



HANDBOOK
for
Ph.D. in Business Administration - Management
at
Mays Business School
Texas A&M University

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Introduction	4
Mission Statement	4
Program Objectives	4
Departmental Recognition	5
Recent Placements	6
Program Information	7
Foundation Requirements	8
Major Field and Concentrations	8
Research Methods Minor Field	9
Economics Requirement	10
Examinations	11
Dissertation Research	11
The 99 Hour Cap On Hours	11
Departmental Doctoral Program Committee	12
Program Progression	12
Initial Counseling by Ph.D. Coordinator	12
Performance Standards	13
First and Second Year Reviews	13
Preparation of Degree Plan	14
Departmental Examination	14
Establish Advisory Committee	16
Dissertation Proposal	17
Admission to Candidacy	19
Dissertation Research	19
Time Limits	20
Final Examination	20
Ph.D. Degree Awarded	21
Expectations for Good Practice In Graduate Education	21
Expectations For Graduate Students	22
Expectations For Faculty	22
Mentoring and Advising Expectations for Graduate Students	23
Each Graduate Student Is Expected To:	23
Mentoring and Advising Expectations for Faculty	24
Each Faculty Advisor Is Expected To:	24
Students with Disabilities	26
Aggie Honor Code	26
Admission	27
Formal Application	27
GRE/GMAT	29
International Students	29
Residence and Registration Requirements	29
Major Purposes	29
Minimum Residency	29
Minimum Registration	29
In Absentia Registration	29
Records	30

Financial Information.....	30
Tuition and Fees.....	30
Graduate Assistantships.....	30
Housing.....	30
The Environment	32
Texas A&M University	32
Mays Business School.....	32
Community	33
Career Information.....	34
Professional Associations	34
Placement.....	34
Journals.....	34
Management Graduate Faculty	36
Appendix A.....	39
Concentrations in Management	39
Management Ph.D. Plan of Study Advisement Sheet.....	40
Appendix B: Program Progression Chart.....	43

INTRODUCTION

This **Handbook** is intended to supplement the **Mays Business School Ph.D. Program Handbook, Graduate Catalog**, and other brochures in outlining the **Ph.D. in Business Administration - Management**. All doctoral students in management should have electronic copies of the **Mays Business School Ph.D. Program Handbook and [Graduate Catalog](#)** and be familiar with the provisions that pertain to the Ph.D. program.

MISSION STATEMENT

To facilitate the development of research and teaching skills that enable successful careers in leading research institutions.

PROGRAM OBJECTIVES

The Ph.D. program in Business Administration - Management has three major objectives:

- Prepare students to conduct high-quality research that extends management theory and is relevant to business organizations
- Communicate research findings through teaching and writing
- Prepare students for the varied responsibilities and opportunities of careers at leading research universities

Throughout the program, an in-depth understanding and appreciation of the relevant theoretical and empirical literature are emphasized. Students are expected to gain the necessary conceptual and methodological skills required to carry out high-quality empirical research.

These objectives are accomplished in several ways: formal course work; independent study and reading; formal assignment as a research assistant; student- or faculty-initiated research projects; and dissertation research. This research can lead to students authoring or co-authoring papers with faculty members and other Ph.D. students.

A variety of small group activities provide students with the opportunity to broaden their development. Although there is no formal credit for these activities, doctoral students **are expected** to participate. These activities include but are not limited to: seminars presented by prospective faculty members, current faculty, and/or visiting faculty; brown bag luncheon seminars; participation in academic conferences; and meetings with visiting business executives when appropriate.

It is imperative that prospective and entering students recognize that developing research skills is the fundamental objective of our program. Although teaching skills are viewed as important, they will not receive the same emphasis as research. Those prospective Ph.D. students who desire a program that emphasizes teaching skills and those who primarily wish to work at teaching-oriented universities after graduation will find those objectives better served by other Ph.D. programs.

DEPARTMENTAL RECOGNITIONS

The faculty has received numerous research and teaching awards as well as other recognition such as election to leadership positions in professional associations. We are actively engaged in a variety

of research projects that are regularly disseminated through articles in major journals, teaching and consulting activities, books, and participation in conferences and meetings.

The **Department of Management** has been internationally recognized in a variety of studies:

- The Department of Management was ranked number three on a recent ISI/Web of Science List of High Impact Management departments. This is based on the number of papers published and the average number of citations for those papers.
- The Department of Management was ranked number 10 in research productivity in the most recent academic year.
- An independent survey of Academy of Management members ranked the Department of Management at Texas A&M University third in the nation in academic excellence among management departments at state supported universities.
- The Department of Management is consistently among the top 10 universities presenting papers at the Academy of Management Meetings.
- Faculty members in the Department of Management have served as Presidents and Division Chairs and have been elected as Fellows of the Academy of Management, Society for Industrial and Organizational Psychology, Strategic Management Society, and the Academy of International Business.
- Department faculty members have served as Editors and Associate Editors of the *Academy of Management Journal*, *Academy of Management Review*, *Journal of Applied Behavioral Science*, *Journal of Applied Psychology*, *Journal of International Business Studies*, *Journal of Management*, *Journal of Management Studies*, *Personnel Psychology*, and the *Strategic Entrepreneurship Journal*.

These and other achievements make the department an excellent choice for the Ph.D. student who is seriously interested in an academic career oriented toward research and teaching at the university level. The department's international recognition and a well-designed doctoral program place us in a strong position to assist our doctoral graduates in developing attractive placement opportunities at quality schools upon completion of their studies.

The faculty in management also currently serve on a number of major editorial boards, including:

<i>Academy of Management Journal</i>	<i>Journal of International Business Studies</i>
<i>Academy of Management Review</i>	<i>Journal of Management</i>
<i>Administrative Science Quarterly</i>	<i>Personnel Psychology</i>
<i>Journal of Applied Psychology</i>	<i>Strategic Management Journal</i>

Recent Placements

Recent graduates hold or have held faculty positions at universities such as:

Arizona State University	Tulane University
Auburn University	University of Illinois
Baylor University	University of Iowa
Brigham Young University	University of Nebraska
University of Florida	University of Arkansas
Vanderbilt University	University of Missouri
Indiana University	University of Wisconsin
University of Oklahoma	Texas Christian University

PROGRAM INFORMATION

The minimum requirements for a Ph.D. in Business Administration - Management are reviewed on the following pages and summarized as follows:

<u>Areas</u>	<u>Minimum Credit Hours</u>
Foundation Requirements (may be waived)	0 – 15
Foundation Statistics Requirements (STAT 651/652) (may be waived)	0 – 6
Major Field and Concentrations	18
Research Methods Minor Field	15
Elective PhD Seminars	9
Economics (may be waived)	0 – 3
Examinations	no credit
*Dissertation Research	<u>16 – 22</u>
Total Minimum Requirement¹	64

The Ph.D. Program requires a minimum of 64 semester hours beyond a Master's degree or 96 semester credit hours beyond a Bachelor's degree if the student has no Master's degree. To assure achievement of career goals, students and/or their advisory committees always schedule work beyond the 64 credit hour minimum. For example, it is not typically feasible to write a dissertation proposal, conduct the research, write the final dissertation, and defend it in 16-22 credit hours. However, legislation passed in the State of Texas limits the number of hours in the total Ph.D. program to 99 hours above the Master's degree. For all of these reasons, the Mays Business School provides funding for 5 years for students in the Ph.D. program, dependent on satisfactory performance.

Each of the areas identified in the summary above are discussed in the following subsections.

¹ This is the TAMU minimum requirement. The minimum of 64 semester credit hours is normally exceeded because of the minimum enrollment requirement of 9 hours per semester and 6 hours per summer for doctoral students in the Mays Business School.

FOUNDATION REQUIREMENTS

The foundation requirements that apply to the Ph.D. program in Business Administration - Management are as follows:

- Basic understanding of calculus concepts and applications (prior to taking the research methods sequence).
- Courses from all areas of business or equivalents to provide a basic understanding of concepts in the business disciplines.
- The Department of Management foundation requirements are satisfied by the completion of one or more (three credit-hour) graduate courses in each of the following areas: Accounting, Finance, Information and Operations Management, Management, and Marketing. This requirement may be waived.

The doctoral foundation requirements may not count toward the minimum 64 semester credit hours required beyond the Master's degree. Applicants with an MBA degree from an AACSB graduate-accredited institution will usually have satisfied all or nearly all of these foundation requirements.

MAJOR FIELD AND CONCENTRATIONS

A minimum of 18 graduate-level credit hours is required in the Management major. These credit hours must be taken after admission to the Ph.D. program. Students who have not taken graduate-level courses previously in organization theory and/or human resource management may be asked to complete appropriate foundation courses.

Management courses that are used to satisfy the foundation requirements may not be counted in the required 18 hours for a major.

The 18 graduate-level credit hours is a minimum requirement and must be satisfied by taking at least four Department of Management doctoral seminars (excluding MGMT 673, 686, and 687 which are research methods seminars).

The following three seminars must be taken by ALL students:

- MGMT 634 (Seminar in Organizational Behavior)
- MGMT 636 (Seminar in Organization Theory)
- MGMT 676 (Seminar in Strategic Management)

Students must take at least two of the following seminars:²

- MGMT 624 (Seminar in Human Resource Management)
- MGMT 637 (Seminar in Strategic Entrepreneurship)
- MGMT 667 (Seminar in Multinational Enterprises)
- MGMT 689 (Seminar in Leadership)

² Although MGMT 634 and 676 are taught every year and MGMT 636 every two years, the scheduling of MGMT 624, 637, 667, and 689 seminars depends on the availability of faculty expertise and departmental teaching needs.

The 18 hour major requirement may also be met by taking an Independent Study (MGMT 685) and/or Special Topics (MGMT 689). However, **only 6 hours of MGMT 685 can count toward the major** and the total of MGMT 685 and MGMT 689 generally must not exceed 9 credit hours.

