

GENERAL FACULTY MEETING

AGENDA | TUESDAY, SEPTEMBER 7, 2021 | 3:00PM | ZOOM

1. The February 18, 2021 General Faculty Meeting Minutes is presented for approval by the faculty.
2. New Faculty = self-introductions of those in attendance.
3. Other Business
4. Dean's Report

GRADUATE FACULTY MEETING (*Immediately following the General Faculty Meeting*)

AGENDA | TUESDAY, SEPTEMBER 7, 2021 | 3:00PM | ZOOM

1. The February 18, 2021 Graduate Faculty Meeting Minutes is presented for approval by the faculty.
2. The PhD. Committee presents the following items for approval by the faculty.
 - AI/ML Methods for Research (attached)
Doctoral-level course designed to engage you in the Artificial Intelligence (AI) and Machine Learning (ML) Methods for Research)
 - MAN7108 Course Credit Update (attached)
Combining 2 credit course with a MAN6930 special topics course that is also two credits as an update for PhD students. MAN7108 should go from a 2 credit course to a variable 1-4 credit hour course.. The credit hours are the only thing that should change.
 - MAN7109 Credit and Title Update (attached)
Seminar in Motivation and Attitudes is being updated to combine MAN7109 with MAN6930 special topics. This will make scheduling easier and more accurate. This course is taught as a 1-4 credit course and the updates reflect this.
 - MAN7208 Credit, Title, Description Update (attached)
This update is for MAN7208 and the credit hours and title/description have been updated to better reflect the seminar content.
 - MAN7267 Credit Hour Update (attached)
Currently a 2-credit hour course titled "Seminar in Groups and Teams Research". The update is to the credit hours, making MAN7267 variable between 1-2 credits.
 - MAN7778 Credit, Title, Description Update (attached)
This update is for MAN7778 and the credit hours and title/description have been updated to better reflect the seminar content
 - MAN7779 Credit, Title, Description Update (attached)
This update is for MAN7779 and the credit hours and title/description have been updated to better reflect the seminar content.
 - MAN7934 Credit update (attached)
Increase credit for DBA MAN 7934 course from 3-credits to 4-credits in the University systems to reflecting the additional instruction time
3. The Specialized Graduate Committee presents the following items for approval by the faculty.
 - FIN6XXX Artificial Intelligence and Machine Learning for Finance & FINTECH (attached)
This course deals with the application of data-intensive computer methods broadly known as "machine learning" to certain financial issues. Fintech can be approached from a number of different angles, but the focus here will be on using data for autonomous (AI-based) financial decisions such as lending and portfolio selection.

- MAN5502 - Change Prerequisite (attached)
Changing the prerequisite of MAN5502 to either QMB5304, QMB5305, or QMB6358. All three courses QMB5304, QMB5305, and QMB6358 cover the same needed content for students to excel in MAN5502. Students can take any one of the three to satisfy the prerequisite requirement.
- REE6206 - Primary Mortgage Markets and Institutions (attached)
Change the prereq for REE 6206 to: REE 6045 (Intro to Real Estate) or concurrent enrolment in REE 6045. This class has not been taught for at least 10 years. We are bringing it back as a required course in the MSRE program.
- MAR6107 - Marketing Ethics
Examination of ethical issues in marketing. This course deals with ethical practices in marketing, an increasingly important topic in the digital and global arenas. It will serve as a key elective for students in our MBA, MIB, MSM, and MS in Marketing programs
- MAR(see below course #) change of Prerequisites (attached)
By way of explanation, we have expanded our specialized master's program, added new courses in analytics, and revised the structure of the curriculum. These overall curricular changes affect the nature of the prerequisites for these courses. All of these courses require the foundational core course in marketing (5806). In order to accommodate our combined degree students, MAR 4803 (capstone marketing management course for undergrads) is a previously-approved substitute for 5806. For all of our old and new analytics courses, we have added QMB5304 (stats) as a requirement, along with a course in either R (QMB6938) or Python (ISM6413), as appropriate. These changes will help to raise the overall quality of the courses and the program.
- 6157 Prerequisite: MAR 5806 or MAR 4803
- 6237 Prerequisite: (MAR 5806 or MAR 4803) & (QMB5304 or QMB6938 or ISM6413 or consent of instructor)
- 6335 Prerequisite: MAR 5806 or MAR 4803
- 6479 Prerequisite: MAR 5806 or MAR 4803
- 6508 Prerequisite: (MAR 5806 or MAR 4803) & (QMB5304 or QMB6938 or ISM6413 or consent of instructor)
- 6591 Prerequisite: MAR 5806 or MAR 4803
- 6722 Prerequisite: (MAR 5806 or MAR 4803) & (QMB5304 or QMB6938 or ISM6413 or consent of instructor)
- 6818 Prerequisite: MAR 5806 or MAR 4803
- 6833 Prerequisite: MAR 5806 or MAR 4803
- 6861 Prerequisite: (MAR 5806 or MAR 4803) & (QMB5304 or QMB6938 or ISM6413 or consent of instructor)
- 6667 Prerequisite: (MAR 5806 or MAR 4803) & (QMB5304 or QMB6938 or ISM6413 or consent of instructor)
- 6668 Prerequisite: (MAR 5806 or MAR 4803) & QMB5304 & (ISM6413 or consent of instructor)
- 6669 Prerequisite: (MAR 5806 or MAR 4803) & QMB5304 & (QMB6938 or ISM6413 or consent of instructor)

4. Other Business

5. Dean's Report

GENERAL FACULTY MEETING MINUTES | THURSDAY, FEBRUARY 18, 2021 | 3:30PM | ZOOM

1. A motion was made to approve the Minutes of the February 18, 2021 General Faculty Meeting. The motion was seconded, and the faculty voted to approve the minutes as presented.
2. The Undergraduate Committee presented the following items for approval by the faculty. A motion was made and seconded and the faculty voted to approve the items as distributed.
 - A. Change to FIN major courses
-Finance BSBA Catalog Financial Modeling Update
 - B. Addition of Quest 2 (required by the Provost to be submitted in this catalog cycle)
-BA-BSBA-MGT - Quest 2 Curriculum Update
-BA-BSBA-FIN - Quest 2 Curriculum Update
-BA-BSBA-IST - Quest 2 Curriculum Update
-BA-BSBA-MKG - Quest 2 Curriculum Update
-BA-BABA-BAG - Quest 2 Curriculum Update
-BA-BSBA-IBA - Quest 2 Curriculum Update
 - C. Pre-req change for BUL4310
-**Current Prerequisites** ECO 2023 and sophomore or junior standing.
-**Proposed Prerequisites** Expand the prerequisite for BUL4310 to the following three courses:
ECO 2023 (current) or ENC 1101 Expository and Argumentative Writing or POS 2041 American Federal Government
-**Change Co-requisites?** No
-**Rationale:** A review of the existing pre-requisite by the departmental faculty resulted in a determination that the current pre-requisite was not sufficient to cover the variety of ways a student could academically prepare for BUL4310.
3. The Undergraduate Committee and the Specialized Graduate Committee presented the following items for approval by the faculty. (Duplicate info below on the Graduate Faculty Mtg). A motion was made and seconded and the faculty voted to approve the items as distributed.
 - A. MSBA Marketing Concentration and BSBA in Finance
 - B. MSBA Marketing Concentration and BSBA in Information Systems
 - C. MSBA Marketing Concentration and BSBA in Management
 - D. MSBA Marketing Concentration and BSBA – General Studies
 - E. MSBA Marketing Concentration and BABA – General Studies
4. DEI Update – Alex Sevilla and Bob Thomas discussed the ongoing efforts for DEI. More info can be found online at warrington.ufl.edu/about/diversity/ .
5. Other Business - none
6. Dean's Report - none

GRADUATE FACULTY MEETING *(Immediately following the General Faculty Meeting)*
MINUTES | THURSDAY, FEBRUARY 18, 2021 | 3:30PM | ZOOM

1. A motion was made to approve the Minutes of the February 18, 2021 Graduate Faculty Meeting. The motion was seconded, and the faculty voted to approve the minutes as presented.
2. The Specialized Graduate Committee and the Undergraduate Committee presented the following items for approval by the faculty. (Duplicate info below on the Graduate Faculty Mtg). A motion was made and seconded and the faculty voted to approve the items as distributed.
 - A. MSBA Marketing Concentration and BSBA in Finance
 - B. MSBA Marketing Concentration and BSBA in Information Systems
 - C. MSBA Marketing Concentration and BSBA in Management
 - D. MSBA Marketing Concentration and BSBA – General Studies
 - E. MSBA Marketing Concentration and BABA – General Studies
3. Other Business - none
4. Dean's Report - none

Course|New for request 16382

Info

Request: AI/ML Methods for Research

Description of request: This doctoral-level course is designed to engage you in the Artificial Intelligence (AI) and Machine Learning (ML) Methods for Research. The course focuses on the development of skills that will permit doctoral candidates to replicate data analysis techniques used in top-tier journal articles and to create visualizations most commonly found in these academic publications. The course will begin with a discussion about the differences between AI/ML and theory-based analysis methodologies. These differences create implications for both business implementation and for academic research. Then, the course examines the application of several techniques (e.g., regression analysis, ANOVA, interaction effects, designing and interpreting surveys in Qualtrics, and executing event studies) that are commonly used in empirical research. Finally, the course will provide hands-on experience with Excel and other tools to create tables, charts and other visualizations that you will likely need to include in your dissertation.

Submitter: Shawn Lee shawn.lee@warrington.ufl.edu

Created: 8/18/2021 12:15:55 PM

Form version: 2

Responses

Recommended Prefix MAR

Course Level 7

Course Number XXX

Category of Instruction Advanced

Lab Code None

Course Title AI/ML Methods for Research

Transcript Title AI/ML Methods for Research

Degree Type Graduate

Delivery Method(s) On-Campus

Co-Listing No

Effective Term Earliest Available

Effective Year 2021

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 35 hours in a one week course

Course Description This doctoral-level course is designed to engage you in the Artificial Intelligence (AI) and Machine Learning (ML) Methods for Research. The course focuses on the development of skills that will permit doctoral candidates to replicate data analysis techniques used in top-tier journal articles and to create visualizations most commonly found in these academic publications. The course will begin with a discussion about the differences between AI/ML and theory-based analysis methodologies. These di

Prerequisites None

Co-requisites None

Rationale and Placement in Curriculum This course in AI/ML research methods will be offered in the first year of the DBA program. The course prepares doctoral students for research methods utilized in their dissertation

Course Objectives Objective: Understand differences between AI/ML methods and analytics methods found in top-tier journals

Objective: Utilize multiple statistical techniques found in top-tier journals

Objective: Understand survey tools and methods

Objective: Perform and analyze multiple linear regression models and produce relevant explanatory visualizations

Objective: Understand UF Institutional Review Board (IRB) requirements and tools

Measurement method for all objectives - Exam

Course Textbook(s) and/or Other Assigned Reading Required Readings – There are no required textbooks for this course. The only required readings are the class presentations (in PDF format) on Canvas and assigned academic papers. During the course, we will discuss the benefits of several optional texts which are described below. These optional texts provide information that you may find useful later in the DBA program as you begin to collect, process and analyze data supporting your dissertation.

Optional Textbooks – Several texts are recommended, but not required for this course. These texts provide deeper exploration of key topics in research design, analytics techniques, and data visualization. You may find them useful as you progress through the DBA curriculum. While there will not be test questions taken directly from these texts, the concepts presented in the texts are the basis for the course and for some exam questions.

The recommended texts are:

Babbie, E. (2017). *The Basics of Social Research: 7th Edition*. Boston, Massachusetts: Cengage Learning, Inc.

This book is available on Amazon.com. You can buy the e-Textbook version for \$69.49 or a paperback copy for \$97.32.

In this book, the author provides a comprehensive overview of key concepts when conducting a research project in the social sciences. Many of the concepts are also illustrated with easy-to-understand graphical depictions.

Marczyk, G., DeMatteo, D., and Festinger, D. (2005). *Essentials of Research Design and Methodology*. Hoboken, New Jersey: John Wiley & Sons Inc.

This book is available on Amazon.com. You can buy the eTextbook for \$40.99 or a paperback copy for \$42.66.

This book covers research design and methodology in bite-sized sections. It is not as comprehensive as the first text but covers many of the same topics. The section discussing the types of research designs and approaches is well written. Definitions in this text are concise and easy to understand.

Fogarty, B. (2019). *Quantitative Social Science with R: An Introduction*. London, England: Sage Publications Ltd.

This book is available on Amazon.com. You can buy the Kindle version for \$35.99 or a paperback version for \$31.94.

In the course, we will use Microsoft Excel, R and RStudio, and potentially SPSS software tools. This book covers how to use R and RStudio to perform quantitative analysis of social science data. It is a good reference for both the use of R and the use of R in the context of a linear regression analysis.

I will discuss all of the recommended books during the first session if you want more information before you choose to purchase them.

Weekly Schedule of Topics • What is AI?

- How is AI different than traditional Research Analytics
- Using Excel, R/RStudio, and SPSS
- Overview of analytics techniques using R/RStudio & Excel
- Research design
- Data types
- Analytics methodologies for business and research
- Collecting data using survey instruments
- Building a survey on UF Qualtrics
- Understanding the UF Institutional Review Board (IRB)
- Understanding multiple linear regression including assumptions
- Performing a MLR analysis
- MLR in research papers
- Visualizing MLR results
- Performing an event study
- Understanding Test / Retest
- Analyzing survey results
- Visualizing survey results
- Other research methods using R / Python / JMP / SPSS / Excel

Grading Scheme The grading scale will be as follows:

Grade	Grade Point Average	Score (in percent)
A	4.00	95.0 or above
A-	3.67	90.0-94.99
B+	3.33	87.0-89.99
B	3.00	84.0-86.99
B-	2.67	80.0-83.99
C+	2.33	77.0-79.99
C	2.00	74.0-76.99
C-	1.67	70.0-73.99
D	1.00	60.0-69.99
E	0.00	Less than 60.0

Instructor(s) Jim Hoover

Attendance & Make-up Yes

Accommodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes

MAR6930 – AI/ML Methods for Research

Professor: Dr. Jim Hoover

Office:

Stuzin 264

Telephone: 352-294-0410

Email:

jim.hoover@warrington.ufl.edu

Office Hours: Schedule an appointment by email

Term:

Fall 2021 – August 8

th

through 12

th

Sections: Mon-Fri [09:00 a.m. – 12:00 p.m.] and [1:00 p.m. – 4:30 p.m.]
27183-DB24

Location: TBD

Zoom hyperlink to online meetings:

#x200e

#x200e

Course Description

This doctoral-level course is designed to engage you in the Artificial Intelligence (AI) and Machine Learning (ML) Methods for Research. The course focuses on the development of skills that will permit doctoral candidates to replicate data analysis techniques used in top-tier journal articles and to create visualizations most commonly found in these academic publications. The course will begin with a discussion about the differences between AI/ML and theory-based analysis methodologies. These differences create implications for both business implementation and for academic research. Then, the course examines the application of several techniques (e.g., regression analysis, ANOVA, interaction effects, designing and interpreting surveys in Qualtrics, and executing event studies) that are commonly used in empirical research. Finally, the course will provide hands-on experience with Excel and other tools to create tables, charts and other visualizations that you will likely need to include in your dissertation.

Course Objectives

The course provides experience implementing key research methodologies. Specific objectives of the course are to:

- 1) Learn about key differences between AI/ML problem solving and academic research methodologies
- 2) Utilize software tools to complete research analysis like that found in top tier journals
- 3) Build data visualizations to illustrate research findings
- 4) Create online survey instruments and analyze results
- 5) Develop and analyze event studies

Special COVID-19 Important Instructions for In-Person Attendance

As June 15th

, 2021, the University of Florida's policy is that Special Protocols for COVID-19 **will not be in effect** beginning with the Summer B and Fall 2021 semesters. A hyperlink to this notification can be found at: <https://coronavirus.ufl.edu/forward-faculty-staff/plan-forward-instruction/> . Unless there are changes to this policy, we will not be subject to any special restrictions related to COVID-19. More information about the transition to normal campus operations can be found on the Transition to Normal Campus Operations webpage: <https://coronavirus.ufl.edu/health-guidance/> .

UF CANVAS Course Delivery

This class will be delivered with both synchronous (live) online sessions and asynchronous (pre-recorded) offline sessions. The live sessions offer students the opportunity to interact with me in real time. Because of the nature of the course content and exercises, the course will primarily be given in a synchronous format. The exercises in the course are designed to permit you to develop hands-on capabilities that you can use in DBA research activities. The presentations are designed to allow you to follow along with your own version of the example files which will be available on Canvas.

In order to work through issues that you may have as you practice these capabilities, the course schedule has a built-in time period for "lab sessions." These labs will be conducted live so that you and others will be able to ask questions, share screens and work through exercises. The lab will not be recorded.

The pace of this class is accelerated. Many of the sessions will involve hands-on activities that require students to follow along in the software tools we will be using. As a result, it is my expectation that you either attend the live sessions in-person or synchronously on-line. I will also audio-visually record the sessions for students in the class to review following the live online class sessions and also for enrolled students who are unable to attend all of the live (synchronous) online sessions. I will send out announcements on Canvas with hyperlinks to the videos available on Zoom.

Due to the online activities related to this class, the following announcements apply

Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. While I encourage leaving your camera on during the synchronous sessions, if you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Class will begin at the scheduled times for each day. We will break each hour for 10 minutes throughout each day's sessions. The final exam will occur during the final scheduled class session.

Zoom Hyperlink information for synchronous classes:

<https://ufl.zoom.us/j/99420932160?pwd=bUxRcEpURVVEwbndhME9kRFJOS0VMZz09>

Other information:

Meeting ID: 994 2093 2160

↑Passcode: Analytics

↑
Because this course will involve extensive simultaneous use of spreadsheets, analytics programs and presentations, some students suggest that the online experience is enhanced by using two monitors (e.g., one on the laptop for following along on your own spreadsheet or analytics software, and the other external monitor focused on what is being illustrated in class [either analytics software or presentation]). While this is not a requirement, it may further facilitate your learning if you are attending online. I'm happy to discuss how to do this if you have questions.

If you have an Apple Mac-based computer, we may use the UF Apps version of Excel (2019) for portions of this course. This is due to the incompatibility of the Excel for Mac version with the Windows version. The use of UF Apps will be illustrated during class.

