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# Seeking Further Education: A Rubric for Evaluating Organizational Behavior PhD Programs

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SEEKING FURTHER EDUCATION: A RUBRIC FOR EVALUATING ORGANIZATIONAL  
BEHAVIOR PHD PROGRAMS

By

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Bachelor of Arts

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## **PART ONE**

### **Introduction**

There are many students, even at the Graduate levels that are asking themselves: What do I want to be when I grow up? That question has been a source of excitement, stress, and discovery for many over the years. There are those that have a passion for teaching, a yearning for more education but a lack of knowledge of how to begin climbing the Ph.D mountain of information.

There are many barriers in the quest to understand what programs are available, what institutions offer specialized programs and what is the process to apply. “Given the ambivalence surrounding the teaching enterprise in the academy, one of the things that has not come as a surprise to us is that graduate students report that they would like additional forms of support for their professional development as teachers” (Nyquist, Manning, Wulff, Austin, Sprague, Fraser, Calcagno, & Woodford1999). There are many students desiring additional support as they strive to understand the quest to becoming a professor. This study will be more focused on business, specifically a PhD in Organizational Behavior within a business department.

As a student decides which school to attend, they are deciding the path their career will take, where they will be located for the next period of their life, what topics they wish to study, as well as the culture and approach of the academic institution. In a society of information overload, it is important to be able to get pertinent information in an organized fashion. As this study will focus on Organizational Behavior programs, the resulting format will be a juxtaposition of PhD programs at five universities in a rubric format. Such information will stand as an additional form of support for those seeking doctoral degrees in the future as well as a guide for academic institutions wanting to understand other programs. “While certain elite

schools have experienced little trouble maintaining enrollments, many second- and third- tier institutions find themselves having to actively compete for students” (Webb, Coccari Lado, Allen, & Reichert, 1997).

### **Purpose**

The purpose of this study is to develop a rubric for evaluating Organizational Behavior PhD programs.

### **Statement of Objective**

The objective of this study is to first understand the origins and history of organizational behavior. In addition, this study will analyze five organizational behavior programs at the following schools: Harvard, Stanford, Purdue, Cornell, and University of Utah. These schools have highly publicized marketing programs and range in their business school rankings. The rubric will serve many functions but will primarily use as a guide for acquiring a greater understanding of said programs. There is a plethora of information available and this study will organize and simplify such information from five universities. Looking at programs side by side will help those seeking future PhD’s distinguish between schools that offer that which is of most importance to them. “In terms of competitive market structure three broad factors stand out: (a) price, (b) institutional quality, prestige or reputation, and (c) convenience or geographic location” (Webb et al., 1997). All three of these factors will be addressed in the rubric system. The rubric will assess each of the six Academic institutions according to the following Criteria:

1. areas of research interest,
2. tuition costs/stipends,
3. faculty,
4. admissions,
5. requirements,
6. location/cost of living,
7. current students,
8. rankings,
9. teaching vs. research institutions,
10. job placement.

### **Justification**

There are a variety of students that will continue on from an undergraduate degree or Master's program to a PhD. Whether they continue on to a business PhD, an engineering or communications PhD, there are similarities. The schools may differ, but the rubric will be set up to be able to apply to multiple schools as well as multiple areas of interest. It will be most easily applied to those seeking a PhD in organizational behavior, but will also be an educational tool used by academic institutions such as UNLV to assess data on other programs.

### **Constraints**

As only six organizational behavior PhD programs will be analyzed, this rubric may not be universal in its application. As well, many of the schools provide much of the information on their websites; other information will be obtained through contact with faculty members. This additional data will only be available through the willingness of such staff member's assistance. As well, there will be limits on time in order to meet deadlines. Though each school will be evaluated on the same 10 factors, because the schools differ in size, competitiveness and admissions, some of those factors may weigh more heavily. For example, rank is going to be more important at a top 10 school than it will be at a top 100 school. Though each of these characteristics of the rubric are important, they may not be universally applied.

## **PART TWO**

### **Literature Review**

#### **Introduction: What is Organizational Behavior?**

“Organizational Behavior (Often abbreviated as OB) studies the influence that individuals, groups, and structure have on behavior within organizations. The chief goal of OB is to apply that knowledge toward improving organization’s effectiveness. And because OB is concerned specifically with employment-related situation, it emphasizes behavior related to jobs, work, absenteeism, employment turnover, productivity, human performance, and management (Robins & Judge, 2008). Some of the major topics within the study of organization behavior include: motivation, leader behavior and power, interpersonal communication, group structure and processes, learning, attitude development and perception, change processes, conflict, and work design (Robins & Judge, 2008).

#### **School Overviews**

There are many factors that are taken into consideration when a student is deciding what school to attend. In the first stages of analysis, students will look at the college website to learn more about what the school offers such as programs, size, location to better acquaint themselves with the schools and business programs. “Within such organizations, student behaviors, attitudes, and educational outcomes are influenced not only by the institution's structural factors (e.g., organizational size, living arrangements, administrative policies, academic curriculum), but also through interactions with the important agents of socialization (peers, faculty, administration)” (Pascarella, 1980). The following are the six organizational behavior PhD programs that will be assessed as part of this study: Harvard, Stanford, Purdue University, Cornell University, and University of Utah.