Other doctoral seminars offered by Management Faculty can also be used to fulfill this requirement.

Ph.D. students majoring in Management may specialize by selecting courses and conducting research in one of two concentrations, including:

- Organizational Behavior/Human Resources Management (micro)
- Strategic Management/Strategic Entrepreneurship (macro)

Appendix A outlines one possible scenario (among other possibilities) for each of the concentrations. The concentrations are discussed more fully below.

Organizational Behavior/Human Resources Management. The Organizational Behavior/Human Resources Management concentration focuses on such topics as: individual differences (personality, cognitive ability, interests, values); job design and fit; team dynamics and social influence; high-performance work-practices; organizational culture and climate; motivation, goal setting, and self-regulation; equity, organizational justice, and fairness; job attitudes and emotions; managerial leadership; performance appraisal and feedback; compensation and reward structures; recruiting and staffing; and the strategic process by which human resource programs are developed, adopted, implemented, and evaluated.

Strategic Management/Strategic Entrepreneurship. The Strategic Management/Strategic Entrepreneurship focuses on the roles and challenges of top management teams and strategy formulation and implementation. Topics explored include strategic processes such as decision making, resource allocation, and the creation and management of new businesses, as well as strategic entrepreneurship and international strategy.

RESEARCH METHODS MINOR FIELD

The Research Methods Minor field is designed to assure that students have the requisite knowledge and skills to conduct independent research. A minimum of 15 credit hours of course work taken after admission to the Ph.D. program is required for a Research Methods Minor. Nine of these 15 hours consist of MGMT 673, 686, and 687.

Students without a foundation knowledge in statistics that is equivalent to TAMU's Stat 651, Statistics in Research I (3 hours) and Stat 652, Statistics in Research II (3 hours) may be required to take these courses or other statistics courses. Preferably, students will take these courses in the summer prior to beginning their work in the PhD program. These courses may **not** count toward the minimum of 15 credit hours of required course work in the Research Methods Minor field. A basic foundation competency in calculus is also required. The six hours in additional minimum course work (i.e., in addition to MGMT 673, MGMT 686, and MGMT 687) within the Research Methods Minor may be taken (with approval) from such courses as the following:

AGEC 621 Econometrics for Agribusiness

ECMT 675	Econometrics I
ECMT 676	Econometrics II
ECMT 677	Applied Microeconometrics
ECMT 679	Time Series Econometrics
EPSY 625	Advanced Psychometric Theory
EPSY 642	Meta-analysis in Behavioral Research
EPSY 651	Theory of Structural Equation Models
EPSY 652	Theory of Hierarchical Linear Models
EPSY 653	Advanced Structural Equation Modeling
MKTG 688	Seminar in Multivariate Statistics
PSYC 671	Experimental Design for Behavioral Scientists
SOCI 623	Measurement of Sociological Parameters

In addition, other courses may also be undertaken to satisfy this requirement. For example, it is suggested that macro-oriented and quantitatively-oriented students consider the Econometrics minor, which consists of the 4 sequential courses ECMT 675; ECMT 676; ECMT 677; and ECMT 678. This is an excellent backdrop from which to conduct macro research on organizations and industries.

As a part of the research methods requirement, students should be able to demonstrate familiarity with commonly used statistical concepts and procedures such as probability theory, ANOVA, MANOVA, multiple regression, logit, probit, event history analysis, panel data analysis, HLM, SEM, and similar procedures. Students should be able to describe when the use of such concepts and procedures are appropriate, cite the kinds of data/sampling requirements that must be met in their use, and interpret how results of such analyses can be used to answer a variety of research questions.

ELECTIVES

This requirement is designed to support the student's research and/or career plans. A minimum of 9 graduate level credit hours taken after admission to the Ph.D. program is required. Courses may be selected from one of the other fields in the Mays Business School (Accounting, Finance, Information and Operations Management, or Marketing) or from other disciplines within the University (Economics, Political Science, Psychology, Sociology, etc.). These credit hours do not necessarily need to come from a single academic department. All courses for this requirement must be PhD seminars. In other words, students cannot take Masters-level courses to fulfill this requirement. Moreover, students are not able to take independent studies (i.e., 685 courses) to fulfill this requirement. Students should feel free to contact the Ph.D. Program Coordinator to resolve any questions about this requirement.

EXAMINATIONS

Two examinations (aside from those in courses) are normally part of the Ph.D. program -- Preliminary and Final. The Preliminary Examination is taken at or near the end of the student's course work and is a comprehensive exam prior to undertaking dissertation research. The Final Examination, which is oral in nature, concludes the program and assures that the dissertation research is acceptable. The Preliminary and Final Examinations are discussed more fully later in this Handbook.

DISSERTATION RESEARCH

The culmination of the program is the dissertation research. Here students are expected to demonstrate their abilities and knowledge through independent research. This topic is discussed more fully later in this Handbook.

THE 99 HOUR CAP ON HOURS

The Texas Legislature passed a law in 1997 that specifies it will not fund more than 99 Ph.D. student hours above the Master's degree. While this legislation is well-intended, its result is to put significant pressure on Ph.D. students to complete their program within 99 credit hours, if they have a Master's degree. Students will be required to pay out-of-state tuition for any hours above the 99-hour limit. This is *regardless of their state of residency or citizenship*. Because the legislature does not support the University for hours above 99, the University's direct costs increase dramatically, and those costs must be passed along to the student.

The effects of the 99 credit hour cap are as follows. First, *Mays Business School requires all students to be graduated within 5 years*. To accomplish this, Mays Business School requires (for full-time graduate assistants) registration for 9 credit hours during their fall semesters and 9 credit hours during their spring semesters. The summer registration requirement is 6 credit hours for the duration of the program. After formal course work is completed, the student will be required to register for the same 9, 9, and 6 credit hours, and it will all be MGMT 691 (research). This is done in order to fund the doctoral program for the college, and also to meet the minimum requirements for a student visa for international students.

Second, while students should make steady progress towards the expected 5 year graduation plan, they should not accrue too many credits too quickly and potentially jeopardize their funding.

Third, students must be careful to keep a steady pace of progress towards their degree. One period in which many students fall behind is after the completion of the preliminary examination and before the dissertation proposal is defended. Occasionally, students spend over a year writing and defending a dissertation proposal, or writing a proposal that they subsequently decide is not what they want to pursue for their dissertation. Students may also be tempted to write a dissertation proposal that has truly daunting data collection requirements, and the student is then forced to live with what was defended. Outcomes such as these will be devastating to the student's progress, and must be avoided.

The student's best defense against these problems is to ally themselves with a faculty member in a mentoring and co-authoring relationship early in their studies. Dissertation research will then typically flow from an area closely related to the work the student will have already been doing. This approach is quite efficient in terms of both training for the student and in assuring that their progress will remain on track. This approach also tends to assure the student of faculty attention in the preparation of the proposal and the execution of the actual dissertation. Finally, this approach jump-starts the student's research program, leading to published or accepted works of research which are a huge boost when on the job market and early in a faculty career.

DEPARTMENTAL DOCTORAL PROGRAM COMMITTEE

The Departmental Doctoral Program Committee consists of four members of the Graduate Faculty of the Department of Management plus the Ph.D. Program Coordinator as chairperson of the committee. The Department Head is an *Ex Officio* member of the Committee.

The members of the Doctoral Program Committee are appointed by the Departmental Ph.D. Program Coordinator in consultation with the Department Head. The selection of these members involves the consideration of such criteria as faculty members who: currently chair committees; frequently conduct joint research with Ph.D. students; have a successful track record of mentoring Ph.D. students; or have an interest in becoming involved with the Ph.D. program.

The Doctoral Program Committee of the Department of Management advises the Ph.D. Program Coordinator in his or her role on the college level Graduate Instruction Committee (GIC) in relation to matters that concern the Ph.D. program. In addition, the Doctoral Program Committee advises the Department Head and the Graduate Faculty of the Department on all matters pertaining to the doctoral program.

The Doctoral Program Committee also screens all applications for graduate study at the doctoral level, and recommends to the Graduate Faculty of the Department those qualified for admission. Furthermore, the Doctoral Program Committee plays major evaluative, advisory, and decisional roles regarding students in the first two years of their Ph.D. program. The Committee, under the leadership of the Ph.D. Coordinator, monitors the students' performance and at the end of their first and second years, evaluates their performance and potential to complete the program successfully. Thus, the Doctoral Program Committee plays a vital role in the early phases of the students' program.

PROGRAM PROGRESSION

To provide a sense of how the program unfolds over time, a program progression chart is presented in Appendix B. Another progression schedule is available from OGS online at <http://ogaps.tamu.edu/New-Current-Students>. The following sections discuss the major elements presented in the program progression chart.

INITIAL COUNSELING BY PH.D. COORDINATOR

The Department of Management Ph.D. Program Coordinator serves as the advisor to each doctoral student in Management until the formation of his/her permanent Advisory Committee. The Advisory Committee is normally formed at the beginning of the fifth semester—after the student has successfully passed his/her Preliminary Exam.

The role of the Ph.D. Coordinator includes:

- Determining which of the Foundation Requirements have been satisfied.
- Providing orientation to new doctoral students.
- Advising students on courses to be taken prior to the formation of their Advisory Committee.
- Counseling students with respect to general and procedural questions.
- Chairing the Departmental Doctoral Program Committee.
- Facilitating the professional development of doctoral students.
- Coordinating the *first and second year reviews* of doctoral students.
- Coordinating the administration of the Preliminary Examination.

- Assigning the graduate assistantships of doctoral students.

The early course work will focus on completing the various required courses as identified earlier in this Handbook. The Ph.D. Program Coordinator serves as the primary advisor to doctoral students in the selection of the early course work.

