The Department of Management and Organization (M&O) Doctoral Student Handbook

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1. Welcome to the M&O Doctoral Program from Susan Taylor and Rhonda Reger, Department Co-Chairs

On behalf of the Management and Organizational faculty and doctoral students, I welcome you to the doctoral program at the Robert H. Smith School of Business. During the next four years, you will begin an important journey toward becoming a management/organizational scholar and researcher. Parts of your itinerary will include taking coursework, working with faculty on research projects, developing your research and teaching skills, identifying your own research interests, and beginning your individual research program. I am certain you will find the time you spend in the doctoral program challenging, fulfilling, and memorable. My colleagues and I urge you to treat your studies here as a full-time professional position and to recognize that your performance and your career development will benefit greatly from setting difficult goals, developing disciplined work habits, and from following the wise advice from faculty mentors and fellow students.

Toward this end, a committee of faculty and students has joined together to develop this handbook for your use during the program. It provides a basic structure to help plan your activities and gauge your progress throughout the next four years. In addition, it offers some hints from others who have "been there" about upcoming activities, such as planning your program of study, completing your working paper, preparing for your comprehensive exams, and beginning your job search. Please read this handbook carefully, keep it as a reference guide, and feel free to ask any member of our department questions about its content.

Again, we welcome you to our doctoral program and look forward to working closely with you during the next four years.

2. Educational Philosophy

Earning a Ph.D. in the management and organization department will require high levels of motivation, complete dedication, and a openness to be exposed to new ideas and new ways of thinking. Although earning a Ph.D. requires “traditional” classroom learning in the form of reading, test-testing and written reports, you will learn as much, and possibly more, through your interaction and direct involvement

[1] We thank Lisa Dragoni and Jennifer Shaffer for their help in editing this document.

with M&O faculty. The faculty is convinced that the best approach to learning research is by doing it: conceptualizing problems, designing and conducting research, and publishing results. You have joined a department with a very strong and rich tradition for academic scholarship and the publishing of this research in premier journals. Your success in this Ph.D. program (earning a Ph.D.) will be directly related to your success in research. Your success in research will be a function of your dedication and involvement in working with M&O faculty. You cannot wait for this to happen! You must be proactive in seeking out faculty, getting involved in research projects, and engaging faculty with your own ideas and thinking. Research is also a social "team" process, and thus it is a great way to have fun learning!

The M&O faculty are prolific scholars and award-winning teachers who consult with a variety of organizations on many management issues. The faculty are leaders in their respective field of organizational behavior, human resource management, entrepreneurship, and strategic management. In the last ten years, members of the department have authored more than 200 scholarly articles and 20 books for managerial audiences.

a. Proven Faculty Success

The Management and Organization Faculty at the Robert H. Smith School of Business includes established leaders and rising stars in the fields of strategy, human resource management, and organizational behavior. Our faculty is comprised of 4 Endowed Professors, 2 Emeritus Professors, 3 Full Professors, 2 Associate Professors, 6 Assistant Professors, and 2 Teaching Professors. Our distinction is demonstrated by the following recognitions:

- Professional organizations induct only a handful of Fellows per year for their outstanding research contribution:
  - 4 of our faculty members are Fellows of the Academy of Management
  - 3 of our faculty members are Fellows of the Society of Industrial and Organizational Psychology
  - 2 of our faculty members are Fellows at the American Psychological Association and the American Psychological Society
- 4 faculty members have held prestigious posts with premiere associations such as the Academy of Management, the American Psychological Association, American Psychological Society
- 5 faculty members have received the University of Maryland's Distinguished Teacher/Scholar Award, an honor given those who have demonstrated excellence in research and in the classroom
- 6 faculty members are Krowe Teaching Award winners for their quality teaching
- 8 faculty members have held editorial positions with eminent management journals and publishers

b. Pursuit of Exciting Research Directions
M&O faculty members conduct research in cutting-edge arenas such as:

- New product problem-solving, knowledge management, and innovation
- IT and its impact on the design and delivery of HR
- Strategic transformation of businesses into e-businesses
- The effectiveness of web-based recruitment and recruitment efforts
- Knowledge and social capital and new medical technologies
- Female and minority retention success in the IT workplace
- Cross-functional virtual teams
- Human and physical capital in knowledge creation and innovation
- Leadership and coordination in high intensity work teams
- Search and discovery process and innovation
- The effects of the new economy on internal labor markets and individual manager career paths
- Book projects on leadership in the new economy
- Book project on innovations in international and cross-cultural management

c. Ongoing Collaboration between Students and Faculty

- Students routinely publish papers with faculty in journals such as the *Academy of Management Journal, Strategic Management Journal, Personnel Psychology, and Journal of Management*
- Student-faculty teams have received "Best Student Paper" and the "Best Paper Award" from the Academy of Management
- On average, our students have three working papers co-authored with faculty members and other students
- Students and faculty are actively involved in presenting at academic conferences. In 2001, the University of Maryland has the greatest number of program participants, tied with only the University of Pennsylvania for this honor.

d. Highest Quality Ph.D. Students

- Our students have completed their undergraduate degrees at top universities such as University of Pennsylvania, Johns Hopkins, Villanova University, Penn State University, and Florida State University.
- Average GMAT scores of incoming students is 680.
- On average, 67% of our students enter with a masters degree.
- Approximately 80% of incoming students have business experience and range from consulting, accounting, managerial, marketing, entrepreneurial, educational backgrounds.
- Approximately 45% of the students are international, coming from countries such as France, India, China, Japan, and the West Indies.

- Our graduates have been placed at top research universities such as Columbia University, London Business School, Cornell University, University of Virginia, Texas A&M University, University of Kentucky, University of Kansas, Vanderbilt University, just to mention a few, and approximately 95% are placed upon graduation.

e. Reflections from Former Management and Organization Doctoral Students

"From my perspective, Maryland's Doctoral Program has several strengths. Part of the foundation of the program is the expertise and experience of faculty who are well-known and respected for both their strong research careers and service to the field. In addition, the faculty is extremely supportive and willingly serve as mentors, giving students the opportunity to be significantly involved in research yet the latitude to pursue their own research interests. The faculty continue to be productive researchers who express a true interest in developing future academics."

--*From Dr. Quinetta Roberson, Assistant Professor, Cornell University*

"Unbeatable research environment. One of the reasons for choosing Maryland over other programs was the openness with regard to research collaboration. While there are assignments for TA and RA, beyond that you are free to, and in fact actively encouraged to, get involved with research projects with other professors. This approach, combined with the active involvement of the entire faculty in on-going research projects, creates opportunities hard to find elsewhere. The apprenticeship aspect of the Ph.D. education is enhanced by seeing different approaches to research, exploring a variety of projects, and building a larger net of collaborative relationships that extend beyond your time in the Ph.D. program."

--*From Dr. Neta Moye, Assistant Professor, Vanderbilt University*

"Over the last 30 years or so, the Maryland doctoral program has set up a solid infrastructure for producing dedicated and competent management scholars. It offers the necessary values, skills, support, and general preparation to thrive in an academic environment. It's an intellectual community that changed my life and career."

--From *Dr. Ming-Jer Chen, Bigidike Professor of Strategic Management, Darden School, University of Virginia*

"I think the best part of the doctoral program at MD was the access to the professors. You have so many opportunities to work with the professors on a variety of projects. Also, I enjoyed the fact that we had a bit more structure then some other programs. There were plenty of courses to take, and you were not allowed to flounder without any support or direction. There was a strong support system to keep you on track. Yet, you had plenty of freedom to pursue your own interests."

--*From Dr. Daniel Simon, Assistant Professor, Cornell University*

"The department is a great training ground for future researchers because of the wide range of expertise and involvement of the faculty. It gave me great exposure to many different areas and styles of research, giving me great grounding as a future academic.

"I also think that the camaraderie and collegiality in the department (between faculty and students), makes for an open environment that encourages sharing knowledge and a supportive environment for students to explore their own ideas."

--*From Dr. Chris Collins, Assistant Professor, Cornell University*

"As a graduate of the University of Maryland's Ph.D. program in management and organization I have great insight into the value of the program. When I graduated from the program in 1989 it was already nationally recognized for the excellence of the faculty in that area and its extraordinary ability to train doctoral students. Since then, it has become even stronger and its reputation among management scholars has grown proportionately. Rather than mention any professors in particular, I will describe the traits of the program that I think make it a great one for doctoral students. I have already mentioned the excellence of the professors and their reputation in the field; these are valuable because doctoral students are often judged in the job market by whom they have worked with. However, merely having a famous person on one's dissertation committee does not prepare the student to be a professor. What is great about the professors in the Management and Organization Department of the University of Maryland is that there is a culture of working closely with the students and truly caring about what happens to them. The program is geared toward training students to be top-notch researchers, but ultimately allows students to feel comfortable about whatever career path they may choose in the end. Finally, what I especially appreciate about the program is the collegiality among the professors and their relaxed, informal relationships with the students. In short, the atmosphere is very conducive to growth and learning, and the professors eminently competent to foster those ends. "

--*From Dr. Harry Sapienza, Carlson Chair in Entrepreneurship, University of Minnesota*

"In selecting a doctoral program, I chose the University of Maryland over some other very fine schools. I did so because (in my naive state) it appeared to me that the M&O department had the following characteristics: (1) the faculty were intellectually dynamic; (2) they appeared to build bridges, not barriers, between the various management areas; and (3) the faculty came across as a group of people who were (more or less!!) reasonable human beings. I was not disappointed on any fronts. First, as I became more attuned to the academic world, I discovered that the M&O faculty were true leaders in management scholarship. Second, the interplay and synergies between the HR, OB and strategy folks proved to be a central part of my education. Finally, because they are such good people, these tremendous professors have become some of my best friends. I truly enjoyed and cherish my days as a Ph.D. student at Maryland. I really can't conceive of a more positive doctoral experience."

--*From Dr. Jim Guthrie, Associate Professor of Human Resources, University of Kansas*.

"Aside from providing a one of the nation's most stimulating intellectual environments, the M&O department also has a strong cohesive culture – as evidenced by the positive, can-do attitude shared among the faculty and students. Right from the start (of my four-year journey in the doctoral program), I was invited to participate in faculty research projects, professional development workshops, and social capital-building activities. The academic standards (and expectations) are high. But, I was eager to meet every challenge because nearly everything about the department was geared for success."

--*From Dr. Wally Ferrier, Associate Professor, University of Kentucky*.

3. Statement of Smith School Expectations

The Robert H. Smith School of Business seeks to produce individuals who will contribute to the discovery and dissemination of scientific knowledge through continued careers of research, publishing, and teaching at high-quality research-oriented universities and research-oriented non-academic institutions throughout the world. The doctoral program at the Smith School is designed explicitly for those individuals seeking research careers and <u>not</u> careers as consultants. Appendix A is our attempt to layout mutual expectations of M&O doctoral students and M&O faculty.

4. Statement of Management and Organization Departmental Expectations

Consistent with Smith School expectations, the Management and Organization doctoral program is designed to graduate students who seek academic careers at major research institutions around the world; we especially want to place our students in faculty positions in the top 50 business schools in the world.

Our graduates will stand out and be recognized for their content knowledge, strong conceptualization skills, and high levels of motivation. Importantly, our students will have demonstrated their commitment to research with a high quality dissertation, a beginning publication record in top journals, and a research plan for the future. M&O Smith School graduates will also be experienced teachers with proven track record of high performance.

5. The Advising Process

The purpose of the advising process is to enhance your career development, ensure your timely completion of your Ph.D., and increase your prospects for subsequent placement at a top fifty business school.

Each area within the M&O Department has a Ph.D. coordinator, who will provide advice to you during your doctoral program. The area Ph.D. coordinator will be your adviser up to the point where you have both chosen a dissertation chair and passed your major comprehensive exam. You are encouraged to be proactive in seeking career advice from the area advisor and other faculty in the M&O Department throughout your program.

<u>First Semester</u>
Before the semester begins please confer with your area Ph.D. coordinator to discuss courses for the first semester and to conduct preliminary discussion of major courses, minor selection and courses, and research methods courses.

During doctoral student orientation day, the area Ph.D. coordinator will normally be available to advise and consult on your selection of courses for the first semester and to facilitate registration. The area Ph.D. coordinator will continue to serve as your primary source of program advice during your first semester.

<u>Second Semester</u>

By the beginning of the second semester, you should submit to your area Ph.D. coordinator a written Preliminary Program Plan containing the following elements (a printed copy of the template is included as Appendix B):

a. the areas in which you intend to major and minor;
b. a plan of courses for your major, minor, and research methods areas;
c. a proposed plan for “getting involved” in research (the involvement in research may involve any faculty in the M&O Department); and

d. a projected timetable, including an anticipated date for completion of your major comprehensive examination, working paper, dissertation proposal defense, and dissertation defense.

This plan should be the result of interactions with other faculty, as well as with the area Ph.D. coordinator. The coordinator may confer with other M&O faculty before providing feedback regarding your plan.

After your area Ph.D. coordinator has approved your plan, you will need to complete your program form--i.e., the "green sheet." Your area coordinator is the person who will sign your green sheet and sign off on any subsequent changes in your program. You will need to file this with the College Doctoral Office and provide a copy for your file held by the area Ph.D. coordinator.

At some point in the program, you will select a dissertation chair. Many students do this after they pass their comprehensive exam, although you may select your dissertation chair earlier in the program. The dissertation chair is an important source of career advice. However, the Ph.D. coordinator will still be your official advisor in terms of signing changes in the green sheets until you have passed your comprehensive exams. At the latest, a dissertation chair should be selected within three months after you have passed your comprehensive exam.

Annual Reports

You will be expected to complete an annual report documenting your accomplishments near the end of the Spring Semester each year. Your annual report should outline the degree to which you are meeting the timetable outlined in your Program Plan. It also includes information about your coursework and research activities, as well as your graduate assistant responsibilities. The annual report template is available from Barbara Chipman (the departmental administrative assistant), and a printed copy of the template is attached as Appendix C. As part of your annual report, you are also expected to submit a curriculum vita (academic form of a resume); for developing and formatting your vita, please see senior M&O Ph.D. students and/or faculty in your area.

Dissertation Chairperson

Within three months after you have passed your major comprehensive exam, you should submit to the area Ph.D. coordinator the name of the M&O faculty member who has agreed to be your dissertation chairperson. Your submission should also include a timetable for completing your dissertation, including target dates for completing your dissertation proposal defense and the dissertation itself. The timetable should have the approval of your dissertation chairperson.

If you have not completed your working paper by this point, a target date for completion should also be submitted. This date normally should be no later than the end of your third year in the program. However, we strongly encourage you to complete the working paper by the end of your second year. When this paper is submitted, you also must include the names of the two faculty members who have agreed to evaluate your working paper.

At this point, your dissertation chairperson will become your advisor for the remainder of your program. However, you should continue to turn your annual report in to the area Ph.D. coordinator, provide a copy to the Ph.D. office, and also give a copy to your dissertation chairperson. While the area Ph.D. coordinator will not be directly involved with your dissertation unless the coordinator happens to be on your dissertation committee, the coordinator will continue tracking your annual report of accomplishments against the timeline you have submitted.