Course Schedule

Holidays – N/A

Course Schedule of Topics and Assignments

Session	Class	Date	Topics	Assignments
1	Sunday Morning	Aug 8 th	What is AI? How is AI different than traditional Research Analytics Using Excel, R/RStudio, and SPSS	Reading: Understanding AI Technology Hyperlink Class lecture PDF Video: What is Artificial Intelligence Hyperlink In class exercise loading R/RStudio, JMP, Tableau programs
2	Sunday Afternoon	Aug 8 th	Overview of analytics techniques using R/RStudio & Excel Research design	Reading: Class lecture PDF Assignment: Canvas quiz on AI, and res design
3	Monday Morning	Aug 9 th	Data types Analytics methodologies for business and research	Reading: Class lecture PDF In class exercise: Exploring and visualizing types with Census data
4	Monday Afternoon	Aug 9 th	Collecting data using survey instruments Building a survey on UF Qualtrics Understanding the UF Institutional Review Board (IRB)	Reading: Class lecture PDF Reading: UF Qualtrics website - Hyperlink Reading: JOM article on Serendipity - In class assignment: Building your own Qualtrics Canvas quiz on data types, analytics methodologies, Qualtrics and IRB
5	Tuesday Morning	Aug 10 th	Understanding multiple linear regression including assumptions	Reading: Class lecture PDF Reading: Multiple Linear Regression in Hyperlink

			Performing a MLR analysis	In class exercise: Building a MLR using world data
6	Tuesday Afternoon	Aug 10 th	MLR in research papers Visualizing MLR results	Reading: Class lecture PDF Reading: Empirical paper - Assignment: Quiz on Canvas – Interpret output
7	Wednesday Morning	Aug 11 th	Performing an event study	Reading: Class lecture PDF Reading: Empirical paper – Assignment: In class walkthrough of an study
8	Wednesday Afternoon	Aug 11 th	Understanding Test / Retest Analyzing survey results	Reading: Class lecture PDF Assignment: Quiz on Canvas – Understanding Event Studies and Analysis of Survey 1
9	Thursday Morning	Aug 12 th	Visualizing survey results	Reading: Class lecture PDF Assignment: Hands-on exercise of build visualizations from survey results
10	Thursday Afternoon	Aug 12 th	Other research methods using R / Python / JMP / SPSS / Excel	Reading: Class lecture PDF In class exercise: Loading data into statistical programs and replicating analysis.
11	Thursday Afternoon	Aug 12 th	Final Exam	In class Final Exam

Evaluation and Grading Criteria

The current grading plan is listed below. Class participation is inclusive of both attendance as well as providing meaningful discussion during class. There are a total of 200 points currently planned during the course. The breakout of the points by assignment follows:

Graded Activity	Effort / Type	Points per Assignment
Quiz - AI and Research Design	Individual	25
Quiz - data types, analytics methodologies, Qualtrics and IRB	Individual	25
Quiz - Interpreting MLR output	Individual	25
Quiz - Understanding Event Studies and Analysis of Survey Results	Individual	25
Final Exam	Individual	100
Total Points		200

Criteria for grading activities will be provided on Canvas along with specific directions for completing the activity.

Late or Missed Assignments

This course in the DBA program is short. There will not be a lot of time to make up late or missed assignments over an extended period. Late or missed assignments and quizzes may not receive full point credit or may be assigned 0 points. Attempt to contact me if you know in advance that you will be late with an assignment or will miss an assignment (typically due to an excused absence).

If you have technical issues that prevent you from submitting assignments on schedule, please ensure that you contact the TAC Student Information Technology Support Center to document your problem and help resolve the issue. Information on how to contact Student Support can be found at:

<https://warrington.ufl.edu/information-technology-support-programs/technical-services/tac-student-support/> .

Grading Scale

The grading scale will be as follows:

Grade	Grade Point Average	Score (in percent)
A	4.00	95.0 or above
A-	3.67	90.0-94.99
B+	3.33	87.0-89.99
B	3.00	84.0-86.99
B-	2.67	80.0-83.99
C+	2.33	77.0-79.99
C	2.00	74.0-76.99
C-	1.67	70.0-73.99

D	1.00	60.0-69.99
E	0.00	Less than 60.0

I reserve the right to adjust the grading scale, if necessary, to achieve a proper distribution of performance among the class. You can find more information about the UF grading policies at:

↑ <http://www.graduateschool.ufl.edu/media/graduate-school/pdf-files/handbook.pdf> .

Required and Recommended Textbooks, Readings, and Class Notes

Required Readings – There are no required textbooks for this course. The only required readings are the class presentations (in PDF format) on Canvas and assigned academic papers. During the course, we will discuss the benefits of several optional texts which are described below. These optional texts provide information that you may find useful later in the DBA program as you begin to collect, process and analyze data supporting your dissertation.

Optional Textbooks – Several texts are recommended, but not required for this course. These texts provide deeper exploration of key topics in research design, analytics techniques, and data visualization. You may find them useful as you progress through the DBA curriculum. While there will not be test questions taken directly from these texts, the concepts presented in the texts are the basis for the course and for some exam questions.

↑
The **recommended texts** are:

Babbie, E. (2017). *The Basics of Social Research: 7th*

Edition . Boston, Massachusetts: Cengage Learning, Inc.

This book is available on Amazon.com. You can buy the e-Textbook version for \$69.49 or a paperback copy for \$97.32.

In this book, the author provides a comprehensive overview of key concepts when conducting a research project in the social sciences. Many of the concepts are also illustrated with easy-to-understand graphical depictions.

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This book covers research design and methodology in bite-sized sections. It is not as comprehensive as the first text but covers many of the same topics. The section discussing the types of research designs and approaches is well written. Definitions in this text are concise and easy to understand.

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In the course, we will use Microsoft Excel, R and RStudio, and potentially SPSS software tools. This book covers how to use R and RStudio to perform quantitative analysis of social science data. It is a good reference for both the use of R and the use of R in the context of a linear regression analysis.

I will discuss all of the recommended books during the first session if you want more information before you choose to purchase them.

Attendance, Make-up Exams, and Other Work

Students are responsible for satisfying all academic objectives as defined by the professor. In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, military obligation, severe weather conditions, religious holidays, and urgent work issues that can't be delayed. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) will also be excused. Other reasons also may be approved. Please email me as soon as possible related to any absence from class.

Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.

Accommodations for Students with Disabilities

Students with disabilities requesting accommodations should first register with the

Original file: 07-09-2021 - MAR 6XXX - AI-ML - Hoover.docx

Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the module.

Grading Policies for Assigning Grade Points

The University of Florida's Graduate School Grading Policies are further explained at the following link: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Online Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via **GatorEvals** . Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/> . Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/> . Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/> .

Honor Code Reminder

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies several behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class."

Assurance of Learning

The University of Florida participates in the Association to Advance Collegiate Schools of Business (AACSB) approach to Assurance of Learning (AOL) objectives. This MAR6930 course is aligned to the AOL goals and objectives below:

Goal 1: Demonstrate competency across business disciplines.

1A. Objective: Apply the essential elements of core business principles to analyze and evaluate problems and to construct and implement solutions in the business environment.

Goal 2: Demonstrate knowledge and understanding of leadership skills and styles appropriate for working with a variety of individual and groups.

2A. Objective: Apply knowledge of core leadership skills to analyze and evaluate problems, choose from and generate alternative solutions, for the purpose of affecting organizational change or influencing others.

Goal 3: Demonstrate critical thinking.

3A. Employ appropriate analytical models and apply critical reasoning processes to evaluate evidence, select among alternatives, and generate creative options in furtherance of effective decision-making.

Goal 4: Possess effective communication skills.

4A. Write business documents clearly, concisely, and analytically

4B. Speak in groups and in public clearly, concisely, and analytically, with appropriate use of visual aide.

Course|Modify for request 15947

Info

Request: MAN7108 Course Credit Update

Description of request: MAN7108 is currently a 2 credit hour course titled "Seminar in Research Concepts and Methods in Management". We are combining this 2 credit course with one of our MAN6930 special topics courses that is also two credits as an update for our PhD students. MAN7108 should go from a 2 credit course to a variable 1-4 credit hour course.. The credit hours are the only thing that should change.

Submitter: Tayla Hunt taylamoore@ufl.edu

Created: 3/8/2021 4:37:34 PM

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Responses

Current Prefix MAN

Course Level 7

Number 108

Lab Code None

Course Title Seminar in Research Concepts and Methods in Management

Effective Term Fall

Effective Year 2021

Requested Action Other (selecting this option opens additional form fields below)

Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? No

Change Transcript Title? No

Change Credit Hours? Yes

Current Credit Hours 2

Proposed Credit Hours Variable

Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Change Course Description? No

Change Prerequisites? No

Change Co-requisites? No

Rationale This is just a credit hour change. We are trying to combine MAN7108 (2 credits) and MAN6930 (special topics - 2 credits) to one single course with variable credit (1-4 credits). We are trying to update our seminars for our PhD students.

MAN 7108 Seminar in Research Concepts and Methods in Management

Instructor: Mo Wang, Ph.D.

Office: 231 STZ

Office Phone: 352-846-2054

E-mail: mo.wang@warrington.ufl.edu

Office Hours: By appointment

Course Meeting Time & Place

Class Time: 14 meetings, three and half hours each

Location: DOA

Course Overview and Objectives

The goals of this course are threefold: (1) to provide an overview of advanced research method tools for conducting single- and multi-level research on organizational phenomena; (2) to develop critical skills needed to plan for and evaluate empirical organizational research; and (3) to develop skills of actually using various organizational research methods. Most importantly, I hope this course will teach students to think about theories in their content domain, research methods and design, and statistics as three inter-related components of a unified system through which theories are developed, tested, and refined. Simply put, theoretical and methodological competencies are not, and should not be, mutually exclusive.

Software Requirement

SPSS, R, and Mplus

Key Reference Books

Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2003). *Applied multiple regression/correlation analysis for the behavioral sciences*. Mahwah, NJ: Erlbaum.

Drasgow, F., & Schmitt, N. (2002, Eds.). *Measuring and analyzing behavior in organizations: Advances in measurement and data analysis*. San Francisco: Jossey-Bass.

Muthen, L. K., & Muthen, B. O. (1998-2017). *Mplus user's guide* (8th ed.). Los Angeles, CA: Author.

Raykov, T., & Marcoulides, G. A. (2011). *Introduction to psychometric theory*. New York: Routledge.

Teaching Assistants

Valeria Alterman (valeria.alterman@warrington.ufl.edu)

Benny Cooper (benny.cooper@ufl.edu)

Course Structure

Class Participation (30%)

This class will require your active participation and involvement. You are expected to have read the material for each week (**I have zero tolerance for students coming to the class without reading the papers**) and be prepared to ask questions and contribute to the flow of the class. This does not mean that you should sacrifice quality for the sake of quantity; both are important. But, I have no way of gauging quality if you don't participate.

You will only be allowed to miss the class for medical reasons with written and verifiable documentation from doctors. If you fail to come to class due to any other reasons, you will lose all the percentage points for class participation.

Homework Assignment (30%)

Homework will be assigned after each class, which is designed to help master the various methods and techniques covered in the course. The homework will require you to perform various data management and analyses of data using SPSS, R, and/or Mplus. In addition, and equally important, you will be asked to critically interpret results from analyses you conduct and write manuscript-like report on the results. You will have **four days** to complete each homework assignment. **If you fail to turn in any of your homework on time, you will lose all the percentage points for homework assignment.**

Take Home Mid-term Exam and Final Exam (40%)

- In the Mid-term week, you will have **two days** (48 hours) to complete a take home mid-term exam. The exam questions will integrate among the topics covered from Class 1 to Class 7. You can refer to your notes, reading materials, and homework when you work on this exam. **If you fail to turn in your exam on time, you will lose all the percentage points for the mid-term exam, which is 20%.**

In Final's week, you will have **two days** (48 hours) to complete a take home final exam. The exam questions will integrate among the topics covered from Class 8 to Class 14. You can refer to your notes, reading materials, and homework when you work on this exam. **If you fail to turn in your exam on time, you will lose all the percentage points for the final exam, which is 20%.**

Course Sequence and Readings

Class 1: Theory Building and Testing

- McGuire, W. J. (1997). Creative hypothesis generating in psychology: Some useful heuristics. *Annual Review of Psychology*, 48, 1-30.
- Sutton, R. I., & Staw, B. M. (1995). What theory is not. *Administrative Science Quarterly*, 40, 371-384.
- Weick, K. E. (1995). What theory is not, theorizing is. *Administrative Science Quarterly*, 40, 385-390.
- Colquitt, J. A., & Zapata-Phelan, C. P. (2007). Trends in theory building and theory testing: A five-decade study of the Academy of Management Journal. *Academy of Management Journal*, 50, 1281-1303.

Empirical Reference:

- Wang, M., Liu, S., Liao, H., Gong, Y., Kammeyer-Mueller, J. D., & Shi, J. (2013). Can't get it out of my mind: Employee rumination after customer mistreatment and negative mood in the next morning. *Journal of Applied Psychology*, 98, 989-1004.

Class 2: Regression Fundamentals

- Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2003). Bivariate correlation and regression. In *Applied multiple regression/correlation analysis for the behavioral sciences* (Ch. 2, pp. 19-63). Mahwah, NJ: Erlbaum.
- Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2003). Multiple regression/correlation with two or more independent variables. In *Applied multiple regression/correlation analysis for the behavioral sciences* (Ch. 3, pp. 64-100). Mahwah, NJ: Erlbaum.
- Becker, T. E. (2005). Potential problems in the statistical control of variables in organizational research: A qualitative analysis with recommendations. *Organizational Research Methods*, 8, 274-289.
- Atinc, G., Simmering, M. J., & Kroll, M. J. (2012). Control variable use and reporting in macro and micro management research. *Organizational Research Methods*, 15, 57-74.
- LeBreton, J. M., & Tonidandel, S. (2008). Multivariate relative importance: Extending relative weight analysis to multivariate criterion spaces. *Journal of Applied Psychology*, 93, 329-345.
- Tonidandel, S., LeBreton, J. M., & Johnson, J. W. (2009). Determining the statistical significance of relative weights. *Psychological Methods*, 14, 387-399.

Empirical References:

- Dalal, R. S., Baysinger, M., Brummel, B. J., & LeBreton, J. M. (2012). The relative importance of employee engagement, other job attitudes, and trait affect as predictors of job performance. *Journal of Applied Social Psychology*, 42, E295-E325.

Class 3: Classic Test Theory and Validity

- Raykov, T., & Marcoulides, G. A. (2011). Classical test theory. In *Introduction to Psychometric Theory* (pp. 115-136). New York: Routledge.
- Raykov, T., & Marcoulides, G. A. (2011). Validity. In *Introduction to Psychometric Theory* (pp. 183-222). New York: Routledge.
- Borsboom, D., Mellenbergh, G. J., & van Heerden, J. (2004). The concept of validity. *Psychological review*, 111, 1061.
- Cizek, G. J. (2012). Defining and distinguishing validity: Interpretations of score meaning and justifications of test use. *Psychological Methods*, 17, 31-43.
- Boyd, B. K., Gove, S., & Hitt, M. A. (2005). Construct measurement in strategic management research: Illusion or reality. *Strategic Management Journal*, 26, 239-257.

Class 4: Factor Analysis

- Raykov, T., & Marcoulides, G. A. (2011). An introduction to factor analysis. In *Introduction to psychometric theory* (pp. 37-60). New York: Routledge.
- Raykov, T., & Marcoulides, G. A. (2011). Introduction to latent variable modeling and confirmatory factor

analysis. In *Introduction to psychometric theory* (pp. 61-114). New York: Routledge.

- Fabrigar, L. R., Wegener, D. T., MacCallum, R. C., & Strahan, E. J. (1999). Evaluating the use of exploratory factor analysis in psychological research. *Psychological Methods, 4*, 272-299.
- Conway, J. M., & Huffcutt, A. I. (2003). A review and evaluation of exploratory factor analysis practices in organizational research. *Organizational Research Methods, 6*, 147-168.
- Jackson, D. L., Gillaspay, J. A., Purc-Stephenson, R. (2009). Reporting practices in confirmatory factor analysis: An overview and some recommendations. *Psychological Methods, 14*, 6-23.

Class 5: Reliability

- Raykov, T., & Marcoulides, G. A. (2011). Reliability. In *Introduction to Psychometric Theory* (pp. 137-146). New York: Routledge.
- Raykov, T., & Marcoulides, G. A. (2011). Procedures for estimating reliability. In *Introduction to Psychometric Theory* (pp. 147-182). New York: Routledge
- DeShon, R.P. (2002). Generalizability theory. In F. Drasgow & N. Schmitt (Eds.). *Measuring and analyzing behavior in organizations: Advances in measurement and data analysis.* (pp. 189-220). San Francisco: Jossey-Bass.
- Ree, M. J., & Carretta, T. R. (2006). The role of measurement error in familiar statistics. *Organizational Research Methods, 9*, 99-112.

Empirical References:

- Putka, D. J., & Hoffman, B. J. (2013). Clarifying the contribution of assessee-, dimension-, exercise-, and assessor-related effects to reliable and unreliable variance in assessment center ratings. *Journal of Applied Psychology, 98*, 114-133.

Class 6: Scale Development

- Hinkin, T. R. (1998). A brief tutorial on the development of measures for use in survey questionnaires. *Organizational Research Methods, 1*, 104-121.
- Podsakoff, P. M., MacKenzie, S. B., Lee, J.-Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology, 88*, 879-903.
- Lance, C. E., Dawson, B., Birkelbach, D., & Hoffman, B. J. (2010). Method effects, measurement error, and substantive conclusions. *Organizational Research Methods, 13*, 435-455.
- Podsakoff, P. M., MacKenzie, S. B., & Podsakoff, N. P. (2012). Sources of method bias in social science research and recommendations on how to control it. *Annual Review of Psychology, 63*, 539-569.
- Edwards, J. R. (2011). The fallacy of formative measurement. *Organizational Research Methods, 14*, 370-388.

Empirical References:

- Stanton, J. M., Balzer, W. K., Smith, P. C., Parra, L. F., & Ironson, G. (2001). A general measure of work stress: The stress in general scale. *Educational and Psychological Measurement, 61*, 866-888.
- Huang, Z., Wang, M., Qian, M., Zhong, J., & Tao, R. (2007). Chinese Internet Addiction Inventory: Developing a measure of problematic internet use for Chinese college students. *CyberPsychology and Behavior, 10*, 805-812.