PERFORMANCE STANDARDS

Academic excellence is expected in all work undertaken. A minimum grade point (GPR) of 3.00 (B average, based on a 4.00 maximum) in all course work, other than those courses in which grades of Satisfactory (S) or Unsatisfactory (U) are given, must be maintained throughout the period of graduate study by every graduate student at Texas A&M University. After admission to the Ph.D. Program, all grades earned in courses taken at Texas A&M University will be used in computing the GPR.

A course in which a grade of C or less or Unsatisfactory (U) is earned will not count toward completion of the degree program. A course in which the final grade is C or less may be repeated for a higher grade. Both grades earned in a course that is repeated will be used in the computation of the GPR. Semester credit hours to which grades of D or F are assigned will also be included in calculating the GPR. Those courses (credit hours) involving grades W and Q shall be excluded in calculating the GPR. Grades of D, F, or U for courses on a degree program must be absolved by repeating the courses and achieving a grade of C or above. *If a grade of less than B is earned in any Management seminar, that seminar must be retaken, as the low grade indicates that the student has failed to demonstrate competence in a core area of study.*

Further information on performance standards is contained in the Graduate Catalog. Academic progress is monitored by the Executive Associate Dean of the Mays Business School as well as the Doctoral Program Coordinator. A student is considered to be on scholastic probation if the student's GPR falls below the minimum 3.0 in any semester. Since graduate assistantships and fellowships are subject to satisfactory performance, the Department Head, based on the recommendation of the Doctoral Policy Committee, may stop the student's funding during the term of his/her scholastic probation. The Department Head, in consultation with the Doctoral Policy Committee, may reinstate previous graduate assistantships and fellowships upon the student's satisfactory performance following the scholastic probation. Failure to remedy academic deficiency in the following semester will result in the student's removal from the Ph.D. program. In other words, two consecutive semesters with a cumulative GPR of less than 3.0 will result in the student's expulsion from the program.

FIRST AND SECOND YEAR REVIEWS

After the first and second years in the program, the Department of Management Doctoral Program Committee conducts reviews of the student's performance. A variety of information sources are used – faculty from whom the student has taken courses, faculty with whom the student has worked, the student him/herself, and grades in courses.

The primary purpose of these reviews is to diagnose the student's strengths and weaknesses to assist in guiding his/her continuing professional development. The student receives both written and oral feedback from the Doctoral Program Committee. The Committee also seeks feedback from the student.

PREPARATION OF DEGREE PLAN

The student's proposed degree plan must be filed with the Office of Graduate and Professional Studies (Teague Building, Room 125) before registration (or preregistration) for a fifth term, excluding summer terms, and no later than 90 days prior to the preliminary examination. The form on which the degree plan must be submitted is available online at <http://ogaps.tamu.edu/>. The degree plan must list all courses taken at TAMU after admission to the Ph.D. program. The proposed degree plan form must be signed by the student, the members of the Departmental Ph.D. Program Committee and the Ph.D. Program Coordinator or the Department Head. The degree plan form is then submitted to the Executive Associate Dean of the Mays Business School. The Executive Associate Dean will verify compliance with program requirements and will then submit the proposed degree plan form to the Director of the Office of Graduate and Professional Studies. Subsequent to the approval of a degree program, additional course work may be added by the Ph.D. Program Committee. This could occur if additional course work is deemed necessary to correct deficiencies in the student's academic preparation.

After the degree plan is approved, it may be altered by a petition initiated by the student. A petition form is used for proposed changes in major department and courses, requests for exception to published rules, etc. Petition forms are available online at <http://ogaps.tamu.edu/>. A petition requires approval of the Ph.D. Program Committee, the Departmental Ph.D. Program Coordinator or Department Head and the Executive Associate Dean before it is submitted to the Director of the Office of Graduate and Professional Studies.

DEPARTMENTAL EXAMINATION

The Departmental Exam is given to students in lieu of a formal university preliminary examination. This exam includes written and oral components. The purpose of this exam is focus student effort on developing a comprehensive understanding of the literature they will use during the rest of their scholarly careers. The examination process requires students to reflect on their course work and independent readings to develop a deep understanding of the field and to hone their ability to articulate their perspectives on key theoretical and methodological issues. At the point of the exam, students should be broad-based and current in their reading. They should be able to state and logically defend their positions on each of the major theoretical and methodological issues in their area of concentration and describe the major positions held in other management content areas.

The formal objectives of the Departmental Exam are:

- Provide a mechanism to ensure that students acquire breadth and depth of knowledge in their chosen field (OB/HRM or Strategy/Entrepreneurship).
- Provide a mechanism by which students can demonstrate and communicate (both in written and oral form) integration, original insights, and creativity in their chosen field.
- Have a fair system that is high on procedural justice.
- Have a process that can be completed in a timely manner, so that students can continue to progress toward the dissertation proposal.

The Departmental Exam consists of three equally weighted components: 1) Research Methods, 2) Conceptual Content, and 3) Oral Examination. The first two components make up the written

component of the exam. The examination will take place over a three-day period in the summer following students' second year.³

Research Methods. The research methods component takes place on the first day of the exam and consists of answering one of one question over a three-hour period. The research methods question will test students' knowledge, understanding, and familiarity with statistical and methodological concepts and procedures. All students, regardless of chosen field (i.e., OB/HRM or Strategy/Entrepreneurship), will answer the same question.

Conceptual Content. The conceptual content component takes place on the second day of the exam and consists of answering three of four questions over an eight-hour period. The questions will reflect students' major area of study and will test their specific knowledge and comprehensive understanding of the major theories and concepts in their chosen field (OB/HRM or Strategy/Entrepreneurship).

Note: The written components of the exam questions are graded on a five-point scale (1 = Fail to 5 = High Pass). For students to pass the two written components, they must earn an average score of 3 or above: (1) on the methods question, (2) across the three content questions (average), AND (3) on at least two out of the three content questions.

Oral Examination. The oral examination component takes place on the third day of the exam, lasts between 1 and 1.5 hours, and is held at a location that will be communicated to students and faculty graders by the Doctoral Program Committee (DPC) Coordinator. Three faculty graders must be present for each student's oral exam. At least two of these graders must be members of the DPC. All graders must be members of the Graduate Faculty.

The oral exam consists of three structured questions that are asked by the graders, each of which is followed by unstructured discussion between the faculty graders and the student. Students will not receive these questions in advance of the exam. All three questions must be asked at some point during the exam, and the student must receive sufficient time during the exam to address them. All students, regardless of chosen field (i.e., OB/HRM or Strategy/Entrepreneurship), will answer the same questions.

Exam Preparation. All required core seminars have an in-class, final exam. Students must pass each of these exams. The DPC will coordinate with the faculty teaching the courses so that these in-class exams have consistent expectations. This is a critical first step in an effective overall examination process. Early in the second semester of the student's second year, the DPC and senior students will meet with the second-year students to discuss expectations, share tips and strategies for preparation, and answer questions.

The Preliminary Examination Checklist. Prior to holding Departmental Examination, the student must complete an oral preliminary exam checklist. This checklist can be obtained online at <http://ogaps.tamu.edu/>. A signed form reporting the results of the preliminary exam must also be submitted to the OGAPS. This can also be obtained online at <http://ogaps.tamu.edu/>. The form must be turned in regardless of whether a pass or fail grade is received.

³ The Office of Graduate and Professional Studies, in the *Graduate Student Handbook*, suggests that the oral defense date be set prior to the written examination date. However, in a recent white paper (*White Paper: Preliminary Examination for Doctoral Students*) the responsibility for scheduling written and oral exams is left entirely up to the departments.

The DPC Coordinator solicits questions for both the written and oral exams from faculty in the chosen area and also solicits graders of the written exam from the chosen area. The DPC develops the written and oral exam from the solicited questions. The DPC (or its designated representative) administers the exam and all grades are turned in to the DPC. The DPC approves final grade determinations and any remediation activities before they are communicated to the student.

Some important characteristics of the Departmental Examination process are as follows:

- The exam will be held soon after the end of required coursework. All the students must be within at least six hours of fulfilling their course requirements and may not have any outstanding grades of incomplete. The exam will follow an approximate five-week study period.
- Within a few weeks of the exam date, the DPC will solicit questions for all three components of the exam from faculty in the appropriate area. Faculty will be informed that *any question on any content area within the domain* is fair and appropriate for this exam.
- The DPC develops the written component of the exam approximately one week prior to the exam's administration.
- Although the written component is open-book, students are expected to produce original work when writing their answers. Students may consult their notes, but must make sure that the answers submitted (i.e., all written text) are completely their own original writing, and any ideas or specific language that is not their own is cited appropriately.
- The DPC will administer the written exam including circulating the written responses to all graders. The DPC will request that the *grades be turned in to the DPC coordinator, who will pass the grades along to the members of the DPC.*
- If there are too many students to allow each student to complete the oral exam on day three of Department Exam, the Exam will take place over a four-day period.
- The DPC will set a deadline of 14 days or less after the Departmental Exam as the date on which all grades for the written component of the exam are to be turned in to the DPC coordinator. On that day (or the nearest day following that on which a meeting can be scheduled) the DPC reviews the grades and comments by the written exam graders as well as the student's oral exam performance, and determine the pass or fail status of the student. This meeting date may be established even before the exam is administered.
- Should a student's performance be deemed "fail," the DPC will determine the next steps.
- The Departmental Exam is usually held in the summer, in which case it is usually held during the third week of June. When held in the winter, the exam date is determined by coordinating with the student, the student's advisor, and the DPC.