Note: The individual who is the area Ph.D. coordinator may change over the course of your program because it is expected that different faculty in M&O will rotate through this assignment. As the person in the Ph.D. coordinator position changes, you should start submitting your materials to the new coordinator.

6. Recommended Major Coursework

The Management and Organization department is composed of three areas: human resource management (HRM), organizational behavior (OB) and strategic management (SM). To exploit the strengths of our department, the M&O doctoral program is designed to be integrative so that *all* students will be exposed to issues from all three areas of the department. Thus, for most students, the typical program will include the selection of one area of major specialization (major area: HR, OB, or SM) and a supporting minor area *within the M&O department*, called a "Research Minor," which is discussed below.

The following sections describe the recommended coursework within each of the three majors. Note that, although formal transfer credit is not granted, graduate coursework successfully completed at other institutions *may* be accepted as fulfilling *some part* of the program plan, with the approval of the area Ph.D. coordinator. Normally, transfer of other courses to complete the major and minor courses is limited to 2 courses.

a. The Human Resource Management Major

Human resource management (HRM) focuses on enhancing the effectiveness of an organization's human resources in order to gain competitive advantage and achieve organizational goals and strategies. Studies in HRM encompass recruitment and selection, performance appraisal, human resource planning, employee development, career development, labor relations, compensation administration, quality of work life, workforce diversity, and productivity program development. The academic and practical knowledge and skills attained will qualify the individual to be competent and effective in teaching and research. There is some overlap in the areas of interest between HRM and Industrial/Organizational Psychology (I/O Psychology), and courses in that program may be taken in fulfillment of some HRM requirements (with departmental permission). Many HRM students in Organizational Behavior, but other minors are permitted.

Recommended coursework for the HRM major includes:
BMGT 860 - Seminar in Strategic Human Resource Management (spring, odd year)
BMGT 861 - Seminar in Performance Management (fall, even year)
BMGT 863 - Seminar in Motivation (fall, odd year)
BMGT 808 - Seminar in Selection & Recruitment (spring, even year)

For the final two courses (and in substitution for the above courses, with departmental permission), students may choose from a broad range of courses, including but not limited to the following:

BMGT 828 - Doctoral Seminar -- Independent Study
BMGT 808 - Seminar in Decision Making (fall, odd year)
BMGT 864 - Seminar in Leadership (spring, even year)
BMGT 866 - Seminar in Work Groups and Teams (spring, odd year)
PSYC - I/O Psychology courses (with departmental permission)

In addition, knowledge of the content and orientation of BMGT 663 (Introduction to the Management of Human Resources) is a requirement for all HRM doctoral students. This requirement can be met in one of three ways: (1) through prior equivalent coursework; (2) through auditing the course, without taking the exams; or (3) through taking the course for credit.

b. The Organizational Behavior Major

The field of Organizational Behavior (OB) deals with the behavior of individuals and groups within organizations, and specific topics of study include decision-making, problem solving, conflict and change, interpersonal and group dynamics, teams, leadership, morale, motivation and productivity, job attitudes and satisfaction, and organizational theory and design. There is some overlap in the areas of interest between OB and Industrial/Organizational Psychology (I/O Psychology), and courses in that program may be taken in fulfillment of some OB major requirements (with departmental permission).

Recommended coursework for the OB major includes:

BMGT 863 - Seminar in Motivation (fall, odd year)
BMGT 864 - Seminar in Leadership (spring, even year)
BMGT 866 - Seminar in Work Groups and Teams (spring, odd year)
BMGT 808 - Seminar in Decision Making (fall, odd year)

For the final two courses (and in substitution for the above courses, with departmental permission), students may choose from a broad range of courses, including but not limited to the following:

BMGT 860 - Seminar in Strategic Human Resource Management (spring, odd year)
BMGT 861 - Seminar in Performance Management (fall, even year)
BMGT 808 - Seminar in Selection & Recruitment (spring, even year)
PSYC - I/O Psychology courses (with departmental permission)

In addition, knowledge of the content and orientation of BMGT 662 (Leadership and Teamwork) is a requirement for all OB doctoral students. This requirement can be met in one of three ways: (1) through prior equivalent coursework; (2) through auditing the course, without taking the exams; or (3) through taking the course for credit.

c. The Strategic Management Major

The field of Strategic Management (SM) deals with the ongoing evolution of organizations as they attempt to align their resource capabilities with the perceived and/or actual opportunities and threats in the external environment. Strategic Management deliberately seeks to take an integrative inter-functional approach with a focus on the total organization. Given the multidisciplinary roots of the SM field (psychology, sociology, economics, etc.), students majoring in this field must aim to become familiar with a diverse body of literature. At a minimum, this is likely to include the following: detailed knowledge of the literature directly in the SM field, familiarity with the key works and theories in all of the root disciplines underlying the field.

Recommended coursework for the SM major includes:

BMGT 808a - Seminar in Theories of Competition (fall, even year)
BMGT 808b - Seminar in the Scope of the Enterprise (fall, odd year)
BMGT 808c - Seminar on Cognition in Strategic Management (spring, even year)
BMGT 808d - Seminar in Organizational Theory (spring, even year)
BMGT 808e - Special topics (fall, odd year)

BMGT 808e – Special Topics (spring, even year)

For the final major course, students can select Industrial organizational economics (Bmgt 808) offered by Professor Curt Grimm or propose some other existing doctoral special topics seminar.

In addition, knowledge of the content and orientation of BMGT 690 (strategic management) is a requirement for all SM doctoral students. This requirement can be met in one of three ways: (1) through prior equivalent coursework; (2) through auditing the course, without taking the exams; or (3) through taking the course for credit.

7. Minor requirements

Although a variety of minors are possible both within and outside the Smith School, students are highly encouraged to select the *management research* minor offered by the M&O department. The purpose of the management research minor is to further develop and strengthen a student's conceptual and research skills in the broad areas of management and organization. This is achieved by exposing and involving students to the research agenda of all areas within M&O department and its research faculty.

The *management research* minor is composed of four courses depending on the student's major. For example, if the student is majoring in strategy, the management research minor would require 2 organizational behavior doctoral courses and 2 human resource management doctoral courses; if the student majored in organizational behavior, then the management research minor would require 2 strategy doctoral courses and 2 human resource management doctoral courses; finally, if the student is majoring in human resource management, then the management minor would require 2 strategy doctoral courses and 2 organizational behavior doctoral courses.

Students can elect, with the support of their advisor, to take a different minor, such as information technology (IT), entrepreneurship, I/O psychology, economics, etc. However, this minor must fit the following conditions: First, the courses that make up the minor must be a Ph.D. level research courses—rather than M.B.A. or master's level. Second, the courses should enhance the student's ability to conduct research in their major area of concentration and publish with the faculty teaching in the minor areas. Finally, the course should help to build a multi-disciplinary approach to research. This option is intended to be atypical, and will be approved only when a student has a well-founded vision and plan for their program, and only after wider consultation than the area's doctoral advisor.

8. Other Course Requirements

The following sections describe the additional coursework required of all M&O doctoral students. Again, note that, although formal transfer credit is not granted, coursework successfully completed at other institutions *may* be accepted as fulfilling *some part* of the program plan, with the approval of the area Ph.D. coordinator and the Doctoral Program Director.

a. Research Tools (four courses)
Students may choose to take their research courses from a broad range of selections available throughout the university. For specific course recommendations to meet your interests and research needs, be sure to talk to the area coordinator, more senior students, as well as other faculty, within your major. In the past, students have most commonly taken courses in:

Business and Management (BMGT) -- *general research tool courses*
Economics (ECON) -- *econometrics sequence*
Education: Measurement, Statistics, and Evaluation (EDMS) -- *general research tool courses*
Psychology (PSYC) -- *general research tool courses*

b. Research Methodology
All M&O students are required to take **BMGT 880** - Business Research Methodology. This course is generally taken in the second year.

c. M.B.A./MS/MA or BSBA or Equivalent
All students entering the program *without* an M.B.A. or Master's degree must take two courses from the M.B.A. core, as well as one graduate-level Economics class (This Economics course will also be waived for students entering with a BSBA). Although these courses may be selected from a variety of offerings, they must be approved by the area coordinator, and are intended to pursue some breadth in the program.

9. Performance Requirements

The following guidelines set out the M&O faculty's expectations and policies regarding student progress through the Ph.D. program. For students who receive financial support, continuation of that support will be contingent on satisfactory progress in the program, as evaluated on an annual basis. With rare exceptions, financial support will not continue beyond 4 years.

Requirements:

a. Students must maintain at least a 3.25 grade point average in each of the first two semesters of the first year.
b. Students must complete all required coursework as described in the Ph.D. program handbook.
c. Students must pass the comprehensive exam.
d. Students must maintain a grade point average of no less than 3.5 for courses in their major area (e.g., HRM, OB, or SM).
e. Students must complete a research working paper to be approved by two faculty members.
f. Students must perform satisfactorily on a continuous basis in any assigned duties, such as research assistant, teaching assistant, or instructional assignments, as assigned and evaluated by a faculty advisor.

These are viewed as minimal professional requirements and failure to meet them are taken very seriously. Students who do not meet these requirements will be notified of the issue (e.g., in person and/or via letter describing their performance deficiency and outlining the necessary steps for improvement). Students are encouraged to seek faculty guidance in developing a plan to address and overcome any problems they face. If the performance problems persist, students may be asked to leave the program.

In addition to the requirements listed above, the M&O faculty have several additional expectations regarding satisfactory student progress and performance:

a. We expect each student to become actively engaged in research during the first year in their program. We expect students to maintain an active research program during their doctoral studies, preferably involving several faculty members from the Management and Organization department.
b. We expect students to complete the research working paper by the end of their second year.
c. We expect students to complete the comprehensive exam by the end of the second year.
d. We expect completion of the dissertation within 4-5 years of entering the program.

Students who do not meet these expectations will be counseled individually by faculty members. Failure to meet these faculty expectations is not itself grounds for disciplinary action. However, students who have persistent difficulty meeting these expectations may have difficulty completing the program on time and finding desirable job placements. Students who delay timely completion of the dissertation eventually will be asked to leave the program.

10. Registration and Financial Aid Information

a. Registering for Classes

Class schedules are published about mid-semester for the upcoming semester. They can be picked up in several central locations on campus, including McKeldin Library, Stamp Student Union, and the Mitchell Building and they are also available on by Testudo on the Web: http://www.testudo.umd.edu/ScheduleOfClasses.html

Registration for courses is available by Testudo on the Web and by the MARS registration system. When using the MARS registration system, please note that you and only you can add or drop courses. Only in extenuating circumstances will the Doctoral office use the schedule adjustment forms for add/drops, which are completed and submitted by you.

Students funded through a fellowship have tuition remission for up to 12 credits of coursework, while students funded through a graduate assistantship have tuition remission for up to 10 credits.

All instructions for Graduate Student Registration, including MARS instructions, are in the Schedule of Classes. A page is dedicated solely to the registration procedures for graduate students. Please direct any questions concerning registration to Suzanne Baer, Graduate Registrations Coordinator, 301-314-8228. MARS instructions are also available from the Doctoral Office. MARS index numbers are provided for use. If you are registering for BMGT 899 (dissertation research credits), please call Jennifer Shaffer for the MARS index number. You need a MARS PIN number to register using MARS. If you need one, go to the registration office and they will give it to you.

If you want to register for 600 and 700 level courses, please see Jennifer Shaffer in the Doctoral program office. Students will need to provide the desired course(s) and section number and their student ID # prior to the beginning the semester. Though they can submit their request for the course at any time, they will not be officially registered for it until two weeks prior to the beginning of the semester. Once the classes are filled up you will have to sit on a waitlist like everyone else, SO REGISTER EARLY. The M.B.A. office will be responsible for oversubscribing M.B.A. courses.

Tuition remission does not work at satellite locations, only on the College Park campus. Therefore 600/700 level courses with BA or SG in front of the section number are not available to our Ph.D. students and they should not make registration requests for these.

The doctoral office will be responsible for oversubscription of doctoral level courses. Contact Jennifer Shaffer for computer approval to allow you to register through MARS.

If you wish to register in person, you can do so by going to Room 1130 Mitchell; appointments are not necessary.

You still have the option of mailing or faxing your form to the registrations office. If you wish to do so, you may pick up a Schedule Request form from the Doctoral Office. All registration forms should have your personal address label on them (which the Doctoral Office has). Please make sure that you fill out the registrations form completely. The address you should use when mailing is: Registrations Office, Room 1130 Mitchell Building. The fax number is 301-314-9568 or (301) 314-7915.

b. Graduate Assistantships

Graduate assistant assignments are generally made during the Spring semester for the following Fall. If you have an interest in working on a particular project or with a particular professor, be sure to make your preferences known to the Department Chair as early as possible.

There is some limited support available over the summer, both in the form of research/teaching assistantships and teaching assignments. The Department Chair will generally send around a notice early in the Spring semester asking for students to express their interest in summer funding opportunities.

11. Getting Involved in the M&O culture...

Beyond completing the necessary coursework, there are several factors that are extremely important to becoming a productive and successful doctoral student. The following is an attempt to address some of these areas:

a. Getting Involved in Research

Having top-tier publications is virtually a requirement for finding a job in today's competitive market. Having an impressive research record gives one a competitive advantage when job hunting, regardless of any minimum requirements. Please realize also that publication in lesser journals can in fact hurt your chances of job placement.

The M&O Faculty are all highly productive and, as a result, very busy. They place a high premium on research and believe that the key mission of the doctoral program is to train researchers. They believe that one very important method of learning for doctoral students is through apprenticeship. Virtually all the faculty work on research with doctoral students and publish with those students.

In order to be productive, the faculty cannot sit in their offices everyday. They are often out in the field collecting data or at home analyzing it and writing it up. Thus, doctoral students need to *take the initiative* in contacting faculty in order to engage in joint research with them. The student does not need to have a prior topic in mind but should base his or her choice of faculty on some common interest.

Some previous suggestions for getting involved:

1. Consider each class's required research paper as an opportunity to get involved in research, if possible. Many students have been able to convert these research proposals into projects, and eventually, publications.
2. Start working on a research project as soon as possible. Do not wait for the "right" or "best" project or you will never get going.
3. Do not underestimate the heavy time requirements of research projects, or the long length of time from initiating a project to seeing the results in press (often 3 to 4 years) -- starting early is the only way to ensure publications on your vita by the time you go on the job market.
4. Do not be discouraged by how busy faculty members are. Be persistent. Eventually, the professor will have time for you.

As you get involved in research, you will probably find yourself spending more and more time in McKeldin Library, the graduate library on campus. Early in your program, you might wish to take an orientation course at the library, and familiarize yourself with its on-line resources such as VICTOR. In addition, the library has several specialized databases available at terminals on the first floor, including NEXUS/LEXUS, PsychLit, ABI/Inform, and Dissertation Abstracts among others that you will probably want to utilize at different points in time. A list of frequently-used journals and their call numbers is attached as Appendix D to this handbook to help you to quickly find the journals you will probably need.

b. Getting Involved in the Department

There are other ways in which doctoral students can acquire knowledge, aside from research, coursework, and readings:

1. Attending faculty-doctoral student coffee hours that occur about twice per semester. These usually include a talk by a faculty member and/or grad student. All doctoral students are REQUIRED TO ATTEND.
2. Attending lectures by visiting speakers in the management area, including candidates for positions in our department. Keep your eyes open for announcements. All doctoral students are REQUIRED TO ATTEND.