Class 7: Structural Equation Modeling

- Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2003). Multiple regression/correlation and causal models. In *Applied multiple regression/correlation analysis for the behavioral sciences* (Ch. 12, pp. 452-478). Mahwah, NJ: Erlbaum.
- Anderson, J. C., & Gerbing, D. W. (1988). Structural equation modeling in practice: A review and recommended two-step approach. *Psychological Bulletin, 103*, 411-423.
- McDonald, R. P., & Ho, M.-H. R. (2002). Principles and practice in reporting structural equation analyses. *Psychological Methods, 7*, 64-82.
- Shook, C. L., Ketchen, D. J., Hult, G. T. M., & Kacmar, K. M. (2004). An assessment of the use of structural equation modeling in strategic management research. *Strategic Management Journal, 25*, 397-404.
- O'Boyle, E. H., & Williams, L. J. (2011). Decomposing model fit: Measurement vs. theory in organizational research using latent variables. *Journal of Applied Psychology, 96*, 1-12.

Empirical References:

- Wang, M., Zhan, Y., McCune, E., & Truxillo, D. (2011). Understanding newcomers' adaptability and work-related outcomes: Testing the mediating roles of perceived P-E fit variables. *Personnel Psychology, 64*, 163-189.
- Takeuchi, R., Wang, M., Marinova, S. V., Yao, X. (2009). Role of domain-specific facets of perceived organizational support during expatriation and implications for performance. *Organization Science, 20*, 621-634.

Mid-Term (two-day take-home)

Class 8: Moderation and Congruence Analysis

- Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2003). *Applied multiple regression/correlation analysis for the behavioral sciences* (3rd ed., Chapter 7, pp. 255-300). Mahwah, NJ: Lawrence Erlbaum.
- Edwards, J. R. (2009). Seven deadly myths of testing moderation in organizational research. In C. E. Lance & R. J. Vandenberg (Eds.), *Statistical and methodological myths and urban legends: Doctrine, Verity and Fable in the Organizational and Social Sciences* (pp. 143-164). New York: Routledge.
- Edwards, J. R. (1994). The study of congruence in organizational behavior research: Critique and a proposed alternative. *Organizational Behavior and Human Decision Processes*, 58, 51-100.

Empirical References:

- Edwards, J. R., Cable, D. M., Williamson, I. O., Lambert, L. S., & Shipp, A. J. (2006). The phenomenology of fit: Linking the person and environment to the subjective experience of person-environment fit. *Journal of Applied Psychology*, 91, 802-827.
- Zhang, Z., Wang, M., & Shi, J. (2012). Leader-follower congruence in proactive personality and work outcomes: The mediating role of leader-member exchange. *Academy of Management Journal*, 55, 111-130.

Class 9: Multilevel Modeling: Constructs

- Chan, D. (1998). Functional relations among constructs in the same content domain at different levels of analysis: A typology of composition models. *Journal of Applied Psychology*, 83, 234-246.
- Harrison, D. A., & Klein, K. J. (2007). What's the difference? Diversity constructs as separation, variety, or disparity in organizations. *Academy of Management Review*, 32, 1199-1229.
- Bliese, P. D. (2000). Within-group agreement, non-independence, and reliability: Implications for data aggregation and analyses. In K. J. Klein and S. W. J. Kozlowski (Eds.), *Multilevel theory, research, and methods in organizations: Foundations, extensions, and new directions*, pp. 349-381. San Francisco, CA: Jossey-Bass.
- Lindell, M.K., & Brandt, C.J. (1999). Assessing interrater agreement on the job relevance of a test: A comparison of CVI , r and $wg(j)$ indexes. *Journal of Applied Psychology*, 84, 640 – 647.
- LeBreton, J. M., & Senter, J. L. (2008). Answers to twenty questions about interrater reliability and interrater agreement. *Organizational Research Methods*, 11, 815-852.

Class 10: Multilevel Modeling: Observed and Latent Variables

- Bliese, P. D. (2002). Multilevel random coefficient modeling in organizational research: Examples using SAS and S-PLUS. In F. Drasgow & N. Schmitt (Eds.) *Measuring and analyzing behavior in organizations* (pp. 401-445). San Francisco, CA: Jossey-Bass.
- Hofmann, D. A., & Gavin, M. B. (1998). Centering decisions in hierarchical linear models: Implications for research in organizations. *Journal of Management*, 24, 623-641.
- Enders, C. K., & Tofighi, D. (2007). Centering predictor variables in cross-sectional multilevel models: A new look at an old issue. *Psychological Methods*, 2, 121-138.

Empirical References:

- Jex, S. M., & Bliese, P. D. (1999). Efficacy beliefs as a moderator of the impact of work-related stressors: a multilevel study. *Journal of applied psychology*, 84, 349-361.

Class 11: Moderated Mediation and Mediated Moderation in Mono-level and Multilevel Frameworks

- Edwards, J. R., & Lambert, L. S. (2007). Methods for integrating moderation and mediation: A general analytical framework using moderated path analysis. *Psychological Methods*, 12, 1-22.
- Preacher, K. J., Zyphur, M. J., & Zhang, Z. (2010). A general multilevel SEM framework for assessing multilevel mediation. *Psychological Methods*, 15, 209-233.
- Liu, D., Zhang, Z. & Wang, M. (2012). Mono-level and multilevel mediated moderation and moderated mediation: Theorizing and test. In Chen, X., Tsui, A., and Farh, L. (Eds., 2nd Edition) *Empirical Methods in Organization and Management Research* (pp. 545-579). Beijing, China: Peking University Press.

Empirical References:

- Liu, Y., Wang, M., Chang, C-H., Shi, J., Zhou, L., & Shao, R. (2015). Work-family conflict, emotional exhaustion, and aggression toward others: The moderating roles of workplace interpersonal conflict and perceived managerial family support. *Journal of Applied Psychology, 100*, 793-808 .
- Liu, Y., Song, Y., Koopmann, J., Wang, M., Chang, C., & Shi, J. (2017). Eating your feelings? Testing a model of employees' work-related stressors, sleep quality, and unhealthy eating. *Journal of Applied Psychology, 102*, 1237-1258.
- Wang, M., Burlacu, G., Truxillo, D., James, K., & Yao, X. (2015). Age differences in feedback reactions: The roles of employee feedback orientation on social awareness and utility. *Journal of Applied Psychology, 100*, 1296-1308.

Class 12: Categorical and Count Outcomes

- Pedhazur, E. J. (1997). Categorical dependent variable: Logistic regression. In E. J. Pedhazur, *Multiple regression in behavioral research: Explanation and prediction* (pp. 714-764). Fort Worth, TX: Harcourt Brace College Publisher.
- Coxe, S., West, S. G., & Aiken, L. S. (2009). The analysis of count data: A gentle introduction to Poisson regression and its alternatives. *Journal of Personality Assessment, 91*, 121-136.
- Raju, N. S., Laffitte, L. J., & Byrne, B. M. (2002). Measurement equivalence: A comparison of methods based on confirmatory factor analysis and item response theory. *Journal of Applied Psychology, 87*, 517-529.

Empirical References:

- Wang, M., Zhan, Y., Liu, S., & Shultz, K. (2008). Antecedents of bridge employment: A longitudinal investigation. *Journal of Applied Psychology, 93*, 818-830 .
- Wang, M., Liao, H., Zhan, Y., & Shi, J. (2011). Daily customer mistreatment and employee sabotage against customers: Examining emotion and resource perspectives. *Academy of Management Journal, 54*, 312-334.
- Wang, M., & Russell, S. S. (2005). Measurement equivalence of the Job Descriptive Index across Chinese and American workers: Results from confirmatory factor analysis and item response theory. *Educational and Psychological Measurement, 65*, 709-732.

Class 13: Longitudinal Data Analysis

- Wang, M., Beal, D. J., Chan, D., Newman, D. A., Vancouver, J. B., & Vandenberg, R. J. (2017). Longitudinal research: A panel discussion on conceptual issues, research design, and statistical techniques. *Work, Aging and Retirement, 3*, 1-24 .
- Chan, D. (2002). Latent growth modeling. In F. Drasgow & N. Schmitt (Eds.) *Measuring and analyzing behavior in organizations* (pp. 303-349). San Francisco, CA: Jossey-Bass.
- Liu, Y., Mo, S., Song, Y., & Wang, M. (2016). Longitudinal analysis in occupational health psychology: A review and tutorial of three longitudinal modeling techniques. *Applied Psychology: An International Review, 65*, 379-411 .
- Wang, M., Zhou, L., & Zhang, Z. (2016). Dynamic modeling. *Annual Review of Organizational Psychology and Organizational Behavior, 3*, 241-266.

Empirical References:

- Kammeyer-Mueller, J., Wanberg, C., Rubenstein, A., & Song, Z. (2013). Support, undermining, and newcomer socialization: Fitting in during the first 90 days. *Academy of Management Journal, 56*, 1104-1124.
- Taylor, S. G., Bedeian, A. G., Cole, M. S., & Zhang, Z. (2017). Developing and testing a dynamic model of workplace incivility change. *Journal of Management, 43*, 645-670.

Class 14: Latent Class Procedures

- Wang, M., & Hanges, P. (2011). Latent class procedures: Applications to organizational research. *Organizational Research Methods, 14*, 24-31.
- Wang, M., & Bodner, T. E. (2007). Growth mixture modeling: Identifying and predicting unobserved subpopulations with longitudinal data. *Organizational Research Methods, 10*, 635-656.
- Wang, M., & Chan, D. (2011). Mixture latent Markov modeling: Identifying and predicting unobserved heterogeneity in longitudinal qualitative status change. *Organizational Research Methods, 14*, 411-431.

Empirical References:

- Bennett, A. A., Gabriel, A. S., Calderwood, C., Dahling, J. J., & Trougakos, J. P. (2016). Better together? Examining profiles of employee recovery experiences. *Journal of Applied Psychology, 101*, 1635-1654.
- Wang, M. (2007). Profiling retirees in the retirement transition and adjustment process: Examining the longitudinal change patterns of retirees' psychological well-being. *Journal of Applied Psychology, 92*

longitudinal change patterns of returnees' psychological well-being. *Journal of Applied Psychology*, 72, 455-474 .

Takeuchi, R., Li, Y., & Wang, M. (in press). Expatriates' performance profiles: Examining the effects of work experiences on the longitudinal change patterns. *Journal of Management* .

Final (two-day take-home)

Course|Modify for request 15954

Info

Request: MAN7109 Credit and Title Update

Description of request: MAN7109 in Seminar in Motivation and Attitudes is being updated to combine MAN7109 with MAN6930 special topics. This will make scheduling easier and more accurate. This course is taught as a 1-4 credit course and the updates reflect this.

Submitter: Tayla Hunt taylamoore@ufl.edu

Created: 3/10/2021 2:02:19 PM

Form version: 1

Responses

Current Prefix MAN

Course Level 7

Number 109

Lab Code None

Course Title Seminar in Motivation and Attitudes

Effective Term Fall

Effective Year 2021

Requested Action Other (selecting this option opens additional form fields below)

Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Current Course Number 109

Change Lab Code? No

Change Course Title? Yes

Current Course Title Seminar in Motivation and Attitudes

Proposed Course Title Seminar in Motivation, Attitudes and Leadership

Change Transcript Title? Yes

Current Transcript Title Sem Motivat/Attitudes

Proposed Transcript Title (30 char. max) Sem Motivat/Attitud/Leader

Change Credit Hours? Yes

Current Credit Hours Variable

Proposed Credit Hours Variable

Change Variable Credit? Yes

Current Min and Max Credits 1-3

Proposed Min and Max Credits 1-4

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Change Course Description? No

Change Prerequisites? No

Change Co-requisites? No

Rationale MAN7109 in Seminar in Motivation and Attitudes is being updated to combine MAN7109 with MAN6930 special topics. This will make scheduling easier and more accurate. This course is taught as a 1-4 credit course and the updates reflect this.

9/4 Publishing in the Organizational Sciences

Highly cited and award winning articles

Detert, J.R. & Edmondson, A. C. (2011) Implicit voice theories: Taken-for-granted rules of self-censorship at work. *Academy of Management Journal* , 54, 461-488.

Schneider, B. (1987). The people make the place. *Personnel Psychology* , 40, 437 – 453

Kish-Gephart, J. J., Harrison, D. A., & Treviño, L.K. (2010) Bad apples, bad cases, and bad barrels: Meta-analytic evidence about sources of unethical decisions at work. *Journal of Applied Psychology* , 95, 1 – 31. With Correction at the end.

Demerouti, E., Bakker, A. B., Nachreiner, F., & Shaufeli, W. B. (2001) The job demands-resources model of burnout. *Journal of Applied Psychology*, 86, 499-512

Little, L.M., Smith Major, V., Hinojosa, A.S., & Nelson, D.L. (2015) Professional image maintenance: How women navigate pregnancy in the workplace . *Academy of Management Journal* , 58, 8 – 37.

Kanze, D., Huang, L., Conley, M., & Higgins E. T. (2018) We Ask Men to Win and Women not to Lose: Closing the Gender Gap in Startup Funding. *Academy of Management Journal* , 61, 586-614.

Bono, J. E., Braddy, P., Liu, Y., Gilbert, E. Fleenor, J., Quast, L., & Center, B. (2017) Dropped on the way to the top: Gender and managerial derailment. *Personnel Psychology*, 70, 729-768

Assignment:

1. Develop and be prepared to discuss your “checklist,” “model,” or “criteria” for EXCELLENT research. Look across these articles and determine what makes them good.
2. Choose 1 article as your favorite and report why. Fully critique it: strengths and weaknesses, conceptual and methodological and analytical; consider theory, contribution, and empirics.
3. Identify barriers standing between you and publishing award winning/highly cited research. Does this seem doable? Why or why not?

↑

9/11 How to publish highly cited, award winning, and useful articles.

Exemplary Research:

Rafaeli, A., & Sutton, R. I. (1988) Untangling the Relationship between Displayed Emotions and Organizational Sales: The case of Convenience Stores *Academy of Management Journal* , 31, 4610-487.

- All commentary for this article (p. 113 – 140) in Frost and Stablein, *Doing Exemplary Research*

Latham, G. P., Erez, M., & Locke, E. A. (1988). Resolving scientific disputes by the joint design of crucial experiments by the antagonists: Application to the Erez-Latham Dispute Regarding Participation in Goal Setting. *Journal of Applied Psychology* , 73, 753-772

- All commentary for this article (p. 142 – 176) in Frost and Stablein, *Doing Exemplary Research*

Frost, P.J., & Stablein, R. E. (1992). Themes and Variations: An Examination of the Exemplars

Improving Rigor and Relevance

Nosek, B. A., Spies, J. R., Motyl, M. (2012) Scientific Utopia: II Restructuring incentives and practices to promote truth over publishability. *Perspectives of Psychological Science*, 7, 615-631.

Rynes, S. L., Colbert, A.E., and O’Boyle, E.H. (2018) When the “Best Available Evidence” Doesn’t Win: How Doubts About Science and Scientists Threaten the Future of Evidence-Based Management. *Journal of Management*, 44, 2995-3010

Hollenbeck, J. & Wright, P. (2017). Harking, Sharking, and Tharking: Making the Case for Post Hoc Analysis of Scientific Data. *Journal of Management*, 43, 5 – 18.

Tsui, A. S (2020) Responsible Research and Responsible Leadership Studies. *Academy of Management Discoveries*, Guidepost 10/8/2019

Mbaye, H. A. (2020) Responsible research in Social Sciences: What Stakeholders Want from Academics. *Studies in the Social Sciences*. 2020

Assignment:

1. Based on the readings for today, develop a new “checklist,” “model,” or “criteria” for producing research that is published, read, as well as truthful and useful.
2. Note and be prepared to discuss differences between and commonalities across the two lists (excellent [highly cited and award winning, per Monday] vs. read, published, truthful and useful [per today]).
3. For the Rafaeli and Latham articles be prepared to discuss in detail why these are exemplary articles and if they would still be exemplary articles today?
4. Be prepared to discuss challenges that you perceive to your own research career based on these articles. How do rigor and relevance come together to create good research?

9/18 Motivation Overview

Diefendorff, J. M., & Chandler, M. M. (2010). Motivating employees. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology, Volume 3* (pp. 65-135). Washington, DC: American Psychological Association.

Kanfer, R., Frese, M., & Johnson, R. E. (2017). Motivation related to work: A century of progress. *Journal of Applied Psychology, 102*, 338-355.

Miner, J. B. (2003). The Rated Importance Scientific Validity and Practical Usefulness of Organizational Behavior Theories: A Quantitative Review. *Academy of Management Learning and Education, 2*, 250 – 268.

Locke & Latham (2002). Building a practically useful theory of goal setting and task motivation. *American Psychologist, 57*:705-717.

Humphrey, S. E., Nahrgang, J. D., & Morgeson, F. P. (2007). Integrating motivational, social, and contextual work design features: A meta-analytic summary and theoretical extension of the work design literature. *Journal of Applied Psychology, 92*, 1332-1356.

Parker, S. K., Morgeson, F. P., & Johns, G. (2017). One hundred years of work design research: Looking back and looking forward. *Journal of Applied Psychology, 102*, 403-420.

Assignment:

1. Talk to someone who works fulltime (preferably, someone who manages other employees). What are the biggest challenges in motivating employees in today’s organizations?
2. Thinking across these articles, develop a list of “core” (fundamental ideas) that underlie our study of work motivation. One way to approach this would be to think as if you were teaching undergrad students whom you wanted to motivate. Another way would be to think about doing a training session for managers on how to motivate their employees
 - a. What is motivation?
 - b. What motivates people? And Why?
 - c. How can our theories of motivation be applied to work?
 - d. How are we doing (in our research) at providing information needed to address the biggest challenges in motivating today’s employees?
3. Chengquan and Daniel will lead the discussion for this class. SEE DISCUSSION LEADER INSTRUCTIONS

9/25 Self-determination and Regulatory Focus

Ryan, R. M., & Deci, E. L. (2000). Self-Determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*, 68 – 78

Bono, J. E., & Judge, T. A. (2003). Self-concordance at work: Toward understanding the motivational effects of transformational leaders. *Academy Of Management Journal, 46* (5), 554-571.

Cerasoli, C. P., Nicklin, J. M., & Ford, M. T. (2014). Intrinsic Motivation and Extrinsic Incentives Jointly Predict Performance: A 40-Year Meta-Analysis. *Psychological Bulletin*.

Legault I. & Inzlicht M (2013) Self-determination, self-regulation, and the brain: Autonomy improves

Regulatory, E., & Higgins, R. (2012). Self-determination, self-regulation, and the brain: Autonomy improves performance by enhancing neuroaffective responses to self-regulatory failure. *Journal of Personality and Social Psychology*, 105, 123-138.

Lanaj, K., Chang, C.-H., & Johnson, R. E. (2012). Regulatory focus and work-related outcomes: A meta-analysis. *Psychological Bulletin*, 138, 998-1034.