At the Harvard Business School, “The doctoral program in organizational behavior trains scholars who are able to draw on the concepts and methods of psychology and sociology in conducting research on behavior and management within complex organizations. Special attention is given to studies that bridge the gap between research and theory on one hand, and constructive organizational practice on the other. The Organizational Behavior program is presented jointly by the faculty of Harvard Business School and the Department of Sociology in the Faculty of Arts and Sciences. The program combines training in the theory and methods of psychology and sociology, the study of business administration, and empirical research on organizational phenomena. Students have the choice of focusing their research at either the micro (i.e. psychological, interpersonal) or macro (i.e. sociological, organizational) level” (Harvard Business School, 2011).

At the Stanford Graduate School of Business, “The PhD Program in organizational behavior at the graduate school of business emphasizes preparation for careers in scholarly research. Graduates of the program usually pursue careers in academic or research institutions. A variety of social science disciplines and topic areas are relevant to the study of human behavior in organizational settings. A distinguishing feature of Stanford's PhD Program in organizational behavior is the broad interdisciplinary training it provides. The field is often broken down into two broad subareas: Micro Organizational Behavior and Macro Organizational Behavior: Organizational Theory and Economic Sociology” (Stanford, 2011, para. 1).

At Purdue University Krannert School of Management, “The PhD program in organizational behavior and human resource management (OBHR) educates students to be world-class scholars who can conduct leading-edge research and effectively pass on this

knowledge as respected teachers in the universities of the world. Our students are exposed to state-of-the-art thinking, theories, research methods, and literature from the behavioral and organizational sciences. Topics studied can range from micro-level topics such as employee work attitudes to macro-level topics such as advanced labor economics and organizational theory. Our students also are developed as teachers through participation in teaching skills workshops, observation and feedback by faculty and direct experience. Traditionally, every student is given the opportunity to teach and learn as an instructor in their own course. PhD students are immersed in an intense, hands-on educational experience where one-on-one learning with faculty members is the norm. Challenge and support are the cornerstones of Krannert's OBHR PhD program” (Purdue University, 2009, para. 1).

At the Cornell University Johnson School of Business, “The management and organizations (M&O) PhD program at Johnson offers a broad-based program of study for students interested in research careers. Faculty research interests are wide and varied and include topics such as diversity in organizations, creativity in teams, organizational leadership, status and power in teams and organizations, individual and collective decision making, negotiation and conflict management, industry evolution, organizational culture, entrepreneurship, sustainable development, and corporate environmental policy. Doctoral training involves close collaboration with faculty members on shared research interests, coursework in Johnson and across Cornell's campus, and independent research activities” (Cornell University, 2011, para. 1).

At the University of Utah David Eccles School of Business, “Offers a program of study leading to a Ph.D. through the Department of Management with a specialization in Organizational Behavior. The Organizational Behavior specialization focuses on the social

psychology of organizational life. This focus translates into a broad array of concerns including ethical decision making in organizations, prejudice at work, negotiations, workplace justice, group decision making process, the role of time in groups, organizations' self-defeating organizational behaviors, intra-group conflict, and the display of sexuality at work” (University of Utah, 2007, para. 1)

### **Choosing an Organizational Behavior Programs**

As early as the 1970's, research was being done as to where one attends school and the influence that may have on education as well as succession the labor markets after graduation. “More people have entered the system of higher education and the college degree has correspondingly become less able to guarantee success in the labor market, the process of social selection may come to depend as much on *where* one went to college as on *whether* one did”(Clark, 1962; Collins, 1971, 1979; Karabel, 1972; Karabel & Astin,1975). But with a potential shortage of PhD trained professors, it is important to understand the factors that affect a student's choice to obtain a PhD. There are “widespread concerns about projected shortages of doctorally trained personnel to meet the future needs of colleges and universities as well as other sectors of the labor market. Thus, there is a need for greater understanding of why students choose to attend graduate however, that would provide an introduction to this topic include Hossler, Braxton, & Coopersmith, (1989), Kallio, (1995), Paulsen, (1990). Although there is a lot of research done on the college choices of undergraduate students, the same cannot be said of graduate students (Kallio, 1995).

In addition to the university chosen and its effect on the student, it is important to look specifically at the education itself. It's isn't enough to feel the seats at in a PhD program, but rather the type of education and faculty produced thereof is paramount. Austin &Wulff (2004)

state that “Improving graduate education, and specifically, strengthening the preparation process for future faculty, has become a significant issue in higher education, of importance to a wide-ranging group of stakeholders”.

### **Areas of Interest**

When it comes to pursuing a PhD, it is important to know what area of organizational behavior is of interest to you. When picking a university, professors typically one aspect of the literature on which to become an expert. It wouldn't make sense for the Administration to start from scratch every time they research and publish. As will be discussed later, it is important to know the areas of research expertise of the professors that teach and mentor PhD students at each of the schools. When it comes to areas of interest within organizational behavior, they vary, from job satisfaction, motivation, decision making to perception, understanding work teams, communication, and conflict. As a future PhD student it is important to know the path of expertise one wishes to obtain and find a mentor or professor in the organizational behavior program that can help guide the research.

### **Tuition/ Scholarships**

It is vital to look into the cost of tuition when it comes to doctoral studies. It is even more important to understand what scholarship or stipends are available to students. As soon as the future student is familiar with the stipends available it is important to understand what percentage of students receives the stipends, what is the average amount and what steps are necessary to qualify. Kallio (1995) stated that “Since the early 1970s graduate education in the United States has been marked by shifting patterns of enrollments, student financial aid, and resource allocation due to the effects of a variety of larger social, economic, and political forces”.

