their dissertation committee. Unless the proposal is defended, we also will normally not provide funding for travel to conferences for the purpose of job search. In short, this means that a successful job search requires students to have dissertation proposals defended by end of June before their final year. *For best consideration for internal and external dissertation grant funding and doctoral student consortiums, it is strongly recommended that students strive to defend their proposal by <u>February</u> of their fourth year.*

Experience has shown that students may underestimate the time it takes to work through dissertation revisions. Most dissertation proposals require a number of revisions before they are ready to go to an entire committee. Faculty also need some time to review drafts and provide feedback. Faculty will generally need at least two weeks to respond to a draft and provide feedback. We doubt that students will be able to respond to feedback in less than 2-3 weeks. A recommended timeline is as follows:

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| Spring Year 3 | Determine dissertation topic; choose a chair, and begin literature review |
| Fall Year 4 | Meet regularly with dissertation chair, complete literature review, and submit drafts of Chapter 1 |
| November 1, Year 4 | Submit Chapter 1 to all committee members for their feedback if you hope to apply for a Ballard-Seashore Fellowship (application deadline is March 1); otherwise submit Chapter 1 to committee by January 15. |
| January 31, Year 4 | Submit full dissertation proposal to committee members if you wish to apply for a Ballard-Seashore Fellowship; schedule defense for February. |
| April 30, Year 4 | Submit dissertation proposal to committee members, if not already done so |
| February-June Year 5 | Proposal defense scheduled and executed. |

The student is required to register each fall and spring semester after passing the dissertation proposal defense (called the comprehensive exam in the *Graduate College Handbook*) until the degree is awarded. If a student fails to register, he or she may not be readmitted to candidacy until the student has submitted an application which has been approved by the student's advisor, the DEO, and the Graduate College dean.


8.       Successful Dissertation Defense

Early in the semester in which a student intends to defend the dissertation, the following documents should be obtained: (1) Ph.D. Final Examination (Thesis Defense) and Graduation Procedures, from the Graduate College; and (2) Report of Examination: Advanced Degree, which the departmental secretary provides. The dissertation committee of at least five faculty members must include a chairperson and is normally the same committee as the Dissertation Proposal Committee. Following the examination, the committee will complete and submit the Report of Final Examination: Advanced Degree form. Dissertation defenses are open to all members of the department as well as to the general public. More detailed procedures for final dissertation examinations can be found in the rules and regulations of the Graduate College.

Beginning with the fall 2009 semester, all doctoral dissertations and master's theses, excluding MFA theses, must be submitted to the Graduate College in electronic format. (See "Electronic Theses and Dissertations" for help with the submission of your ETD to UMI/ProQuest.) MFA students will have the option of submitting hard-copy or electronic theses. Please reference the *Graduate College Manual of Rules and Regulations* (sections X.H. and XII.M.) to review the revised submission text.

# Role of Academic Advisor and Student Expectations

Each student will need to secure an academic advisor by the end of Year 1, and we encourage you to do so by the end of the fall term. Students may ask any faculty member in the department; some students ask the faculty member they are working with on their mentored projects, but it does not have to be that professor. Keep in mind that some faculty may turn down your request to be your advisor if they are already advising a number of students or feel they have a heavy workload at that particular point in time.   The academic advisor does not necessarily need to be the student's 3rd-year paper and/or dissertation chair (but it can be).  Students are able to change academic advisors in later years by mutual agreement, and this may occur as students' research interests solidify and meld with another faculty member's interests better.

**The <u>academic advisors'</u> primary responsibilities are to:**
- Prepare the annual progress report for each student advisee in May (see Curriculum Milestone #1). Faculty members have discretion in how they prepare this report, but it should address student's progress made in curriculum milestones, research activity and skill development, and teaching competencies.
- Meet with the student advisee to discuss progress report and develop goals for the next academic year. The goals should address curriculum milestones, research activity and skill development, and teaching activity and skill development. This meeting should be done by July 15 of each year. Faculty members have discretion in how they ask students to prepare for the yearly progress meeting.
- Meet <u>at least twice a semester</u> (four times per year) with advisees to discuss, among any other relevant issues, their progress towards goals and what help they need to achieve goals.  Recommended meeting dates are in early-September, early-November, late-January, and mid-March.
- Provide advice to advisees as they consider taking on new research projects and what directions to go with existing projects.
- Provide advice to advisees on potential topics for third year papers and dissertations, or identify other faculty members who may be more appropriate Chairs for specific topics.