3. Attending doctoral dissertation proposal and final dissertation defenses.
4. Interacting informally with faculty members, through events such as the faculty-grad socials held once a semester, or through asking a faculty member to lunch.
5. When the department is recruiting -- attending presentations by faculty candidates. Even when the topic is not of special interest to you, observing these presentations can be very helpful when it comes time to put together your own presentation. All doctoral students are REQUIRED TO ATTEND.
6. Attending doctoral student professionalization/socialization sessions. Several times each semester, the department sponsors professionalization sessions designed to help doctoral students learn more about the academic field and their role in it. Students are highly encouraged to attend these sessions and actively participate in them. In general, students who have not yet passed comps are required to attend, although more advanced students may also find them helpful. In the past, these sessions have covered topics including:
   * Getting involved in research
   * Teaching tips
   * Managing one's career
   * Completing the dissertation
   * How to get published
   * Preparing for comps
   * Finding a job

c. Getting Involved in the Profession

One important recommendation is that students join the major <u>professional associations</u> early in their careers. It is also recommended that students attend meetings of these associations, particularly when they are located nearby. Although many students tend to focus on the national meetings (e.g., the Academy of Management), it is important not to overlook the regional meetings of these same associations (e.g., the Eastern Academy of Management). These are often a good opportunity for exposure and an early introduction to the academic field.

In addition, students may be selected by the faculty to be sent to a consortium in their area of interest. These consortia are often limited in enrollment, and may be limited to those with the most meritorious records.

In general, up to $1000 in expense reimbursement is available for Ph.D. students who attend regional or national meetings and who:

1. Present a paper at the conference; or
2. Attend a conference to seek a faculty position or consortia (provided the dissertation proposal has been defended).

Finally, if funds are still available at the end of the year, travel to a conference may be reimbursed regardless of the reason the student attended. The full travel policy and reimbursement forms are available from the Doctoral Program Office. Note that the fiscal year ends in June, so one could claim expenses for a spring conference (such as SIOP) on one fiscal year, and then also claim expenses for attending the Academy of Management meeting on the next year.

Professional associations you may wish to join include the following:

The Academy of Management - membership includes subscriptions to the *Academy of Management Journal*, the *Academy of Management Review*, and the *Academy of Management Executive*. Student rates are available. For membership information and application forms, contact: https://aomdb.pace.edu/onlinembr/

Jane Whitney Gibson
Director of Membership
Nova Southeastern University
gibson@polaris.nova.

The Society for Industrial and Organizational Psychology (Division 14 of the American Psychological Association) - membership includes a subscription to TIP. Student rates are available. For membership information, contact:

Lee Hakel
SIOP Administrative Office
745 Haskins Road, Suite A
P.O. Box 87
Bowling Green, OH 43402
419-353-0032 / 419-352-2645 fax

Strategic Management Society - membership includes a subscription to the *Strategic Management Journal*. Student rates are available, and require faculty verification. For membership information, contact:

Strategic Management Society
Professor Dan Schendel
Krannert Graduate School of Management
Purdue University
West Lafayette, IN 47907

For students with international interests, you may wish to look into the *Academy of International Business*.

Another recommendation is that students actively track the major academic journals in their field. The following are a list of some of the more respected journals within the management field. You may wish to subscribe to some of these, or at least look through the table of contents of recent issues on trips to the library:

Academy of Management Journal and *Academy of Management Review* - subscription automatic with AOM membership -- see information above.

Administrative Science Quarterly - $28 student rate -- ASQ Subscriptions, Caldwell Hall, Cornell University, Ithaca, NY 14853

Journal of Applied Psychology - $131 non-APA members, $65 APA members -- Subscriptions Department, 750 First Street NE, Washington, DC 20002-4242

Organizational Behavior and Human Decision Processes. Published bimonthly Editorial and Production Offices: 525 B Street, Suite 1900, San Diego, CA 92101-4495 **ISSN 0749-5978**

Organization Science - student discount available with membership in INFORMS (Institute for Operations Research and the Management Sciences). See recent issue, or call 1-800-446-3676 or 410-446-3676.

Personnel Psychology - $40 student rate (requires faculty member verification) -- contact Lee Hakel (see address above, under SIOP).

Strategic Management Journal - subscription automatic with membership in SMS -- see information above.

d. Getting Involved in Teaching

At some point during your doctoral studies, you will most likely have the opportunity to teach undergraduate, and perhaps M.B.A., classes. There are several tools that can help you to prepare for these opportunities:

* Each year, during new student orientation, the Maryland Business School offers sessions on teaching strategies. Be sure to take advantage of these sessions, and to get a copy of the <u>Handbook for Graduate Assistants with Teaching Responsibilities</u> to keep as an informational resource.
* The University also has teaching seminars from time to time -- you may want to keep you eyes open for these opportunities.
* The University has a user group for teaching suggestions called "CTETCH-L"-- The Center for Teaching Excellence Idea Forum. For subscription information, contact jg55@umail.umd.edu.

11. Comprehensive Exam

a. Robert H. Smith Policies

Note: The following information was taken from the Doctoral Program Student/Faculty Handbook, Spring, 1995. Please check with the Doctoral Office for any updates to this information.

<u>The Written Comprehensive Examination</u>

The Doctoral Program of the Robert H. Smith School of Business requires all students to pass one written comprehensive examination in the area of concentration. Students must take care that all course work in the major area of concentration is completed prior to taking the comprehensive examination.

The written examinations are scheduled during January, June, and/or August. The Doctoral Program Office schedules the days and times of the examinations and arranges for the rooms. The Office notifies the faculty and candidates of the examination schedule at least two months in advance of the examination period. It is the responsibility of each candidate to notify the Doctoral Program Office in writing of his or her intention to take an examination at least two months in advance. Students may either handwrite the exam answers, or may chose to take the exam in the computer lab. Students must receive the joint permission of the Director and the area advisor to withdraw from the examination after a written request to take it has been submitted and approved.

Each area has the responsibility for preparing and maintaining information relevant to the content and coverage of its examinations. Students are strongly advised to consult with the area advisor, members of the Ph.D. committee, and relevant faculty well in advance of the examination date.

The Doctoral Program Office will be responsible for proctoring and collecting the examinations, and following the completion of all examinations, will transmit the examination papers to the area committee for grading. Upon the return of the grades to the Doctoral Program Office, candidates will be notified of the results.

Official notification of the outcome of examinations will be provided to each student by the Doctoral Program Office. The grading categories are High Pass, Pass, Low Pass, Conditional Pass, and Fail. Students receiving a Pass or High Pass on their first attempt are exempted from the oral comprehensive examination.

When a students receives a Conditional Pass, the condition imposed may include rewriting individual questions, completing an additional course or courses, writing a research paper, or other options. A failure on any of the conditional tasks will convert the Conditional Pass to a Fail grade for the entire examination. A second Conditional Pass grade on the conditional material is not permitted.

A failed examination may be repeated once; a second failure results in termination from the program. On a repeated examination, a Conditional Pass grade is not acceptable.

Area examination coordinators will meet, on request, with each student individually to provide feedback on the examination. Coordinators will be prepared to provide the student with:

* The consensus judgment of the graders on a question-by-question basis of the student's performance on each question, including some indication of what was wrong with a student's answer for questions graded Low Pass or Fail. A grader-by-grader breakdown of the grades is not required.
* A general description of how the final grade determination of the entire examination was arrived at from the student's question-by-question performance.

Any student may appeal any aspect of the examining procedure and grade. Such an appeal should begin with an exploration of the matter with the relevant area examination coordinator and with the Director. If the matter is not resolved at this level, a formal appeal in writing to the Graduate Committee of the Smith School of Business may be made. Intention to file such an appeal should be given as quickly as possible and in no case later than 30 days from the occurrence of the event on which the appeal is based. (Note: This means that if the appeal is based on the conduct of the examination, notice of intent to appeal should be given immediately, without waiting for the grades to be received.)

<u>The Oral Comprehensive Examination</u>

Unless exempted, the student is required to take an oral comprehensive examination. The oral examination will be waived only when the student passes the written examination with either a pass or high pass on the first attempt.

The oral examination should be scheduled within six weeks of passage of the written examination. Oral examining committees will be established by the area advisors in consultation with the area Ph.D. committee. The Doctoral Program Director must approve all examining committees before they are announced. All pertinent information concerning the oral examination should be given to the Doctoral Program Office two weeks prior to the examination. The information will then be posted, as this examination is open to the public.

Detailed objectives and conduct of the oral examination can vary across areas and from student to student. Students are requested to consult with their area advisors for further details on the conduct of the examination.

Results of the oral examination are ordinarily given to the student orally at the end of the examination period. A formal record of the examination is filed in the Doctoral Program Office by the chair of the examining committee. Grading categories on the oral examination are the same as on the written comprehensive examination. Conditional Pass grades must be removed by satisfactory performance of the stipulated conditions (not a second Conditional Pass). A failed examination may be repeated, but a second failure, or failure to remove a Conditional Pass, results in termination from the program.

b. Exam Format

The Management and Organization Comprehensive Exam for each major will cover six areas, defined by the *six courses taken for the student's major*. The reading list for the six courses will be the assigned readings from the each of the six courses, plus relevant readings published in the major journals subsequent to the date of each of the courses. Whereas it may be useful to tie the material that the students read to the six required courses, each class syllabus should be considered only indicative of what the area covers rather than comprehensive and exhaustive. Therefore, students should be prepared to answer questions that are related to the course title, even if these areas were not covered in the course readings. The exam will be composed of two parts: Part 1—8 hour in class exam; Part 2—24 hour take home exam.

Part 1 will be a one day, eight hour, in-class examination with no books or notes. There will be three questions of equal weight in both the morning and afternoon sessions. The six questions will generally reflect each of the six courses taken for the major. However, faculty are encouraged to work together to write questions that combine content material across different courses. Nonetheless, the content area for examination will always be the content as defined by the six major courses. The primary purpose of first day format is to test the student's content knowledge of the literature and the student's ability to creatively use the literature to answer questions.

Part 2 will be a 24 hour take-home exam. Students will be given the take-home exam the morning after completing the in-class exam described above. The take-home is open-book, but must be done individually. The take-home will be weighted as equivalent to two questions. The purpose of the take home will be to require the student demonstrating research methods capabilities, theory development and conceptualization skills and to encourage developing a more creative and detailed answer than might be possible under in-class conditions.

Grading.

Each question will be graded High Pass, Pass, Low Pass, or Fail with points assigned of 3, 2, 1, or 0 respectively. Each question will be graded by two graders independently. If no grader differs from the corresponding grader by more than one grade for a given question, the mean of the two grades will be used. If there is more than a one grade discrepancy for a given question, a third grader will grade the question and the modal grade will be assigned. If there is no modal grade, the average of the three grades will be assigned. A mean or modal grade of less than 1 is a fail.

The overall exam grade will be:

High Pass:	>20 and no failures (<1) on any questions
Pass:	>12 to 20 and no failures (<1) on any questions
Low Pass:	8 to 12 and no failures (<1) on any questions
Conditional Pass*:	>6 and <8 and no more than 1 failure (<1) on a question
Fail*:	<6 or more than 1 failure (<1) on a question

* Requirements for an oral exam will follow College Policy. Note: All Fails will also entail discussion among key faculty.

c. Strategies for Preparing for Comps

The following are some suggestions for preparing for the comps from post-comps students:

* Get an early start. Make sure to get the reading lists for your study areas from the professors early in the studying process.
* Talk to people who have taken the comps in your area recently, and get some study hints from them, if possible.
* Make a study schedule for yourself. Set goals and <u>be realistic</u> -- it will take longer than you think to get through the material.
* Try to arrange to take the comps with other people in your area, so that you can form a study group. If you will be taking the comps alone, you may still want to try to arrange an occasional comps meeting with another student, to talk out some of your ideas and get someone else's perspective. It's amazing how many questions you can raise in your own mind while studying. <u>However</u>, some students have found studying alone to work quite well with their own learning style. Consider what has worked in the past for you, and adapt your studying strategies to that. You may want to try a "practice run" -- study with another person(s) for a final comps-like exam in one class -- to see how well the group strategy works for you.
* Be sure to look at previous exam questions (available from the Doctoral Office), to get a feel for what the questions will be like.
* Try to talk to the professors in your area, particularly the ones who will be

writing/grading the questions. They may help you plan your preparation.

* If you can, start the comps preparation process while you are taking classes. For example, you may want to summarize articles in your major area while you are taking the course, instead of having to go back and do it later.
* You may want to go back to a recent introductory management course material and review the "basic stuff" that students are just assumed to know.
* As you get closer and closer to the actual exam, try to keep condensing your notes into shorter and shorter ones. For example, you may start with your class notes and article summaries for a particular area, and then condense that down to a set of notes that contains both sets of information. You can then keep condensing, until you end up with three to five pages of notes that cover the most important points.
* Be absolutely clear about the "big stuff," such as whose theory led to the development of other theories and how topics within the discipline fit together. Spend less time worrying about the fine details, such as arguments back and forth between scholars about small points within a theory.
* After you review a topic area, put away your notes and write down as much as you can about it -- this will help you recall it later. It also helps to talk out loud, either to another student or to yourself, to make sure you can express in words what you know "in your head."
* Practice answers, if only verbally. Think out the strategy that you would use to answer various types of questions.
* During the exam, be sure to pace yourself. Watch your time, and keep in mind the time limits for each individual question.
* Overall, relax, and try not to be too nervous about taking the exam itself. Remember, this is just one step in the entire doctoral degree process. Also, remember that the studying process itself is a big part of the comps -- the actual exam itself is just the end product.

12. Working Paper

Introduction

The working paper is an introductory research project for doctoral students in the M&O Department. Each doctoral student is required to complete a research working paper. The paper is an *empirical* paper, not a theoretical paper.

Timing

Typically, a doctoral student chooses a topic for the working paper sometime in the second or third semester in the program. A working paper typically requires six months to a year to accomplish. The working paper should be completed about the time of the major comprehensive exam, probably at least by the end of the second year. Please note that completion of the working paper is a requirement for advancement to candidacy.

Objectives

The main objective of the working paper is to learn the process of research by doing. The other primary objective is to produce a paper that will be published in a high quality academic journal.

Faculty

The doctoral student typically works closely under the guidance of one or two faculty members, who form the working paper committee.

"How Do I Get Started?"

The responsibility and initiative for beginning the working paper lies with the student. Typically, the students asks two questions: (1) What topics interest me?; and (2) Which faculty do work in this area? The topic may be an outgrowth of a term paper completed for a course.

The student consults with the area Ph.D. coordinator and with other faculty and more senior doctoral students. The student must take the initiative to become well informed about the areas of interest of faculty (see Appendix E for faculty bios, to help guide you in this area). This information collecting is typically done through courses, departmental research presentations, office conversations, departmental social events, and "taking a faculty member to lunch" (p.s., faculty pays!).