ESTABLISH ADVISORY COMMITTEE

After receiving admission to graduate studies and enrolling, the student will consult with the head of his or her major or administrative department (or chair of the intercollegiate faculty) concerning appointment of the chair of the advisory committee. The student's advisory committee will consist of **no fewer than four members of the graduate faculty** representative of the student's several fields of study and research, where the chair or co-chair must be from the student's department (or

intercollegiate faculty, if applicable), and **at least one or more of the members must have an appointment to a department other than the student's major department.** The outside member for a student in an interdisciplinary degree program must be from a department different from the chair of the student's committee.

The chair, in consultation with the student, will select the remainder of the advisory committee. Only graduate faculty members located on Texas A&M University campuses may serve as chair of a student's advisory committee. Other Texas A&M University graduate faculty members located off-campus may serve as a member or co-chair (but not chair), with a member as the chair.

If the chair of a student's advisory committee voluntarily leaves the University and the student is near completion of the degree and wants the chair to continue to serve in this role, the student is responsible for securing a current member of the University Graduate Faculty, from the student's academic program and located near the Texas A&M University campus site, to serve as the co-chair of the committee. The Department Head or Chair of Intercollegiate faculty may request in writing to the Associate Provost for Graduate and Professional Studies that a faculty member who is on an approved leave of absence or has voluntarily separated from the university, be allowed to continue to serve in the role of chair of a student's advisory committee without a co-chair for up to one year. The students should be near completion of the degree. Extensions beyond the one year period can be granted with additional approval of the Dean.

The committee members' signatures on the degree plan indicate their willingness to accept the responsibility for guiding and directing the entire academic program of the student and for initiating all academic actions concerning the student. Although individual committee members may be replaced by petition for valid reasons, a committee cannot resign en masse. The chair of the committee, who usually has immediate supervision of the student's research and dissertation or record of study, has the responsibility for calling all meetings of the committee. The duties of the committee include responsibility for the proposed degree plan, the research proposal, the preliminary examination, the dissertation or record of study and the final examination. In addition, the committee, as a group and as individual members, is responsible for counseling the student on academic matters, and, in the case of academic deficiency, initiating recommendations to the Office of Graduate and Professional Studies.

Department guidelines for the Advisory Committee. In the Department of Management, the DPC will be appointed as the initial advisory committee. This initial advisory committee guides and directs the student's academic program during years 1-2. In serving as the initial advisory committee, the DPC also is responsible for the Departmental Exam.

After the successful completion of the Departmental Exam, students will select their formal Advisory Committees to direct their dissertation studies. The Advisory Committee guides and directs the student's academic program during years 3-5. The Advisory Committee is responsible for the research proposal, the dissertation, and the final examination (i.e., the final dissertation defense). In addition, the Advisory Committee as a group and as individual members are responsible for counseling students on academic matters, and, in the case of academic deficiency, initiating recommendations to the Director of the Office of Graduate and Professional Studies. The Advisory Committee is usually formed after the fourth semester or at the beginning of the fifth semester.

Committee Chair. Each student needs to give thoughtful consideration to whom they wish to chair their committee. The Council of Graduate Schools in the United States suggests that students

consider “faculty actively engaged in research” as potential committee members. An Advisory Committee Chair is typically selected because the student feels comfortable in discussing with the chair his/her degree program and other related issues. The Advisory Committee Chair, as well as the entire Advisory Committee is available upon demand. Students are encouraged to seek out this faculty as needed. Students are solely responsible for selecting their advisory committee chair (or co-chairs). Individuals selected, however, may decline the chair role if they are too busy or for any other reason. This renders the selection of the advisory committee chair “mutually agreed upon” between the student and faculty member. The Head of the Department of Management or a designated representative should be involved in the process and must approve the final selection of a chairperson.

Committee Composition. Advisory Committees will consist of no fewer than four members - three from Management and one from another department of the Mays Business School or Texas A&M University. Students are also solely responsible for selecting their advisory committee. Similar to the selection of the Advisory Committee Chair, the composition of the advisory committee is “mutually agreed upon” between the student and individual faculty members. With the consent of the Advisory Committee Chairperson, a student may have more than five members.

In developing the composition of the Advisory Committee, a student should consider the following:

- The general area(s) of concentration. Identify faculty in the area(s) of concentration.
- The particular research interest. Identify faculty who are qualified to supervise such research.
- Career plans. Identify faculty members who have knowledge and/or contacts that could be helpful in accomplishing those plans.
- A brief biographical listing of current Department of Management graduate faculty and their research interests appears later in this handbook.

Committee Changes. As students prepare to embark on their dissertation research, they may want to petition the Office of Graduate and Professional Studies to change the composition of their committee (including the chair) to better reflect their current research interests. Given the time period between formation of the Advisory Committee and the focusing in on a dissertation topic, it is not unusual to make one or more changes in the Advisory Committee. Students who wish to change the composition of their committee are advised to consult their Advisory Committee Chairperson and the Ph.D. Program Coordinator.

DISSERTATION PROPOSAL

The student shall prepare a dissertation proposal acceptable to the Advisory Committee. The general field of research to be used for the dissertation should be discussed by the student and the Advisory Committee as early in the program as possible. This discussion should be the basis for selecting the proper courses to support the proposed field of research. At a later stage, when the conceptualization of the research can be outlined in detail, the official forms for proposing the dissertation should be completed (available from the Office of Graduate and Professional Studies online at <http://ogaps.tamu.edu/>).

The narrative portion of the proposal submitted to the Office of Graduate and Professional Studies should not exceed ten pages. However, the proposal evaluated by the Advisory Committee should be of the length necessary to fully describe the proposed research. The detailed instructions

regarding the written dissertation proposal to be submitted to the Office of Graduate and Professional Studies are on the back of the **Proposal Title Page for Thesis, Dissertation, and Record of Study** (available from the Office of Graduate and Professional Studies online at <http://ogaps.tamu.edu/>).

Oral Proposal Defense. An oral defense of the dissertation proposal is required. The proposal defense is open to all Mays Business School graduate faculty, doctoral students, and other interested persons. Management doctoral students and faculty are especially encouraged to attend proposal defenses held in the Department of Management. Those attending the proposal defense may provide the student and his/her Advisory Committee with recommendations for improving or modifying the dissertation research design.

The purposes of having open proposal defenses are to obtain greater uniformity in the quality of proposals and to provide helpful suggestions to the student and the committee. The student's permanent Advisory Committee evaluates the student's proposal defense and the input of the interested graduate faculty and decides whether to approve the dissertation proposal.

For the proposal defense to take place, each committee member must be present. Students are allowed one substitute (the chair must be present, however). If the missing member is from outside the department, the substitute must also come from outside the department. Finally, **all committee members (and substitutes) must be members of the Graduate Faculty.**

The ability to perform independent research must be demonstrated by the dissertation. Although acceptance of the dissertation proposal is based primarily on the scholarly merit of the proposed research, the proposal must also exhibit creditable literary workmanship. Of course, the proposal presented is likely to be revised based on inputs received during the proposal defense. If approved by the Advisory Committee, the dissertation proposal is filed with the Office of Graduate and Professional Studies, and the student is advanced to candidacy.

Announcement of Defense. The proposal defense must be announced via e-mail to the college faculty and doctoral students at least two weeks (10 working days) prior to the scheduled date. Copies of the proposal should be made available to interested faculty and Ph.D. students.

Approved Proposal. The approved dissertation proposal is to be signed by all members of the Student's Advisory Committee and the Head of the Department of Management. This signed proposal should be submitted (one original proposal and title page only) to the Director of the Office of Graduate and Professional Studies for final approval. This final approval should normally be secured before the commencement of data collection that involves field research. This final step is important, as it affects the scheduling of the final oral defense. Typically, a period of 14 weeks between the proposal defense and the final defense is required, starting when the proposal defense is filed with the Office of Graduate and Professional Studies. This 14 week period, however, may be waived at the discretion of the Office of Graduate and Professional Studies. Also, a 10 page summary of the proposal must be filed with the Office of Graduate and Professional Studies. Students should also be aware that the Internal Review Board (IRB) reviews all proposals, not only those using human subjects. Those students whose dissertations involve human subjects may expect delays and negotiations with the Internal Review Board prior to securing approval. Even research using only secondary data must file a form with the IRB and await approval before they will be admitted to candidacy.

ADMISSION TO CANDIDACY

To be admitted to candidacy for the doctoral degree, a student must have:

- A cumulative GPR and a degree plan GPR of at least 3.00,
- satisfied the residency requirement,
- completed the formal course work,
- passed the Preliminary Examination, and
- filed with the Director of the Office of Graduate and Professional Studies the dissertation proposal approved by the student's Advisory Committee.
- received notification from the Office of Graduate and Professional Studies that the student's proposal has been approved. This notification will be delayed if the Internal Review Board has not already approved the student's proposal.

The student and the Chair of the Advisory Committee should receive written notification from the Office of Graduate and Professional Studies certifying admission to candidacy. The student should be admitted to candidacy well in advance of the date when the degree is to be granted. The Final Examination will not be authorized for a student who has not been admitted to candidacy.

DISSERTATION RESEARCH

The doctoral dissertation must be original work by the student. The Ph.D. is a research degree by definition. Thus, the dissertation must embody the results of research and show evidence of originality and independent investigation. The dissertation must show mastery of the literature and relevant research techniques, be written in credible literary form, and represent a contribution to knowledge in the field. As the Council of Graduate Schools notes: "the doctoral dissertation should be a distinct contribution to knowledge, and of sufficient value to warrant its publication in a reputable journal, or as a book or monograph." In years past, some universities required that the dissertation (or a substantial part) be published before the degree was officially awarded. Today, that requirement has virtually disappeared; instead the common criterion has become the phrase *worthy of publication*.

The format of the dissertation must comply exactly with the instructions and specifications of the Office of Graduate and Professional Studies. These guidelines are included in *Instructions Concerning the Preparation of Theses, Dissertations, and Records of Study*. This booklet may be purchased from the Texas A&M Bookstore or you may borrow a copy from the Ph.D. Coordinator assistant.