### **Faculty**

As discussed previously in this study, it is important to consider the area of expertise of the current faculty when deciding where to apply. In addition to the areas of expertise, it is important to understand the faculty's approach to the students and the accessibility of the staff. Pascarella (1980) states that, "one of the more persistent assumptions in American higher education has been that of the educational impact of close student-faculty interactions beyond the classroom. Indeed, so strongly and widely held is this assumption that frequent informal contact between faculty and students has often been viewed as a desirable educational end in and of itself". Every program may differ when it comes to student-faculty interactions and every faculty member may have a different approach so it is imperative to understand who the staff is, and their approach to mentoring and educating. When selecting faculty understand that the "Preparation of the faculty of the future is one of the most significant responsibilities of universities, requiring the best efforts of faculty members and academic leaders" (Austin & Wulff 2004).

### **Admissions**

When considering a PhD program, know that like MBA programs, they require that perspective students take the GMAT or GRE depending upon the institution. The higher the rank of the university, the higher the school required average becomes. Though there are many other factors that are considered for admission, the GMAT or GRE average scores accepted separates the ranked schools from the highest rank schools. A study conducted by Astin & Henson (1977) states that "both faculty and administrators are inclined to view the average test scores of their entering freshmen as an index of institutional worth. Regardless of the validity of such views, ample evidence suggests that an institution's selectivity is a good measure of its *perceived quality*" (Astin & Lee, 1971; Karabel & Astin, 1975).

## **Requirements**

PhD programs like the bachelor's and master's degree counterparts become more selective the higher the program is ranked and the more in demand the college becomes. "Selectivity also tells students the level of academic competition they will face in college, since the more selective institutions tend to be highly competitive academically" (Astin & Henson, 1977). It is important that students are aware of the acceptance rates of each of the universities as well as how selective the programs are. Astin & Henson (1977) continue to explain that selectivity also measures an institution's prestige, and will interest students who are concerned about the value of the credential they will receive from the university. When it comes to the requirements and admissions, students need to be honest with themselves. It is important that if the average students accepted into the program have a GMAT score of 700 and a 4.0 GPA that is most likely the range that future students must be in. In addition to GMAT score and GPA, a majority of the programs require a resume, three letters of recommendation, essays, filling out an online application, as well as an interview process.

## **Location/Cost of Living**

When it comes to deciding what school to attend, the cost of tuition as well as stipends available is inevitable. Included in the cost must be the cost of living. The cost of living at Stanford is going to be more than the cost of living in Utah. Students must decide if they are going to live on campus. If they are going to lease or to buy, as well as the distance from campus, transportation costs: public or private, food costs as well as utilities. Is the student going to live alone or with roommates? These are all parts of the equation to keep in mind.

## **Current Students**

As a student is deciding which institutions to apply, it is important to get to know the research that is being done by current students as well as work done by previous students. In addition to being familiar with the research interests of current students, future students should reach out and contact students currently enrolled in the program. This will provide an opportunity to really understand the goals of the programs, understand the approach of the faculty, more fully understand what is involved in getting a PhD as well as get any questions answered that a future student may have. Applying students may want to contact multiple students within the program in order to get a variety of experiences of students within the same program. As well, students can put applying students in touch with faculty providing an opportunity to understand the institution's program from both aspects, and know what to expect. Pascarella (1980) states that studies that look at informal contact between students and faculty show that the association between such contact and educational and career goals or attainment of degrees is positively correlated. Potential students will be able to understand better the accessibility and relationships between faculty and students through talking with both.

In addition to understanding the requirements of the program and experiences of students and staff, it is important to understand the culture and values of the programs. Austin (2002) states that, "socialization is a process through which an individual becomes part of a group, organization, or community. The socialization process involves learning about the culture of the group, including its values, attitudes, and expectations (Corcoran & Clark, 1984; Staton & Darling, 1989; Van Maanen, 1976). Future students researching PhD programs need to understand the role of the organization, the students and the staff in the socialization process.

## **Ranking**

When it comes to ranking, many may differ as to whether or not ranking has anything to do with the education itself as well as whether the ranking really does affect future job opportunities. When it comes to PhD programs, typically the school where you attend will be the school that provides a platform for future professorial positions or a network through which a graduate will get a job. Karabel & McClelland (1987) suggesting that “one of the principal career benefits of attending a prestigious college is the development of high-status social networks. Moreover, results suggest that it may be precisely students of advantaged social origins who are best situated to take advantage of such networks”. Karabel & McClelland (1987) continue that “differences in prestige, for example, may be quite crucial in a profession such as law (Smigel, 1964; Laumann & Heinz, 1977) but rather insignificant in one such as social work; similarly, an elite college degree may be crucial in providing access to high-level positions in finance, but thoroughly irrelevant to rising to the top of the construction industry”.

When it comes to a PhD in Organizational Behavior, the ranking of a school is important if a student wants to pursue but it may not make or break a student’s career. When it comes to ranking, “top-ranked programs- or those seen to be within striking distance of the top tier-may win increased funding, recruit eminent faculty and talented graduate students, and succeed in placing their graduates in the academic job market. Conversely, low ranking can result in program decline and even termination” (Diamond, 2000).