Lockwood, P., Jordan, C. H., & Kunda, Z. (2002). Motivation by positive or negative role models: Regulatory focus determines who will best inspire us. *Journal of Personality and Social Psychology*, 83, 854-864.

Sedikides & Strube (1995) The multiply motivated self. *Personality and Social Psychology Bulletin*, 21, 1330-1335

Assignment:

1. Be prepared to discuss the usefulness and validity evidence of self-determination theory.
 - a. Need for autonomy, competence, relatedness
 - b. Intrinsic vs. extrinsic
 - c. Self-concordance (integrated motivation)
2. Be prepared to discuss whether or not regulatory focus theory is relevant to work motivation.
3. Considering what we read last week (job design and goal setting and overview) and this week (self-determination, regulatory focus), which has the most practical utility?
4. Throughout the course I will be asking you to refer back to theories of motivation to explain attitudes/leadership, and linking to personality. You should be able to be able to give a really clear explanation of the central tenets of each of these theories.

10/2 Job Attitudes Overview

Judge & Kammeyer-Mueller 2012. Job attitudes. *Annual Review of Psychology*, 63: 341- 367

Judge, T. A., Weiss, H. M., Kammeyer-Mueller, J. D., & Hulin, C. L. (2017). Job attitudes, job satisfaction, and job affect: A century of continuity and of change. *Journal of Applied Psychology*, 102, 356-374.

Harrison, D. A., Newman, D. A., & Roth, P. L. (2006). How important are job attitudes? Meta-analytic comparisons of integrative behavioral outcomes and time sequences. *Academy of Management Journal*, 49, 305-325.

Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33, 692-724.

Rich, B. L., Lepine, J. A., & Crawford, E. R. (2010). Job engagement: Antecedents and effects on job performance. *Academy of Management Journal*, 53, 617-635.

Klein, H. J., Cooper, J. T., Molloy, J. C., & Swanson, J. A. (2014). The assessment of commitment: Advantages of a unidimensional, target-free approach. *Journal of Applied Psychology*, 99, 222-238.

Byrne, Z. S., Peters, J. M., & Weston, J. W. (2016). The struggle with employee engagement: Measures and construct clarification using five samples. *Journal of Applied Psychology*, 101, 1201-1227 .

Assignment:

1. Thinking across these articles, develop a “lay” theory about the construct of work involvement/engagement. Something that could be used to explain attitudes and why they matter to managers.
2. Now think about these as psychological constructs . . .
 - a. Is job involvement/engagement one “thing” (a latent construct) that causes related job attitudes (satisfaction and commitment) vs. a composite construct representing the aggregate of the various job attitudes.
 - b. Be prepared to argue for the importance of research on the individual constructs.
 - c. Be prepared to discuss the differences and similarities between commitment, satisfaction, engagement (and motivation), as well as the causal ordering between them
 - i. Think about this conceptually (theory), operationally (measurement), and practically (management of workers)
3. Be prepared to argue a position relative to the causal direction between attitudes and behaviors
4. What, if anything, do the more recent articles add to the original Kahn “engagement study”?
5. What was most surprising to you about the “hundred years” article? Answer this question both through the lens of the workplace (managing workers) and the lens of theory/academic research.
6. What is the value (is there one) in the debate (many journal pages devoted to the topic) of job satisfaction as a *construct*?

4. Sunny, Marc, and Yuting will lead the discussion for this class. SEE DISCUSSION LEADER INSTRUCTIONS

7.

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10/9 Trust, Justice, and Miscellaneous

Colquitt, J. A., Scott, B. A., Rodell, J. B., Long, D. M., Zapata, C. P., Conlon, D. E., & Wesson, M. J. (2013). Justice at the millennium, a decade later: A meta-analytic test of social exchange and affect-based perspectives. *Journal of Applied Psychology, 98* (2), 199-236.

Scott, B. A., Garza, A. S., Conlon, D. E., & Kim, Y. J. (2015). Why do managers act fairly in the first place? A daily investigation of “hot” and “cold” motives and discretion. *Academy of Management Journal, 2015*, 37-57.

Matta, F. K., Scott, B. A., Colquitt, J. A., Koopman, J., Passantino, L. G. (2017). Is consistently unfair better than sporadically fair? An investigation of justice variability and stress. *Academy of Management Journal, 60*, 743-770.

Colquitt, J. A., Baer, M. D., Long, D. M., & Halvorsen-Ganepola, M. (2014). Scale indicators of social exchange relationships: A comparison of relative content validity. *Journal of Applied Psychology, 99*, 599-618

Okhuysen, G. A., Lepak, D., Ashcraft, K. L., Labianca, G., Smith, V., & Steensma, H. K. (2013). Theories of work and working today. *Academy of Management Review, 38*, 491-502.

Assignment:

1. Be prepared to discuss each type of social exchange and how they are relevant to human behavior (motivation and performance) at work.
2. In reading the articles on trust, justice, and social exchange, it strikes me that at the heart of these theories is a theory of motivation. I want you to be prepared to discuss the question of whether they are applications of or additions to our classic or modern theories of human motivation. Are the articles in this section simply an application of existing theories of motivation or do they bring something new?
3. Although trust is not the focal construct in any or today’s readings, it is present in many of them. Thinking about these articles as a whole, be prepared to discuss the role of trust in these theories (is it antecedent? consequence? is it the underlying construct of interest?)

↑10/16 Well Being

Halbesleben, J. R. B., Neveu, J-P., Paustian-Underdahl, S. C., & Westman, M. (2014). Getting to the “COR”: Understanding the role of resources in conservation of resources theory. *Journal of Management, 40*, 1334-1364.

Gilbert, E., Foulk, T. A., Bono, J. E. (2017). Building positive resources through Interventions: An Integrative Review. *Journal of Organizational Behavior, 39*, 214-228.

Bono, J. E., Glomb, T. M., Shen, W., Kim, E., & Koch, A. J. (2013). Building positive resources: Effects of positive events and positive reflection on work stress and health. *Academy of Management Journal, 56*, 1601-1627.

Sonnentag, S., and Fritz, C. (2015) Recovery from job stress: The stressor-detachment model as an integrative framework. *Journal of Organizational Behavior, 36*, S72–S103

Colbert, A., Bono, J.E., & Pruvanova, R. (2015) Flourishing via Workplace Relationships: Moving Beyond Instrumental Support. *Academy of Management Journal, 59*, 1199-1223

Hülshager, Hugo, Feinholdt, and Lang (2013) Benefits of Mindfulness at Work: The role of Mindfulness in Emotion Regulation, Emotional Exhaustion, and Job Satisfaction. *Journal of Applied Psychology, 98*, 310-325

Assignment:

1. Based on this set of readings, be prepared to discuss actual practices organizations could engage in to help preserve and build employee resources. What evidence supports the practices you propose?
2. Moving beyond this set of readings and thinking of the set of articles we have read to date (motivation and attitudes), would the practices that organizations should use change from what you think they should do based on these articles? Why or why not?
3. Which, if any, theories of motivation would predict the results of Bono, Sonentag, Colbert, or Hülshager? (it may be a different theory for each of these).
4. I want to have a discussion about methodology with this set of readings (between and within person experiments; critical incidents, intervention control groups)
5. In light of these articles react to this statement: “some people are just stressed out – they see stressors in their environment, they react badly to them. There is really nothing an organization can do!” Be prepared to argue for and against this statement.

10/23 Individual Differences and Identity**CSE with Brian Swider– details later**

Barrick, Mount, Li (2013). The theory of purposeful work behavior: The role of Personality, higher-order goals, and job characteristics. *Academy of Management Review*, 3, 132-153.

Judge, Erez, Bono, Thoreson (2003) The Core Self-evaluations Scale: Development of a Measure. *Personnel Psychology*, 56, 303-331

De Young, C. G., Quilty, L. C., and Peterson, J. B. (2007) Between Facets and Domains: 10 Aspects of the Five. *Journal of Personality and Social Psychology*, 2007, 880-896.

Roberts, Walton, and Vichtbauer. (2006) Patterns of Mean-Level Change in Personality Traits Across the Life Course: A Meta-Analysis of Longitudinal Studies. *Psychological Bulletin*, 132, 1 – 25.

~~Ashforth, B & Schinoff, B. (2016). Identity Under Construction: How Individuals Come to Define themselves in Organizations. *Annual Review of Organizational Psychology and Organizational Behavior*, 3, 111-1137.~~

~~Ramarajan, L., Rothbard, N. P., & Wilk, S. L. (2017). Discordant vs. harmonious selves: The effects of identity conflict and enhancement on sales performance in employee-customer interactions. *Academy of Management Journal*, 60, 2208-2238. -~~

Assignment:

1. Be prepared to discuss the pros and cons of broad and narrow approaches to personality.
2. What are the advantages and disadvantages of a factor analysis approach to identifying traits/aspects/or facets of personality?
3. What are the implications of traits as density distributions for the study of personality? Are these density distributions only valid for behavioral traits or do they have applicability for evaluative traits as well (self-esteem, CSE)?
4. Be prepared to debate the stability vs. plasticity of traits. Is personality stable, or does it alter context.
5. Be prepared to discuss motives associated with traits in light of the distribution density model.
6. How do you make sense of the papers on identity (Ashforth, Ramarajan) in light of the papers on personality (Barrick, DeYoung, Judge, Roberts)? Try to come up with an overarching model or theory that integrates identity and personality.
7. Be able to briefly define the core of each of the big five . . . what does CSE add? What does identity add?

10/30 What is Leadership: Overview**Overview:**

Lord, Day, Zaccaro, Avolio, & Eagly (2017). Leadership in Applied Psychology: Three Waves of Theory and Research. *Journal of Applied Psychology*, 102, 434-451.

Van Vugt, M., Hogan, R., & Kaiser, R. (2008) Leadership, followership, and evolution: Some lessons from the past. *American Psychologist*, 63, 182-196.

Offerman, L. R., Kennedy, J. K., & Wirtz, P.W. (1994) Implicit Leadership Theories: Content, Structure, and Generalizability, *Leadership Quarterly*, 5, 43-58

Avolio, Beichard, Hannah, Walumbwa, Chan (20019) Meta-analytic review of leadership impact research: Experimental and quasi-experimental studies *The Leadership Quarterly*, 20, 764-784A

Individual Differences in Leadership Research:

Badura, Grijalva, Newman, Taivi, Gahyun (2017) Gender and leadership emergence: A meta-analysis and explanatory model. *Personnel Psychology*, 71, 335-367

Judge, T.A., Bono, J.E., Ilies, R., & Werner, M. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology*, 87, 765-780.

Assignment:

1. I would like you to assemble a list of at least FOUR of your own definitions of leadership drawn from these reading directly (your own definition, based on the reading), or your own definitions that are amalgamations of those in the readings?
 - a. Which of your definitions is ultimately the most helpful in terms of understanding employee motivation, attitudes, and behavior?
2. Many argue that leadership is the most important aspect of managing workers and the workplace. Why do you think there has been such difficulty understanding leadership? Predicting leadership effectiveness? Predicting outcomes of leadership behavior? Measuring leadership? Making progress in theories of leadership?
3. Form an opinion based on the reading how person and situation factors influence leadership behavior.
 - a. Which has the most influence? Why?
4. If you think about leadership practically, as a part of the managerial role, do you see gaps and misses in the literature (based just on this overview)

¶| 11/6 – Transformational Charismatic, Abusive

Transformational/Charismatic:

Judge, Piccolo (2004) Transformational and transactional leadership: a meta-analytic test of their relative validity. *Journal of Applied Psychology*, 2004

Bono & Ilies (2006) Charisma, positive emotions, and mood contagion. *Leadership Quarterly*, 17, 317-334.

Van Knippen, Sitkin (2013) A Critical Assessment of Charismatic-Transformational Leadership Research: Back to the Drawing Board. *Academy of Management Annals*, 7, 1-60.

Tepper, Dimotakis, Lambert, Koopman, Matta, Park, and Goo (2018). Examining Follower responses to transformational leadership from a dynamic, person-environment fit perspective. *Academy of Management Journal*, 61, 1343-1368.

Abusive:

Tu, M.H., Bono, J.E., Shum, C., & LaMontagne, L. (2018). Breaking the Cycle: The effects of Role Model Performance and Ideal Leadership Self Concepts on Abusive Supervision Spillover. *Journal of Applied Psychology*, 103, 689-702.

Priesemuth, Bigelow (2019). It Hurts Me Too! (or Not?): Exploring the Negative Implications for Abusive Bosses. *Journal of Applied Psychology*, 105, 410-421. <http://dx.doi.org/10.1037/apl0000447>

Assignment:

1. Form an opinion on whether we should use the Van Knippen articles to call for a moratorium on transformational leadership research.
 - i. Which parts of his critique to you accept and which would you like to challenge?
2. Experience, sampling, experimental manipulation, survey measures – which is best.

3. In light of the readings from the prior week and this week, identify the BEST way to assess leadership and why. If we were to do research only using this best approach, what might we be missing?

4.

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11/13 Ethical, Servant, and LMX

Matta, Scott, Koopman, Conlon (2015) Does Seeing “Eye to Eye” Affect Work Engagement and Organizational Citizenship behavior? A Role Theory perspective on LMX agreement. *Academy of Management Journal*, 58, 1686-1708.

Mayer Aquino Greenbaum Kuenzi (2012). Who displays ethical leadership and why does it matter? An examination of Antecedents and Consequences of Ethical Leadership. *Academy of Management Journal*, 55, 151-171.

Liden, Wayne, Liao, Leuser (2014) Servant Leadership and Serving Culture: Influence on Individual and Unit Performance. *Academy of Management Journal*, 57, 1434 – 1452.

Hoch, Bommer, Dulebohn (2018) Do ethical, authentic, and servant leadership explain variance above and beyond transformational leadership ? A meta-analysis . *Journal of Management* , 44, 521-529/

Assignment:

1. In light of all the readings of the last 2-3 weeks, create a model or checklist that should be used to show an organization the characteristics/behaviors of an ideal leader.
2. Once your list is formed, be prepared to discuss which characteristics and behaviors of effective leaders are “teachable” – use the readings and also your own logic.
3. Identify any inconsistencies or redundancies in these theories. What is it that makes each theory unique? (or are there some that are completely redundant with each other?)
 - a. How is leadership measured in this set of studies. Identify the central measurement approaches and be prepared to critique each one.
4. Referring back to the Van Knippen critique from last week, are these issues relevant to authentic, servant, ethical, and LMX leadership as well.
 - a. Which if any of the articles we read today (and last week) address the issues he raised.

↑

11/20 Power, Influence and Change

Flynn, Gruenfeld, Molm, and Polzer (2012) Social Psychological Perspectives on Power in Organizations. *Administrative Science Quarterly*, 1 – 5

Bolino, Long, & Turnley. (2016) Impression Management in Organizations: Critical Questions, Answers, and Areas for Future Research . *Annual Reviews in Organizational Psychology and Organizational Behavior*, 3, 377-406

Tost, L.P. (2015) When, why and how to powerholders “feel the power”? Examining the links between structural and psychological power and revising the connection between power and responsibility. *Research in Organizational Behavior*, 35, 29 – 56.

Treadway, et al., Ferris (2013) Social Influence and Interpersonal Power in Organizations: Roles of Performance and Political Skill in Two Studies. *Journal of Management*, 39, 1529-1553.

Foulek, T. A., Lanaj, K., Tu, M. H., Erez, A., & Archambeau, L. (2018). Heavy is the head that wears the crown: An actor-centric approach to daily psychological power, abusive leader behavior, and perceived incivility. *Academy of Management Journal*, 61(2), 661-684.

Assignment:

1. Practically, if you needed to influence someone, what would you do based on these articles?
 - a. Identify “moderators” – by that I mean situations that would change your influence behavior (why and how). Now think about “fit” instead of moderators? What is the right combination of situation and influence tactics?
2. Considering that attempts to motivate employees at work, does the body of motivation theories we

covered fully explain what you read here today about influence. And the opposite . . . Do these influence and power articles add anything to what we already know about motivation.

3. Considering that leadership is ultimately a process of influence, what is missing from the leadership articles we read. More broadly, if we understand these theories of influence, do we need research on leadership? If we understand the various models of leadership, does the literature on influence add anything? Are leadership and influence the same thing? Be prepared to support your answer.

4. Finally, a summary question. If you had to pick a literature to “teach” managers, would you teach them about attitudes, motivation, leadership, or power and influence

Course Description: This is a Ph.D. seminar in motivation, attitudes, leadership, and personality. These topics could each involve a dedicated year of study, but we have one semester for all of them. Rather than staying at the surface, we'll focus selectively on a number of narrower topics. In addition to the topic content, we will have extensive discussion on publishing in management, with a focus on research design (statistical methods will not be the focus of this course). My objectives for this course include: 1) developing a base of knowledge in the area of motivation, job attitudes, and leadership 2) developing students' abilities to identify interesting research questions and to design, conduct and publish high quality research.

Ground Rules:

1. Everybody reads it all and is prepared to discuss. Pop quizzes may be given and will be used as input to the participation grade.
2. For each article, be well prepared to do the following. It would be my **STRONG** suggestion that you prepare a written response (1 page) as a way to clarify your thinking. But, do not restrict yourself to only these items.
 - a. Summarize the article in 25 words your neighbor could understand?
 - b. In another 25 words, explain why this research matters (to managers and organizations; to theory; to knowledge about the topic).
 - c. Assess the match between research question and design. Was the methodology and measurement used the best way to test the question? What would have been better?
 - d. How does this article add to the conversation about performance and wellbeing at work? Is this a conversation that should be extended? How might you change the direction of this conversation?
3. Most weeks there will be a more specific discussion guide, to include specific topics you should be prepared to discuss and questions you should be prepared to answer, as well as assignments to be completed before class.
4. This is a safe environment where ideas can be tested, opinions are respected, and confusion is expected from time to time. It is your responsibility to speak, listen, question, and move the class discussion forward in a meaningful way. This is your class. Take full ownership and get the most you can from our time together.

Grades are based on the following:

1. Engagement, preparation, participation
 - a. Discussion Leader
 - b. Contribution to Discussion
 - c. Provocative Questions
2. Mini-proposals (2 for each student)
3. Research proposal due at end of semester (12/7)
4. Reviews (X 2): You will be assigned to write a 1-2 page review of two of your classmates' proposals. (12/14)

Mini-Proposal (2 each). Based on the readings for the day, 1-3 students will be assigned to prepare a mini proposal that describes a research idea (research question, theory, and basic design) relevant to the topic of the Day. Mini proposals will be about 2-3 pages long. Think of this assignment just as the research proposal except 1) it must link to the topic of the day in some way, and 2) it is a very brief version. But you should still think about the problem you are addressing, why it is important, how will the research in the mini proposal advance our knowledge of the topic, and also you should think about whether your proposed method can actually test your research questions. After reading your proposal, we should be able to state your research questions and articulate how you plan to test it. **WE WILL NOT READ OR DISCUSS** the mini proposal before class; we will read and discuss them during the class session.