More often than not, a student will "piggyback" a working paper onto a line of research previously defined by a faculty member. For example, it is acceptable to conduct a project with data that have previously collected by a faculty member. On the other hand, a student may wish to conduct a working paper that is much more independent. Also, the student may use "term paper" assignments for courses to work on this research paper.

The Final Paper

The final product will be an empirically based research paper of about 25 pages or more in length in which the student plays a major role. The final version of the working paper will be a manuscript that should be in a form ready for submission and review at a top journal. The working paper does not have to be actually submitted for publication, but should contain all the parts normally expected in a journal manuscript. Further work would typically be required before actual submission to a journal in cases where the manuscript is potentially publishable.

The question of potential co-authorship on a paper submitted to a professional journal should be discussed at the inception of the project. Normally, but not always, the doctoral student and faculty would co-author a product derived from working paper research.

<u>Approval</u>
The approving authority for the working paper is a "working paper committee" of at least two faculty members. Subsequent to "back and forth" feedback and revision, the final copy of the paper is made available for review by other faculty and doctoral students. Often, the student will conduct a seminar to present the results.

13. Advancement to Candidacy

Note: The following information was taken from the Doctoral Program Student/Faculty Handbook, Spring, 1995. Please check with the Doctoral Office for any updates to this information.

When all coursework and the written comprehensive examination (and oral comprehensive examination, when required) have been successfully completed, the student applies for formal advancement to candidacy. Candidacy status means that all requirements for the Ph.D. other than the dissertation have been satisfied.** Application for advancement to candidacy must be completed in duplicate by the student and submitted to the area advisor and the Director for approval. The Graduate School processes advancements to candidacy on the first of each month.

All course requirements and exams must be completed, and the student advanced to candidacy, within a five-year period. The final degree must be received within four years of advancement to candidacy or nine years of admission, whichever is later, but not less than one year after advancement to candidacy.

** Satisfaction of all requirements for the Ph.D. other than the dissertation includes departmental requirements such as the working paper.

14. Dissertation

Note: Much of the following information was taken from the Doctoral Program Student/Faculty Handbook, Spring, 1995. Please check with the Doctoral Office for any updates to this information.

The doctoral dissertation involves a substantial original research project conducted over an extended time period. The project is designed to develop and demonstrate research skills, which the candidate will utilize and build upon throughout a subsequent career. Close working relationships with committee members and pursuit of relevant information sources and literatures, whether or not related to prior coursework, are essential aspects of successful dissertation research. Preparation of the final document, although an arduous task, is in fact a small part of the dissertation requirement. Topic selection, committee selection, design and conduct of the research, and interpretation of results are the large and critical aspects.

Dissertation Credits and Registration Requirements

Throughout your time in the program, you should register for dissertation credits (BMGT 899). Each student must register for 12 credits of dissertation research during the program and must be registered during the semester in which a degree is to be received. Specifically, a student on a graduate assistantship receives tuition reimbursement for 10 credits, while a student on fellowship receives tuition reimbursement for 12 credits. In general, students take only 9 credits of classes each semester (e.g., three courses), so the remaining credits should be registered as dissertation credits in each semester, beginning in the first year. Check with the area Ph.D. coordinator or department chair before registering for these.

Dissertation Proposal and Defense

The student works closely with the intended committee chair and other relevant committee members to prepare the dissertation proposal. This document will ordinarily include:

1. Explanation of the subject of the dissertation, including its connection with the current state of knowledge and the prior literature.
2. Demonstration of the method to be used in the research, including the appropriateness of the method to deal with the subject.
3. Description of the data, or other information, to be utilized in the study, including its availability and suitability in light of the subject and method.
4. Such other content and supporting material as the chair and committee members dictate.

When a proposal draft is ready, the candidate schedules a proposal defense. The proposal defense committee must consist of five members, one of whom is a regular member of the graduate faculty of a department outside the Smith School of Business. Further, the committee chair must be a regular member of the graduate faculty. Each member must be given a copy of the proposal at least two weeks prior to the examination.

The Nomination of Proposal Defense Committee form is obtained from the Doctoral Program Office and must be completed and returned to that Office at least two weeks prior to the proposal defense. This form must be taken to the proposal defense, signed by all members of the proposal defense committee, and returned to the Doctoral Program Office after the completion of the proposal defense.

All pertinent information concerning the proposal defense, including a copy of the written dissertation proposal, should be given to the Doctoral Office at least two weeks prior to the defense. The information will then be posted, as this examination is open to the public.

The proposal defense committee will examine the candidate's proposal for research work to be incorporated in the dissertation, and then vote on the candidate's prospective qualifications for the degree. In order to justify a finding of failure, at least two negative votes must be cast.

Dissertation

The dissertation must represent an original contribution to knowledge in the student's chosen area of concentration. It must follow the form given in the manual which is available at the Copy Center at Reckord Armory (Note: The most current *Thesis and Dissertation Manual* edition is 1995 -- be sure to get this document).

Final Oral Examination (Dissertation Defense)

The Final Oral Examining Committee must consist of five members, of which at least three (including the chair) must be members of the Graduate Faculty at the University of Maryland at College Park and one of whom must be a regular member of the graduate faculty of a department outside the Smith School of Business. Each member must be given a copy of the dissertation at least two weeks prior to the examination.

The Nomination of Thesis or Dissertation Committee form is obtained from the Doctoral Program Office and must be completed and returned to that Office three months prior to the final oral examination and in accordance with the deadline listed in the *Schedule of Classes*. Details governing the structure of the committee are on the back of this form. This will generate the Report of Examining Committee form sent from the Graduate School to the Doctoral Program Office, which must be taken to the final oral, signed by all members of the committee, and returned to the Doctoral Program Office.

All pertinent information concerning the oral examination should be given to the Doctoral Program Office two weeks prior to the examination. The information will then be posed, as this examination is open to the public.

The final oral examining committee will examine the candidate on the research work incorporated in the dissertation, and then vote on the candidate's qualifications for the degree. In order to justify a finding of failure, at least two negative votes must be cast.

Upon completion, two copies of the dissertation, along with three copies of the abstract and two title pages, must be submitted to the Graduate School on the proper paper as stated in the manual. The copies must be submitted to the Graduate School

Records Office, after the Final Oral Examination but before the deadline listed in the *Graduate School's Calendar of Important Dates*. It is expected that some modifications of the research will be submitted to an academic referred journal for publication.

Graduation Ceremonies

In order to participate in graduation ceremonies, a student must submit a completely signed report of the Final Dissertation Oral Examination to the Doctoral Program Office prior to the ceremony. The student must pass the Dissertation Oral Examination to participate in the ceremony. Any student who has achieved a Fail or Conditional Pass of the oral examining committee will not be allowed to participate in graduation ceremonies. Participation in the graduation ceremony does not automatically guarantee graduation from the university. All requirements must be fulfilled before graduation is finally certified on the transcript.

15. The Job Search Process

It is important that doctoral students understand the job search process when they are seeking faculty positions in business schools. This short description is designed to help you in this process.

Firm Foundation

First, it is important that you lay a firm foundation for this search process early in your doctoral program. Be actively involved in the program. In particular, begin to work on papers that will result in published papers and articles. In the modern academic market, many universities are looking for individuals who have already published before receiving their doctorates. Working with faculty members is one way to facilitate this process.

Time Parameters

Second, it is important to understand the time parameters of the recruiting cycle. The recruiting "season" typically is kicked off with the Annual Academy of Management meeting in August, although some recruiting does occur at the regional meetings of the Academy of Management in the preceding spring. If you are interested in a position in September one year after the Annual meeting of the Academy in August, you should try to attend the Academy meeting and talk to as many people as you can. Also, try to get accepted in your area's Doctoral Consortium at the Academy of Management, as you will learn a good amount about the job market by attending it. You should contact as many universities as you desire for possible interviews at this Annual Meeting at least two months before it takes place. You can forward your curriculum vitae to these universities at that time, as explained below. Usually, universities want to have the C.V. in hand before scheduling an interview with you at the Academy meeting. You can also use the job placement service at the Academy meeting. It provides lists of both applicants and faculty openings. The Academy also publishes a job placement roster twice a year, and it does have an on-line service that you can also access for a fee.

Many universities make decisions about whom to invite for a campus interview sometime in November and December. A few -- a minority -- actually invite candidates for interviews in November. The big recruiting season is late-January through mid-March. Probably 70-80% of offers and acceptances occur in that "window." Then there is a much smaller "after-market" that occurs in April and May. Very little recruiting at all is done in the summer, except at the Academy meeting.

Developing a List of Universities

To obtain an invitation to visit a school, you should develop a list of schools and review it with relevant faculty members. At this stage, it is particularly important to talk to your faculty about the nature of the university you eventually hope will employ you. It's important to try to find a MATCH between the university and your research interests and capabilities. In general, the faculty are interested in helping you find a position that will be best suited to your capabilities. It's very important to talk to faculty and to determine if their viewpoints are the same as your own. Sometimes these issues can be difficult to discuss, but the more you and your faculty work together on them, the more likely you are to find a position that suits you.

Your list of schools should represent your preferences and constraints, for example, geographical, family, etc. Be sure to match your interests, skills, and abilities as best as possible to your initial choices. Also, you must pay heed to the issues of geographical mobility. The fact is, the more you geographically restrict your search, the less likely you are to find a position that suits you. Further, some faculty occasionally find it difficult to be fully supportive when severe geographical restrictions are invoked. Also, just for the record, universities (including the University of Maryland) rarely hire their own graduates, particularly after they have just received their doctoral degrees. Moreover, some faculty would maintain that the Washington geographical area is currently saturated with University of Maryland graduates, although opportunities still exist.

The Role of Faculty Members

You should directly ask your faculty whether you should write to universities on your own, or whether they want to write. Often, faculty will provide one "cover" letter of recommendation to several universities and ask that the student take the responsibility for mailing all of the letters. Faculty will sometimes write directly to faculty members at other universities they personally know, attaching your C.V. to the letters. Alternatively, faculty may ask that you write directly to specified universities or faculty members they know, starting the letter with "Professor XXX suggested that I write to you about a possible faculty position starting in September of XXXX." Each faculty member will describe to you his or her modus operandi. In other cases, you may write the initial letter without mentioning any faculty's name and enclose your C.V. Schools can then contact the references that you provide on it if they are interested. As a general rule, this is the least desirable alternative, as it gives the impression of using a shot-gun method of selecting universities. However, this approach is suitable if you are responding to a published job listing and you so indicate at the beginning of your letter. Only after you have reviewed your list of universities with relevant faculty members should you consider writing the initial letter on your own. The appropriate procedure you use depends on your own career goals and the input of relevant faculty, usually the members of your dissertation committee.

Of course, you should obviously investigate the list of jobs that can be found in the Job Placement Bulletin of the Academy of Management. The Chronicle of Higher Education also lists current positions, and has a home page of listings on the Internet (http://chronicle.merit.edu/.index.html). But, to be frank, many placements are made when "official job notices" are not advertised too widely.

The Campus Visit

Finally, you should realize the importance of the campus visit, especially the seminar you will give based on your doctoral dissertation. As a general rule, this seminar is critical, and, at this juncture in the job search process, much more critical than your grades and performance in the doctoral program. Hence, it is important that you are far enough along in your dissertation that you can make a good presentation. Hopefully, you should have some preliminary data to present in such a seminar. You may well be decreasing your probabilities of obtaining offers if you present a seminar without any data in hand. Also, it is virtually mandatory that you present your seminar, at least once, to some M&O doctoral students and faculty prior to your visit. If at all possible, try to schedule campus visits so that you have some time -- three or four days would be suitable -- to unwind between each of them. They can be stressful, and you don't want to become so tired that you do a poor job on campus visits that have been scheduled too close to one another. During each campus interview, you will go through several individual interviews with faculty members and administrators, and you should be prepared to answer their questions about your research, your dissertation and its progress, your job constraints and preferences, etc. You should also prepare a set of questions that you can ask each interviewer, such as: (1) Do you support faculty research in the summer? and (2) What are the teaching expectations? Will I be teaching different courses each semester? What is the teaching load?

After the campus visit, it may be several weeks before a university reaches a hiring decision. You can facilitate this process if one university definitely gives you a job offer you like, but you are waiting to hear from other universities. At that point, you should contact the remaining universities to ascertain when a decision will be made. Frequently, a university will give you a job offer with a time constraint placed on it (e.g., two weeks to reply before the job offer is rescinded).

If the decision is negative, you should realize that there are a large number of factors coming into play, including the subjective feeling of fit that each university uses in evaluating candidates. Often there are only very small differences between the candidates that leads to the selection of one rather than the others. Do not become discouraged and try to focus on the positive aspects of the search, such as visiting different universities and meeting faculty members who will be your colleagues during your professional career. Eventually, you should receive at least one offer with which you are very comfortable.

<u>The New Realities</u>

The job market has changed significantly since 1990. You should do everything possible to enhance your chances, for example, having data before giving your seminar on a campus visit. In addition to publications, universities are now looking at the work experiences of job candidates, as there has been some criticism that business school faculty are too divorced from the real world. If you are deficient in this area, you might try to do a research project that would bring you into a business organization for two or three months. Similarly, any field experiences, such as interviewing CEOs and other top-level managers of small- and medium-sized firms in the Baltimore-Washington area, should be helpful. Finally, you must be proactive and market yourself aggressively. It is no longer sufficient to rely only on the letters of references from the faculty. Schools are differentiating candidates on fine issues, for example, hiring a newly-minted Ph.D. because his/her dissertation was completed using high technology firms. Don't be discouraged, but realize that you must work hard to get a job given the state of the market.

Appendix A: General Philosophy of the Faculty/Doctoral Student Research Relationship: An Apprenticeship

Goals. The major goal of the Management and Organization Ph.D. program is to prepare students for management faculty positions at top 25 business schools around the world. While actual placement is influenced by many factors, student's research abilities and skills are most important. Accordingly, considerable focus of the M&O doctoral program will be placed on the development of student research capabilities. While classroom work is important, learning and developing research skills and abilities must be the overall priority.

To build one's research skills, doctoral students often serve an "apprenticeship" with one or more faculty members during the doctoral program. As part of this apprenticeship, students often work with faculty to publish in top journals in the field. Indeed, publication in top journals is often necessary for placement at top 25-business schools.

Because the timeline for publications is so long, it critical that students become involved in research projects early in the program and that they make contributions sufficient to earn authorship. Obviously, publishing articles in major journals is by definition difficult (most A-level journals accept less than 10% of manuscripts). At least to many faculty in top 25 schools, publishing in lower quality journals may give a negative signal and be counter-productive to our placement goals.

Operating Realities. As part of this research apprenticeship, both the doctoral student and faculty need to realize that a good relationship require equity or a realization that the apprentice/faculty relationship is a two-way street. Moreover, these relationships are of a cooperative/symbiotic nature, and each party should have positive assumptions regarding the nature of the interaction. Students should assume (and feel comfortable assuming) that faculty members are doing the best they can to develop and accommodate students; faculty should assume (and feel comfortable assuming) that students are doing the best they can to participate actively in the RA and research projects at hand. Nonetheless, there are practical realities that sometimes get in the way of achieving this perfect symbiosis.