## **Researching**

Each PhD program may have a different focus, some being research institutions where professors are fulltime researchers and part-time professors, whereas others are fulltime teachers and part-time researchers. As students are pursuing PhD programs, it is important to keep in mind, what the student’s ultimate goal is: researching or teaching. “After World War II, when

universities increased their emphasis on research productivity and scientific excellence, concerns emerged about both the amount of instruction left to teaching assistants, particularly in introductory courses, and the preparation of teaching assistants for providing quality education when their own education was so heavily focused on preparing them as top-flight researchers” (Austin &Wulff, 2004). Many programs provide research opportunities as well as teaching assistant opportunities, but what is the program gearing their students to be, researchers or teachers, or is it a combination.

Austin &Wulff (2004) continue that “the next generation of faculty members must have command of a range of research abilities, appreciation for a variety of ways of knowing, and awareness of the ethical responsibilities researchers will encounter. Faced with a diverse array of students, they must understand how teaching and learning processes occur, and they must be effective teachers. They must know how to use technology in their teaching and understand the meaning and practice of engagement and service appropriate for their institutional type. Faculty members must be effective in communicating to diverse audiences, including government and foundation leaders, members of the community, parents and students, institutional leaders and colleagues. Furthermore, they must know how to work effectively, comfortably, and collaboratively with various groups both inside and outside the academy. The next generation of faculty also must understand how to be responsible institutional citizens, comprehending the challenges facing higher education and the implications of these challenges for their roles in the academy and as academics in society”(pp. 10).

The Carnegie Classification of Institutions of Higher Education “has been the leading framework for recognizing and describing institutional diversity in U.S. higher education for the past four decades. Starting in 1970, the Carnegie Commission on Higher Education developed a

classification of colleges and universities to support its program of research and policy analysis. Derived from empirical data on colleges and universities, the Carnegie Classification was originally published in 1973, and subsequently updated in 1976, 1987, 1994, 2000, 2005, and 2010 to reflect changes among colleges and universities. This framework has been widely used in the study of higher education, both as a way to represent and control for institutional differences, and also in the design of research studies to ensure adequate representation of sampled institutions, students, or faculty” (Carnegie Foudation, 2011, para. 1).

In 1994, the Universities were ranked according to their research in terms of tiers, ie. Research I Institutions, those that had extensive research activity. The 1994 edition defined Research I Universities as those that: offer a range of baccalaureate programs, committed to doctorate educational programs, gave a high priority to research, have 50 plus doctoral degrees given annually, and received \$40 million or more in federal funding. In 1994, there were only 59 institutions that met the criteria to be a Research I Institution. (Wikipedia, 2010) Colleges are still being ranked the ranking system has changed, not categorizing the institutes by Research I etc, but rather as a Research University/Very High Research Activity (RU/VH), Research Universities/High Research Activity (RU/H), and Doctoral/Research Universities (DRU). There are 108 RU/VH Universities, 98 RU/H Universities and 89 DRU Universities.

## **Job Placement**

When thinking about job placement, a student must be aware of the individual purpose of pursuing a PhD. Students may desire to take faculty positions within a university or become business analysts for large business firms. Austin (2002) states that “institutional leaders who hire new PhD graduates for faculty positions, analysts of higher education, and potential faculty

members, including graduate students, raise questions about the appropriateness of graduate program preparation for the changing workplace contexts that the next generation of faculty will face. It is imperative to understand what the PhD education will provide for the students, that preparation that comes therewith as well as the opportunities the school provides to help the students reach their ultimate goals.

### **Conclusion**

Organizational behavior is the study of people, programs and the environment within an organization. It is important that future PhD students decide which area of organizational behavior they wish to focus their research pursuits. As research topics are chosen and goals are decided, it is important to look at potential PhD programs generally and see if the program's outline and objective will meet the student's needs. As PhD programs are chosen, the analysis stages can begin. As a future PhD student looks at different programs, it is important that the following factors be taken into account: 1. areas of research interest, 2. tuition costs/stipends, 3. faculty, 4. admissions, 5. requirements, 6. location/cost of living, 7. current students, 8. rankings, 9. teaching vs. research institutions, 10. job placement.

## **PART THREE**

### **Introduction**

There have been other rubrics created as part of research studies to further understand the experiences of graduate and PhD students. As outlined by Girves & Wemmerus (1988) “The conceptual model of graduate student degree progress contains two stages. The first stage contains four sets of variables related to (1) department characteristics, (2) student characteristics, (3) financial support, and (4) student perceptions of their relationship with the faculty. In various combinations, these first-stage variables are expected to affect the four intervening variables which comprise the second stage. In this second stage, (1) graduate grades, (2) involvement in one's program, (3) satisfaction with the department, and (4) alienation would contribute directly to graduate student degree progress”. This isn't the only study that has looked at graduate students and their experiences in seeking further education. In the Kallio (2005) Study the findings suggest that graduate students are affected by many of the same factors that influence undergraduate students and their choice of institutions. Some of the similar factors include the reputation of the institution, the program size and quality, the price, financial aid options, location, and faculty.