IF YOU ARE THE AUTHOR OF THE PROPOSAL, be prepared to have the document available for screen share in case

IF YOU ARE THE AUTHOR OF THE PROPOSAL, YOU MUST BE PREPARED TO HAVE THE DOCUMENT AVAILABLE FOR SCREEN SHARE IN CASE ANYBODY HAS DIFFICULT WITH RETRIEVAL. PLEASE SEND AN EMAIL BY 7 AM THE DAY OF CLASS TO ME AND ALL STUDENTS. POST YOUR MINI PROPOSAL TO CANVAS BY THE DEADLINE AS WELL. IF YOU ARE NOT THE AUTHOR OF THE PROPOSAL, YOU SHOULD NOT READ IT AHEAD, BUT HAVE IT AVAILABLE TO YOU DURING THE CLASS (ON YOUR DESKTOP, IN YOUR EMAIL WHICH CAN BE OPENED DURING CLASS, ETC.) PLEASE DO NOT READ OR STUDY THE PROPOSAL BEFORE CLASS. IT WILL BE AVAILABLE IN CANVAS FOR EVERYONE AS WELL.

Discussion Leader: Each student will be a discussion leader once during the semester, paired with another student. Discussion leaders are “in charge” of the article discussion for the day. I will still have an assignment for the readings, but discussion leaders may add to it. The discussion leaders are responsible for facilitating, organizing, and leading the discussion of the topic in general as well as of the overview articles. We will have student discussion leaders for the ‘overview’ topics for motivation, attitudes and leadership. The discussion leader pair is in charge of the class this day and need to make the session engaging and interactive. Discussion leaders present students with a discussion questions or “small assignment” (in addition to those I have included in course materials) at least one week before the session. They may, but are not required to, bring in new material. It is not required, but is often helpful to present some type of organizing model or theoretical framework by which to discuss the overview content (may be yours, might be from an article, or might be built by the students in the class with your guidance). Your goal is to have a good discussion and understanding of the “overview” for each of our three course topics. Essentially the role of the discussion leader pair is to “teach” the class for that day, keeping it still in seminar style, but with latitude to get creative. The goal is that students are exposed to, and have a feel for, the broad content/theory in each general areas (leadership, motivation, attitudes, personality).

Provocative Questions: Each student will come to class each session with a list of three questions for discussion. These are not questions to which there is an answer being sought by the student. Rather they are questions designed to provoke a thoughtful discussion in the class, based on the reading for the day. These need not be overarching questions, they can be specific to one article, they can address issues of contrast across articles, or they can be aimed at the topic as a whole. The questions are to be entered in the Discussion board for that day (in Canvas) by 7 am on the morning of each class. I will have discussion questions that I want to address and we will add student questions to that list. Begin 9/4.

Research Proposal: Each student will prepare a major research proposal on a topic related to the class (loosely). This proposal is for original empirical research (recycling other class papers is not acceptable, without explicit discussion, you may build on ideas, but your work must be original for this course). The research you propose should be theoretically based and could plausibly be conducted by you immediately following course completion. Use this opportunity to develop ideas you have been wanting to work on or dive into an area you have not been immersed in. The manuscript will model an AMJ paper with an introduction, theory, method section, analytical approach (very briefly, how will you analyze the data), and a brief discussion that focuses ONLY on the limitations of your design. I have uploaded a couple of pre-print format papers of my own so you can see what they should look like in the front end, theory, hypothesis and methods (they will differ from the samples only in that there will be no results and only the limited discussion requested. Proposals should be about 20 – 25 pages long, not including references, tables, or figures, double spaced, Times New Roman 12-point font. Except that it will not include detailed analysis and results or a full discussion, the research proposal should be finely polished, carefully copyedited, and ready for submission to a journal. Research proposals are due December 7 and will be reviewed by two classmates (by 12/14) and will be formally presented to the class the week of December 14.

Each student will provide a “review” of the research proposals from two other students in the class. You will read their paper as if you were a journal reviewer for two of your classmates’ proposals, so that each student will get feedback from 2 peers (and from me). See AMJ Reviewer resources and Campion article in Personnel Psychology. <http://aom.org/Publications/AMJ/AMJ-Reviewer-Resources.aspx>

Course Topics: Readings will be posted by the prior class in Canvas. However, you are responsible for obtaining readings from the books: *Doing Exemplary Research*, Frost and Stablein [1992].

Schedule of Topics and Assignments

		Leader 1	Leader 2	Mini Prop 1
9/4	Award Winning and Highly Cited Research			
9/11	Doing it Right and Having Impact			
9/18	Motivation Overview	Chenguan	Daniel	
9/25	Self-determination & Reg Focus			Yuting
10/2	Attitudes Overview	Sunny/ Marc	Yuting	

10/9	Justice & Trust			Daniel
10/16	Stress & Well Being			Chengquan
10/23	Individual Differences and Identity			Hwangbo
10/30	Leadership Overview	Junhui	Hwangbo	
11/6	Leadership Behaviors & LMX			Junhui
11/13	Power and Influence			Daniel
11/20	Diversity			Yufan

Course|Modify for request 15953

Info

Request: MAN7208 Credit, Title, Description Update

Description of request: This update is for MAN7208 and the credit hours and title/description have been updated to better reflect the seminar content.

Submitter: Tayla Hunt taylamoore@ufl.edu

Created: 3/10/2021 11:01:31 AM

Form version: 1

Responses

Current Prefix MAN

Course Level 7

Number 208

Lab Code None

Course Title Seminar in Contemporary Approaches to Organizations

Effective Term Fall

Effective Year 2021

Requested Action Other (selecting this option opens additional form fields below)

Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? Yes

Current Course Title Seminar in Contemporary Approaches to Organizations

Proposed Course Title Seminar in Contemporary Approaches to Entrepreneurship and Organizations

Change Transcript Title? Yes

Current Transcript Title Sem Contemp Approach

Proposed Transcript Title (30 char. max) Sem Contemp Approach Entre/Org

Change Credit Hours? Yes

Current Credit Hours Variable

Proposed Credit Hours Variable

Change Variable Credit? Yes

Current Min and Max Credits 1-3

Proposed Min and Max Credits 1-2

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Change Course Description? Yes

Current Course Description Recent organizational views such as population ecology, economic approaches to organizational design and control, organizations and technology, and network firms.

Proposed Course Description (500 characters max) This course addresses contemporary views of organizations including topics associated with market entry and exit, and industry dynamics.
Change Prerequisites? No

Change Co-requisites? No

Rationale This PhD seminar course credits, title and description should be updated to reflect course content and correct credit variation.

University of Florida
Spring 2020 Module III
MAN 7208: Seminar in Contemporary Approaches to Entrepreneurship and Organizations

Ph.D. Research Seminar in
Contemporary Approaches to Entrepreneurship and Organizations

Professor Gwendolyn Lee

Stuzin 2111

gwendolyn.lee@warrington.ufl.edu

This Ph.D.-level course focuses on entrepreneurship research, not entrepreneurial practice. The focus is on *Theoretical and Empirical Perspectives on Entrepreneurship*

In each session, we will read and discuss a few important articles. By design, the reading list is purposely short compared to other seminars of this type. The objective of using a discussion-based format is to actively engage the students' mind to think deeply about what original, novel, and ground-breaking papers can be written for each theory.

I expect all seminar participants to read EVERY article and to consider what innovation can be added to the stream of literature before coming to class. My focus is on cutting-edge contemporary approaches. The seminar participants are therefore expected to search out and read background articles including the classics (see a recommended list shown below) to the extent they deem necessary to their understanding.

The "Classics of Entrepreneurship"

Kirzner, Israel M., 1979, *Perception, Opportunity, and Profit; Studies in the Theory of Entrepreneurship*, Chicago: University of Chicago Press. [Reading guide: pp 154-81; skim 37-75, 107-19.](#)

Kirzner, Israel M., 1972, *Competition and Entrepreneurship*, Chicago: University of Chicago Press. [Reading guide: pp 125-34.](#)

Knight, Frank, 1921, *Risk, Uncertainty, and Profit*, Boston: Houghton Mifflin. [Reading guide: Part III, chapter 9 and chapter 10. Skim chapter 7.](#)

Schumpeter, Joseph A., 1988, *Essays in Entrepreneurs, Innovations, Business Cycles, and the Evolution of Capitalism* (R. Clemence, editor), Piscataway, New Jersey: Transaction Publishers. [Reading guide: pp 253-71.](#)

Schumpeter, J. A., 1942, *Capitalism, Socialism, and Democracy*, New York: Harper Brothers. [Reading guide: pp 72-106.](#)

Class Meeting Format

The seminar is discussion-based and all seminar participants are expected to engage regularly in the discussions. The discussions will focus on the specific papers assigned as well as the general issues they raise. To facilitate the discussion, **each assigned paper marked with *** will have TWO discussants. The discussants (either self-nominated or appointed by the course instructor) will lead off the discussions and

give their reviews on the paper. The reviews are supposed to be positive and critical. The discussants are required to provide a short written summary and an outline of their review before class. This document, between 1 to 3 pages in length, should be distributed to all seminar participants before the beginning of the class meeting time.

In evaluating theory development, scholars are urged to ask the following questions:

- Are the theoretical claims unambiguous?
- Can the conclusions be derived rigorously from explicit premises?
- Do the premises sufficiently capture the core drivers of the phenomena under study?
- Have the theories produced propositions with measurable implications that can be refuted empirically?
- Do the theories merge ideas from multiple disciplines in ways that produce something greater than the simple sum of the discipline-based ideas?

In evaluating the design and execution of empirical studies, scholars are urged to ask the following questions:

- Are data presented and analyzed as transparently as possible?
- Does the research employ reliable data that conform closely to theoretical constructs? In particular, do the level of analysis and the unit of observation in the study match those of the theory? Can the empirical proxies discriminate among alternative explanations?
- Are the empirical designs and methods chosen carefully to generate valid inferences? In particular, have concerns about endogeneity and selection been addressed adequately?

Course Requirements and Performance Evaluation

Please upload your completed assignments (paper summary/critique and literature review) to Canvas by noon time on the date they are due. You need to upload to two separate locations on Canvas: (1) Assignment; (2) Discussion. Assignment is where your document is scanned by Turn-It-In.¹ Discussion is where your document is viewed by your peers. No paper printout is needed.

Paper summary & critique (50% of your course grade)

- Complete the summary and critique of the TWO papers assigned to you (1-3 pages) each week.
 - You will be assigned one paper for which you serve as the lead discussant.
 - You will be assigned another paper for which you serve as the second-discussant.

I will be paying particular attention in evaluating the discussions about the extent to which the discussants have thought deeply about what original, novel, and ground-breaking papers can be written for each theory and topic.

Literature review (40% of your course grade)

- Complete a literature review on what is known about the relationship between AI-assisted information processing and organizational decision making (~10 pages). The due date is February 28th, 2020 by 12:00pm. Your literature review will be shared with your peers. The peer comparison will help you discover new ways for writing better literature reviews.

Attendance & active engagement (10% of your course grade)

- Attend and actively engage in discussion in the weekly seminar.

¹ An online anti-plagiarism service, which compares student submissions to millions of websites and papers submitted for exact matches, will be used to verify whether students properly cited their sources.

Session #1: Course Introduction

Assigned reading: required

- Sorenson, Olav, and Toby E. Stuart. 2008. Entrepreneurship: a field of dreams? *The Academy of Management Annals* 2.1: 517-543.
- Shane, Scott. 2012. Reflections on the 2010 AMR decade award: delivering on the promise of entrepreneurship as a field of research. *Academy of Management Review* 37.1: 10-20.
- Lazear, Edward P. 2004. Balanced Skills and Entrepreneurship, *American Economic Review* 94 (2) 208-211.
- Sørensen, Jesper B. 2007. Bureaucracy and entrepreneurship: Workplace effects on entrepreneurial entry. *Administrative Science Quarterly* 52.3: 387-412.

Supplemental reading: optional

- Aldrich, H. E. (2012). The emergence of entrepreneurship as an academic field: A personal essay on institutional entrepreneurship. *Research Policy*, 41(7): 1240-1248.
- Lazear, Edward P. 2005. Entrepreneurship. *Journal of Labor Economics*, 23(4): 649-680.
- Cooper, A. C. & Dunkelberg, W. C. 1986. Entrepreneurship and Paths to Business Ownership. *Strategic Management Journal*, 7(1): 53-68.
- Folta, T.B.; Delmar, F. & Wennberg, K. 2010. Hybrid Entrepreneurship. *Management Science*, 56(2): 253-269.
- Alvarez, S.A., & Barney, J. B. 2010. Entrepreneurship and epistemology: The philosophical underpinnings of the study of entrepreneurial opportunities. *Academy of Management Annals*, 4(1): 557-583.

Session #2: The Sources of Entrepreneurs

Assigned reading: required

The sources of entrepreneurs: theory

- Thornton, Patricia H. The sociology of entrepreneurship. *Annual Review of Sociology* (1999): 19-46.

The sources of entrepreneurs: empirics

- Ahuja, Gautam, and Curba Morris Lampert. 2001. Entrepreneurship in the large corporation: A longitudinal study of how established firms create breakthrough inventions. *Strategic Management Journal* 22.6-7: 521-543.
- *Chatterji, Aaron K. 2009. Spawned with a silver spoon? Entrepreneurial performance and innovation in the medical device industry. *Strategic Management Journal* 30.2: 185.
- *Stuart, Toby E., and Waverly W. Ding. 2006. When do scientists become entrepreneurs? The social structural antecedents of commercial activity in the academic life sciences. *American Journal of Sociology* 112.1: 97-144.
- *Kaplan, Steven, Berk Sensoy, and Per Stromberg. 2009. Should Investors Bet on the Jockey or the Horse? Evidence from the Evolution of Firms from Early Business Plans to Public Companies. *Journal of Finance* 64:1, 75-115.

Supplemental reading: optional

- Baker, T., & Nelson, R. E. 2005. Creating Something from Nothing: Resource Construction through Entrepreneurial Bricolage. *Administrative Science Quarterly*, 50: 329-366.
- Eisenhardt, Kathleen M., and Yosem E. Compansys. 2002. Reviewed Work: *The Entrepreneurship Dynamic: Origins of Entrepreneurship and the Evolution of Industries* by Claudia Bird Schoonhoven, Elaine Romanelli. *Academy of Management Review* 27.4: 622-624.

- Carroll, G. R. & Mosakowski, E. 1987. The Career Dynamics of Self-Employment. *Administrative Science Quarterly*, 32(4): 570-589.
- Dobrev SD, Barnett WP. 2005. Organizational roles and transition to entrepreneurship. *Academy Of Management Journal* 48(3): 433-449
- Agarwal, Rajshree; Gambardella, Alfonso; Olson, Daniel M. Employee Mobility and Entrepreneurship A Virtual Special Issue [STRATEGIC MANAGEMENT JOURNAL](#) Volume: 37 Issue: 13 Pages: E11-E21 Published: DEC 2016

Session #3: Entrepreneurial Labor Markets

Assigned reading: required

Entrepreneurial labor markets: theory

- Khilstrom, R., and Jean-Jacques Laffont, 1979, A general equilibrium entrepreneurial theory of firm formation based on risk aversion, *Journal of Political Economy* 87, 719-48.
- Sorensen, Jesper B. and Sharkey, Amanda J. 2014. Entrepreneurship as a Mobility Process. *American Sociological Review* 79(2): 328-349.

Entrepreneurial labor markets: empirics

- *Evans, David S., and Linda S. Leighton, 1989, Some empirical aspects of entrepreneurship, *American Economic Review* 79, 519-35.
- *Fallick, Bruce, Charles A. Fleischman, and James B. Rebitzer, 2006, Job-hopping in Silicon Valley: Some evidence concerning the microfoundations of a high-technology cluster, *Review of Economics and Statistics* 88:3, 472-81.
- *Ganco, Martin, Rosemarie H. Ziedonis, and Rajshree Agarwal. 2015. More stars stay, but the brightest ones still leave: Job hopping in the shadow of patent enforcement. *Strategic Management Journal* 36.5: 659-685.

Supplemental reading: optional

- Gromb, Denis, and David Scharfstein, 2002, Entrepreneurship in equilibrium. Working Paper no. 9001, National Bureau of Economic Research.
- Agarwal, Rajshree, Martin Ganco, and Rosemarie H. Ziedonis. 2009. Reputations for toughness in patent enforcement: Implications for knowledge spillovers via inventor mobility. *Strategic Management Journal* 30.13: 1349-1374.
- Holmes, Thomas J., and James A. Schmitz, Jr., 1995. On the turnover of business firms and business managers, *Journal of Political Economy* 103, 1005-38.
- Fairlie, Robert W., 1999, The absence of the African-American owned businesses: An analysis of the dynamics of self employment, *Journal of Labor Economics* 17, 80-108.

Session #4: Local Industrial Characteristics, Agglomeration, and Entrepreneurship

Assigned reading: required

Local industrial characteristics, agglomeration, and entrepreneurship: theory

- Chinitz, Benjamin, 1961, Contrasts in agglomeration: New York and Pittsburgh, *American Economic Review* 51:2, 279-89.
- Glaeser, Edward, William Kerr, and Giacomo Ponzetto, 2010, Clusters of entrepreneurship, *Journal of Urban Economics* 67, 46-60.
- Golman, Russell, and Steven Klepper. 2016. Spinoffs and clustering. *The RAND Journal of Economics* 47(2): 341-365.

Local industrial characteristics, agglomeration, and entrepreneurship: evidence

- *Dumais, Guy, Glenn Ellison, and Edward Glaeser, 2002, Geographic concentration as a dynamic process, *Review of Economics and Statistics* 84, 193-204.
- *Michelacci, Claudio, and Olmo Silva, 2007, Why so many local entrepreneurs?, *Review of Economics and Statistics* 89:4, 615-33.
- *Almeida, P. & Kogut, B. 1999. Localization of knowledge and the mobility of engineers in regional networks. *Management Science*, 45(7): 905-917.