Time Limits

Students are encouraged to complete all requirements for a degree before commencing employment at another university. When students leave campus before finishing, experience indicates that the time to complete the degree is frequently extended, and subsequent career progress is diminished.

Four Year Limit. After passing the required Preliminary Examination, the student must complete all remaining requirements for the degree within four calendar years. Otherwise, the student will be required to repeat the Preliminary Examination – written and oral portions. However, please

bear in mind, as discussed earlier, that funding from Mays Business School will only be granted for a maximum of five years (i.e., generally for three years after the Preliminary Exam).

Ten Year Limit. No student will be granted a doctoral degree from Texas A&M University unless all requirements for the degree are completed within a period of 10 consecutive calendar years. The student cannot receive graduate credit for any course work that is more than 10 calendar years old at the time of the Final Examination.

In Absentia Registration. A doctoral student not in residence – but who has completed all course work on the degree plan other than MGMT 691 (Research) – must register *in absentia* continuously each regular semester or 10-week summer session for one (1) semester credit hour of MGMT 691. This *in absentia* registration must continue until all requirements for the degree have been completed. A student who does not comply with this requirement will have future registrations blocked. The student who is blocked will be allowed to register only after receiving a favorable recommendation from a Departmental Doctoral Policy Committee (not the student’s Advisory Committee), the endorsement of the Department Head, and the approval of the Director of the Office of Graduate and Professional Studies.

Final Defense

Upon the recommendation of the student’s Advisory Committee, an Oral Final Examination shall be given. The student’s Advisory Committee, as finally constituted, will conduct this examination. The Final Examination is not to be administered until such time that the dissertation is available to the student’s Advisory Committee in substantially final form. This form would constitute, at a minimum, a typed version that is complete in all respects. Moreover, all members of the Advisory Committee must have had adequate time to review the document (generally two weeks).

For the final defense to take place, each committee member must be present. Students are allowed one substitute (the chair must be present, however). If the missing member is from outside the department, the substitute must also come from outside the department. Finally, **all committee members (and substitutes) must be members of the Graduate Faculty.**

Scope of Examination. Although the Final Examination may cover the broad field of management, it is presumed that the major portion of the time will be devoted to the dissertation and closely allied topics.

Participation and Evaluation. The Final Examination is open to all members of the Graduate Faculty of Texas A&M University. Faculty who are not members of the Graduate Faculty and doctoral students may be invited to attend the Final Examination as well. However, only the Advisory Committee will be present for evaluating the student’s performance on the Final Examination.

Deadlines and Announcement. The announcement of the Final Examination should be submitted to the Office of Graduate and Professional Studies at least two weeks in advance of the scheduled date for the Final Examination. The form for requesting and announcing the Final Examination is available online at <http://ogaps.tamu.edu/>. The approval to hold the defense is signified by receipt from the Office of Graduate and Professional Studies of the form for the final defense. This form is later used by the Advisory Committee to submit its recommendations to the Director of the Office of Graduate and Professional Studies concerning the acceptability of the candidate for the Ph.D. degree.

The candidate for the Ph.D. degree must pass a Final Examination by deadline dates announced in the Office of Graduate and Professional Studies Calendar each semester or summer session for graduation in that semester. If the Final Examination is after the deadline, graduation is deferred until the following semester. In such instances, the student is labeled “graduation only”, and need not register at all for that final semester.

Conditions for Holding the Final Exam. The Final Examination may be given only if the student meets the following conditions (in addition to satisfactory status of the dissertation research):

- Has completed all course work on the degree plan, with the exception of any MGMT 691 (Research) hours for which the student is registered (or any course for which permission from the Office of Graduate and Professional Studies has been granted to delete from the degree program).
- Has a 3.0 or better and has no unabsolved grades of D, F, U, or I for courses listed on the degree plan.
- Has an approved research proposal on file with the Office of Graduate and Professional Studies.
- Has been admitted to candidacy.

Finally, the Ph.D. Degree is Awarded!

Expectations for Good Practice in Graduate Education⁴

The major goals of graduate education at Texas A&M University are to instill in each student an understanding of and a capacity for scholarship, independent judgment, academic rigor, and intellectual honesty. Faculty and graduate students have a shared obligation to work together to foster these goals through relationships that advance freedom of inquiry, demonstrate individual and professional integrity, and encourage common respect.

Graduate student progress is guided and evaluated by an advisor and a graduate committee. These individuals give direction and support for the appropriate developmental and learning goals of graduate students. The advisor and the graduate committee also have the obligation of evaluating a graduate student’s academic performance. The graduate student, the advisor, and the graduate committee constitute the basic core of graduate education. It is the quality, scope, and extent of interaction in this group that determine the significance of the graduate experience.

High quality graduate education requires professional and ethical conduct of the participants. Faculty and graduate students have mutual responsibilities in ensuring academic standards and quality graduate programs. Excellence in graduate education is achieved when faculty and students are inspired, have the academic and professional backgrounds essential to function at the highest level, and are genuine in their mutual desire to see one another triumph. Any action that negatively affects this interaction destroys the whole relationship. Mutual respect is critical to a successful process. With these goals in mind, these imperatives are put forth.

⁴ This brochure was adapted with permission from *Guidelines for Good Practice in Graduate Education* by the University of Oregon. As such, it has benefited from the work of the Graduate School at the University of California—Davis; the Graduate College and Graduate Council at the University of Southern California; and the Graduate School at North Carolina State University. This material is intended to be both constructive and instructive to faculty and graduate students. It does not constitute a contract with current or prospective students.

EXPECTATIONS FOR GRADUATE STUDENTS

- Exercise the utmost integrity in all facets of the graduate program.
- Behave in a professional and mature manner in all interactions with faculty, staff, and fellow students, both graduate and undergraduate.
- Accept the chief responsibility to be knowledgeable of the rules and regulations governing graduate education, including those promulgated by Texas A&M University, Mays Business School, and the degree program.
- Enroll in the appropriate course work to complete the degree plan.
- Maintain the appropriate standards to continue graduate studies.
- Understand that the faculty advisor and the committee members sustain the intellectual and instructional surroundings in which the student develops competencies.
- Understand that the faculty members have the right to allocate their own professional time and other resources in diverse forms that are academically effective.
- Understand that the faculty advisor and the committee members are accountable for monitoring the accuracy, validity, and integrity of all facets of the student's program. A well-conceived program reflects positively on the student, the faculty advisor, the advisory committee, and Texas A&M University.
- Acknowledge, as appropriate, the contributions of the faculty advisor and others in the student's publications and conference presentations.
- Maintain appropriate confidentiality concerning the creative activities and research of faculty, staff and fellow students prior to presentation or publication, in accordance with existing practices and policies of the discipline and of Texas A&M University.
- Submit documents (proposal, thesis, dissertation, etc.) that are the original work of the student. Plagiarism will not be tolerated.

EXPECTATIONS FOR FACULTY

- Exercise the utmost integrity in all facets of the graduate program.
- Provide intellectual and technical encouragement, moral support, and direction in support of a graduate student's progress toward degree completion.
- Establish a professional working environment that nurtures and encourages students to learn imaginatively both as an individual and as a team member.
- Develop a crystal-clear understanding with graduate students regarding their specific professional responsibilities, including timelines for completion of scholarly work, as well as the thesis or dissertation.
- Provide timely verbal or written assessment of each student's work.
- Initiate discussion of authorship procedure with each graduate student prior to initiating collaborative projects that may result in publication.
- Refrain from asking any student to undertake personal tasks (mowing lawns, baby-sitting, typing papers, etc.) without suitable payment or whenever conditions are such that the student would not feel free to decline the offer. A faculty member must understand that the graduate student is free to decline such invitations. Such employment should not be established when the professional relationship would be harmed by the arrangement.

- Relate mutually with graduate students in a professional and civil fashion and in conformity with Texas A&M University policies governing nondiscrimination and sexual harassment.
- Justly assess student achievement regardless of religion, race, gender, sexual orientation, nationality, or other criteria that are not germane to academic performance.
- Serve on graduate student committees without regard to the student's religion, race, gender, sexual orientation, nationality, or other characteristics that are not germane to academic performance.
- Prevent any professional or personal differences with colleagues from hindering his/her obligations as a graduate advisor, committee member, or instructor.
- Decline service on graduate committees when there is an amorous, familial, or other non-academic relationship between the faculty member and the student that may result in a conflict of interest.
- Give credit in an appropriate manner to graduate student contributions to scholarly activity presented at professional meetings, in professional publications, or in applications for copyrights, patents, and grants.
- Accept the responsibility to know the rules and regulations that affect graduate students.

MENTORING AND ADVISING

EXPECTATIONS FOR GRADUATE STUDENTS

Graduate education is designed to ensure the development of the highest level of competencies. Graduate students rely on faculty advisors and advisory committee members to help them find and secure financial and/or intellectual resources to assist their graduate education.

The student's specific advisor may change during the course of the student's program. The role of an advisor also may change to become the role of a mentor. Throughout the Ph.D. program, the committee chair in consultation with the student will select the members of the advisory committee.

Each Graduate Student Is Expected To:

- Dedicate the appropriate time and energy to accomplishing academic excellence and completion of the program.
- Understand the time constraints and other requests imposed on faculty members and program staff.
- Initiate inquiry to advance understanding of the academic subjects and advances in the field.
- Speak regularly with the faculty advisor and committee members, particularly with concerns associated with progression in the graduate program.

MENTORING AND ADVISING

EXPECTATIONS FOR FACULTY

The advocacy of faculty advisors for the academic progress of the graduate students in their program is fundamental. Our Ph.D. degree program assigns faculty advisors to entering graduate students to provide counsel in academic and other matters. Over time students are expected to choose faculty advisors in accordance with disciplinary interest or expertise. A student should

consult with the head of the administrative department concerning appointment of the chair of the advisory committee. Advising is multiform in its scope and breadth and may be accomplished in many ways.