## Rubric

	<b>Harvard</b>	<b>Stanford</b>	<b>Purdue</b>	<b>Cornell</b>	<b>U of Utah</b>
	<b>Business</b>				
<b>1. Area of Interest</b>	<b>Psych/Soc</b>	<b>Business</b>	<b>OB/HR</b>	<b>Business</b>	<b>Business</b>
<b>2. Tuition/Stipend</b>	<b>48,600/ Year</b>	<b>53,811/ Year</b>	<b>20,170/Year</b>	<b>49,272/Year</b>	<b>45,000/Year</b>
<b>3. Faculty</b>	<b>Bus/Psych</b>	<b>Business</b>	<b>Business/HR</b>	<b>Business</b>	<b>Business</b>
<b>4. Deadline</b>	<b>Dec. 1, 2011</b>	<b>Jan. 11, 2012</b>	<b>Jan. 15, 2011</b>	<b>Jan. 25, 2011</b>	<b>Dec. 15, 2011</b>
<b>5. GMAT/ GPA</b>	<b>713/3.63</b>	<b>721/ 3.61</b>	<b>662/3.32</b>	<b>682/3.31</b>	<b>650/ 3.6</b>
	<b>Cambridge,</b>				<b>Salt Lake</b>
<b>6. Location</b>	<b>MA</b>	<b>Stanford, CA</b>	<b>Lafayette, IN</b>	<b>Ithica, NY</b>	<b>City, UT</b>
	<b>Cost of</b>	<b>Pop:13,615/</b>	<b>Pop:65,704/</b>	<b>Cost of</b>	<b>Pop: 183,173</b>
	<b>Living</b>	<b>House:</b>	<b>House:</b>	<b>Living Index:</b>	<b>House:</b>
	<b>Index:131</b>	<b>\$916,644</b>	<b>\$97,600</b>	<b>100</b>	<b>\$242,200</b>
<b>7. Current Student</b>	<b>Accept 9%</b>	<b>19</b>	<b>Less than 5%</b>	<b>NA</b>	<b>NA</b>
<b>8. Ranking</b>	<b>2</b>	<b>1</b>	<b>49</b>	<b>16</b>	<b>80</b>
<b>9.</b>					
<b>Research/Teaching</b>	<b>RU/VH</b>	<b>RU/VH</b>	<b>RU/VH</b>	<b>RU/VH</b>	<b>RU/VH</b>
	<b>Teaching</b>	<b>Teaching</b>	<b>Teaching</b>	<b>No Teaching</b>	<b>Teaching</b>
<b>10. Job Placement</b>					

## **Rubric Qualifications**

When it comes to each of the 10 criteria, I am ranking them according to what is important to me specifically. When it comes to Areas of Interest, I am most interested in focusing on business and human resources. The programs that have the hybrid will be chosen most favorably, followed by those that focus on business. When it comes to tuition and stipends, those that cost me the least amount and will give me the highest amount of money will be scored the highest. When it comes to the faculty and staff, the schools that will be ranked the highest will be those that deal mostly with research topics of interest which include organizational leadership, motivation and communication. With the deadlines, the schools with the highest ranking will be those that are most accommodating to my busy schedule and heavy work load as this is my last semester in graduate school. As I have a GMAT score of 590 and a GPA of 3.41, those ranked most highly will be those that are closest to my qualifications. When it comes to location, those ranked highest will be those that are closest to relatives, friends and family, as that is very important to me. When it comes to ranking, each of the schools will be ranked according to how they are ranked in the USA Today polls of business schools. Research and teaching, all the schools will be ranked according to their Carnegie ranking as well as their focus on teaching. Lastly, job placement will be ranked according to where current students have been ranked in accordance to where I would like to be placed. As I know all of these ranking will be subjective, I will be using a Force Field analysis in order to score each of the 10 characteristics against the universities using a measurement of whether each is a motivator or a detractor from choosing each program/school. I will give each of the characteristics equal weight, each having one point, either that encourages or detracts from my decision.

## **School Overviews**

The following information comes from each of the University's websites and the information provided for future students to consider the organizational behavior PhD programs.

### **Harvard University**

The PhD program at Harvard combines the theory and methods of sociology and psychology with the study of business administration and empirical research on organizations.

#### **Area of Interest: Faculty Research.**

The following are the Harvard University Staff that teaches in the organizational behavior department and well as their area of study and research. It is important for students to see how their research goals are in line with the existing faculty. With a focus in organizational behavior, students should become familiar with the following staff members. Teresa M. Amabile has focused her research on creativity and innovation, primarily impact of work environments and everyday events on motivation, emotion, individual creativity, team creativity, and organizational innovation. Michel Anteby researches organizational cultures, occupational identities, morals, qualitative methods. Michael Beer focuses on organization effectiveness, human resource management, and organization change. Amy C. Edmondson researches learning processes in teams and organizations. J. Richard Hackman focuses on behavior, performance and effectiveness of teams in work organizations, social influences on individual behavior in organizations, and design and leadership of self-managing organizational units. Peter V. Marsden researches social networks, organizational analysis, quantitative methods, survey research methods. Michael Norton focuses on social norms on people's attitudes and behavior,

addressing the key role that social factors play in shaping the preferences of individuals; the psychology of investment.

### **Tuition/Scholarships.**

All incoming students receive a merit-based award. This includes a fellowship for tuition and health fees, and a stipend for living expenses. In 2011-2012 school year the total was \$38,000.

### **Faculty.**

Faculty members come from Arts and Sciences as well as Harvard School of Business. Knowing the current faculty helps students become familiar with their research ambitions. Faculty of interest for organizational behavior students includes: Teresa M. Amabile, Professor of Business Administration, Mahzarin Banaji, Professor of Social Ethics, Daniel Carpenter, Professor of Government, Clay Christensen, Professor of Business Administration, Amy C. Edmondson, Novartis Professor of Leadership and Management, Robin Ely, J. Richard Hackman, Professor of Social and Organizational Psychology, Jay W. Lorsch, Professor of Human Relations, Daniel Wegner, Professor of Psychology, and Martin K. Whyte, Professor of Sociology.