Supplemental reading: optional

- Chatterji, Aaron, Edward L. Glaeser, and William R. Kerr. Clusters of entrepreneurship and innovation. No. w19013. National Bureau of Economic Research, 2013.
- Ganco, Martin. 2013. Cutting the Gordian knot: The effect of knowledge complexity on employee mobility and entrepreneurship. *Strategic Management Journal* 34.6: 666-686.

Session #5: Entrepreneurship and industry evolution

Assigned reading: required

Entrepreneurship and industry evolution: theory

- Cabral, Luis M.B., and Jose Mata, 2003, On the evolution of firm size distribution: Facts and theory, *American Economic Review* 93, 1075-90.

Entrepreneurship and industry evolution: empirics

- Caves, Richard E. 1998. Industrial organization and new findings on the turnover and mobility of firms, *Journal of Economic Literature* 36, 1947-82.
- *Dunne, Timothy, Mark J. Roberts, and Larry Samuelson, 1988, Patterns of firm exit and entry in U.S. manufacturing industries, *Rand Journal of Economics* 19, 495-515.
- *Klepper, Steven, and Elizabeth Grady, 1990, The evolution of new industries and the determinants of market structure, *Rand Journal of Economics* 21, 27-44.
- *Pakes, Ariel, and Richard Ericson, 1998, Empirical implications of alternative models of firm dynamics, *Journal of Economic Theory* 79:1, 1-45.

Supplemental reading: optional

- Hopenhayn, Hugo, 1992, Entry, exit and firm dynamics in long run equilibrium, *Econometrica* 60:5, 1127-50.
- Jovanovic, Boyan, 1982, Selection and the evolution of industry, *Econometrica* 50, 649-70.
- Jovanovic, Boyan, and Glenn M. McDonald, 1994, The life cycle of a competitive industry, *Journal of Political Economy* 102, 322-47.

Session #6: Capital Constraints

Assigned reading: required

Capital constraints: theory

- Holtz-Eakin, Douglas, David Joulfaian, and Harvey S. Rosen, 1994, Sticking it out: Entrepreneurial survival and liquidity constraints, *Journal of Political Economy* 102, 53-75.

Capital constraints: empirics

- *Kerr, William, and Ramana Nanda, 2009, Democratizing entry: Banking deregulations, financing constraints, and entrepreneurship, *Journal of Financial Economics* 94, 124-49.
- *Chatterji, Aaron K., and Robert C. Seamans. 2012. Entrepreneurial finance, credit cards, and race. *Journal of Financial Economics* 106.1: 182-195.
- *Hsu, D.H. 2004. What do entrepreneurs pay for venture capital affiliation? *Journal of Finance*, 59, 1805-1844.

Hsu, D.H. 2006. Venture capitalists and start-up venture commercialization strategies. *Management Science*. 52: 204-219.

Supplemental reading: optional

Evans, David S., and Boyan Jovanovic, 1989, An estimated model of entrepreneurial choice under liquidity constraints, *Journal of Political Economy* 97, 808-27.

Stiglitz, Joseph, and Andrew Weiss, 1981, Credit rationing in markets with imperfect information, *American Economic Review* 71:3, 393-410.

Hurst, Erik, and Annamaria Lusardi, 2004, Liquidity constraints, household wealth, and entrepreneurship, *Journal of Political Economy* 112:2, 319-47.

Session #7: Entrepreneurship, Innovation, and Growth

Assigned reading: required

Entrepreneurship, innovation, and growth: theory

Murphy, Kevin M., Andrei Shleifer, and Robert W. Vishny, 1991, The allocation of talent: Implications for growth, *Quarterly Journal of Economics* 106, 503-30.

Mostafa, Romel, and Steven Klepper. 2016. Industrial development through tacit knowledge seeding: evidence from the Bangladesh garment industry." *Management Science* 47(2): 341-365.

Agarwal, Rajshree; Audretsch, David; Sarkar, M. B. 2007. The process of creative construction: knowledge spillovers, entrepreneurship, and economic growth. *Strategic Entrepreneurship Journal*, Volume 1, Issue 3-4, pages 263–286.

Entrepreneurship, innovation, and growth: empirics

*Kortum, Samuel, and Josh Lerner, 2000, Assessing the impact of venture capital on innovation, *Rand Journal of Economics* 31, 674-92.

*Samila, Sampsa, and Olav Sorenson, 2011, Noncompete Covenants: Incentives to Innovate or Impediments to Growth, *Management Science* 57(3), 425-438.

*Gans, J.S. Hsu, D.H. & Stern, S. 2008. The impact of uncertain intellectual property rights on the market for ideas: Evidence from patent grant delays. *Management Science*, 54(5): 982-997.

Supplemental reading: optional

Banerjee, Abhijit V., and Andrew F. Newman, 1993, Occupational choice and the process of development, *Journal of Political Economy* 101:2, 274-98.

Ederer, Florian, and Gustavo Manso. 2013. Is Pay for Performance Detrimental to Innovation? *Management Science* 59.7: 1496-1513.

Samila, Sampsa and Olav Sorenson. 2011. Venture capital, entrepreneurship, and economic growth. *REVIEW OF ECONOMICS AND STATISTICS* 93(1): 338-349.

Course|Modify for request 15948

Info

Request: MAN7267 Credit Hour Update

Description of request: MAN7267 is currently a 2 credit hour course titled "Seminar in Groups and Teams Research". The update is to the credit hours, making MAN7267 variable between 1-2 credits.

Submitter: Tayla Hunt taylamoore@ufl.edu

Created: 3/8/2021 4:43:40 PM

Form version: 1

Responses

Current Prefix MAN

Course Level 7

Number 267

Lab Code None

Course Title Seminar on Groups and Teams Research

Effective Term Fall

Effective Year 2021

Requested Action Other (selecting this option opens additional form fields below)

Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? No

Change Transcript Title? No

Change Credit Hours? Yes

Current Credit Hours 2

Proposed Credit Hours Variable

Change Variable Credit? Yes

Current Min and Max Credits 2

Proposed Min and Max Credits 1-2

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Change Course Description? No

Change Prerequisites? No

Change Co-requisites? No

Rationale MAN7267 is a 2 credit hour course that should be updated to a variable 1-2 credit hour course. The only update is to the credit hours. This update will ensure that this seminar is variable credit, as all of our seminars should be.

MAN 7267 Seminar on Groups and Teams Research

Instructor: Mo Wang, Ph.D.

Office: 231 STZ

Office Phone: 352-846-2054

E-mail: mo.wang@warrington.ufl.edu

Office Hours: By appointment

Course Meeting Time & Place

Class Time: 8 meetings, three and half hours each

Location: DOA

Course Overview and Objectives

This is a graduate seminar on work groups and teams in organizational settings. Groups and teams are a ubiquitous feature in today's organizations and serve as the fundamental building block in modern organizational design. Consequently, there is tremendous interest in understanding their role in organizations, how they influence individuals at work, and what makes them function effectively. Although significant research has been done exploring these and other issues, much remains to be done and many areas of groups/teams research are only in their infancy. The objectives of this seminar are to provide you with a thorough background and understanding in the major research areas in studying work groups and teams in organizational settings. Specifically, this course is designed to provide you with an understanding of (1) existing theory in different groups/teams research areas, (2) theoretical and practical issues involved in conducting research on groups and teams in organizational settings, and (3) different methodologies and data analytic approaches that apply to research in this area. This is a depth course, as opposed to a breadth one, and we will be exploring different research topics and areas within the groups/teams area in detail.

Course Structure

This course is structured in an interactive discussion format. I expect that everyone will have read the assigned material prior to each class meeting and be prepared to discuss the topic thoroughly. I value and respect the opinions of others and I expect everyone else to behave the same. It is my goal for this course to be able to build an atmosphere of mutual trust and respect where everyone feels compelled to speak his or her mind.

Methods of Evaluation

Class Participation (30%)

This class will require your active participation and involvement. You are expected to have read the material for each week (**I have zero tolerance for students coming to the class without reading the papers**) and be prepared to ask questions, discuss alternative views, and contribute to the flow of the class. This does not mean that you should sacrifice quality for the sake of quantity; both are important. But, I have no way of gauging quality if you don't participate.

Term Paper (70%)

Each class participant will prepare a term paper on a topic relating to work groups/teams in organizational settings. The objective of this assignment is for you to be able to develop one of your own research areas of interest. In this term paper you will propose an empirical study that aims at addressing unanswered questions in the field of groups/teams in organizational settings. The research proposal has to include following sections: Introduction, Methods, Analytic Strategies, and Potential Limitations. It should use one inch margins and should be (a) 15-20 pages in length (not including references) with 12-pitch Times New Roman font, (b) double-spaced and (c) paginated. Grammar and spelling will enter into the grade you receive. The proposal will be evaluated based on following criteria:

- A. Is the paper intellectually stimulating?
- B. Is the literature review appropriate?
- C. Is there a theoretical contribution of the proposed study?
- D. Does the proposed study have applied values?
- E. Is the proposed design (procedure, methods) adequate and appropriate?
- F. Is the proposed analytic strategy appropriate?
- G. Is the presentation clear and readable?

I will work closely with you to discuss the topic and paper format ideas. Please note that although I am supportive of students wishing to develop existing ideas or areas of research through the research paper assignment for this class, I do expect that the paper that you write for this class is an original paper and does not duplicate efforts/papers that you may have done or be doing in other courses. I also suggest that you set high standards for yourself for this paper. Several former students from my classes have had papers that originated as term papers and which were eventually published in top-tier journals.

† Course Sequence and Readings

Class 1: Overviews & Frameworks

- Kozlowski, S. W. J., & Bell, B. S. (2013). Work groups and teams in organizations. Schmitt, N. W., & Highhouse, S. (Eds.), *Handbook of psychology (2nd Ed., Vol. 12): Industrial and organizational psychology* (pp. 412-469). New York: Wiley.
- Kozlowski, S. W. J., & Klein, K. J. (2000). A multilevel approach to theory and research in organizations: Contextual, temporal, and emergent processes. In K. J. Klein & S. W. J. Kozlowski (Eds.), *Multilevel theory, research, and methods in organizations: Foundations, extensions, and new directions* (pp. 3–90). San Francisco, CA: Jossey-Bass.
- Chan, D. (1998). Functional relations among constructs in the same content domain at different levels of analysis: A typology of composition models. *Journal of Applied Psychology*, *83*, 234-246.

Class 2: Team Development

- Kozlowski, S.W.J., Gully, S.M., Nason, E.R. & Smith, E.M. (1999). Developing adaptive teams: A theory of compilation and performance across levels and time. In D.R. Ilgen & E.D. Pulakos (Eds.), *The changing nature of work and performance: Implications for staffing personnel actions and development* (pp. 240-292). San Francisco: Jossey-Bass.
- Gersick, C.J.G. (1988). Time and transition in work teams: Toward a new model of group development. *Academy of Management Journal*, *41*, 9-41.
- Reagans, R., Zuckerman, E., & McEvily, B. (2004). How to make the team: Social networks vs. demography as criteria for designing effective teams. *Administrative Science Quarterly*, *49*, 101-133.
- Randall, K. R., Resick, C. J., & DeChurch, L. A. (2011). Building team adaptive capacity: The roles of sensegiving and team composition. *Journal of Applied Psychology*, *96*, 525-540.
- Devaraj, S., & Jiang, K. (2019). It's about time—A longitudinal adaptation model of high-performance work teams. *Journal of Applied Psychology*, *104*, 433-447.

Class 3: Team Composition and Inputs

- Harrison, D. A., & Klein, K. J. (2007). What's the difference? Diversity constructs as separation, variety, or disparity in organizations. *Academy of Management Review*, *32*, 1199-1229.
- Harrison, D.A., Price, K.H., Gavin, J.H., & Florey, A.T. (2002). Time, teams and task performance: Changing effects of surface- and deep-level diversity on group functioning. *Academy of Management Journal*, *45*, 1011-1028.
- Bell, S., (2007). Deep-level composition variables as predictors of team performance: A meta-analysis. *Journal of Applied Psychology*, *92*, 595-615.
- Tarakci, M., Greer, L. L., & Groenen, P. J. (2016). When does power disparity help or hurt group performance? *Journal of Applied Psychology*, *101*, 415-429.
- Whiting, S. W., & Maynes, T. D. (2016). Selecting team players: Considering the impact of contextual performance and workplace deviance on selection decisions in the National Football League. *Journal of Applied Psychology*, *101*, 484-497.
- Reinwald, M., & Kunze, F. (in press). Being different, being absent? A dynamic perspective on demographic dissimilarity and absenteeism in blue-collar teams. *Academy of Management Journal*.

Class 4: Context and Climate

- Johns, G. (2006). The essential impact of context on organizational behavior. *Academy of Management Review*, *31*, 386-408.
- Maloney, M. M., Bresman, H., Zellmer-Bruhn, M. E., & Beaver, G. R. (2016). Contextualization and context theorizing in teams research: A look back and a path forward. *Academy of Management Annals*, *10*, 891-942.

Ostroff, C., Kinicki, A. J., & Muhammad, R. S. (2013). Organizational culture and climate. In Schmitt, N. W., & Highhouse, S. (Eds.), *Handbook of psychology (2nd Ed., Vol. 12): Industrial and organizational psychology* (pp. 643-676). New York: Wiley.

Schneider, B., González-Romá, V., Ostroff, C., & West, M. A. (2017). Organizational climate and culture: Reflections on the history of the constructs in the Journal of Applied Psychology. *Journal of Applied Psychology*, 102 (3), 468-482.

Schulte, M., Ostroff, C., Shmulyian, S. & Kinicki, A. (2009). Organizational climate configurations: Relationships to collective attitudes, customer satisfaction and financial performance. *Journal of Applied Psychology*, 94, 618-634.

Koopmann, J., Lanaj, K., Wang, M., Zhou, L., & Shi, J. (2016). Non-linear effects of team tenure on team psychological safety climate and climate strength: Implications for average team member performance. *Journal of Applied Psychology*, 101, 940-957.

Class 5: Teamwork Processes

Marks, M.A., Mathieu, J.E., & Zaccaro, S.J. (2001). A temporally based theory and taxonomy of team processes. *Academy of Management Review*, 26, 356-376.

Grand, J. A., Braun, M. T., Kuljanin, G., Kozlowski, S. W., & Chao, G. T. (2016). The dynamics of team cognition: A process-oriented theory of knowledge emergence in teams. *Journal of Applied Psychology*, 101, 1353-1385.

DeChurch, L. A., Mesmer-Magnus, J. R., & Doty, D. (2013). Moving beyond relationship and task conflict: Toward a process-state perspective. *Journal of Applied Psychology*, 98, 559-578.

Young-Hyman, T. (2017). Cooperating without co-laboring: How formal organizational power moderates cross-functional interaction in project teams. *Administrative Science Quarterly*, 62, 179-214.

Aime, F., Humphrey, S., DeRue, D. S., & Paul, J. B. (2014). The riddle of heterarchy: Power transitions in cross-functional teams. *Academy of Management Journal*, 57, 327-352.

Sherf, E. N., Sinha, R., Tangirala, S., & Awasty, N. (2018). Centralization of member voice in teams: Its effects on expertise utilization and team performance. *Journal of Applied Psychology*, 103, 813-827.

Class 6: Teams and Network

Klein, K. J., Lim, B. C., Saltz, J. L., & Mayer, D. M. (2004). How do they get there? An examination of the antecedents of centrality in team networks. *Academy of Management Journal*, 47, 952-963.

Oh, H., Chung, M. H., & Labianca, G. (2004). Group social capital and group effectiveness: The role of informal socializing ties. *Academy of Management Journal*, 47, 860-875.

Balkundi, P., & Harrison, D. A. (2006). Ties, leaders, and time in teams: Strong inference about network structure's effects on team viability and performance. *Academy of Management Journal*, 49, 49-68.

Bunderson, J. S., van der Vegt, G. S., Cantimur, Y., & Rink, F. (2016). Different views of hierarchy and why they matter: Hierarchy as inequality or as cascading influence. *Academy of Management Journal*, 59, 1265-1289.

Park, S., Mathieu, J. E., & Grosser, T. (in press). A network conceptualization of team conflict. *Academy of Management Review*.

Stuart, H. C. (2017). Structural disruption, relational experimentation, and performance in professional hockey teams: A network perspective on member change. *Organization Science*, 28, 283-300.

Class 7: Team Outcomes

DeChurch, L.A., & Mesmer-Magnus, J.R. (2010). The cognitive underpinnings of team effectiveness: A meta-analysis. *Journal of Applied Psychology*, 95, 32-53.

Marrone, J.A., Tesluk, P.E., & Carson, J.B. (2007). A multilevel investigation of the antecedents and consequences to team member boundary spanning. *Academy of Management Journal*, 50, 1423-1439.

- Lanaj, K., Hollenbeck, J.R., Ilgen, D.R., Barnes, C.M., & Harmon, S.J. (2013). The doubleedged sword of decentralized planning in multiteam systems. *Academy of Management Journal*, 56, 735-757.
- De Vries, T. A., Hollenbeck, J. R., Davison, R. B., Walter, F., & Van Der Vegt, G. S. (2016). Managing coordination in multiteam systems: Integrating micro and macro perspectives. *Academy of Management Journal*, 59, 1823-1844.
- Joshi, A., & Knight, A. P. (2015). Who defers to whom and why? Dual pathways linking demographic differences and dyadic deference to team effectiveness. *Academy of Management Journal*, 58, 59-84.
- Crawford, E. R., Reeves, C. J., Stewart, G. L., & Astrove, S. L. (2019). To link or not to link? Multiple team membership and unit performance. *Journal of Applied Psychology*, 104, 341-356.

Class 8: Leadership of, and in, Work Groups and Teams

- Carson, J.B., Tesluk, P.E., & Marrone, J.A. (2007). Shared leadership in teams: An investigation of antecedent conditions and performance. *Academy of Management Journal*, 50, 1217-1234.
- Zhou, L., Wang, M., Chen, G., & Shi, J. (2012). Effects of supervisors' upward exchange relationships on subordinates: Testing multilevel mediation role of empowerment. *Journal of Applied Psychology*, 97, 668-680.
- Chen, G., Smith, T. A., Kirkman, B. L., Zhang, P., Lemoine, G. J., & Farh, J. L. (2019). Multiple team membership and empowerment spillover effects: Can empowerment processes cross team boundaries? *Journal of Applied Psychology*, 104, 321-340.
- Hu, J., & Judge, T. A. (2017). Leader-team complementarity: Exploring the interactive effects of leader personality traits and team power distance values on team processes and performance. *Journal of Applied Psychology*, 102, 935-955.
- Venkataramani, V., Zhou, L., Wang, M., Liao, H., & Shi, J. (2016). Social networks and employee voice: The influence of team members' and team leaders' social network positions on employee voice. *Organizational Behavior and Human Decision Processes*, 132, 37-48.
- Zhou, L., Wang, M., & Vancouver, J. B. (2019). A formal model of leadership goal striving: Development of core process mechanisms and extensions to action team context. *Journal of Applied Psychology*, 104, 388-410.