One factor is that M&O faculty often have many other responsibilities. For example, they teach in the MBA and undergraduate programs, and they may perform significant service duties for the Department, the School, the University, the Community, and the Profession at large. Thus, the research component of a faculty's job is only one part of his/her job. As a consequence, faculty members must carefully manage their times to be effective in their multiple tasks jobs while also being productive in their research.

Another factor concerns the multiple demands placed on doctoral students. Like faculty, students have responsibilities beyond research, including class work, teaching, and research projects with other faculty. Thus, the faculty/student research relationship may only be one part of the student's job. As a consequence, students must carefully manage their time and be cautious not to get over committed. Within this broader context within which the Department must operate, doctoral students have a variety of opportunities for professional development.

STUDENT EXPECTATIONS OF FACULTY	**FACULTY EXPECTATIONS OF STUDENTS**
Beginning Assumptions: Faculties are responsible for mentoring and developing doctoral students' research skills.	**Beginning Assumptions:** Students are apprentices; they are here to learn the craft of research and develop their research skills.
Research projects. Faculty should communicate among themselves to check on the status and progress of doctoral students, especially prior to making commitments to them to work on a project. Faculty should not start projects with students who have already made major commitments to other faculty without checking with other faculty and developing a clear strategy for achieving project goals without impacting the efforts of others. Students who turn down a faculty member's request to work with them on a project because they are already over-committed in terms of existing projects should not be penalized by the faculty for this in terms of their willingness to work with that student in the future given availability, interests, etc. Faculty must discuss the level of student involvement in all research projects from beginning to end, so that both the student and the faculty member can make the right decisions. Faculty should consider: • Match with student's research interest • Whether the student will be paid for any/all time on the project and if so	**Research projects.** Students should strive to have 1-2 "A" publications by Fall of fourth year in program. In order to do this they are advised to be involved with no more than 2-3 projects at a given time under the best of conditions, and early on (first year) to be involved in less than this. As it is very difficult for even leading scholars to publish in top journals, it is obvious that a new doctoral student on the early stage of the learning curve is unlikely to be able to produce a large number of publications. Moreover, in many cases, working on too many different projects can reduce the likelihood of excelling at any of the projects. Indeed, the situation may result in a number of superficial, poorly executed research projects that have little chance for top-level journal publication. Students must discuss the level of his/her involvement in all research projects from beginning to end, so that both the doctoral student and the faculty member each can make an educated decision. Students should seek the advice of their advisors before committing to major new projects. Students should consider: • Match with faculty's research interest.

how much • Whether the student shall have authorship • The order of authorship • Target journals • Time line for project completion.	• Faculty members' time and energy to work on the project. • How the faculty member will add value to the project, and authorship.

Note: The lines of communication on these issues should remain open throughout the project. It should be recognized that either party may choose to leave the project should they feel that planned timeline, progress of the project or initial results do not justify further commitment. Yet the goal of both parties should be to make this a mutually productive interaction.

STUDENT EXPECTATIONS OF FACULTY	**FACULTY EXPECTATIONS OF STUDENTS**
Research Assistantship. The Department Chair will endeavor to place doctoral students as Research Assistants (RA) with faculty members with common interests. Approximately 20-24 hours a week, on average, is associated with RA work, in exchange for the RA-related stipend. Each faculty should make effort to involve the student in research-related activities and hopefully these activities will be related to the student's interest and major area of study. Ideally, students will be involved in projects that help them learn and develop their research skills. Such projects may involve authorship but authorship typically will involve significant voluntary efforts beyond the workload of an RA. Students must realize that because of the multi-task nature of a faculty members' job, RAs may be asked to work on projects unrelated to research, e.g., grading, paperwork, etc. However, faculty should work to minimize this type of work. Students should talk to their advisors and the department chair regarding their RA experiences.	**Research Assistantship.** Doctoral students typically receive funding for their program via Research Assistantship (RA) which often involves, for 20-24 hours a week, on average, aiding professors with research and with the other two major aspects of their positions: teaching and service. Faculty will make their best efforts to use RA for research but this is not always possible. Moreover, there is no guarantee that working on research project as part of your RA will lead to authorship. As a consequence, often times contributions to research involves voluntary work on the part of the student outside of work related to RA. Students who want to be an author on a paper should discuss this with faculty as soon as possible so that actions needed to earn authorship can be mutually clear. Students should be prepared to explain how they spend their time when working for a particular faculty member.
Teaching. Teaching is also an important part of doctoral students' job. Students typically teach 2 courses a semester during	**Teaching.** Students need to learn the skill and art of teaching during the doctoral program. High teaching ratings and the

the third and fourth years of their program. Most students will be teaching strategy (bmgt 495) since these are virtually the only sections available for doctoral student teaching. Occasionally, students may teach courses in their major area of study during summer or winter term. Efforts will be made to the extent possible to minimize the number of new preparations in a given semester. Although some students may avoid teaching because of sponsored research grants, it is in fact a requirement that students teach at least one semester. Doing so will increase the job marketability of the student.	ability to teach a variety of courses is related to job placement. Students are encouraged to visit faculty MBA classes and to participate in Smith formal teacher preparation programs. When students are assigned to teach a class, they have a responsibility to work with the course coordinators and colleagues to produce the best teaching experience possible for those who enroll in their class.
Advising. There is a formal faculty advisor for each area in the department (strategy, OB, HR). These advisor/mentors help students through choosing coursework and ensure that students are on track to complete program in a reasonable amount of time (4-5 years). Faculty advisor/mentors will give extra guidance to the first year students during the first semester. While there is a formal mentor to each student, there is a substantial role for each faculty to do informal mentoring. However, when there are specific problems, informal mentors should seek advice from the formal mentors or the chair of the department.	**Advising**. There is a formal faculty advisor in each area. Students have a responsibility to meet with their advisor each semester until they have a formal dissertation advisor. It is the student's responsibility to set up a face-to-face meeting at least once a semester to discuss his/her progress in the program. First year students should meet with the advisor at least twice during the first semester (and more frequently if this is the arrangement made between the student and his/her formal faculty advisor). All other faculty members may be informal mentors for doctoral students. However, their advice should not be at odds with your formal advisor. If ever students perceive they have received conflicting advice, it is their responsibility to tell their formal advisor so that a collective meeting can resolve any apparent discrepancies.

STUDENT EXPECTATIONS OF FACULTY	FACULTY EXPECTATIONS OF STUDENTS
Course Work Faculty should endeavor to help students make choices as to topics and research direction in seminars. Some professors offer topics that students might develop in conjunction with the professor. When this occurs, faculty should work to be clear with the student about the working relationship outside of class (see research projects above).	**Course Work.** Students should endeavor to develop papers in doctoral classes that build expertise in a promising area of research and that can be developed into significant research projects or conceptual papers. Occasionally, students might be working further on a topic they have developed in another class or with a faculty member different from the one who is teaching the class. The class professor should approve such arrangements. Some professors offer topics that students might develop in conjunction with the professor. When this occurs, there usually is the expectation that work on the project will continue beyond the end of the class (see research projects above).

Appendix B:
Template for Preliminary Program Plan

PRELIMINARY PROGRAM PLAN
Note: This document is to be submitted to your Area Ph.D. Coordinator by the beginning of your second semester in the program.

NAME: **DATE:**

ADDRESS:

HOME TELEPHONE: **OFFICE TELEPHONE:**

DATE ENTERED PH.D. PROGRAM:

PROPOSED MAJOR: **PROPOSED MINOR:**

PROPOSED COURSEWORK PLAN:

MAJOR COURSE NUMBER & TITLE **SEMESTER YOU PLAN TO TAKE**

1.

2.

3.

4.

5.

6.

MINOR COURSE NUMBER & TITLE **SEMESTER YOU PLAN TO TAKE**

1.

2.

3.

4.

RESEARCH TOOL COURSE NUMBER & TITLE **SEMESTER YOU PLAN TO TAKE**

1.

2.

3.

4.

PROJECTED TIMETABLE FOR DOCTORAL PROGRAM:

PROJECTED DATE TO COMPLETE MAJOR COURSEWORK:

PROJECTED DATE TO COMPLETE ALL COURSEWORK:

PROJECTED DATE FOR TAKING WRITTEN COMPREHENSIVE EXAM:

PROJECTED DATE FOR COMPLETION OF WORKING PAPER:
WORKING PAPER TOPIC AREA, IF KNOWN:

PROJECTED DATE FOR ADVANCEMENT TO CANDIDACY:

PROJECTED DATE FOR DISSERTATION PROPOSAL DEFENSE:

PROJECTED DATE FOR FINAL DISSERTATION DEFENSE:

PROJECTED DATE OF GRADUATION:

PROPOSED PLAN FOR GETTING INVOLVED IN RESEARCH:

MAJOR AREAS OF RESEARCH INTEREST:

RESEARCH PROJECTS CURRENTLY UNDERWAY:
[Please give details including: title of project; faculty and/or students you are working with; estimated timeline for completion of various stages; proposed submission outlet for the project (e.g., specific conference, specific journal, working paper, etc.)]

RESEARCH PLAN AND TIMETABLE:
Think about what you want your vita to look like at the time of the Academy of Management meeting the year you go on the job market. Now, working backwards, fill in a research plan that will get you there. You may wish to consider, among other factors: (1) specific types or levels of journals you will target; (2) the long time frame for getting things "in press;" (3) specific conference presentations and posters;(4) specific faculty members you would like to work with during your time in the program; and (5) incorporating research papers required for courses into your overall publication plan. Be as specific as possible.

SPECIFIC INTERESTS IN TEACHING ASSIGNMENTS/GRADUATE ASSISTANTSHIPS

Although teaching assignments and graduate assistantships are assigned on an availability basis, we are interested in knowing if you have specific interests in these areas, and will try to accommodate these if possible. If there is a specific course that you would like to teach, or a specific faculty member with whom you would like to work, please indicate so in this section.

DOCTORAL PROGRAM ASPIRATIONS AND GOALS:

List any aspirations or goals that you would like to meet during your time in the Ph.D. program. This section is a good start point for monitoring your progress through the program.

PLEASE WRITE OR ATTACH ANY OTHER INFORMATION YOU WISH TO SHARE WITH FACULTY. THANK YOU!

Appendix C:
Template for Annual Report

DOCTORAL STUDENT ANNUAL REPORT

NAME: **DATE:**

ADDRESS:

HOME TELEPHONE: **OFFICE TELEPHONE:**

LIST CURRENT ADVISOR, GUIDANCE COMMITTEE, OR DISSERTATION COMMITTEE:

DATE ENTERED PH.D. PROGRAM:

COURSEWORK

LIST ALL MAJOR COURSES: WHAT IS THE MAJOR?, COURSE NUMBER, TITLE, SEMESTER, GRADE (IF DONE)

LIST ALL MINOR COURSES: WHAT IS THE MINOR?, COURSE NUMBER, TITLE, SEMESTER, GRADE (IF DONE)

LIST ALL RESEARCH TOOLS COURSES: COURSE NO., TITLE, SEMESTER, GRADE (IF DONE)

OVERALL GRADE POINT AVERAGE:

DATE OF COMPREHENSIVE EXAM (INTENDED OR PASSED):

RESEARCH
MAJOR AREAS OF RESEARCH INTEREST:

TITLE OF RESEARCH WORKING PAPER:

DATE RESEARCH WORKING PAPER ACCEPTED (ESTIMATED OR ACTUAL):

DATE ACCEPTED TO CANDIDACY (ESTIMATED OR ACTUAL):

TITLE OF DISSERTATION:

DATE OF DISSERTATION PROPOSAL DEFENSE (ESTIMATED OR ACTUAL):

WHEN DO YOU INTEND TO GRADUATE?

LIST PUBLICATIONS, PRESENTED PAPERS, ACCEPTANCES -- PROVIDE CITATIONS:

LIST RESEARCH PAPERS AND RESEARCH PROJECTS CURRENTLY UNDERWAY -- PROVIDE WORKING TITLE, COAUTHORS/COLLABORATORS, AND CURRENT STATUS:

TEACHING & GRADUATE ASSISTANTSHIPS

LIST ALL TEACHING ASSIGNMENTS -- COURSE NO., TITLE, SEMESTER --
ATTACH COPY OF TEACHING EVALUATIONS:
LIST ALL GRADUATE RESEARCH IN CHRONOLOGICAL ORDER, BY SEMESTER, BY PROFESSOR:

PLEASE WRITE A SHORT ONE-PARAGRAPH SELF-EVALUATION OF YOUR PROGRESS AND PERFORMANCE IN THE PH.D. PROGRAM:

PLEASE WRITE A SHORT ONE-PARAGRAPH STATEMENT OF YOUR CAREER ASPIRATIONS AND GOALS:

IF YOU HAVE A RESUME, PLEASE ATTACH IT.

PLEASE WRITE ANY TEACHING OR RESEARCH ASSIGNMENTS THAT INTEREST YOU.

PLEASE WRITE OR ATTACH ANY OTHER INFORMATION YOU WISH TO SHARE WITH FACULTY.

PLEASE SUBMIT ONE COPY EACH TO YOUR ADVISOR & COMMITTEE, ONE COPY TO THE AREA CHAIR, AND SEND ONE COPY TO THE PH.D. OFFICE. PLEASE RETAIN THIS FILE FOR UPDATE NEXT YEAR. THANK YOU.