### **Admissions.**

#### *Contact Information.*

Doctoral Programs Office [doctoralprograms@hbs.edu](mailto:doctoralprograms@hbs.edu), 617-495-6101.

#### *Deadlines.*

The deadline for the fall 2012 entrance into the Harvard School of Business is December 1, 2011. Approximately nine percent of those that apply to the program are accepted making the

incoming class of MBA students about 640. There are no spring or summer admissions, fall only. The only one authorized to make an offer of admission is the Dean of the Graduate School.

### **Requirements.**

It is reported that the GMAT or the GRE can be taking for admittance into the Business school, though the GMAT is preferred. An online application and a statement of purpose that outlines the goals of the student's graduate study are also required. Experience with Statistics and Mathematics is highly recommended. As well, some experience in organizations is preferred. The median GMAT score among 2011-2012 applicants was a 712 with the median GPA being 3.63.

### **Current/Recent Students.**

The following are recent graduates with organizational behavior Phd's as well as the abstract titles of their thesis: James Dillon, Teams at the Top: Adaptive Effects of Small Groups in the Strategic Work of Top Management, Lisa Shu: Essays on Ethics: Antecedents and Consequences, Sameer Srivastava, Hunkering Down and Venturing Out: Social Capital Activation during Uncertain Times in Organizational Life, and Andras Tilcsik, Remembrance of Things Past: Individual Imprinting in Organizations.

### **Research.**

Harvard Business School has a Carnegie RU/VH: Research University rating, with very high research activity.

## **Stanford University**

### **Area of Interest/ Faculty Research.**

The following are the Faculty that teach in Stanford University's organizational behavior business program. Professor Flynn's research focuses on interpersonal relations in organizations. In particular, he studies three topics of interest: (1) How employees can develop healthy patterns of cooperation; (2) How the negative impact of racial and gender stereotyping in the workplace can be mitigated; and (3) How people can emerge as leaders and assume positions of power in organizations. Professor Chip Heath's research focuses on two general areas: What makes ideas succeed in the social marketplace of ideas, and how can people design messages to make them stick? How do individuals, groups, and organizations make important decisions and what mistakes do they make? Professor Charles O'Reilly's research includes studies of leadership, organizational culture and demography, the management of human resources, and the impact of change and innovation on firms.

### **Tuition/Scholarships.**

Tuition for the 2011/2012 academic year is \$55,200. To help students that are planning financially, the tuition is guaranteed for two years from the start of class. There is financial aid available in the PhD program for qualified students and guarantees support is according to academic performance. Students in need of financial aid typically receive full tuition and 90 percent of estimated living costs, excluding dependents. Said aid is paid through fellowship stipends and/or teaching and research assistantships.

### **Organizational Behavior Faculty.**

The following are faculty members of interest for organizational behavior students:  
Francis J. Flynn, Professor, Richard P. Francisco, Lecturer, Deborah H. Gruenfeld, Professor,

Dale T. Miller, Professor Margaret A. Neale, Professor, Charles O'Reilly, Professor, Robert M. Pearl, Lecturer, Jeffrey Pfeffer, Professor, James A. Phillips, Professor (Teaching), Larissa Tiedens, Professor, and Jane Wei-Skillern, Lecturer

### **Admissions.**

#### *Contact Information.*

The mailing address for the School of Business is as follows: Stanford Graduate School of Business, Stanford University, 655 Knight Way, Stanford, CA 94305-7298. To reach the Business School by Phone: (650) 723-2831, Fax:(650) 725-7462, and Email:

[PhD\\_Program@gsb.stanford.edu](mailto:PhD_Program@gsb.stanford.edu).

#### *Deadlines.*

The Deadline for September 2012 is December 1, 2011

### **Requirements.**

For the organizational behavior PhD, the GRE is required. A small amount of students are admitted to the program annually, with 19 students currently enrolled in the organizational behavior PhD program currently. The application fee for the program is \$125.

### **Cost of Living/Location.**

The following chart is presented on the business school website to help students with the cost of living associated with living in Stanford, California as a student.

<b>Sample First Year Student Budget Nine-Month Academic Year, September 2011 - June 2012</b>				
	<b>Single On Campus</b>	<b>Single Off Campus</b>	<b>Married On Campus (3)</b>	<b>Married Off Campus (3)</b>
<b>Tuition</b>	\$55,200	\$55,200	\$55,200	\$55,200
<b>Living Allowance (1)</b>	\$22,395	\$26,352	\$32,031	\$36,393
<b>Week Zero Expense</b>	\$822	\$930	\$1,089	\$1,209
<b>Books &amp; Supplies</b>	\$2,118	\$2,118	\$2,118	\$2,118
<b>Instructional Materials</b>	\$1,710	\$1,710	\$1,710	\$1,710
<b>Transportation</b>	\$933	\$1,953	\$2,895	\$3,921
<b>Medical Insurance (2)</b>	\$3,384	\$3,384	\$3,384	\$3,384
<b>Health Fee</b>	\$519	\$519	\$519	\$519
<b>TOTAL</b>	\$87,081	\$92,166	\$98,946	\$104,454

### **Research.**

The business school has a Carnegie RU/VH: Research University, with very high research activity. At the end of the second year in the PhD program, students are required to submit a research paper in association with a faculty advisor, which will be presented by the student in the Organizational Behavior Seminar in the Spring.