A student's academic performance and a faculty member's scholarly and professional interests may coincide during the course of instruction and research. As the faculty-graduate student relationship matures and develops, direct collaborations may evolve. This may include the sharing of authorship or rights to intellectual property created through scholarly or other creative activity. Such collaborations are encouraged and are a desired outcome of the mentoring process.

Each Faculty Advisor Is Expected To:

- Communicate clearly to each student the program requirements, including course work, research, examinations, and thesis or dissertation (if applicable), and delineate the estimated time to complete each phase.
- Evaluate student progress and performance in regular and informative ways consistent with the practice of the management department and the field.
- Assist in developing the following competencies: creative, interpretive, writing, verbal, technical, reasoning, and quantitative - in accordance with the expectations of the discipline.
- Guide graduate students in developing grant-writing skills, as appropriate.
- Attempt to ensure that the graduate student initiates thesis or dissertation research in a timely fashion.
- Encourage each graduate student to participate in professional meetings and to be engaged in the publication process.
- Counsel each student to develop the competencies and portfolio of achievements to be competitive for employment. This includes presenting a realistic view of the field and the market at any given time and making use of professional contacts for the benefit of one's students, as appropriate.
- Stimulate an appreciation of learning and teaching.
- Create an ethos of collegiality so that learning takes place within a community of scholars.
- Encourage the student to learn and conform to accepted standards in ethics and scholarly conduct. This includes both general standards and those specific to the discipline.

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in White Creek Apartments (Building 62) at 701 West Campus Boulevard or call 979-845-1637. For additional information visit <http://disability.tamu.edu>.

AGGIE HONOR CODE

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at the following URL: <http://aggiehonor.tamu.edu>.

ADMISSION

In addition to the University admission requirements, a review of each applicant is conducted by the Departmental Doctoral Policy Committee and the college Graduate Instruction Committee. This two-step process ensures that only the best qualified applicants will be admitted into the program.

Admission is open to all qualified applicants who hold bachelor's and/or graduate degrees, regardless of the course of study pursued in those degrees. The review process includes an assessment of the following factors:

- Undergraduate or four-year baccalaureate degree or higher from a college or university of recognized standing (i.e., degrees from institutions outside the US are evaluated for equivalency to US degrees).
- Scores on both the verbal and quantitative sections as well as the total score on the Graduate Management Admissions Test (GMAT) or the Graduate Record Examination (GRE).
- Other factors relevant to predicting procession in the proposed graduate program; for example, transcripts, GPR (Grade Point Ratio) in the last 60 hours of coursework, letters of recommendation, professional and/or academic experience, promise of ability to pursue advanced study and research satisfactorily, and answers to specific essay questions asked in the application.

Limited resources and facilities may dictate that only higher ranked applicants be granted admission. For instance, faculty qualified to supervise research in the applicant's area of interest should be present on campus.

Admission to Texas A&M University and any of its sponsored programs is open to qualified individuals subject to the above conditions regardless of race, color, religion, sex, national origin, or educationally unrelated handicaps.

FORMAL APPLICATION

A formal application is required of all persons seeking admission to Graduate Studies.

Application can be submitted online only at the following link:

<https://businesscas2021.liasoncas.com/applicant-ux/#/deeplink/programSearch/organization/4069882551319127604>

Test Scores

Required test scores (GRE or GMAT) should be sent directly to:

Mays Business School
Ph.D. Program
Graduate Admissions Office
Texas A&M University
4113 TAMU
College Station, Texas 77843-4113

RECOMMENDATIONS

You should request three recommendations from individuals who are familiar with your academic achievement and potential. If you have been out of school for a number of years and are unable to contact former professors, you may submit non-academic references (e.g., employers). The recommendations should be submitted online at the link provided by the Graduate Programs Office of the Mays Business School.

TOEFL SCORES

Texas A&M University requires a Test of English as a Foreign Language (TOEFL) score from applicants whose native language is not English, with the exception of those applicants completing all four years of a baccalaureate degree in the United States or achieving a 400 Verbal GRE or 22 Verbal GMAT. The scores should be sent directly from the testing service to:

Mays Business School
PhD Program
Graduate Admissions Office
Texas A&M University
4113 TAMU
College Station, Texas 77843-4113

ENGLISH PROFICIENCY REQUIREMENTS

Texas A&M requires students from other countries to demonstrate the ability to speak, write and understand the English language. The English Proficiency requirements are independent of admission requirements. English Proficiency Verification can be achieved by presenting:

- a TOEFL score of at least 80 on TOEFL iBT (550 paper-based), or
- an IELTS score of at least 6.0, or
- a GRE Verbal Reasoning score of at least 146 (400 on the old scale), or
- GMAT Verbal score of at least 22, or
- a PTE Academic score of at least 53, or
- acquiring alternative verification from the Office of Graduate and Professional Studies via a departmental request. An international graduate student holding a Master's degree from an accredited U.S. institution qualifies for alternative verification.

Individual colleges may choose to establish minimum TOEFL standards that exceed the University minimum for English Proficiency Verification. Scores from TOEFL examinations administered more than two years before submission of the application for admission shall not be eligible for English Proficiency Verification.

Students who will be serving as Graduate Assistants–Teaching (GAT) must complete the English Proficiency Certification Process at Texas A&M or show that they have completed an equivalent program at another U.S. institution. English Proficiency Certification can be achieved by:

- scoring at least 80 on each of the sections (reading, listening, written composition and oral skills) of the English Language Proficiency Examination (ELPE),

- obtaining grades of A or B in English Language Institute (ELI) courses (reading, listening, written composition and oral skills) at the 300-level or higher, or
- acquiring alternative certification from the Office of Graduate and Professional Studies via a departmental request.

A student who has received a baccalaureate degree following four years of study at an accredited U.S. institution or institutions qualifies for alternative certification. All other requests for alternative certification require strong department justification and review in compliance with Office of Graduate and Professional Studies policies and guidelines.

An international student who has completed an equivalent English training program at an institution other than Texas A&M may request English Proficiency Verification or Certification.

Verification or Certification is requested through the Ph.D. Program Coordinator. The student should provide the Ph.D. Program Coordinator with documentation to support Verification or Certification. If the department concurs with the request, the Ph.D. Program Coordinator will submit a letter recommending and requesting Verification or Certification (with documentation attached) to the Office of Graduate and Professional Studies. The Office of Graduate and Professional Studies will determine on a case-by-case basis whether Verification or Certification is granted.

An application for admission cannot be considered until all of the credentials and information requested in the application form have been received.

GRE/GMAT

An applicant must submit acceptable scores on the Graduate Management Admission Test (GMAT) or the General Test of the Graduate Record Examination (GRE) with the formal application.

Information or inquires on these tests, including test dates and locations, may be obtained at the following addresses, as appropriate to the test:

Graduate Management Admission Test
Educational Testing Service
Box 966-R
Princeton, NJ 08541
<https://www.gmac.com/gmat-other-assessments>

Graduate Record Examinations
Educational Testing Service
Box 955-R
Princeton, NJ 08541
<https://www.ets.org/gre/>

Approximately six weeks are required for scores to be received by the school after the tests are administered.⁵ Scores made on the GMAT or GRE more than five calendar years prior to application for admission to Graduate Studies may not normally be used to satisfy admission requirements.

RESIDENCE AND REGISTRATION REQUIREMENTS

Students in residence are expected to devote their time and energy to graduate studies on the main campus under the guidance of the Departmental Ph.D. Program Coordinator early in the program and the Advisory Committee, especially the chairperson, later in the program.

MAJOR PURPOSES

The residence requirements for graduate degrees are intended to ensure that the student has an opportunity to benefit from the advantages of a university environment. These advantages include the accessibility of computing facilities, library, laboratory, and other physical facilities as well as the opportunity to participate in seminars and a variety of cultural activities. Just as important to the graduate students are the advantages of becoming acquainted with the faculty and other students on both a social and a professional basis.

Another major purpose of the residence requirements is to give the faculty the opportunity to properly assess doctoral students' professional development, guide and direct their studies, and determine their competency. A major component of the students' professional development involves the socialization experiences involved in working collaboratively on research with their advisor or other faculty.

RESIDENCY

Students who enter the Ph.D. Program in Business Administration—Management are expected to be in residency on the campus at College Station during the entire program.

MINIMUM REGISTRATION

Doctoral students in the Mays Business School, including those who hold university fellowships, are required to register for a minimum of 9 semester credit hours during both the Fall and Spring semester and for 6 semester credit hours during the combined summer sessions (3 hours each session). These credit hours may come from a combination of regularly scheduled courses and MGMT 691 (Research) credit.

IN ABSENTIA REGISTRATION

Doctoral students admitted to candidacy and no longer in residence, but who are still engaged in research for their dissertations, must register in absentia for four hours of MGMT 691 (Research) credit each semester and each 10-week summer term until all requirements for the degree have been completed. Questions relating to residency status will be resolved by the Executive Associate Dean in the Mays Business School.

⁵ Computer-based administration of the GRE and associated instant score reporting are available at special test centers throughout the United States. Contact the Graduate Record Examination Office for further information.

RECORDS

The student should assume responsibility for his/her records in the Mays Business School. The student should coordinate with the Departmental Ph.D. Program Coordinator and Chair of the Advisory Committee to assure that all required forms are filed and approved.

The Executive Associate Dean and the Departmental Ph.D. Program Coordinator should be notified of changes in course of study, changes of address and telephone numbers, and any other information pertinent to the individual student records.

After the necessary departmental approvals (signatures) are obtained, all completed forms are to be submitted through the Office of the Executive Associate Dean to the Office of Graduate and Professional Studies. This will assure accurate records of the student's progress toward degree completion.