Appendix D:
List of Journals and Call Numbers

JOURNAL	CALL NUMBER
Acta Psychologica	BF1.A12
Academy of Management Executive	HD28.A251 Folio
Academy of Management Journal	HD28.A27
Academy of Management Proceedings	HD29.A261
Academy of Management Review	HD28.A2
Addictive Behaviors	RC565.A33 Folio
Administration and Society	JA3.J651
Administrative Science Quarterly	HD28.A25
Adolescence	HQ35.A3
Adult Education Quarterly	LC5201.A33
American Behavioral Scientist	H1.A472
American Economic Review	HB1.E26 Folio
American Educational Research Journal	L11.A66
American Journal of Community Psychology	HM251.A4
American Journal of Small Business	HD2346.U5A76
American Journal of Sociology	HM1.A7
American Psychologist	BF1.A55 Folio
American Scientist	Q1.A55 Folio
Annual Review of Psychology	BF30.A56
Applied Psychology-An International Review	BF636.A1I53
Arbitration Journal	K1.R2
Australian Journal of Psychology	BF1.B2
Behavior Therapist	RC489.B4B431 Folio
Behavior Therapy	RC489.B4B435
Behavioral Sciences and the Law	K2.E3
Brain, Behavior, and Emotion	QL750.B48
British Journal of Clinical Psychology	BF1.B723
British Journal of Educational Psychology	LB1051.A2B7
British Journal of Psychology	BF1.B7
British Journal of Social Psychology	HM251.B65
Business History Review	HF5001.B8262
Business Horizons	HF5001.B828 Folio
Business Quarterly	HF1.Q3 Folio
Business Week	HF5001.B89 Folio
California Management Review	HD28.C18 Folio
Career Development Quarterly	HF5381.A1V551
Clinical Gerontologist	RC451.4A5C525

Cognitive Therapy and Research	BF311.C5535
College Student Journal	LA229.C64
Columbia Journal of World Business	HF5001.C64 Folio
Communication Monograph	PN4077.S61
Communication Research Reports	P87.C65
Compensation and Benefits Review	HD4973.C651
Compensation Review	HD4973.C65
Computers in Human Behavior	BF8.C6
Contemporary Educational Psychology	LB1051.C678
Counseling Psychologist	BF637.C6C64 Folio
Counselor Education and Supervision	LB1027.5.C68
Current Issues in HRM	HD4904.7.S33
Current Psychology Research and Reviews	BF1.C871
Decision Sciences	HD28.D44
Developmental Psychology	BF699.D46
Developmental Review	BF721.D45
Education and Treatment of Children	L1101.E3
Educational and Psychological Measurement	BF1.E3
Educational and Training Technology International	LB1028.5.P73
Educational Gerontology	LC5201.E353
Educational Leadership	L11.E443
Educational Psychologist	LB1051.E35
Educational Psychology	LB1051.E358
Educational Psychology Review	LB1051.E374
Educational Researcher	LB11.E3
Educational Technology Research and Development	LB1028.3.E418
ELT Journal	PE1001.E511
Employee Relations Law Journal	K5.M64
Employee Responsibilities and Rights	HD6971.8 E4
European Journal of Social Psychology	HM251.E8
Financial Analysts Journal	HG4501.A7 Folio
Financial Executive	HF5001.C772
Fortune	HF5001.F7 Folio
Gifted Child Quarterly	LC3991.G5
Group and Organization Management	HM134.G731
Group and Organization Studies	HM134.G73
Harvard Business Review	HF5001.H3 Folio
Health Psychology	R726.5.H434
Higher education	LB2300.H53
HR Magazine	HF5549.A2P382
Human Communication Research	P87.H8
Human Development	QP86.H8
Human Factors	T58.A2H8

Human Organization	GN1.H83
Human Performance	BF481.H8
Human Relations	H1.H8
Human Resource Development Quarterly	HF5549.15.H86
Human Resource Management	HF5549.A2M32 Folio
Human Resource Planning	HF5549.5.M3H84
Industrial and Labor Relations Review	HD4802.I53
Industrial Relations	HD4802.I58
International Executive	HD28.I7
International Journal of Educational Research	LB2823.E92
International Journal of Intercultural Relations	HM101.I5
International Journal of Group Tension	HN1.I518
International Journal of Psychology	BF1.A158
International Journal of Science Education	Q181.A1E82
International Journal of Sport Psychology	GV7.I5
International Social Science Journal	H1.A2
International Studies of Management and Organization	HD28.I54
Journal for Specialists in Group Work	BF637.C6T63
Journal of Abnormal Social Psychology	RC321.07
Journal of the Academy of Marketing Science	HF5415.A319
Journal of Accounting and Economics	HF5601.J861
Journal of Advertising	HF5801.J59 Folio
Journal of Applied Behavioral Analysis	BF636.A1J6
Journal of Applied Behavioral Science	H1.J53
Journal of Applied Communication Research	HM258.J67
Journal of Applied Development Psychology	BF636.A1J63
Journal of Applied Psychology	BF1.J55
Journal of Applied Rehabilitation Counseling	HD7255.5.J6 Folio
Journal of Applied Social Psychology	HM251.J52
Journal of Business	HF5001.J6
Journal of Business Administration	HF5001.J583
Journal of Business Ethics	HF5387.J68 Folio
Journal of Business Research	HF5001.S672
Journal of Business Strategy	HD28.J593 Folio
Journal of Business Venturing	HB615.J6
Journal of Career Development	LC1037.5.J681
Journal of Clinical Child Psychology	BF721.J635 Folio
Journal of Creative Behavior	BF408.J6
Journal of College Student Development	LB2343.J61
Journal of College Student Personnel	LB2343.J6
Journal of Conflict Resolution	JX1901.J6
Journal of Consumer Research	HF5415.3.J68 Folio
Journal of Contemporary Business	HF5001.J67

Journal of Counseling and Development	LB1027.5.J65 Folio
Journal of Counseling Psychology	BF637.C6J6
Journal of Cross-cultural Psychology	BF728.J65
Journal of Economics and Business	HC101.P4521 Folio
Journal of Economic Psychology	HB74.P8J6
Journal of Educational Computing Research	LB1028.5.J614
Journal of Educational Psychology	L11.J8
Journal of Educational Research	L11.J75 Folio
Journal of Employment Counseling	HF5381.J6
Journal of Experimental Education	L11.J77 Folio
Journal of Experimental Psychology: L/M/C	BF309.J6
Journal of Experimental Social Psychology	HM251.J53
Journal of General Management	HD28.J595
Journal of Health and Social Behavior	HM1.J687 Folio
Journal of Industrial Economics	HD1.J6
Journal of Industrial Psychology	HF5548.8.J6
Journal of Instructional Psychology	LB1051.J65
Journal of International Business Studies	HF5001.J63
Journal of Labor Research	HD4802.J68
Journal of Learning Disabilities	LC4001.J595
Journal of Management	HD28.J597
Journal of Management Studies	HD28.J6
Journal of Marketing	HF5415.A2J6 Folio
Journal of Marketing Research	HF 5415.J6 Folio
Journal of Multicultural Counseling and Development	LC3701.J681
Journal of Occupational Behavior	HF5548.8.J62
Journal of Occupational (and Organizational) Psychology	HF5548.8.J63
Journal of Organizational Behavior	HF5548.8.J621
Journal of Organizational Behavior Management	HD58.7.J6
Journal of Personality	BF1.J66
Journal of Personality Assessment	BF698.4 J67
Journal of Personality and Social Psychology	HM251.J56
Journal of Political Economy	HB1.J7
Journal of Psychology	BF1.J67
Journal of Rehabilitation	HD7255.A2N35 Folio
Journal of Research and Development in Education	LB1028.A1J69
Journal of Research in Personality	BF1.J63
Journal of Research in Science Teaching	Q181.A1J6
Journal of Social Behavior and Personality	BF698.A1J6
Journal of Social and Clinical Psychology	RC467.J66
Journal of Social Psychology	HM251.A1J56
Journal of Sport and Exercise Psychology	GV706.4.J681
Journal of Sports Behavior	GV561.J68

Journal of Vocational Behavior	HF5381.A1J68
Journal of Youth and Adolescence	HQ796.J625
Labor Law Review	KF3302.L3
Labor Studies Journal	HD4824.L3
Learning and Individual Differences	LB1051.L5425
Management Accounting	HF5686.C8A27
Management International Review	HD28.M362
Management Science	HD28.I453
Managerial and Decision Economics	HD30.22.M35 Folio
Marketing Science	HF5410.M39
Measurement and Evaluation in Counseling & Development	LB1027.5.M381
Military Psychology	U22.3.M488
Motivation and Emotion	BF683.M63
Multivariate Behavioral Research	BF39.M85
National Civic Review	JS39.N3
Negotiation Journal	HD42.N44
Neuropsychologia	RC321.N435
Organization Science	HD28.O758
Organization Studies	HM131.O67
Organizational Dynamics	HD28.O76 Folio
Org. Behavior & Human Decision Processes	BF636.A107
Org. Behavior and Human Performance	BF636.A107
Perceptual and Motor Skills	BF311.P36
Performance and Instruction	LB1028.5.N35 (1980-1983)
Personality and Individual Differences	BF698.A1P473 Folio
Personality and Social Psychology Bulletin	BF698.A1P4
The Personnel Administrator	HF5549.A2P381 Folio
Personnel	HF5549.A2P53 Folio
Personnel Journal	HF5549.A2P5 Folio
Personnel Management	HF5549.P4548
Personnel Psychology	HF5549.A2P58
Professional Psychology, Research, and Practice	BF1.P41
Psychological Bulletin	BF1.P75
Psychological Reports	BF21.P843
Psychological Review	BF1.P7
Psychological Science	BF1.P816 Folio
Psychology and Aging	BF724.55.A35P8 Folio
Psychology and Marketing	HF5415.3 P97
Psychology in the Schools	LB1101.P75
Psychology Today	BF1.P84 Folio
Public Personnel Management	HF5549.A2P388
Quarterly Journal of Economics	HB1.Q3
Quarterly Review of Economics and Business	HB1.Q32

Rand (Bell) Journal of Economics	HD2763.A2B412
RASE-Remedial and Special Education	LC3950.R45 Folio
Rehabilitation Counseling Bulletin	RM930.A1R4
Research in Education	LB1028.A1R47
Research in Personnel and HRM	HF5549.A2R49
Research in Organizational Behavior	HD58.7.R4
Research on Aging	HQ1060.R38
Review of Economics and Statistics	HA1.R35 Folio
Review of Educational Research	L11.R35
Review of Personality and Social Psychology	BF698.A1R4
Roeper Review	LC3991.R64 Folio
SAM Advanced Management Journal	HF5547.A2.N2121
Science	Q1.S35 Folio
Sex Roles	HQ768.S4
Simulation and Gaming	H61.S41
Sloan Management Review	HD28.I531
Small Group Research	HM133.C633
Social Behavior and Personality	HM1.S62
Social Cognition	BF311.S64
Social Indicators Research	HM48.S6
Social Psychology Quarterly	HM1.S781
Sociometry	HM1.S78
Strategic Management Journal	HD28.S7727
Studies in Higher Education	LB2300.S8
Teacher Education Quarterly	LB1705.C31
Teaching of Psychology	BF77.T43 Folio
Technology and Society	T14.5.T44.5
Training and Development Journal	HF5549.5.T7
Wall Street Journal	HG1.W3
WSJ Indexes	HG1.W26 Folio
US BLS Monthly Labor Review	HD8051.A78

AppendixE:
Faculty Bios

KATHRYN M. BARTOL

Kathryn M. Bartol, Ph.D., is the first Robert H. Smith Professor of Management and Organization at the Robert H. Smith School of Business. She has served as President and Chair of the Board of Governors of the Academy of Management and has served in numerous other prominent positions within the Academy. She is a Fellow of the Academy of Management, the American Psychological Association, the Society for Industrial/Organizational Psychology, and the American Psychological Society.

A prolific author, Professor Bartol has written three books and numerous articles in top scholarly journals. She is internationally known for her research on management issues relating to reward systems, gender issues, and information technology implications for management and organizations. Her articles have appeared in such leading journals as the *Academy of Management Journal*, the *Journal of Applied Psychology,* the *Academy of Management Review, Personnel Psychology,* the *Journal of Personality and Social Psychology, MIS Quarterly*, and *Industrial and Labor Relations Review*. She has served or is currently serving on the editorial review boards of major journals, including the *Academy of Management Review*, the *Journal of Applied Psychology*, and *Human Resource Management Review*. She has received the Sage Award for Distinguished Scholarship from the Academy of Management.

Dr. Bartol is principal investigator for a National Science Foundation grant ($674,000) aimed at understanding factors that lead to the workplace retention of information technology professionals, particularly women and minorities. She is also co-principal investigator for a longitudinal study of the impact of information technology on the human resources function, which has received initial and continuation funding from the Society for Human Resource Management Foundation.

A four-time recipient of the Allen J. Krowe Award for Teaching Excellence at the Smith School of Business, Dr. Bartol also received a Distinguished Scholar-Teacher Award from the University of Maryland. She currently teaches in the areas of organizational behavior, human resource management, and e-business.

She has been a consultant for a number of major public and private organizations, including Land Rover North America, AT&T, and the Inter-American Development Bank. Dr. Bartol conducts field research within major organizations, and participates in executive development programs. She also has presented papers and been a speaker at numerous national and international professional conferences.

She obtained her doctoral degree in organizational behavior and human resource management from Michigan State University. Before joining the Smith School, she was a member of the faculty at the University of Massachusetts, Amherst and at Syracuse University.

STEPHEN J. CARROLL

Dr. Stephen J. Carroll is *Emeritus* Professor of Organizational Behavior and Management in the Smith School of Business. He received his B.S. from U.C.L.A. in 1957 and his M.A. and Ph.D. from the University of Minnesota in 1959 and 1964, respectively.

Dr. Carroll is co-author of *Management by Objectives* (Macmillan, 1973); *The Management Process: Cases and Readings* (Macmillan, 1973, 1977); *The Management of Compensation* (Brooks/Cole, 1974); *Management: Contingencies, Strategies, and Process* (St. Clair Press, 1976); *Organizational Behavior* (St. Clair Press, 1977); *Management* (John Wiley, 1982); *Performance Appraisal and Review Systems* (Scott-Foresman, 1983); *Human Resource Management in the 1980s* (Bureau of National Affairs, 1983); *Managing Organizational Behavior* (Harper & Row, 1986, 1990) and *Cases on Management* (Kendall-Hunt, 1989). He is also co-author of three monographs, as well as the author or co-author of more than 100 scholarly papers.

He has consulted with a number of organizations. His consulting activities have included management by objectives systems, performance appraisal and compensation systems, employee motivational systems, employee suggestion systems, and general management training.

Dr. Carroll was elected a Fellow of the American Psychological Association, a Fellow of the Academy of Management, a Distinguished Scholar-Teacher of the University of Maryland, and has received many other awards. He has served as co-director of the Center for Innovation, University of Maryland; as director of research in the Dingman Center for Entrepreneurship; as chairperson of the Human Resources Division of the Academy of Management; and on the editorial boards of the *Academy of Management Journal* and the *Journal of High Technology Management*; and as chairperson for the Management and Organization faculty of the Smith School.

MARTIN J. GANNON

Martin J. Gannon (Ph.D., Columbia University) is Professor of Management and Director of the Center for Global Business, Robert H. Smith School of Business, University of Maryland at College Park. At Maryland, he teaches in the areas of international management and behavior and business strategy.

Professor Gannon is the author or co-author of 80 articles and 14 books, including *Dynamics of Competitive Strategy* (Sage Publications, 1992), *Managing without Traditional Methods: International Innovations in Human Resource Management* (Addison-Wesley, 1996) and *Ethical Dimensions of International Management* (Sage Publications, 1997). He recently published three interrelated books with Sage Publications: *Understanding Global Cultures: Cultural Metaphors for 23 Nations* (first ed., 1994); *Cultural Metaphors: Readings, Research Translations, and Commentary*; and *Working across Cultures: Applications and Exercises*. He is also senior editor of the *Handbook of Cross Cultural Management* (Blackwell, 2001).

Professor Gannon has been Senior Research Fulbright Professor at the Center for the Study of Work and Higher Education in Germany and the John F. Kennedy/Fulbright Professor at Thammasat University in Bangkok, and has served as a visiting professor at several Asian and European universities. He has also been a consultant to many companies and government agencies. Currently he is the external consultant to GEICO on its senior management training program, the University of Maryland Academic Director of the Northrop Grumman Certificate Program in International Management and Compliance Training (IMPACT), and a Professor in the ARINC Robert H. Smith School of Business Executive Development Institute.

ANIL K. GUPTA

Anil K. Gupta is a Professor of Strategy and Global e-Business at the Robert H. Smith School of Business, The University of Maryland at College Park. During calendar 2000, he also served as a Visiting Professor in the Stanford Technology Ventures Program at Stanford University. He earned a Doctor of Business Administration from the Harvard Business School, an M.B.A. from the Indian Institute of Management, and a B.Tech. (Mech. Eng.) from the Indian Institute of Technology.