### **Recent Students/Job Placement.**

The following are Recent Graduates, followed by the year they graduated, their initial job placement and the title of the dissertation. Rosalind Chow, '08, Carnegie Mellon University - Tepper School of Business" Thanks, But No Thanks: The Role of Responsibility in the Experience Of Gratitude". Xiaoqu Luo, '08, Fordham University, "How Mergers and Acquisitions Affect Organizational Growth Rates".

## **Purdue University**

### **Area of Interest/Faculty Research.**

The following are faculty members that are currently in the organizational behavior PhD program at Purdue along with their research areas of interest. Professor Berger's teaching interests include human resource management, compensation and reward systems, organizational behavior, and research methods. His current research focuses on cost/benefit models for human resource programs, job evaluation, employee turnover, and reward aspects of promotion and career development. Professor Benjamin Dunford's interests are multi-disciplinary and grounded in the fundamental question of how the treatment of people impacts organizational effectiveness and employee engagement. Lastly, Professor Jackson's research interests include several main topics: personality, groups and teams, helping behaviors, employee-employer relationships, and organizational justice.

### **Tuition/Scholarships.**

The total tuition for 2010/2011 for Residents is \$10,324, and \$19,555 for non-residents. Each year, Krannert offers assistantships and scholarships to top applicants to reduce the cost of tuition. These awards are merit-based and don't require any further application, as all applicants are considered. The Assistantships are approximately 10 hours of work weekly and provide a monthly stipend and reduction of tuition and fees.

### **Organizational Behavior Faculty**

The current organizational behavior faculty of interest in the Krannert School of Business include: Brad Alge, Chris Berger, Mike Champion, Richard Cosier, Benjamin Dunford, Steve Green, Greg Hundley, Christine Jackson, NitiPandey, Deidra Schleicher, David Schoorman, Kate Sherony, John, Watt, Kelly Schwind Wilson.

## **Admissions.**

### *Contact Information.*

The contact person for the PhD Program is Dr. Bradley J. Alge, Associate Professor of Management and his office is located in Rawls Hall, Room 4043, 100 S. Grant Street, West Lafayette, IN 47907-2076. To reach Dr. Alge by Phone: (765)-494-4483, by Email: [algeb@purdue.edu](mailto:algeb@purdue.edu), and by Fax: (765) 496-7434.

### *Deadline.*

The application and all supplemental material must be received by Jan 15, 2012.

## **Requirements.**

Either the GMAT or GRE are accepted in addition to the online application, transcripts, resume, state of purpose essay, two academic or professional letters of recommendation.

## **Research.**

Perdue is a Carnegie RU/VH: Research University, with very high research activity.

## **Alumni/Job Placement.**

The following are Alumni that have been placed in universities of interest: John W. Boudreau, University of Southern California, John M. Schaubroeck, Michigan State University, and Alison Cook, Utah State University

## **Cornell University**

### **Area of Interest/Faculty Research.**

The following are professors that teach in the organizational behavior PhD Program along with their research topics of interest. Glen Dowell's research considers how firms interact with their physical, competitive, and institutional environments, Stuart L. Hart is one of the world's top authorities on the implications of environment and poverty for business strategy. Professor Mannix's research and teaching interests include: Effective performance in managerial teams, diversity in organizations and teams, power and alliances, negotiation and conflict, and organizational change and renewal.

### **Tuition/Scholarships.**

As research is the primary focus of the PhD program, doctoral candidates aren't required to teach as part of the program. The only requirement for financial assistance is schooling progress as well as work with faculty members and research. The stipend amount is \$30,000, with a full tuition waiver, the university's health plan at no charge. The tuition rate for the 2011-2012 MBA program is \$51,480.

### **Organizational Behavior Faculty.**

The current faculty in the PhD program include: Ya-Ru Chen, James Detert, Glen Dowell, Stuart Hart, Olga Khessina, Elizabeth Mannix, Kathleen O'Conner and Wesley Sine.

### **Admissions.**

#### *Contact Information.*

Doctoral Program, Attn: Nancy Bell, 304 Sage Hall, Johnson Graduate School of Management, Cornell University, Ithaca, NY 14853-6201. Contact by Phone: (607) 255-6637, Fax: (607) 254-4590, and email: [nch5@cornell.edu](mailto:nch5@cornell.edu).

### *Deadlines.*

The application process is in four Rounds. Round 1: Oct 12, 2011, Round 2: Nov 30, 2011, Round 3: Jan 25, 2012, and Round 4: March 14, 2012.

### **Requirements.**

The admissions process is based on GMAT Score, typically over 700, letters of recommendation and academic records. Once an applicant is accepted into the program, they work to ensure that students successfully complete the intended degree.

### **Research.**

Perdue University has a Carnegie rating of RU/VH: Research University, with very high research activity. The goal of the university is to prepare students for successful academic careers. Because of the research focus, many graduates complete published research in addition to their dissertations. Limited teaching opportunities are available to students interested in preparing for future teaching opportunities.