**The <u>PhD students'</u> primary responsibilities are to:**
- Meet with your academic advisor for the annual progress report meeting, which may require you to do some preparation work, and work with the faculty advisor to develop yearly goals.
- Develop strategies and timelines to achieve goals, in consultation with the advisor.
- Meet with your academic advisor at least twice each semester (four times per year) to discuss your progress towards goals, obstacles you are encountering, and seek advice on how you can stay on track. Recommended meeting dates are in early-September, early-November, late-January, and mid-March.
- Seek your advisor's input before agreeing to any new research projects (whether with other faculty or fellow students). Your advisor can help you decide what is and is not a good use of your time, whether you may be stretching yourself too thin, and/or

help support you if you should or want to say "no" to a new project.  Your advisor should be aware of all the research projects you are involved in.

- Create and maintain a list of all of your research projects, including co-authors and the project title. This will help you and your advisor keep track of your progress on each project.  This list could be included on your CV as part of "Working Papers" and "Research in Progress".

- Seek your advisors help or guidance as needed throughout the semester, whether it be for concerns related to courses, research projects, teaching, or fellow students. We want to help you do well in the program so let your advisor know when you need help with something.

# Funding

We commit to funding all students making satisfactory progress toward the completion of their degree for five years. This funding is typically a combination of fellowship money (with no work-related requirements attached) and TA or RA money (with designated work responsibilities). We work diligently to secure fellowship funding for students whenever possible. These include, but are not limited to, the following fellowships from the Graduate College: Presidential Fellowships, Dean's Fellowships for Minority Students, Ballard-Seashore Dissertation Year Fellowships, and Summer Dissertation Grants. We also offer within-department fellowships from Strategic Initiative Funds (SIF). These fellowships are typically used in place of a 10-hour (25%) TA/RA assignment in the first two years and/or final year in the program, as a way to secure students' dedicated time to focus on research. Additional external funding is sometimes available in the form of grants on specific faculty research projects.

The remainder of our nine-month academic-year funding is generally in the form of teaching assistantships, in either 10-hour (25%) or 20-hour (50%) assignments to specific classes. We will work one-on-one with the student to develop a plan of teaching that will allow for successful development and demonstration of teaching capabilities prior to entering the job market. This typically will include a progression from leading discussion sections in Introduction to Management (6J:048), to serving as a TA in courses such as Individuals, Teams and Organizations (6J:130), Human Resource Management (6J:131), or Negotiations (6J:156). Occasionally opportunities may be available to TA for an MBA-level class in either the Full-time or MBA-PM programs. The student is then generally ready to step into teaching a standalone course in the class or related classes to those that he or she was a TA for in the past. We recommend that students teach two distinct standalone classes during their time in the Ph.D. program in order to be best prepared for their first academic appointment.

To further support our students' learning and research (as resources are available), the department will provide:

- Summer funding through fellowships as available as well as additional teaching opportunities when they are available.

- Payment of student membership dues to our professional organizations (Society for Industrial & Organizational Psychology and the Academy of Management) for the student's first two years in the program.
- Funding for doctoral student travel to national conferences (i.e., SIOP and AOM) when they are presenting papers or on the job market at those conferences. In addition, we will support additional opportunities for research methods and teaching training when possible (i.e., CARMA summer/winter sessions; case teaching seminars), according to the Ph.D. Student Travel Policy (see below)
- A $2,500 research budget based on successful completion of the various milestones in the program. This budget may be used at the discretion of the student for funding research projects, paying for professional memberships past Year 2, and journal subscriptions. This budget is awarded as follows:
  - Successful completion of comprehensive exams: $750
  - Successful completion of the 3rd-year paper: $750
  - Successful defense of the dissertation proposal: $1,000

# Ph.D. Student Travel Policy

During any 12-month period students can receive funding for up to two trips that meet the following parameters:

- Students who are presenting peer-reviewed research papers at the national meeting of the Academy of Management (AOM) or Society for Industrial and Organizational Psychology (SIOP).