FINANCIAL INFORMATION

TUITION AND FEES

The Mays Business School and the Department of Management pay in-state resident tuition for doctoral students on graduate assistantship or fellowship, while the student pays for fees. Mays Business School may also pay for the fees, contingent upon the availability of School funds in a given academic year. Nonresident (out-of-state) students who are not on a half-time assistantship or fellowship pay tuition and fees. The most recent information on fees and tuition is available online at <https://sbs.tamu.edu/tuition-fees/index.html>.

GRADUATE ASSISTANTSHIPS

Full (20 hours per week) graduate assistantships are available and required of all Ph.D. students in the Management Department and are made available on a 10-month basis. These assistantships enable students to work 20 hours per week in research- or teaching-related assignments. Stipends may be made available for the summer months, but are not guaranteed. In addition, the University contributes to the graduate assistant's health insurance premiums.

Information on other forms of financial aid (i.e., in addition to graduate assistantships) is available from the Office of Student Financial Aid (<https://financialaid.tamu.edu/Home.aspx>).

Graduate Assistants should be relatively flexible in arranging their hours of availability. Their faculty supervisors will evaluate their performance for continued receipt of support and employment opportunities. Doctoral students should always feel free to discuss their assistantship assignments with the Ph.D. Program Coordinator, their Advisory Committee Chairperson, or the Department Head.

HOUSING

For up-to-date information on apartment listings (and costs), rooms for rent, shuttle bus, and other information pertinent to the off-campus student, please contact:

Off Campus Center
Department of Student Affairs
Texas A&M University
College Station, Texas 77843-1257
Phone: 409-845-1741
<https://studentlife.tamu.edu/>

THE ENVIRONMENT

This section of the *Handbook* provides a few highlights on the university, college, and community environment.

TEXAS A&M UNIVERSITY

Texas A&M University is a public institution dedicated to the development and dissemination of knowledge in diverse academic and professional fields. While continuing to fulfill its missions as a land-grant/sea-grant/space-grant institution, the University is evolving in expanding its role to meet the changing needs of state, national and international communities. The University is part of the Texas A&M System, which is one of the largest systems of higher education in the United States. It includes a network of 11 universities and seven state agencies. A&M System members educate more than 148,000 students.

The University enrollment in 2016 includes almost 61,000 students at the College Station campus, including over 12,000 graduate and professional students.

The University is ranked in the top ten in total endowment at almost \$10 billion. The University's main campus spans 5,200 acre making it one of the largest in the nation. In addition to the College Station and Galveston campuses, the University operates the Santa Chiara Study Center in Castiglion Fiorentino, Italy.

Within its 16 colleges, Texas A&M University offers more than 130 degree programs at the undergraduate level, 170 at the Master's level, 93 at the doctoral (Ph.D.) level and five professional degrees. In addition, the University is the home of the George Bush Presidential Library and Museum.

The research and teaching programs are supported by extensive computer and library facilities. A detailed description of the University's computing facilities and services is provided in the *TAMU Graduate Catalog* and online at <http://library.tamu.edu/>.

MAYS BUSINESS SCHOOL

The Mays Business School is AACSB accredited and is one of the ten largest in the United States, enrolling 5,000 students in five departments: Accounting, Finance, Information and Operations Management, Management, and Marketing. There are eight active and interdisciplinary centers within Mays, including: Center for Human Resource Management, Center for International Business Studies, Center for Executive Development, Center for the Management of Information Systems, Center for Retailing Studies, Center for Real Estate, Center for New Ventures and Entrepreneurship and the Reliant Energy Trading Center. Undergraduate, masters and doctoral programs are offered within the Mays Business School, which is housed in a four-story building. The Wehner building contains offices, classrooms, computer facilities, a behavioral research laboratory, distance learning capabilities and other state-of-the-art features.

A state-of-the-art library facility that includes many capabilities to serve the college is located adjacent to the Wehner building. The West Campus library has one of the most extensive data systems available anywhere, includes literally dozens of electronic resources. Finally, the West Campus library has an extraordinary collection of proxy statements, annual reports, and 10K

reports, including all publicly traded US firms from 1978 to the present. For more information, visit <http://wcl.library.tamu.edu/>.

We also have access to the state-of-the-art Jeffrey Conant Behavioral research lab. The lab consists of 40 dedicated computer stations along with four focus group rooms equipped with audio/video recording capability, and a one-way glass observation. The Management department has a large subject pool of approximately 1200 students each semester (students can participate in multiple experiments), so our faculty and graduate students have several opportunities to conduct experiments. The lab manager can accommodate most researcher requests, running studies that vary from Qualtrics, MediaLab, paper-and-pencil, exercise, food and drink, etc.

COMMUNITY

The Bryan/College Station area has a population of approximately 230,000. It is located 85 miles northwest of downtown Houston, 90 miles east of Austin, and 165 miles southeast of Dallas. Excellent airline commuter service (American and United) to Dallas and Houston is available from the community's modern airline terminal.

Entertainment and cultural activities provided by both the University and community include: the Arts Council, the Opera and Performing Arts Society, the Brazos Valley Symphony Orchestra, the University Chamber Series, the Brazos Valley Chorale, Stage Center and the Aggie Players. Popular music groups and entertainers are sponsored by the Memorial Student Center throughout the year. There are many sporting and other university activities.

The Bryan/College Station area supports an extensive park system, including excellent swimming, baseball, running, and soccer facilities. A shopping mall, numerous franchise restaurants and several excellent independent restaurants are available in the community. Excellent medical facilities and specialties are available in the community as well.

CAREER INFORMATION

The Ph.D. in Business Administration - Management has been designed to assure successful careers. It is hoped that the formal and informal activities of doctoral students will convey the requisite background for successful careers. Several components of that background, not previously covered in the *Handbook*, are discussed here to further assure that success.

PROFESSIONAL ASSOCIATIONS

At a minimum, each Ph.D. student in Management should join the Academy of Management. <https://aom.org/membership/join-the-aom>

Members receive:

- **Academy of Management Journal**, 6 issues per year;
- **Academy of Management Review**, 4 issues per year;
- **Academy of Management Perspectives**, 4 issues per year;
- **Academy of Management Discoveries**, 4 issues per year;
- **Academy of Management Learning & Education**, 4 issues per year; and
- **Academy of Management Annals**.

Depending upon the area of concentration within the Management major, some of the other professional associations that might be of interest include: American Economic Association, American Psychological Association, American Psychological Society, American Sociological Association, Decision Sciences Institute, Society for Industrial Organization Psychology, and Strategic Management Society. While not necessarily in the same category as the above, the geographically focused professional associations of potential interest are likely to include: Southwest Division of the Academy of Management, Southern Management Association, Midwest Division of the Academy of Management, Eastern Academy of Management, and Western Academy of Management.

PLACEMENT

National and regional meetings of professional organizations conduct placement activities specifically for doctoral students. Ads about openings and/or applicants are carried in newsletters or in special listings that are made available to members. For example, the Academy of Management maintains a Placement Roster during the Annual Conference and during the Academic year, and conducts a major placement activity at its Annual meeting.

The faculty also uses direct contact with colleagues at other institutions to assist doctoral students in placement. This is one of the most effective placement resources available. The extensive contacts of the Texas A&M Management faculty will be very valuable to its graduates.

JOURNALS

Students should familiarize themselves with numerous and varied journals soon after beginning their doctoral programs. In general, the *Academy of Management Journal*, *Academy of Management Review*, *Administrative Science Quarterly*, *Journal of Applied Psychology*, and *Strategic Management Journal* will be used by all students at some point in their programs. Other journals may or may not be used depending upon the student's area of concentration and research

interests. The following list of potentially relevant journals is offered as a guide. Of course, particular research areas may involve journals other than these.

<i>American Psychologist</i>	<i>Journal of Organizational Behavior</i>
<i>American Sociological Review</i>	<i>Management International Review</i>
<i>Annual Review of Psychology</i>	<i>Management Science</i>
<i>American Journal of Sociology</i>	<i>Organization Research Methods</i>
<i>Decision Sciences</i>	<i>Organization Science</i>
<i>Entrepreneurship Theory and Practice</i>	<i>Organization Studies</i>
<i>Journal of Business Research</i>	<i>Organizational Behavior and Human Decision Processes</i>
<i>Journal of Finance</i>	<i>Personnel Psychology</i>
<i>Journal of Financial Economics</i>	<i>Psychological Bulletin</i>
<i>Journal of Business Venturing</i>	<i>Psychological Review</i>
<i>Journal of International Business Studies</i>	<i>Research Policy</i>
<i>Journal of Management</i>	<i>Research in Organizational Behavior</i>
<i>Journal of Management Inquiry</i>	<i>Strategic Entrepreneurship Journal</i>
<i>Journal of Management Studies</i>	<i>Strategy Science</i>

MANAGEMENT FACULTY (TENURED OR TENURE-TRACK)

Murray R. Barrick, Texas A&M University Distinguished Professor and Mr. & Mrs. James R. Whatley '47 Chair in Business

Employment staffing; assessing the impact of personalities and understanding Person x Situation Interactions on experienced meaningfulness of work; CEOs and TMTs: individual and team functioning on strategic implementation.