Gupta's scholarly interests focus on "managing in the digital age," "managing globalization," and "managing knowledge," and "the pursuit of synergy." In 2000, Gupta received an "Honorable Mention" in the *Academy of Management Journals' Hall of Fame.* He has been recognized by *Business Week* as an Outstanding Faculty in its *Guide to the Best B-Schools.* He received the campus-wide 1997-1998 Distinguished Scholar-Teacher Award from The University of Maryland at College Park. In 1997, one of his papers was recognized as "one of the ten most-often cited articles" in the entire 40-year history of the *Academy of Management Journal.* In 1994, he was ranked by *Management International Review* as one of the "Top 20 North American Superstars" for research in strategy and organization. In addition to the above, Gupta has also received other awards including the 1991 Glueck Best Paper Award in Business Policy and Strategy from the Academy of Management, the 1989 and 1998 Allen

Krowe Awards for Excellence in Teaching from The University of Maryland, and the 1984 Broderick Prize for Excellence in Research from Boston University.

Gupta has published over 50 papers including several in major journals such as *Academy of Management Journal, Academy of Management Review, Academy of Management Executive, Strategic Management Journal, Organization Science, Sloan Management Review, Journal of Business Strategy, Human Resource Management, Human Resource Planning, Accounting, Organizations, and Society, Business Horizons, Journal of Business Venturing,* and *Frontiers of Entrepreneurship Research.* He has also served on the editorial boards of *Academy of Management Review* and *Journal of High Technology Management Research.*

Gupta has worked as a consultant with several large corporations including IBM, National Semiconductor, Marriott, Monsanto, ABB, Lockheed Martin, McCormick, Norrell Services, Sonera, Rauma, UPM-Kymmene, Cemex, Penoles, and IRI Group, Italy. He is an elected member of the board of directors of NeoMagic Corporation (NASDAQ, a semiconductor company) and Omega Worldwide Inc. (NASDAQ, an asset management company), and earlier served on the board of directors of Vitalink Pharmaceutical Services Inc. (NYSE). He also serves on the Board of Advisors of several startup companies in the information technology sector.

Gupta has also served as a visiting professor at the Tuck School at Dartmouth College, Bocconi Business School (Milan, Italy), Helsinki School of Economics and Business Administration (Finland), and IPMI (Jakarta, Indonesia) and has been quoted by *The Wall Street Journal, The Washington Post, USA Today, Red Herring, ComputerWorld, CIO Magazine, Geomarkets.com* as well as the leading business journals in Finland, Italy, India, and China. During January-February 1998, *Financial Times* published four of Gupta's papers in a series on "Mastering Global Business." He is also listed in "Who's Who in America" and is a member of "The Knowledge Trade Initiative" sponsored by the US-India Business Council. In addition, Gupta is an elected Charter Member of both TiE Silicon Valley as well as the Asian Silicon Valley Connection.

Gupta's book (*The Quest for Global Dominance,* co-authored with Vijay Govindarajan) is expected to be published and in the market by August 2001.

DUANE HELLELOID

Professor Helleloid's expertise is in the area of strategic management under conditions of high uncertainty. He earned his Ph.D. from the University of Washington. He has regularly taught courses in the areas of Strategic Management, International Business, and Technology Management. His case studies have been published by the *Case Research Journal*, the *Journal of the International Academy of Case Studies*, and Harvard Business School Publishing. Before joining the faculty of the R.H. Smith School, he held academic appointments at The Stockholm School of Economics, The Norwegian School of

Management, the University of Connecticut, and Towson University. His prior work experience includes positions at Hewlett-Packard, IBM, and McKinsey and Company.

DAVID LEPAK

Dr. David Lepak is an Assistant Professor of Management in the Robert H. Smith School of Business at the University of Maryland at College Park. He received his undergraduate degree in business administration from the University of Missouri – Columbia with an emphasis in human resource management. He also received his masters degree in public administration from the University of Missouri – Columbia with an emphasis in organizational change and development. Dr. Lepak received his Ph.D. from the Pennsylvania State University in management and organization where he studied the strategic management of human resources.

His research interests include the strategic management of human capital, managing the contingency workforce for sustainable advantage, the human resources architecture, and Virtual HR. Current research projects include examining the impact of information technology and outsourcing on the design and delivery of human resource activities, web-based recruitment, and managing alternative forms of employment for competitive advantage.

He has presented numerous papers concerning strategic human resource management at regional, national, and international conferences. His research has appeared in academic journals such as the *Academy of Management Review*, *Academy of Management Journal*, *Research in Personnel and Human Resource Management*, *Journal of Management Studies*, *and Human Resource Management Review*.

MARVIN J. LEVINE

Dr. Marvin J. Levine is *Emeritus* Professor of Labor Relations in the Smith School of Business. He received his B.A. in Political Science in 1952 from the University of Wisconsin; a J.D. in 1954; an M.A. in Industrial Relations in 1959; and a Ph.D. in Industrial Relations in 1964, also from the University of Wisconsin.

Dr. Levine is the author of *The Untapped Human Resources: The Urban Negro and Employment Equality (1972); Comparative Labor Relations Law (1975); Public Manager's Guide to Union Representation (1975); Public Personnel Management: Readings, Cases, & Contingency Plans (1979);* co-author of *Labor Relations: An Integrated Perspective (1978); Public Sector Labor Relations (1979); Labor Relations in the Public Sector: Readings, Cases, & Experiential Exercises (1979); Professional Issues in Nursing: Challenges and Opportunities (1980); and Public Personnel Management: Structure, Process, and Practice (1983).*

He has published nine books and 75 articles and reviews in *Employee Relations Law Journal, Arbitration Journal, Industrial and Labor Relations Review, Labor Law Journal, Public Personnel Management, MSU Business Topics*, *Personnel, Training and Development Journal,* and the *Mississippi Valley Journal* of Economics and Business. Dr. Levine has served as a visiting professor at the Helsinki School of Economics, Finland and at Tel-Aviv University, Israel. He is also an Associate Editor of the *Employee Responsibilities and Rights Journal*.

Dr. Levine was engaged in the general practice of law in Wisconsin in 1954 and 1956 and worked for the Department of Justice in Chicago, Illinois, in 1957. He has acted as an industrial relations consultant for the Ohio State Nurses Association; the Maryland Nurses Association; the Equitable Trust Bank of Baltimore, Maryland; the U.S. Postal Service; the Maryland Classified Employees Association; the U.S. Civil Service Commission; and the National Association of Air Traffic Specialists.

In 1975, Dr. Levine was appointed to the Labor Panel of the American Arbitration Association. He is a member of the Federal Bar Association, the Wisconsin State Bar Association, the Academy of Management, the Industrial Relations Research Association, and the Panel of Neutrals of the D.C. Public Employee Relations Board. He is also a public member of the Maryland Health Claims Arbitration Board.

Dr. Levine has served on the Faculty Senate of the University of Maryland and the Programs, Courses and Curriculum Committee of the Division of Behavioral and Social Science. He also served as the chairman of the Constitutional Revision Committee of the Smith School of Business, University of Maryland.

EDWIN A. LOCKE

Dr. Edwin A. Locke is *Emeritus* Professor of Business and Management. He received his undergraduate degree from Harvard University in 1960. He received his M.A. and Ph.D. degrees in Industrial Psychology from Cornell University in 1962 and 1964, respectively. Dr. Locke is the author of *A Guide to Effective Study* (Springer, 1975); "The Nature and Causes of Job Satisfaction" in M.D. Dunnette's *Handbook of Industrial and Organizational Psychology* (Rand McNally, 1976); *Goal Setting: A Motivational Technique that Works* (Prentice Hall, 1984, with G. Latham)*; Generalizing from Laboratory to Field Settings (Heath-Lexington, 1986); A Theory of Goal Setting and Task Performance* (Prentice Hall, 1990 with G. Latham); and *The Essence of Leadership* (Lexington-Macmillan, 1991 with others).

He is an internationally known behavioral scientist whose work is included in leading textbooks and acknowledged in books on the history of management. A recent survey of over 100 leading scholars in Industrial-Organizational Psychology and Organizational Behavior ranked Locke's goal setting theory as one of the two most valid and useful theories in the field. He has published over 185 books, chapters, and articles in professional journals. His subject areas include: work motivation, job satisfaction, incentives, and the philosophy of science. He has also written critiques of proposals for legislation in the behavioral science area (e.g. occupational licensing, quality of work life legislation). He is interested in the application of the philosophy of Objectivism to the behavioral sciences.

Dr. Locke has worked on research contracts supported by the Office of Naval Research, the Office of the Army Surgeon General, the National Institutes of Mental Health, and the Army Research Institute on the subjects of goal setting, group strategies, incentives, feedback, job satisfaction, and job enrichment. He has worked for and served as a consultant to several behavioral science research firms, consulting firms, and private organizations. He has also given talks before numerous business and professional groups and at numerous international conferences.

Dr. Locke has been elected a Fellow of the American Psychological Association, of the American Psychological Society and of the Academy of Management and is a member of the Society of Organizational Behavior. He is on the editorial boards of *Organizational Behavior and Human Decision Processes* and the *Journal of Applied Psychology*. He has served as a consulting editor for *Psychological Bulletin, Administrative Science Quarterly,* and numerous other journals. He was the recipient of an outstanding Teacher-Scholar Award for the College Park campus during 1983-84, of a Division of Behavioral and Social Sciences Teaching Award in 1985, and of the Krowe Teaching Award in 1992. In 1993, he received the Distinguished Scientific Contribution Award from the Society of Industrial and Organizational Psychology.

SHAWN LOFSTROM

Dr. Shawn Lofstrom is an Assistant Professor of Management in the Robert H. Smith School of Business at the University of Maryland at College Park. She received her undergraduate degree in economics from Gustavus Adolphus College with an emphasis on financial management and her M.B.A. and Ph.D. degree in Strategic Management from the University of Minnesota.

Her research interests include the strategic management of organizations and knowledge development, with an emphasis on collaborative strategies between firms, the networks of individuals and organizations, and technological innovation in the technical health sector. Her dissertation research examines how the networks and knowledge of key scientists influence the innovativeness of alliances among biotechnology, pharmaceutical and medical device companies. This line of research begins to shed light on how unique and overlapping knowledge held by individuals is utilized within individual networks to create new knowledge and technology for both partnering organizations.

Dr. Lofstrom's work is targeted for publication and under review at top journals, including the *Strategic Management Journal*, the *Academy of Management Journal*, and *Management Science*. In addition, she has presented her research at the annual meetings of the Academy of Management, the Strategic Management Society, and Organization Science/INFORMS. Dr. Lofstrom's dissertation, titled "“Strategic Alliance Success: Bringing Individuals' Networks, Knowledge and Actions into the Equation" was selected as a winner in the State Farm Companies Foundation Doctoral Dissertation Award and was a runner-up at the Organization Science/INFORMS Dissertation competition.

Dr. Lofstrom has taught at the Royal Melbourne Institute of technology and serves as an ad hoc reviewer for major journals in her area, and she is a member of the Academy of Management, the Strategic Management Society, and Organization Science/INFORMS.

Previous to her academic endeavors, Dr. Lofstrom worked in upper management for a financial investment firm. As a Board Member for the non-profit organization, the Maasai Girl's Lutheran Secondary School in Monduli, Tanzania, Africa, she has also developed a thriving coffee plantation and an import/export business to distribute the school's coffee as the primary source of self-sufficiency for the school.

HENRY MOON

Henry earned his Ph.D. in Organizational Behavior from the Management Department of Michigan State University. His research interests include topics related to classic organizational behavior including a present focus on decision-making, teams and personality.

Current research bridges the above mentioned research areas. This includes work concerning decision biases at the team/group level of analysis, how an individual's personality is related to the proclivity to succumb to decision biases and how personality should be conceptualized at the team level of analysis. Henry's work appears in the *Journal of Applied Psychology, and the Academy of Management Journal*. In addition, he has presented his research at the annual meetings of the Academy of Management, and S.I.O.P., and has served as an ad hoc reviewer for major journals in his area including: the *Journal of Applied Psychology, Personnel Psychology and* the *Academy of Management Journal.* He is a member of the Academy of Management.

TIMOTHY G. POLLOCK

Timothy G. Pollock is an assistant professor in the Management and Organization Department at the University of Maryland. He received his Ph.D. from the University of Illinois at Urbana-Champaign, and holds an MBA from the University of Texas-Austin and a B.S. in Finance from Northern Illinois University.

Tim's research interests include initial public offerings, the social construction of markets, corporate governance, and managerial cognition and strategic choice. Tim has won the 1997 INFORMS/Organization Science Dissertation Proposal Competition and the 2000 Lou Pondy Award from the Organization and Management Theory Division of the Academy of Management for the best paper based on dissertation research. His research has been published in *Administrative Science Quarterly, Academy of Management Journal, Human Communication Research, Journal of Organizational Behavior, Academy of Management Executive, British Journal of Management and Corporate Reputation Review*.

Prior to joining the Smith School, Tim was an Assistant Professor at the University of Wisconsin-Madison School of Business, where he taught courses on undergraduate, MA and doctoral courses on strategy and an MBA elective on power and influence in organizations. Tim was the 2002 recipient of the Mabel C. Chipman Award for Teaching Excellence from the University of Wisconsin School of Business, and was named one of the Top Five MBA professors in 2000 by the Graduate Students Association.

RHONDA K. REGER

Dr. Rhonda K. Reger is Associate Professor of Strategic Management in the Robert H. Smith School of Business. She received her B.B.A. in marketing from Texas A&M University in 1979. She earned her M.B.A. (1983) and Ph.D. (1988) from the University of Illinois at Urbana-Champaign. Prior to joining the faculty of Management and Organization at the University of Maryland, she served as faculty member at Arizona State University and the University of Illinois at Chicago.

Dr. Reger primarily uses methods from cognitive psychology to study three areas of managerial and organizational cognition: managerial mental models of competitors, managerial mental models of joint ventures and other cooperative relationships, and the effects of organizational identity on planned, fundamental organizational change. She is especially interested in cognitive barriers to implementing fundamental organizational changes such as total quality and reengineering. In the international arena, she has examined international entry decisions made by smaller and medium-sized firms.

She is the author of over a dozen articles and book chapters. These articles have appeared in journals such as the *Academy of Management Review*, *Strategic Management Journal*, and *Organizational Science*. Her dissertation, *Competitive Positioning in the Chicago Banking Market: Mapping the Mind of the Strategist*, won the 1988 A. T. Kearney Award for Outstanding Research in General Management given by the Academy of Management, Business Policy and Strategy Division. She is the recipient (with Loren Gustafson) of the 1995 Best Paper Award given by the Academy of Management's Managerial and Organizational Cognition Interest Group. She also recently published two edited books for use in M.B.A. strategic management classes (with Robert Wiseman), *Reading in Strategic Management* (Copley Publishing Group, 1994), and *Cases in Strategic Management* (Ginn Custom Publishing, 1994).

Dr. Reger is presently the Newsletter Editor for the Business Policy and Strategy (BPS) Division of the Academy of Management. She has served as Associate Newsletter Editor, and regional liaison between the BPS Division and the Western Academy of Management. She was a co-organizer of the first Working Conference on Managerial Thought and Cognition held in Washington, D.C. in 1989. She has served on the guest editorial review board for the *Academy of Management Journal*, as an ad hoc reviewer for all the major journals in her area, and for the National Science Foundation. She is a member of the Academy of Management and the Strategic Management Society. She has consulted with Intel Corporation and served as a Professor-in-Internship with Dillard's, a leader in using informational technology for competitive advantage and an innovator in value strategies for the department store industry.