- Students who are "on the market" at the AOM conference in August for that year's academic job market.

- Students who are attending an approved research methods or teaching seminar or additional research meeting (such as APA or a specialized research conference).

These students are eligible to receive available funding to be applied to transportation, registration, and lodging costs. If students wish to attend additional conferences or seminars that require travel, they can use available funds in their personal research accounts or apply for Graduate Student Conference Travel Awards available elsewhere on campus.

# Curriculum

Content Courses (19 required s.h. + 6 elective s.h.)

**MGMT:7320  Organizational Theory (2 s.h.)**
This course examines how and why organizations are created, maintained, and disbanded. Students learn how organizations respond to environmental forces, the extent to which organizations operate rationally and efficiently, and how and why deviations occur. Specific topics include: social construction of reality; organizations-environment relationships;

corporate governance; resource dependence; power and influence; conflict; limits of rationality; organizational learning; institutional theory; economic, management, and sociological theories of organization; organizational rhetoric and discourse, and the micro foundations of organizational theory

**MGMT:7800  Foundations of Human Resource Management (3 s.h.)**
Broad survey of foundational topics in human resource management, particularly from a micro perspective, interspersed with special topics of growing interest within the field; introduction to foundational theoretical and empirical research on topics of staffing, training and development, performance management and compensation, including an examination of trending topics of interest in these areas; students develop skills necessary to evaluate, criticize, and contribute to literature on human resource management.

**MGMT:7340  Group Processes (3 s.h.)**
This course promotes an in-depth understanding of how work groups and teams can be made more effective in organizations. Team design issues such as task type, interdependence, leadership, and member composition are covered, as well as process issues including power, influence, communications, conflict, collective memory, and intergroup relations.

**MGMT:7350  Leadership (3 s.h.)**
This course provides a thorough understanding and preparation for implementing leadership in organizations; focus on reading and analysis of basic research-related leadership theories; contrast "great person" theories and traditional behavioral and situational theories, as well as transformational leadership theory.

**MGMT:7360  Motivation and Attitudes (3 s.h.)**
This course provides broad coverage of theories and research on work motivation, (cognitive, affective, goal-based, job design, and individual difference perspectives) as well as job attitudes (e.g., job satisfaction and organizational commitment). Focus is on critical evaluation of existing theories and research to identify gaps and propose directions for future research. We also evaluate the applicability of existing theories and research to current conditions within organizations and discuss how the changing nature of work may impact the application of existing theories and the need for new theories and perspectives.

**MGMT:7375  Performance and Career Management (2 s.h.)**
This course introduces research on employee performance and career management. The course has several objectives: (a) to introduce the various conceptual definitions of work performance and career success;  (b) to understand the major theories that are used to explain the determinants of work performance and career success;  (c) to understand the theory and research that are used to explain the effectiveness (and biases) of performance evaluation systems;  (d) to introduce theories and empirical research on performance feedback and career management; and  (e) to identify areas for future theoretical and empirical investigation in performance management or careers research.

**MGMT:7380  Training and Development (2 s.h.)**
This course offers a research-based examination of training and development programs. The primary emphasis is on the processes of needs assessment, instructional design, and

evaluation. Additional topics include integration of training with other human resource management functions and design of management development initiatives.

**MGMT:7330  Staffing Organizations (3 s.h.)**
This course addresses aspects of selection, including professional and legal standards; job analysis techniques, validation strategies; criterion development; selection methods such as psychological tests, interviews, biographical data, and assessment centers; and ethical issues.

**MGMT:7370  Reward Systems (2 s.h.)**
This course introduces theories and research on compensation: its determinants and relationship to individual, group, and organizational outcomes. Objectives include: (a) to understand the major theories from economics, psychology, and sociology that are used to explain the determinants and effects of pay practices; (b) to become aware of major differences in psychologists', sociologists', and economists' views of decision making and motivation with respect to pay; (c) to critically analyze empirical research on compensation; (d) to introduce major concepts of strategic human resource management, and (e) to identify areas for future theoretical and empirical investigation in compensation.