Leonard Bierman, Professor

Employment regulation; negotiations; international trade; corporate governance

Steven R. Boivie, Professor, Carroll & Dorothy Conn Chair in New Ventures Leadership

Corporate governance; top executives and directors; technology and new industry formation

Wendy R. Boswell, Department Head, Professor and Jerry and Kay Cox Endowed Chair in Business

Human resource management; employee attraction and retention; job search behavior; work-nonwork interface; workplace conflict

Matthew Call, Assistant Professor

The link between individual and firm performance; employee retention and organizational turnover; star employees

Albert A. Cannella Jr., Professor and Blue Bell Creameries Endowed Chair

Competitive dynamics; multimarket contact; corporate governance; board of directors; CEO succession

Nitya Chawla, Assistant Professor

Job search experiences; work-nonwork interface; counterproductive behaviors; advanced statistics and research methodology

Cynthia E. Devers, Associate Department Head, Professor, Lawrence E. Fouraker Professor in Business, International Research Fellow at the Oxford University Centre for Corporate Reputation

Corporate governance and executive compensation; mergers and acquisitions; behavioral decision making and risk; social evaluations (organizational reputation, legitimacy, status, stigma, etc.)

Priyanka Dwivedi, Assistant Professor

Gender & diversity in the upper echelons; socio-cognitive and affective processes in the upper echelons; CEO successions

Ricky W. Griffin, Texas A&M University Distinguished Professor and Jeanne and John R. Blocker Chair

Workplace violence; employee health and well-being in the workplace; workplace culture

Michael Howard, Associate Professor, Academic Director of the McFerrin Center for Entrepreneurship

Process of innovation and new venture creation; concepts of entrepreneurship and management strategy; social network analysis

R. Duane Ireland, Acting Dean, Texas A&M University Distinguished Professor and Benton Cocanougher Chair in Business

Effective management of organizational resources; corporate entrepreneurship; strategic entrepreneurship; entrepreneurship within the informal economy

Ji Koung Kim, Assistant Professor

Impression management; social exchange; reputation; employee engagement

Anthony Klotz, Associate Professor

Organizational citizenship behavior; moral licensing; employee resignation; team conflict; nature-based job design

Joel Koopman, Associate Professor

Justice; self-regulation; well-being; research methodology

Toby Li, Assistant Professor

Contractual bargaining; new venture survival; organizational learning; strategic entrepreneurship

Ramona L. Paetzold, Professor and Mays Teaching Fellow

Intersection of human resource management and employment law; psycho-legal aspects of sexual harassment; disabilities and accommodations; workplace violence; attachment theory in relationships and in organizations

Tyler Sabey, Assistant Professor

Social hierarchies; prosocial behavior; meaningfulness

Srikanth Paruchuri, Professor, B. Marie Oth Professor in Business

International strategies; corporate governance in multinational firms; organizational adaptation in emerging economies

Michael C. Withers, Associate Professor, Gina and Anthony Bahr '91 Professor in Business, Doctoral Program Coordinator

Corporate governance; boards of directors; resource dependence theory; entrepreneurship

APPENDIX A

CONCENTRATIONS IN MANAGEMENT

As discussed previously in this **Handbook**, two concentrations are available within the Management major. The first part of this appendix includes the Plan of Study Advisement Sheet which is used to determine which foundation courses are lacking and lists the courses you are required to take, regardless of your concentration. This appendix also presents one possible scenario of the semester-by-semester course sequences and schedules for each of the concentrations. Each scenario is only one of several possible scenarios. The possible scenarios will vary depending on: (1) the availability of schedule courses; (2) the need, if any, to complete one or more *common body of knowledge* courses to satisfy the foundation requirements; (3) the need, if any, to establish foundation knowledge in the research methods minor field through Statistics 651 and Statistics 652 or other statistics foundation courses; (4) the professional/career goals of the candidate.

The scenarios are based on three key assumptions: (1) major field with the minimum requirement of 18 hours; (2) minor research methods field with 15 hours; and (3) a minimum of four years in residence as a full time student to complete each scenario (note: this program is viewed as a 5-year program). As noted in the body of the **Handbook**, the length of the minimum program may vary substantially, depending primarily upon each student's educational background and professional goals.

MANAGEMENT PH.D. PLAN OF STUDY ADVISEMENT SHEET

<u>MAJOR FIELD AND CONCENTRATIONS*</u> (18 hrs.)	<u>RESEARCH METHODS MINOR FIELD</u> (15 hrs.)	<u>ECONOMICS</u> (3 hrs.)	<u>FOUNDATION REQUIREMENTS</u>
<u>Core Seminars:</u>	<u>Foundations:†</u>		<u>Common Body of Knowledge (CBK)†</u>
MGMT 634 Seminar in Organizational Behavior	STAT 651 Statistics in Research I	ECON 607 Foundations in Microeconomics Theory	ACCT 640 Accounting Concepts and Procedures I
MGMT 676 Seminar in Strategy	STAT 652 Statistics in Research II		FINC 629 Financial Management I
MGMT 624 (Seminar in Human Resource Management)	<u>Minor (15 hrs.)</u>		
MGMT 636 Seminar in Organization Theory	MGMT 673 Advanced Research Methods		MGMT 631 Management of Complex Organizations
MGMT 689 (Seminar in Leadership)	MGMT 687 Seminar in Research Methodology		MKTG 613 Marketing Management
MGMT 637 (Seminar in Strategic Entrepreneurship)	MGMT 686 Research Methods in Organization Science		MGMT 680 Business Policy
MGMT 685 (Independent Study)			
<u>OTHER</u>			†All students will be expected to have a basic understanding of calculus concepts and applications prior to taking the research methods sequence (no work is presented).

*Departmental Policy: ALL Ph.D. students must complete four departmental seminars; three of which must be MGMT 634, MGMT 636, and MGMT 676.

T = Taken, see transcripts,
W = Will take.

I have discussed this proposed degree plan with the Ph.D. Program Coordinator and agree to comply with these recommendations.

Student Signature

Ph.D. Coordinator Signature

Date _____

CONCENTRATION: ORGANIZATIONAL BEHAVIOR/HUMAN RESOURCES MANAGEMENT
(One possible scenario among many)

First Year

Fall Semester

MGMT 676 (3 hrs): Seminar in Strategy
 MGMT 634 (3 hrs): Seminar in Organizational Behavior
 MGMT 673 (3hrs): Seminar Research Methods

Spring Semester

MGMT 689 (3 hrs): Seminar in Leadership
 MGMT 636 (3 hrs): Seminar in Organization Theory
 MGMT 687 (3 hrs): Advanced Research Methods

Summer Session I

MGMT 691 (3 hrs): Research - dissertation

Summer Session II

MGMT 691 (3 hrs): Research - dissertation

Second Year

Fall Semester

PSYC 682 (3 hrs): Individual Differences
 MGMT 686 (3 hrs): Research Methods in Organization Science
 MGMT 685 (3hrs) Independent Study

Spring Semester

MGMT 624 (Seminar in Human Resource Management)
 Elective Course (3 hrs)
 Research Methods Minor Course (3 hrs)

Summer Session I

MGMT 691 Research – Prelim Exams

Summer Session II

MGMT 691 (3 hrs): Research - dissertation

Third Year

Fall Semester

MGMT 691 (3 hrs): Research - Dissertation Proposal
 Elective Course (3 hrs)
 Research Methods Minor Course (3 hrs)

Spring Semester

MGMT 691 (9 hrs): Research - Dissertation Proposal

Summer Session I

MGMT 691 (3 hrs): Research – dissertation

Summer Session II

MGMT 691 (3 hrs): Research - dissertation

Fourth Year

Fall Semester

MGMT 691 (9 hrs): Research – dissertation

Spring Semester

MGMT 691 (9 hrs): Research – dissertation

Summer Session I

MGMT 691 (3 hrs): Research – dissertation

Summer Session II

MGMT 691 (3 hrs): Research - dissertation

Fifth Year

Fall Semester

MGMT 691 (9 hrs): Research – dissertation

Spring Semester

MGMT 691 (9 hrs): Research – dissertation

CONCENTRATION: STRATEGIC MANAGEMENT/STRATEGIC ENTREPRENEURSHIP
(One possible scenario among many)

First Year

Fall Semester

MGMT 634 (3 hrs): Seminar in Organizational Behavior
 MGMT 673 (3 hrs): Research Methods Minor Course (3 hrs)
 MGMT 676 (3 hrs): Seminar in Strategy

Spring Semester

MGMT 636 (3 hrs): Seminar in Organizational Theory
 MGMT 687 (3 hrs): Advanced Research Methods
 MGMT 689 (3hrs): Seminar in Leadership

Summer Session I

MGMT 691 (3 hrs): Research – dissertation

Summer Session II

MGMT 691 (3 hrs): Research – dissertation

Second Year

Fall Semester

MGMT 637 (3 hrs): Seminar in Strategic Entrepreneurship
 MGMT 686 (3 hrs): Research Methods in Organization Science
 MGMT 685 (3hrs): Independent Study

Spring Semester

SOCI 607 (3hrs) Institutional Analysis
 MGMT 667 (3hrs): Seminar in Multinational Enterprise
 Research Methods Minor Course (3 hrs)

Summer Session I

MGMT 691 (3 hrs): Research – dissertation– Prelim Exams

Summer Session II

MGMT 691 (3 hrs): Research - dissertation

Third Year

Fall Semester

MGMT 691 (3 hrs): Research - Dissertation Proposal
 Elective Course (3 hrs)
 Research Methods Minor Course (3 hrs)

Spring Semester

MGMT 691 (9 hrs): Research - Dissertation Proposal

Summer Session I

MGMT 691 (3 hrs): Research – dissertation

Summer Session II

MGMT 691 (3 hrs): Research - dissertation

Fourth Year

Fall Semester

MGMT 691 (9 hrs): Research – dissertation

Spring Semester

MGMT 691 (9 hrs): Research – dissertation

Summer Session I

MGMT 691 (3 hrs): Research – dissertation

Summer Session II

MGMT 691 (3 hrs): Research - dissertation

Fifth Year

Fall Semester

MGMT 691 (9 hrs): Research – dissertation

Spring Semester

MGMT 691 (9 hrs): Research – dissertation

APPENDIX B: PROGRAM PROGRESSION CHART