Course|Modify for request 15951

Info

Request: MAN7778 Credit, Title, Description Update

Description of request: This update is for MAN7778 and the credit hours and title/description have been updated to better reflect the seminar content.

Submitter: Tayla Hunt taylamoore@ufl.edu

Created: 3/8/2021 4:56:28 PM

Form version: 1

Responses

Current Prefix MAN

Course Level 7

Number 778

Lab Code None

Course Title Seminar in Strategic Adaptation to Environment

Effective Term Fall

Effective Year 2021

Requested Action Other (selecting this option opens additional form fields below)

Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? Yes

Current Course Title Seminar in Strategic Adaptation to Environment

Proposed Course Title Seminar in Behavioral Approaches to Strategy

Change Transcript Title? No

Change Credit Hours? Yes

Current Credit Hours Variable

Proposed Credit Hours Variable

Change Variable Credit? Yes

Current Min and Max Credits 1-3

Proposed Min and Max Credits 1-2

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Change Course Description? Yes

Current Course Description How organizations make decisions to cope effectively with their environments. Theory and research on how firms operate in their environments, such as theories of the firm, resource and knowledge-based views of organizations, and various strategic choices.

Proposed Course Description (500 characters max) Addresses how organizations make decisions to cope effectively with their environments. Theory and research on the behavior of individuals and

groups, including how cognition, perceptions, knowledge, and social networks affect organizational performance.

Change Prerequisites? No

Change Co-requisites? No

Rationale We needed to update our PhD seminar course credits, titles and descriptions. The updates better reflect what is being taught in the seminar, and all of our seminars should only vary from 1-2 credits, not 3.

**University of Florida
Fall 2019 Module II
MAN 7778 Seminar in Behavioral Approaches to Strategy**

**Ph.D. Research Seminar in
BEHAVIORAL APPROACHES TO STRATEGY
Professor Gwendolyn Lee**

Stuzin 211 I
Gwendolyn.LEE@warrington.ufl.edu

“Organizations pursue intelligence. It is not a trivial goal. Its realization is imperfect and the pursuit is endless.”

— James G. March

“The greatest challenge today, not in cell biology and ecology, but in all of science is the accurate and complete description of complex systems. Scientists have broken down many kinds of systems. They think they know most of the elements and forces. The next task is to reassemble them, at least in mathematical models that capture the key properties of entire ensembles.”

— E.O. Wilson

“I advise my graduate students to pick a research problem that is important (so that it will matter if it is solved), but one for which they have a secret weapon that gives some prospect of success. Why a secret weapon? Because if the problem is important, other researchers as intelligent as my students will be trying to solve it; my students are likely to come in first only by having access to some knowledge or research methods the others do not have.”

— Herbert A. Simon, *Models of My Life*

General Course Description

My overall objective for this seminar is to help the participants become the most capable and productive scholars they can be. Society invests substantial resources in our research and should ultimately realize a return on this investment. Research is a serious and important activity, not just a way to get tenured and promoted, or as I have often heard, “a game we play.”

This is a research seminar designed for Ph.D. students to learn about a behavioral approach to strategy. The focus is on theoretically driven contemporary research, especially that appearing in top academic journals. The course will cover the major theoretical perspectives and their current applications. It will also examine some active topical areas.

The course readings are intimately tied to the behavior of individuals and groups, as we will take a behavioral approach to the study of firm strategy. In particular, the behavioral processes examined in this course take into account the cognition, perception, beliefs, and knowledge of the actor(s) as well as the role of social networks.

The discussion will draw upon the rich research literature in the behavioral sciences to study the cognitive, social, cultural, and political aspects of strategy formulation and implementation in complex organizations.

I expect all seminar participants to read EVERY article and to consider what innovation can be added to the stream of literature before coming to class. My focus is on cutting-edge contemporaneous approaches. The seminar participants are therefore expected to search out and read background articles including the classics (see the recommended foundational review) to the extent they deem necessary to their understanding.

The foundational review I recommend is Professor Joseph T. Mahoney's book: *Economic Foundations of Strategy*, (2005), Thousand Oaks, CA: Sage Publications. Focus on the chapter covering the *Behavioral Theory of the Firm*.

Class Meeting Format

The seminar is discussion-based and all seminar participants are expected to engage regularly in the discussions. The discussions will focus on the specific papers assigned as well as the general issues they raise. To facilitate the discussion, each assigned paper will have TWO discussants. The discussants (either self-nominated or appointed by the course instructor) will lead off the discussions and give their reviews on the paper. The reviews are supposed to be positive and critical. The discussants are required to provide a short written summary and an outline of their critique/review before class. This document, between 1 to 3 pages in length, should be uploaded to Canvas before the beginning of the class meeting time.

In evaluating theory development, scholars are urged to ask the following questions:

- Are the theoretical claims unambiguous?
- Can the conclusions be derived rigorously from explicit premises?
- Do the premises sufficiently capture the core drivers of the phenomena under study?
- Have the theories produced propositions with measurable implications that can be refuted empirically?
- Do the theories merge ideas from multiple disciplines in ways that produce something greater than the simple sum of the discipline-based ideas?

In evaluating the design and execution of empirical studies, scholars are urged to ask the following questions:

- Are data presented and analyzed as transparently as possible?
- Does the research employ reliable data that conform closely to theoretical constructs? In particular, do the level of analysis and the unit of observation in the study match those of the theory? Can the empirical proxies discriminate among alternative explanations?
- Are the empirical designs and methods chosen carefully to generate valid inferences? In particular, have concerns about endogeneity and selection been addressed adequately?

All assigned papers can be downloaded directly from the electronic library free of charge for personal use.

Course Requirements and Performance Evaluation

Please upload your completed assignments (paper summary/critique and literature review) to Canvas by noon time on the date they are due. You need to upload to two separate locations on Canvas: (1) Assignment; (2) Discussion. Assignment is where your document is scanned by Turn-It-In.¹ Discussion is where your document is viewed by your peers. No paper printout is needed.

Paper summary & critique (50% of your course grade)

- Complete the summary and critique of the TWO papers assigned to you (1-3 pages) each week.
 - You will be assigned one paper for which you serve as the lead discussant.
 - You will be assigned another paper for which you serve as the second-discussant.
- I will be paying particular attention in evaluating the discussions about the extent to which the discussants have thought deeply about what original, novel, and ground-breaking papers can be written for each theory and topic.

Literature review (40% of your course grade)

- Complete a literature review on what is known about the relationship between AI-assisted information processing and organizational decision making (~10 pages). The due date is December 12th, 2017 by 12:00pm. Your literature review will be shared with your peers. The peer comparison will help you discover new ways for writing better literature reviews.

Combining human and artificial intelligence in decision making. Bounded rationality is a core principle of the behavioral theory of the firm. It is related to limits in cognition, time, and information when making decisions. While previous waves of digitalization might have helped human intelligence overcome information or attenuated constraints on information, recent developments in computer sciences and AI promise to attenuate the limits on time (as they decreasingly require direct human supervision or even participation to collect and analyze data) and cognition (as AI is approaching and indeed overtaking human cognition in several tasks). Is bounded rationality a legacy of the past in the age of AI? Or will it remain as a central tenet of behavioral approaches to the firm and human decision making? What is the relationship between AI-assisted information processing and organizational decision making?

Attendance & active engagement (10% of your course grade)

- Attend and actively engage in discussion in the weekly seminar.

¹ An online anti-plagiarism service, which compares student submissions to millions of websites and papers submitted for exact matches, will be used to verify whether students properly cited their sources.

SESSION OUTLINE

Session 1: Course Introduction; the “Carnegie School” & the Neo-Carnegie Tradition

- Levinthal, Daniel A. 2011. A behavioral approach to strategy – What’s the alternative? *Strategic Management Journal*, **32**: 1517–1523.
- Simon, Herbert A. 1959. Theories of decision making in economics and behavioral science. *American Economic Review*, 49:253-283.
- March, James G. 1978. Bounded rationality, ambiguity, and the engineering of choice. *Bell Journal of Economics* 9: 587-608.
- Melissa A. Schilling (2018) The Cognitive Foundations of Visionary Strategy. *Strategy Science* 3(1):335-342.
- Daniel A. Levinthal (2017) Mendel in the C-Suite: Design and the Evolution of Strategies. *Strategy Science* 2(4):282-287.

- Cyert, R. M., J. March. 1963. A Behavioral Theory of the Firm. Prentice Hall, Englewood Cliffs, NJ.
- Argote, L., Greve, HR. 2007. A behavioral theory of the firm – 40 years and counting: Introduction and impact. *Organization Science* 18(3): 337-349.
- Gavetti, G., Levinthal, D., Ocasio, W. 2007. Neo-Carnegie: The Carnegie school’s past, present, and reconstructing for the future. *Organization Science* 18(3): 523-536.
- Gavetti, G., Greve, H.R., Levinthal, D.A. and Ocasio, W., 2012. The behavioral theory of the firm: Assessment and prospects. *Academy of Management Annals*, 6(1), pp.1-40.

Session 2: Organizational Change and the Development of Capabilities

- Winter SG. 2000. The satisficing principle in capability learning. *Strategic Management Journal*. 21(10–11): 981–996.
- Winter, S.G. 2003. Understanding dynamic capabilities. *Strategic Management Journal*. 24(10): 991-995.
- Levinthal DA, Marino A. 2015. Three facets of organizational adaptation: Selection, variety, and plasticity. *Organization Science* 26(3): 743-755.
- Levinthal, D.A. and Workiewicz, M., 2018. When two bosses are better than one: Nearly decomposable systems and organizational adaptation. *Organization Science*, 29(2), pp.207-224.
- Eggers, J.P. and Kaplan, S., 2013. Cognition and capabilities: A multi-level perspective. *Academy of Management Annals*, 7(1), pp.295-340.

- Karim, S., and W. Mitchell. 2000. Path-dependent and path-breaking change: Reconfiguring business resources following acquisitions in the US medical sector, 1978-1995. *Strategic Management Journal*. 21(10-11): 1061-81.
- Tripsas, Mary and Giovanni Gavetti. 2000. Capabilities, cognition, and inertia: Evidence from digital imaging. *Strategic Management Journal* 21:1147-1161.

Session 3: Organizational Search

- Gavetti, G., Levinthal, D.A. 2000. Looking forward and looking backward: Cognitive and experiential search. *Administrative Science Quarterly* 45(1): 113-137.
- Rivkin, J.W., Siggelkow, N. 2007. Patterned interactions in complex systems: Implications for exploration. *Management Science* 53(7) 1068-1085.
- Siggelkow, N. and Rivkin, J.W. 2005. Speed and search. Designing organizations for turbulence and complexity. *Organization Science* 16(2): 101-122.
- Csaszar, F.A., Siggelkow, N. 2010. How much to copy? Determinants of effective imitation breadth. *Organization Science*. 21(3): 661-676.
- Knudsen, T., Levinthal, D.A. 2007. Two faces of search: Alternative generation and alternative evaluation. *Organization Science* 18(1): 39-54.
- Posen, H.E., Keil, T., Kim, S. and Meissner, F.D., 2018. Renewing Research on Problemistic Search—A Review and Research Agenda. *Academy of Management Annals*, 12(1), pp.208-251.

Session 4: Intra- and Inter-organizational Learning

- Cohen, W.M. & Levinthal, D.A., 1990. Absorptive capacity: A new perspective on learning and innovation. *Administrative Science Quarterly* 35: 128-152
- Hansen, Morten T. 1999. The search-transfer problem: The role of weak ties in sharing knowledge across organizational subunits. *Administrative Science Quarterly*, 44: 82-111.
- Denrell, Jerker. 2003. Vicarious learning, undersampling of failure, and the myths of management. *Organization Science* 14(3): 227-243.
- Baum, J.A. and Dahlin, K.B., 2007. Aspiration performance and railroads' patterns of learning from train wrecks and crashes. *Organization Science* 18(3), pp.368-385.
- Levinthal, D. and Posen, H.E., 2007. Myopia of selection: Does organizational adaptation limit the efficacy of population selection?. *Administrative Science Quarterly* 52(4), pp.586-620.
- Argote, L., Beckman, S.L., & Epple, D. 1990. The persistence and transfer of learning in industrial settings. *Management Science*, 36: 146-154.
- Levinthal, D.A., & March, J.G. 1993. The myopia of learning. *Strategic Management Journal*, 14(S2): 95-112.
- Chuang, Y.T. and Baum, J.A., 2003. It's all in the name: Failure-induced learning by multiunit chains. *Administrative Science Quarterly*, 48(1), pp.33-59.

Session 5: Cognition & Decision Making

- Greve, H. R. 1998. Managerial cognition and the mimetic adoption of market positions:

- What you see is what you do. *Strategic Management Journal*, 19(10): 967-988.
- Zajac, E. J. & Bazerman, M. H. 1991. Blind spots in industry and competitor analysis: implications of interfirm (mis)perceptions for strategic decisions. *Academy of Management Review*, 16: 37-56.
- Csaszar, Felipe A., and Daniel A. Levinthal. 2016. Mental representation and the discovery of new strategies. *Strategic Management Journal*, 37(10): 2031-2049.
- Dye, K.C., Eggers, J.P. and Shapira, Z., 2014. Trade-offs in a tempest: Stakeholder influence on hurricane evacuation decisions. *Organization Science*, 25(4), pp.1009-1025.
- Eggers, J.P. and Suh, J.H., 2019. Experience and Behavior: How Negative Feedback in New Versus Experienced Domains Affects Firm Action and Subsequent Performance. *Academy of Management Journal*, 62(2), pp.309-334.
- March, J.G., 1994. Primer on decision making: How decisions happen. Simon and Schuster.
- March, J.G. and Shapira, Z., 1987. Managerial perspectives on risk and risk taking. *Management Science*, 33(11), pp.1404-1418.
- Tversky, A. and Kahneman, D., 1981. The framing of decisions and the psychology of choice. *Science*, 211(4481), pp.453-458.
- Kahneman, D., 2003. Maps of bounded rationality: Psychology for behavioral economics. *American Economic Review*, 93(5), pp.1449-1475.

Session 6: Social Embeddedness

- Burt, R.S. 1997. The contingent value of social capital. *Administrative Science Quarterly* 42(2): 339-65.
- Ahuja, G. 2000. The duality of collaboration: Inducements and opportunities in the formation of interfirm linkages. *Strategic Management Journal* 21(3): 317-43.
- Uzzi, Brian. 1997. Social structure and competition in interfirm networks: The paradox of embeddedness. *Administrative Science Quarterly* 42:35-67.
- Baum, J.A., Rowley, T.J., Shipilov, A.V. and Chuang, Y.T., 2005. Dancing with strangers: Aspiration performance and the search for underwriting syndicate partners. *Administrative Science Quarterly*, 50(4), pp.536-575.
- Lavie, D. and Rosenkopf, L., 2006. Balancing exploration and exploitation in alliance formation. *Academy of Management Journal*, 49(4), pp.797-818.
- Gulati, R 1999. Network location and learning: The influence of network resources and firm capabilities on alliance formation. *Strategic Management Journal* 20(5): 397-420.
- Krackhardt, D. 1990. Assessing the political landscape: structure, cognition, and power in organizations. *Administrative Science Quarterly*, 35: 342-69.

Session 7: Institution

- Ostrom, Elinor. 1998. A behavioral approach to the rational choice theory of collective

- action. *The American Political Science Review*, 92(1): 1-22.
- Crossan, M. M., Lane, H. W., & White, R. E. 1999. An organizational learning framework: From intuition to institution. *Academy of Management Review*, 24(3): 522-537.
 - Dutt, N. and Joseph, J., 2019. Regulatory Uncertainty, Corporate Structure, and Strategic Agendas: Evidence from the US Renewable Electricity Industry. *Academy of Management Journal*, 62(3), pp.800-827.
 - Foss, N.J. and Weber, L., 2016. Moving opportunism to the back seat: Bounded rationality, costly conflict, and hierarchical forms. *Academy of Management Review*, 41(1), pp.61-79.
 - DIALOGUE Lumineau, F. and Verbeke, A., 2016. Let's give opportunism the proper back seat. *Academy of Management Review*, 41(4), pp.739-741.
 - RESPONSE Foss, N.J. and Weber, L., 2016. Expand Bounded Rationality, but Don't Throw Opportunism Out of the Car and Under the Bus: A Reply to Lumineau and Verbeke. *Academy of Management Review*, 41(4), pp.741-744.
 - Weber L, Mayer K. 2014. Transaction cost economics and the cognitive perspective: Investigating the sources and governance of interpretive uncertainty. *Academy of Management Review*, 39(3):344–363.
 - DIALOGUE 2015 AMR Zardkoohi, A. and Bierman, L., 2015. “Transaction cost economics and the cognitive perspective: Investigating the sources and governance of interpretive uncertainty”—A comment. *Academy of Management Review*, 40(3), pp.466-470.
 - RESPONSE Mayer, K.J. and Weber, L., 2015. “Transaction Cost Economics and the Cognitive Perspective: Investigating the Sources and Governance of Interpretive Uncertainty”—A Response to Zardkoohi and Bierman. *Academy of Management Review*, 40(3), pp.470-473.
 - Ostrom, E., 2000. Collective action and the evolution of social norms. *Journal of Economic Perspectives*, 14(3), pp.137-158.
 - Williamson, O.E., 1996. Transaction cost economics and the Carnegie connection. *Journal of Economic Behavior & Organization*, 31(2), pp.149-155.
 - March, J. G., J. P. Olsen. 1989. *Rediscovering Institutions: The Organizational Basis of Politics*. Free Press, New York.

Course|Modify for request 15952

Info

Request: MAN7779 Credit, Title, Description Update

Description of request: This update is for MAN7779 and the credit hours and title/description have been updated to better reflect the seminar content

Submitter: Tayla Hunt taylamoore@ufl.edu

Created: 3/10/2021 10:23:19 AM

Form version: 1

Responses

Current Prefix MAN

Course Level 7

Number 779

Lab Code None

Course Title Strategic Processes and Structures in Organizations

Effective Term Fall

Effective Year 2021

Requested Action Other (selecting this option opens additional form fields below)

Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? Yes

Current Course Title Strategic Processes and Structure in Organizations

Proposed Course Title Seminar in Strategic Processes, Innovation, and Entrepreneurship

Change Transcript Title? Yes

Current Transcript Title Strat Proc/Struc Org

Proposed Transcript Title (30 char. max) Strat Proc/Innov, Entrepreneur

Change Credit Hours? Yes

Current Credit Hours Variable

Proposed Credit Hours Variable

Change Variable Credit? Yes

Current Min and Max Credits 1-3

Proposed Min and Max Credits 1-2

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Change Course Description? Yes

Current Course Description Theories and research on how organizations implement strategic choices, covering decision making, corporate governance and control, strategy/structure issues, compensation strategies, and strategic change.