VIOLINA P. RINDOVA

Professor Rindova received a JD from University of Sofia, Bulgaria, an M.B.A. from Madrid Business School – University of Houston, and Ph.D. from The Stern School of Business, New York University.

Prior to joining the Smith School of Business, she was on the faculty of University of Washington, where she taught courses in entrepreneurship and held the Gerhardt-Moore Fellowship in Entrepreneurship. As an assistant professor at the Smith School of Business, University of Maryland, she teaches strategy and has served as the faculty advisor to the Consulting Club.

Her research focuses on reputation management, value creation and competitive advantage. Her work in these areas has been published in *Strategic Management Journal*, *Journal of Management Studies,* and *Corporate Reputation Review.* In addition, her work is included in several edited volumes on identity, competition and entrepreneurship, including *Identity in Organizations*, *The Expressive Organization*, *The Social Construction of Industries and Markets*, and *The Entrepreneurship Dynamic*. She has received the *Best Paper Award of Journal of Management Inquiry* in 1997 for her paper on ancient Chinese theories of control.

Her most recent work focuses on exploring issues of value creation and competitive advantage by Internet firms. Her papers on the dynamic strategies of Yahoo and Excite and the internationalization strategies of Internet firms are forthcoming in *Academy of Management Journal,* and in *The Journal of International Business Studies.* She is currently involved in several projects related to socio-cognitive issues of competition on various markets.

JOYCE E. A. RUSSELL

Dr. Russell is a licensed Industrial and Organizational Psychologist and has over 20 years of experience consulting with both private and public sector organizations. Her expertise is primarily in the areas of leadership and management development, negotiation tactics, training, career development, work teams, and change management. Some of her clients have included: Lockheed Martin Energy Systems, Marriott, Oak Ridge National Laboratory, Frito-Lay, Quaker Oats, M&M Mars, ALCOA, Boeing Corporation, Tennessee Valley Authority, State of Tennessee, Bell-South, L.M. Berry & Company, Bryce Corporation, among others.

Dr. Russell is the Distinguished Teaching Professor of Management and Organization in the Robert H. Smith School of Business at the University of Maryland. Since joining the UM faculty, she has consistently been honored for being one of the outstanding (*Top 15%*) Teachers. In 2000, she was awarded the Allen J. Krowe Award for Teaching Excellence. In addition, she is one of the faculty honored for teaching BMGT 764 Executive Power and Negotiation, rated as the best course among M.B.A. students in 1999.

Prior to joining UM, she was a tenured full Professor in the College of Business Administration at The University of Tennessee. At UT, she received numerous teaching and research awards from students and faculty for her work with Executive M.B.A.s, M.B.A.s, doctoral students, and undergraduates. Some of them include: The University of Tennessee National Alumni Association Outstanding Teaching Award, the College of Business Administration's John B. Ross Award for Outstanding Teaching among senior, tenured professors, the Tennessee Organization of M.B.A.s Outstanding Teaching Award, the UT Chancellor's Award for Excellence in Team Development and Team Teaching of the Integrated M.B.A. Curriculum, and the College of Business Administration's William B. Stokely Research/Teaching Scholar Award, among others.

Her teaching interests and expertise covers a breadth of areas in Human Resource Management, Organizational Behavior, and Industrial & Organizational Psychology. She has successfully taught in Executive Development programs, EM.B.A., M.B.A., Ph.D., and undergraduate programs. Dr. Russell has published over 50 articles, books, or book chapters and has presented her research at national and regional conferences. She serves as the Associate Editor for the *Journal of Vocational Behavior*, and is on the editorial boards of the *Journal of Applied Psychology*, *Human Resource Management Review*, and *Performance Improvement Quarterly*.

She is an active member of the Academy of Management, American Psychological Association, American Society for Training and Development, Society for Industrial & Organizational Psychology, and the Society for Human Resource Management. She received her Ph.D. and M.A. degrees in Industrial & Organizational Psychology from The University of Akron, Ohio and her B.A. degree in Psychology/Business from Loyola College in Maryland.

Currently, she resides in her native state of Maryland with her family. She enjoys traveling, photography, sports, and cheering her favorite teams to victory!

HENRY P. SIMS, JR.

Dr. Sims is Professor of Management and Organization, and former Director, Ph.D. Program, at the Maryland Business School. He received his Ph.D. from Michigan State University and a M.B.A. from University of Detroit. He recently served as Fulbright Fellow and Visiting Professor at Hong Kong Baptist University. He was the founding Academic Director of the Human Resources Management Program at Penn State University. Previously with The Pennsylvania State University; Indiana University; University of California, Irvine; Stanford University, and George Mason University.

His business experience includes -- Corporate Staff Management Consultant: Ford Motor Company; Project Engineer, Design Engineer, Skilled Trades Supervisor: Ford Motor Company Steel Division; Management Trainee: U. S. Steel Corporation and Armco Steel Corporation.

He is also the former President of the Eastern Academy of Management, a professional organization of management teachers, scholars, and practitioners, and also Chair of the Research Methods Division. He formerly was a Registered Professional Engineer.

Dr. Sims' research and consulting addresses the issue of how executive leadership can influence employee behavior, performance, and satisfaction. His research in management and organizational psychology has been published in more than 110 articles in such journals as the *Academy of Management Review, Journal, & Executive*, *Administrative Science Quarterly*, *Business Horizons*, *Human Relations*. *Management Science, Management of Personnel Quarterly, Journal of Applied Psychology, Organizational Behavior and Human Performance, Organization Dynamics, Personnel, Personnel Journal*, *Personnel Psychology*, and *Personnel Administrator*. In 1981, his seminal commentary on self-managed teams was prominently summarized in a feature interview in *U. S. News and World Report*. He has seven books, including *The New SuperLeadership:*

Leading Others To Lead Themselves, Berrett-Kohler, 2001; *Business Without Bosses*, Wiley, 1993; and *Company of Heroes: Unleashing the Power of Self-Leadership*, Wiley, 1996.

He has served as international consultant, researcher, and/or executive education leader with several organizations, including Ford Motor Co., General Motors Corporation, Academy for Educational Development, U.S. Agency for International Development, B. F. Goodrich, Indiana University Medical Center, Mid-State Bank, Standard Steel Corporation, N.A.S.A., Valores International S.A., The Korea Development Institute, and The Royal Commission for Yanbu and Jubail (Saudi Arabia). He has served as an expert witness in personnel-related legal cases. Currently, his research and consulting efforts focus on executive leadership, leadership training, productivity through self-managing teams, executive cognitive and linguistic processes, and human resource strategies. He is a popular after-dinner speaker and executive development facilitator. Sailing is his major recreational hobby.

KEN G. SMITH

Ken G. Smith is the Tyser Professor of Business Strategy and Chair of the Management and Organizational Department in the Robert H. Smith School of Business at the University of Maryland at College Park. He received his Ph.D. from the University of Washington. A former entrepreneur and chief executive officer in the pump and marine products industries, Dr. Smith has published over 50 articles, in such journals as the *Academy of Management Journal, Administrative Science Quarterly, Strategic Management Journal*, *Management Science, Organization Science*, and *Organizational Behavior and Human Decision Processes,* and he has presented numerous papers at universities and meetings around the world.

Dr. Smith was Editor of the *Academy of Management Review* from 1996 to 1999 and he has served on a number of editorial boards at major journals, including the *Academy of Management Journal* and the *Academy of Management Executive.* Dr Smith has also co-authored two books: *The Dynamics of Competitive Strategy*, Sage Publishing (1992); and *Strategy as Action: Industry Competition vs Cooperation*, West Publishing (1997).

Dr. Smith's research interests in Strategic Management include strategic positioning, competitive advantage, and the dynamics of competitive strategy. He is also a leader in the field of Entrepreneurship where his research on the relationship between entrepreneurs and organizational innovation and growth is well known. His co-authored paper on dethroning industry leaders won the *Academy of Management Journal's Best Paper Award* in 1999 and his co-authored paper on strategic persistence won the *Best Paper Award* from the Organizational Behavior Division of the Academy of Management in 2001.

In 1991, Dr. Smith was a Fulbright Fellow in Strategic Management at the University of

Limerick, Plassey, Ireland, and in Spring 2000 was Visiting Professor of Strategy, INSEAD, France. He was elected Fellow to the Academy of Management in 1998. In 1996, Dr. Smith was granted the University of Maryland Distinguished Scholar Teacher Award, the University of Maryland's highest academic honor. He has participated in a wide variety of executive development programs, and in 1987, 1990 and 1997 was awarded the Allen Krowe Award from the University of Maryland for teaching excellence. Dr. Smith has been a consultant to a variety of organizations, and is a member of the Academy of Management, the Strategic Management Society, and the Decision Sciences Institute.

CYNTHIA KAY STEVENS

Dr. Cynthia Kay Stevens is an Associate Professor of Human Resource Management and Organizational Behavior. She has been at the University of Maryland since 1990, when she received her Ph.D. in psychology from the University of Washington. She also holds a Master's degree in social psychology from Miami University (Ohio).

Dr. Stevens's primary research interests are in the cognitive and social factors that affect individual and group decisions. She has studied these processes in the context of staffing (interviews, job search and choice, recruitment), training (interpersonal skill acquisition, maintenance and transfer), and knowledge-creation and top management teams. Her work has appeared in both academic and applied journals such as the *Journal of Applied Psychology*, *Personnel Psychology*, *Public Personnel Management*, *Organizational Behavior and Human Decision Processes*, and the *Academy of Management Journal*. In addition, she has presented her research at national conferences of the Academy of Management, the Society for Industrial/Organizational Psychology, and the American Psychological Association. She is a member of all three professional associations as well as the Society for Human Resource Management. She currently serves on the Executive Committee for the HR Division of the Academy of Management and as Associate Program Chair in the Society for Industrial/Organizational Psychology.

Dr. Stevens worked for three years as an instructional development consultant at the University of Washington's Center for Instructional Development and Research, where she collaborated with individual instructors to improve their teaching. She also coordinated the Robert H. Smith School of Business annual workshop on teaching effectiveness for graduate teaching assistants from 1991-1994 and from 1999-2001. Dr. Stevens has conducted training sessions for both M.B.A. students and practicing managers on topics including managing group processes, salary negotiation, performance review processes, interviewing skills, and employee development. She received the Krowe Award for outstanding teaching in 1992 and 1996, the Phi Kappa Phi Mentor Award for outstanding teaching as nominated by a Phi Kappa Phi initiate in 1997, and a Teaching and Learning Quality Award for outstanding syllabus construction in 1996.

Dr. Stevens has worked as a consultant for numerous organizations and currently serves as Academic Director in the Center for Executive Education's Leadership Development Program with Washington Post Newsweek Interactive. Her work has focused on using multi-rater assessments and coaching to improve leadership skills, the development of performance management systems, workforce diversity assessment, and designing and delivering other management and executive training programs. She helped develop the Robert H. Smith Business School's M.B.A. concentration in consulting and teaches several of its core courses. As part of this concentration, she has supervised four classes of M.B.A. students in conducting training needs assessments for local area businesses.

M. SUSAN TAYLOR

Dr. Susan Taylor is Professor of Organizational Behavior and Human Resource Management and Chair of the Department of Management and Organization. She has also taught on the faculty of the University of Wisconsin. She received her M.S. degree in Industrial Relations from Iowa State University and a Ph.D. in Industrial/Organizational Psychology from Purdue University. She has been a visiting faculty member at the Amos Tuck School, Dartmouth College; Bocconi University, Milan, Italy; and the University of Washington.

Dr. Taylor is best known for her research on career mobility, organizational recruitment, and performance management. She is currently studying the impact of procedurally just human resource systems on the reactions and psychological contracts of organizational members and the career paths of executives and academics. Her writings have been published in a variety of scholarly and applied journals, including: *Administrative Science Quarterly*, *Academy of Management Journal*, *Journal of Applied Psychology*, *Journal of Counseling Psychology*, *Journal of Management, Organizational Behavior and Human Decision Processes*, *Organizational Science*, *Personnel Psychology*, and *Personnel Administrator*. Her book, *Rhythms of Academic Life*, (co-edited with Peter Frost), was published in 1996.

Dr. Taylor's professional activities include memberships in the Academy of Management where she served as Chair of the Human Resource Division, the American Psychological Association (APA), and the Society of Industrial/Organizational Psychology (SIOP). She currently serves on the Editorial Board of the *Academy of Management Journal* and the *Journal of Applied Psychology*, and is the Human Resource Management Editor for the Foundations of Organizational Science Series published by Sage. Taylor has previously served on the boards of the *Academy of Management Review* and the *Journal of Management*.

Dr. Taylor participates in a number of executive development programs including the Residential Executive Development Program, Government Executive Institute, and Black and Decker's TOBE Program for Professional Development. She also consults with organizations in both the private and public sectors, specializing in the design of career mobility and performance management systems.

PAUL TESLUK

Professor Tesluk is an Assistant Professor in Management & Organization at University of Maryland, Robert H. Smith School of Business. He teaches in the areas of Organizational Behavior and Human Resource Management. He received his Ph.D. and M.S. from The Pennsylvania State University in industrial/organizational psychology and his B.S. in Industrial and Labor Relations from Cornell University. He taught at Tulane University before coming to Maryland. His research interests include the design and implementation of high-involvement workplace systems, work team performance, and employee and managerial development. Current research projects involve studying the factors influencing the effectiveness of virtual teams, how managerial capabilities are developed through different types of work experiences, and the relationships between human resource management practices, employee attitudes, and firm performance. His work has been published in such journals as *Personnel Psychology, Academy of Management Journal*, and *Journal of Applied Psychology*. He has received awards from the Society for Industrial and Organizational Psychology for his research on team effectiveness (S. Rains Wallace Best Dissertation Award, 1998) and work experience (William A. Owens Scholarly Achievement Award, 2000). His recent applied work has been in the areas of organizational change and culture, work team design, organizational climate, and performance management and reward system design.

IAN O. WILLIAMSON

Ian O. Williamson is an Assistant Professor in the Management & Organizations Department of the University of Maryland, College Park Smith School of Business. He received his Ph.D. in Organizational Behavior from the University of North Carolina at Chapel Hill. His primary research interests include how organizations recruit and select human resources. His emphasis is on understanding how social network and institutional theories can be used to complement traditional human resource management perspectives. He is also interested in examining the recruitment and selection issues faced by small businesses and the use of technology in the recruitment and selection process. His doctoral dissertation examined the influence of inter-organizational ties and institutional pressures on top-management team hiring behavior of Fortune 500 firms. His work has been published in *Entrepreneurship: Theory & Practice* and the *Proceedings of the Decision Sciences Institute*. He has also presented his research at the Academy of Management National Meeting and the Society for Industrial and Organizational Psychology Conference. He was the recipient of the 2000 University of North Carolina-Chapel Hill Kenan-Flagler Business School Outstanding Ph.D. Student Award. He is also a Maryland

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