**MGMT:7385  Social and Human Capital (2 s.h.)**
This course examines theory, research, and methods for understanding social capital as the resources available to individuals as a result of the social structure within which they are located. Readings will focus on the application of social networks to various content areas at the individual, team, and organizational units of analysis. The relationships among social and human capital on individual and team outcomes will be examined. Emphasis will be placed on understanding existing theory and empirical findings as well as on learning hands-on how to do social network research in terms of study design and analysis through software programs including UCINET and R.

<u>Research Methods taken within our department</u> (12 specified s.h. + 6 additional s.h. taken externally—typically Intermediate Stats. and Correlation & Regression)

**MGMT:7160  Measurement Theory and Methods in the Behavioral and Social Sciences (3 s.h.)**
This graduate level course covers measurement and statistical methods needed for the conduct of methodologically sound, publishable research.  Topics include: kinds and levels of measurement; role of measurement in theory development and cumulative research knowledge; the theory of measurement error; types of reliability and their estimation; corrections for bias in research results due to measurement error; basic scaling methods; criterion-related, content, and construct validity; cross-validation and shrinkage formulas; factor analysis; statistical power in research studies; introduction to meta-analysis; item analysis and scale construction; and structural equation modeling.

**MGMT:7140  Meta-Analysis in Behavioral and Social Sciences (2 s.h.)**
This course presents meta-analysis procedures for cumulating correlations and effect sizes across studies. Topics include:  effect sizes and the statistical methods and analyses used to derive them; measurement error and restriction in range; sampling error and differences between studies in reliability of measurement.  Procedures and formulas for correcting for

these biases and artifacts are presented. We will also address substantive and methodological moderators and the advanced techniques of multivariate meta-regression and meta-structural equation modeling.

**MGMT:7120  Methods for Field Research (2 s.h.)**
This course introduces field methods commonly used in behavioral research with an emphasis on surveys. There are several learning objectives: to introduce the different types of field research designs and evaluate the advantages and disadvantages of the different research approaches; to practice generating research questions and hypotheses appropriate for field survey designs; to understand issues related to levels of analysis; to learn how to develop and administer surveys to maximize response rates; to learn how to identify appropriate samples; and to briefly introduce statistical approaches for analyzing survey data.

**MGMT:7124  Methods for Qualitative Research (2-s.h.or 3-s.h. option)**
This course introduces methods for evaluating and conducting qualitative research in the organizational sciences.  Objectives are:  a) to increase awareness of various types of qualitative research in management; b) to understand the unique contributions of qualitative methods; c) to learn the major criteria by which qualitative papers are evaluated by management journals; and d) to practice working with qualitative data. Topics include: formulating research questions, sampling and gaining access, qualitative data collection methods, techniques for coding and analyzing, and building theory from qualitative data.

**MGMT:7128  Methods for Experimental Research (2 s.h.)**
This course will address the nature of research and principles of experimental design, including laboratory and field experiments (quasi-experiments), event sampling, and methods of small group research. Analysis of variance (ANOVA), analysis of covariance (ANCOVA), multi-attribute analysis of variance (MANOVA); will be covered as well as orthogonal, planned and unplanned comparisons, factorial experiments including repeated measures and nested-factors design and Latin square designs.  The course will involve analyzing data sets with SPSS.

## Research Methods taken outside the Department (6 specified s.h.)

**PSQF:6243  Intermediate Statistical Methods (4 s.h.)**
Foundation for more advanced applied courses; logic of statistical inference, chi-square, and other tests of statistical hypotheses; small sample error theory, interval estimates, introduction to analysis of variance, selected nonparametric methods.

**PSQF:6244  Correlation and Regression (4 s.h.)**
Correlation techniques; selected bivariate procedures, multiple, partial, curvilinear correlation; multiple linear regression; sampling theory applied to regression analysis and correlation coefficients; simple causal models.

## Other required courses:

**MGMT:7700  Mentored Research**

Management research conducted by doctoral students under faculty supervision to introduce students to the research process in years 1 and 2.

**MGMT:7975  Thesis in Management and Organizations**
Management research conducted by doctoral students under faculty supervision; culminates in dissertation.  These credits can be taken at any point during the students' enrollment in the program.