### **Recent Students/Job Placement**

The following are student's dissertation topics, their names and where they were placed:

"Playing Favorites: Selective Mentoring and the Cultivation of Rivalry and Disaffection within Teams and Organizations," Oliver Sheldon, University of Chicago, "Give Me Some Credit: Explaining Subordinates' Justice-Based Responses to Managers' Credit Behavior" Matthew Rodgers, SKK, and "The Team Exchange Contract in Autonomous Work Groups: Behavior and Work Strategies for Sustainable Performance," Kristin Behfar, University of California, Irvine

## **University of Utah**

### **Area of Interest/Faculty Research.**

The following are the faculty and their research of interest: Bryan Bonner: Organizational behavior, Arthur Brief: Ethical decision making, organizational behavior, Tina Diekmann: Negotiation, social perception, fairness, impression management, decision-making, groups, and Gerardo Okhuysen: Advanced groups and teams, managerial activity and legitimacy in organizations.

### **Tuition/Scholarship**

Tuition as for the MBA program for 2011/2012 for residents is \$45,000 and non-residents is \$75,000, with a \$20,000 annual stipend, 100% tuition benefit, \$500+ annual research account, and Health insurance.

### **Faculty**

Dr. Arthur Brief, Email : [arthur.brief@business.utah.edu](mailto:arthur.brief@business.utah.edu), Phone : (801)585-9916.

### **Admissions.**

#### *Contact information*

University of Utah Graduate School, Admissions Office, 201 S 1460 E. Rm 250S, Salt Lake City, UT 84112-9057. Phone: 801-585-1750, Fax: 801-851-5493, Email :

[phdprogram@business.utah.edu](mailto:phdprogram@business.utah.edu) or [graduate@sa.utah.edu](mailto:graduate@sa.utah.edu).

### **Deadlines.**

The deadline for Fall 2012 Admittance is December 15, 2011, and Fees are \$55 Domestic students and \$65 for International Students.

### **Requirements.**

GMAT or GRE score may be submitted. Stated GMAT Scores average 609 with GPA's at 3.6. Application requirement include: online application, official/unofficial transcripts, resume, three letters of recommendation: academic or personal.

Three letters of recommendation: Academic or Professional

### **Research.**

The University of Utah has a Carnegie ranking of RU/VH: Research Universities, with very high research activity.

### **Recent Students/Job Placement**

Recent placement: Arizona University, Arizona State University, Brigham Young University, Chapman University, Notre Dame, Lehigh University, Oregon University, Oregon State University, Tulane University, University of North Carolina, University of Arizona, University of Colorado, Denver, University of Iowa, University of Hawaii, University of Oklahoma, University of Texas, University of Victoria (BC), University of Washington, Utah State University, Villanova University, Washington State University, West Point Military Academy.

### **Conclusion**

In the rubric, I decided to rate each of the schools according to the 10 characteristics with 5 points being awarded to the best fit for me in each category, and a 1 being awarded to the worst fit for me in each. I am aware that each of the ratings are subjective, but they do take into account my personal preferences. After rating the 5 universities in each category, I decided to put them in a force field analysis, where I would decide if each of the rated categories was FOR or supporting my decision or an AGAINST or not supporting my decision to attend each of the

institutions. As soon as that was done, I added up the ratings on each side, subtracting the AGAINST totals from the FOR totals, giving me a final total rating for each school as follows.

Forces FOR change		Score	Change proposal	Forces AGAINST change		Score
Areas of Interest		3		HARVARD UNIVERSITY	Tuition	
Faculty		5	Deadline			3
Location		5	GMAT/GPA			3
Current Students		4	Research/Teaching			3
Ranking		4				
Job Placement		5				
<b>TOTAL</b>		<b>26</b>		<b>TOTAL</b>		<b>11</b>

  

Forces FOR change		Score	Change proposal	Forces AGAINST change		Score
Location		4		STANFORD UNIVERSITY	Areas of Interest	
Current Students		5	Tuition/Stipend			1
Ranking		5	Faculty			2
Job Placement		4	Deadline			2
			GMAT/GRE			1
			Research/Teaching			2
<b>TOTAL</b>		<b>19</b>		<b>TOTAL</b>		<b>10</b>

Forces FOR change	Score	Change proposal PURDUE UNIVERSITY	Forces AGAINST change	Score	Change proposal CORNELL UNIVERSITY	Forces AGAINST change	Score		
Areas of Interest	5		GMAT/GPA	3		Tuition/Stipend	5	Areas of Interest	1
Tuition/Stipends	4		Location	2		Ranking	3	Faculty	1
Faculty	4		Current Students	3				Deadline	1
Deadline	5		Ranking	2				GMAT/GPA	2
Research	5		GMAT/GRE	1				Location	1
Job Placement	3							Current Students	2
								Research/Teaching	1
								Job Placement	1
<b>TOTAL</b>	<b>28</b>		<b>TOTAL</b>	<b>11</b>		<b>TOTAL</b>	<b>10</b>		

Forces FOR change	Score	Change proposal UNIVERSITY OF UTAH	Forces AGAINST change	Score
Areas of Interest	4		Tuition	3
Faculty	3		Ranking	1
Deadline	4		Job Placement	2
GMAT/GPA	5			
Location	3			
Current Students	4			
Research/Teaching	4			
<b>TOTAL</b>	<b>27</b>		<b>TOTAL</b>	<b>6</b>

As I have rated each of them and then subtracted the AGAINST from the FOR sections, the following are my total ratings for each of the institutions, with the highest being the most favorable for what I am looking for. University of Utah has a rating of 21, Harvard University has a rating of 15, Purdue University has a rating of 15, Stanford University has a rating of 9, and

Cornell University has a rating of -2. Taking my rubric and rating system into account, I have chosen to apply to my 3 top rated programs, University of Utah, Harvard University and Purdue University.

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