Proposed Course Description (500 characters max) Theories and Research on how organizations implement strategic choices and change. Content includes decision making, corporate governance,

innovation, and entrepreneurship.

Change Prerequisites? No

Change Co-requisites? No

Rationale We needed to update our PhD seminar course credits, titles and descriptions. The updates better reflect what is being taught in the seminar, and all of our seminars should only vary from 1-2 credits, not 3.

University of Florida
Fall 2020 Module II
MAN7779: Seminar in Strategic Processes, Innovation and Entrepreneurship

PhD Research Seminar in

Strategic Processes, Innovation, and Entrepreneurship

Professor Gwendolyn Lee

[On sabbatical leave fall 2020, so the course will be offered in 2022]

Stuzin 211I

Gwendolyn.Lee@warrington.ufl.edu

General Course Description

This Ph.D. course is a requirement for first-year and second-year doctoral students in the management department. The course focuses on theoretically driven contemporary research, especially that appearing in leading academic journals. The course will cover the major theoretical perspectives and their current applications in cutting-edge research.

The strategy field encompasses a diverse set of research perspectives and topic areas. This diversity is a strength of the field, but it also poses a challenge to scholars in strategy: It is often unclear how various literatures relate and why certain papers are considered exemplars of high-quality strategy research.

Through this course, I promote research that has both **rigor** (methodological soundness) and **relevance** (applicability to managerial practice). Promoting research that has both rigor and relevance is my objective of training Ph.D. students at the University of Florida. In developing next-generation scholars for management research, my specific goals are to help our Ph.D. students recognize and appreciate the following:

- ❖ Rigorous and relevant research builds upon prior, **substantive contributions** in the field.
- ❖ The research must utilize **theory that is unambiguous and rigorously derived** in order to produce measurable and refutable claims. Theory building is a cumulative enterprise and as such can only happen if researchers are explicit about both the theories and their impacts on managerial practice.
- ❖ Empirical contributions may report empirical regularities or aim to test theory. In both cases, rigorous and relevant research is **transparent in data presentation and analysis**. In the case of theory-testing, rigorous and relevant research uses data that conform

closely to the theory to be tested as well as **empirical designs and methods that generate valid inferences.**

Course Design

The course objective is threefold:

1. Read and critically analyze exemplary research;
2. Examine diverse research models and types of data that have been used;
3. Identify and evaluate possible directions for future research.

For each theory and topic, we will read and discuss articles that represent contemporary cutting-edge research. The purpose of this design is to actively engage the students' mind to think deeply about what original, novel, and ground-breaking papers can be written for each theory and topic.

I expect all seminar participants to read EVERY assigned article (four per session) and to consider what innovation can be added to the stream of literature before coming to class. The background reading is recommended, but not required. The seminar participants are therefore expected to search for and read background articles to the extent they deem necessary to their understanding.

Class Meeting Format

The seminar is discussion-based and all seminar participants are expected to engage regularly in the discussions. The discussions will focus on the specific papers assigned as well as the general issues they raise. To facilitate the discussion, each assigned paper will have TWO discussants (a LEAD and a SUPPORTING). The discussants (either self-nominated or appointed by the course instructor) will lead off the discussions and give their reviews on the paper. The reviews are supposed to be positive and critical. The discussants are required to provide a short written summary and an outline of their review before class. This document, between 1 to 3 pages in length, should be distributed to all seminar participants before the beginning of the class meeting time.

A good way to prepare for class is to answer the following questions about each reading:

- What is the contribution here? How important is it?
- What are the basic assumptions behind the analysis?
- What are the major problems and deficiencies?
- How could this analysis be improved? (Be specific and practical. Do not make suggestions that you could not realistically envision yourself conducting); and
- Identify at least one way that the analysis is cleverer than the author(s) know. This could take the form of deriving a new argument or developing new ideas about other dependent variables.
- NOTE: For seminar participants whose primary research interest is in micro organizational behavior, you may use micro-level processes and variables (such as personality as an independent variable, or emotion as a dependent variable) to identify new ways of analysis.
- NOTE: For seminar participants who need more background preparation on the foundational literatures, please refer to the references cited in the reading list.

In evaluating theory development, seminar participants are urged to ask the following questions:

- Are the theoretical claims unambiguous?
- Can the conclusions be derived rigorously from explicit premises?
- Do the premises sufficiently capture the core drivers of the phenomena under study?
- Have the theories produced propositions with measurable implications that can be refuted empirically?
- Do the theories merge ideas from multiple disciplines in ways that produce something greater than the simple sum of the discipline-based ideas?

In evaluating the design and execution of empirical studies, seminar participants are urged to ask the following questions:

- Are data presented and analyzed as transparently as possible?
- Does the research employ reliable data that conform closely to theoretical constructs? In particular, do the level of analysis and the unit of observation in the study match those of the theory? Can the empirical proxies discriminate among alternative explanations?
- Are the empirical designs and methods chosen carefully to generate valid inferences? In particular, have concerns about endogeneity and selection been addressed adequately?

Course Requirements and Performance Evaluation

Please upload your completed assignments (paper summary/critique and literature review) to Canvas by noon time on the date they are due. You need to upload to two separate locations on Canvas: (1) Assignment; (2) Discussion. Assignment is where your document is scanned by Turn-It-In.¹ Discussion is where your document is viewed by your peers. No paper printout is needed.

Paper summary & critique (50% of your course grade)

- Complete the summary and critique of the TWO papers assigned to you (1-3 pages) each week.
 - You will be assigned one paper for which you serve as the lead discussant.
 - You will be assigned another paper for which you serve as the second-discussant.

I will be paying particular attention in evaluating the discussions about the extent to which the discussants have thought deeply about what original, novel, and ground-breaking papers can be written for each theory and topic.

Literature review (40% of your course grade)

- Complete a literature review on what is known about the relationship between AI-assisted information processing and organizational decision making (~10 pages). The due date is TBD by 12:00pm. Your literature review will be shared with your peers. The peer comparison will help you discover new ways for writing better literature reviews.

Attendance & active engagement (10% of your course grade)

- Attend and actively engage in discussion in the weekly seminar.

¹ An online anti-plagiarism service, which compares student submissions to millions of websites and papers submitted for exact matches, will be used to verify whether students properly cited their sources.

SESSION OUTLINE

Session 1: Course Introduction; Performance and the Sustainability of Competitive Advantage

Assigned reading list:

- Levinthal, D. 1997. "Adaptation on Rugged Landscapes," *Management Science* 43, pp. 934-950.
- Rivkin, J. W. 2000. "Imitation of Complex Strategies. *Management Science*," 46: 824-844.
- Hatch, N.W. and Dyer, J.H., 2004. Human capital and learning as a source of sustainable competitive advantage. *Strategic management journal*, 25(12), pp.1155-1178.
- Pacheco-de-Almeida, G. and Zemsky, P. (2007). "The Timing of Resource Development and Sustainable Competitive Advantage" *Management Science* 53, pp. 651-666.
- Newbert, S.L., 2008. Value, rareness, competitive advantage, and performance: a conceptual-level empirical investigation of the resource-based view of the firm. *Strategic management journal*, 29(7), pp.745-768.

Background reading:

- Lippman, S. A. and Rumelt, R. P. 1982. "Uncertain Immitability: An Analysis of Inter-firm Differences in Efficiency under Competition," *Bell Journal of Economics* 13(3) pp. 418-438.
- Dierickx, I. and Cool, K., 1989. Asset stock accumulation and sustainability of competitive advantage. *Management science*, 35(12), pp.1504-1511.
- Barney, J. B. 1991. "Firm Resources and Sustained Competitive Advantage," *Journal of Management* 17, pp. 99-120.
- Reed, R. and DeFillippi, R.J., 1990. Causal ambiguity, barriers to imitation, and sustainable competitive advantage. *Academy of management review*, 15(1), pp.88-102.
- Peteraf, M.A., 1993. The cornerstones of competitive advantage: a resource-based view. *Strategic management journal*, 14(3), pp.179-191.
- Wernerfelt, B., 1995. The resource-based view of the firm: Ten years after. *Strategic management journal*, 16(3), pp.171-174.
- Priem, R. and J. Butler (2001). "Is the Resource-Based 'View' a Useful Perspective for Strategic Management Research? *Academy of Management Review* 26, pp. 22-44.
- Powell, T.C., 2001. Competitive advantage: logical and philosophical considerations. *Strategic management journal*, 22(9), pp.875-888.
- Winter, Sidney G., and Gabriel Szulanski. "Replication as strategy." *Organization science* 12.6 (2001): 730-743.
- Lenox, M., S. Rockart and A. Lewin. (2006). "Interdependency, Competition, and the Distribution of Firm and Industry Profits," *Management Science* 52, pp. 757-772.
- Lenox, Michael J., Scott F. Rockart, and Arie Y. Lewin. (2010) "Does interdependency affect firm and industry profitability? An empirical test." *Strategic Management Journal* 31.2: 121-139.
- Adner, R. and Zemsky, P., 2006. A demand-based perspective on sustainable competitive advantage. *Strategic Management Journal*, 27(3), pp.215-239.

Session 2: Economic Foundations of Strategy

The foundational review will follow along the lines of Professor Joseph T. Mahoney's book: *Economic Foundations of Strategy*, (2005), Thousand Oaks, CA: Sage Publications.

- *Behavioral Theory of the Firm*
- *Transaction Costs Theory*
- *Property Rights Theory*
- *Agency Theory*
- *Resource-Based Theory, Dynamic Capabilities and Options*

Assigned reading list:

- Gavetti G, Greve HR, Levinthal DA. 2012. The behavioral theory of the firm. *The Academy of Management Annals*, 6(1): 1-40.
- Mahoney, Joseph T. 1992. The choice of organizational form: Vertical financial ownership versus other methods of vertical integration. *Strategic Management Journal*, 13: 559-584.
- Foss Kirsten, and Nicolai J. Foss (2005). Resources and transaction costs: How property rights economics furthers the resource-based view. *Strategic Management Journal*, 26 (6): 541-553.
- Zenger, Todd R. (1994). Explaining organizational diseconomies of scale and R&D: Agency problems and the allocation of engineering talent, ideas, and effort by firm size. *Management Science*, 40 (6): 708-729.
- Newbert, S.L., 2007. Empirical research on the resource-based view of the firm: an assessment and suggestions for future research. *Strategic management journal*, 28(2), pp.121-146.

Background reading:

- Cyert, R. M., J. G. March. 1963. *A Behavioral Theory of the Firm*. Prentice-Hall, Englewood Cliffs, NJ.
- March, J. G., H. A. Simon. 1958. *Organizations*. Wiley, New York.
- Simon, H. A. 1947. *Administrative Behavior: A Study of Decision Making Processes in Administrative Organization*. Macmillan, New York.
- Simon, Herbert A. (1959) Theories of decision making in economics and behavioral science. *American Economic Review*, 49:253-283.
- March, James G. (1978) Bounded rationality, ambiguity, and the engineering of choice. *Bell Journal of Economics* 9: 587-608.
- Coase, Ronald H. (1937). The nature of the firm. *Economica*, 4: 386-405.
- Arrow, Kenneth J. (1974). *The Limits of Organization*. New York, NY: W. W. Norton.
- Coase, Ronald H. (1988). *The Firm, the Market and the Law*. Chicago: University of Chicago Press.
- Williamson, Oliver E. (1975). *Markets and Hierarchies: Analysis and Antitrust Implications*. New York, NY: Free Press.
- Williamson, Oliver E. (1985). *The Economic Institutions of Capitalism: Firms, Markets, Relational Contracting*. New York, NY: The Free Press.
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- Libecap, Gary D. (1989). *Contracting for Property Rights*. New York, NY: Cambridge University Press.
- North, Douglass (1990). *Institutions, Institutional Change and Economic Performance*. New York, NY: Cambridge University Press.
- Barzel, Yoram (1989). *An Economic Analysis of Property Rights*. Cambridge, UK: Cambridge University Press.
- Eggertsson, Thrainn (1990). *Economic Behavior and Institutions*. Cambridge: Cambridge University Press.
- Hart, Oliver (1995). *Firms, Contracts, and Financial Structure*. Oxford: Clarendon Press.
- Berle, Adolf A. and Gardiner C. Means (1932). *The Modern Corporation and Private Property*. New York, NY: Macmillan.
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- Arrow, Kenneth J. (1985). "The Economics of Agency" (pp.37-51). In *Principals and Agents: The Structure of Business*, edited by John W. Pratt and Richard J. Zeckhauser. Boston, MA: Harvard Business School Press.
- Levinthal, Daniel (1988). A survey of agency models of organizations. *Journal of Economic Behavior and Organization*, 9: 153-185.
- Jensen, Michael and William Meckling (1976). Theory of the firm: Managerial behavior, agency costs, and capital structure. *Journal of Financial Economics*, 3 (October): 305-360.
- Akerlof, George A. (1970). The market for 'lemons': Qualitative uncertainty and the market mechanism. *Quarterly Journal of Economics*, 84: 488-500.
- Alchian, Armen A. and Harold Demsetz (1972). Production, information costs, and economic organization. *American Economic Review*, 62: 777-795.
- Fama, Eugene F. (1980). Agency problems and the theory of the firm. *Journal of Political Economy*, 88 (2): 288-307.
- Penrose, Edith T. (1959). *The Theory of the Growth of the Firm*. New York: John Wiley & Sons.
- Chandler, Alfred D. (1990). *Scale and Scope: The Dynamics of Capitalism*. Cambridge, MA: Harvard University Press.
- Itami, Hiroyuki and Thomas E. Roehl (1987). *Mobilizing Invisible Assets*. Cambridge, MA: Harvard University Press.
- Nelson, Richard R., and Sidney G. Winter (1982). *An Evolutionary Theory of Economic Change*. Cambridge, Mass.: Harvard University Press.
- Evered, Roger and Meryl Reis Louis (1981). Alternative perspectives in the organizational sciences: "Inquiry from the Inside" and "Inquiry from the Outside." *Academy of Management Review*: 6 (3): 385-395.
- Wernerfelt, Birger (1984). A resource-based view of the firm. *Strategic Management Journal*, 5: 171-180.
- Trigeorgis, Lenos (1997). *Real Options: Managerial Flexibility and Strategy in Resource Allocation*. Cambridge, MA: MIT Press.
- Bowman, Edward H. and Dileep Hurry (1993). *Strategy through the options lens: An integrated*

- view of resource investments and the incremental-choice process. *Academy of Management Review*, 18 (4): 760-782.
- Kogut, Bruce (1991). Joint ventures and the option to expand and acquire. *Management Science*, 37 (1): 19- 33.
- Adner, Ron and Daniel A. Levinthal (2004). What is not a real option: Considering boundaries for the application of real options to business strategy. *Academy of Management Review*, 29(1): 74-85.

Session 3: Industry Dynamics

Assigned reading list:

- Klepper, S. 1996. "Entry, exit, growth, and innovation over the product life cycle," *American Economic Review*, 86: 562-583.
- Hannan, M.T., G.R. Carroll, E.A. Dundan and J.C. Torres. 1995. "Organizational evolution in a multinational context: Entries of automobile manufacturers in Belgium, Britain, France, Germany, and Italy," *American Sociological Review*, 60: 509-528.
- Thompson, P. (2005), "Selection and firm survival: Evidence from the shipbuilding industry, 1825-1914," *Review of Economics and Statistics*, 87(1): 26-36.
- de Figueiredo, J.M. and B.S. Silverman. 2007. "Strategic dynamics among dominant and fringe firms in a segmented industry," *Management Science*, 53: 632-650.
- Knudsen, Thorbjørn, Daniel A. Levinthal, and Sidney G. Winter. 2014. "Hidden but in plain sight: The role of scale adjustment in industry dynamics." *Strategic Management Journal* 35.11: 1569-1584.

Background reading:

- Gort, M. and S. Klepper (1982), "Time paths in the diffusion of product innovations," *Economic Journal*, 92: 630-53.
- Hoetker, G. and R. Agarwal (2007), "Death hurts, but it isn't fatal: The postexit diffusion of knowledge created by innovative companies," *Academy of Management Journal*, 50(2): 446-467.
- Tripsas, M. (1997), "Unraveling the process of creative destruction: Complementary assets and incumbent survival in the typesetter industry," *Strategic Management Journal*, 18(Summer): 119-142.

Session 4: Location, Location, Location–Geography & Agglomeration

Assigned reading list:

- Zucker, Lynne G., Michael R. Darby, and Marilynn B. Brewer, 1998, Intellectual human capital and the birth of U.S. biotechnology enterprises, *American Economic Review* 88, 290-306.
- Ellison, Glenn, and Edward L. Glaeser. 1997. Geographic Concentration in U.S. Manufacturing Industries: A Dartboard Approach. *The Journal of Political Economy*. 105 (5):889–927.
- Alcacer, Juan. 2006. Location Choices across the Value Chain: How Activity and Capability Influence Co-location. *Management Science* 52 (10):1457–1471.
- Sorenson, Olav, and Toby E. Stuart. 2001. Syndication Networks and the Spatial Distribution of

Venture Capital Investments. *American Journal of Sociology* 106 (6):1546–1588.
Myles J. Shaver and Flyer, Fredrick. 2000. Agglomeration Economies, Firm Heterogeneity, and Foreign Direct Investment in the United States. *Strategic Management Journal*. 21:1175-1193.

Background reading:

Audretsch, David B., and Maryann P. Feldman. 1996. R&D Spillovers and the Geography of Innovation and Production. *American Economic Review* 86 (3):630–640.
Dumais, Guy, Glenn Ellison, and Edward Glaeser, 2002, Geographic concentration as a dynamic process, *Review of Economics and Statistics* 84, 193-204.
Almeida, P. & Kogut, B. 1999. Localization of knowledge and the mobility of engineers in regional networks. *Management Science*, 45(7): 905-917.
Hanson, Gordon H. 2001. Scale Economies and the Geographic Concentration of Industry. *Journal of Economic Geography* 1 (3):255–276.
Agrawal, Ajay, Iain Cockburn and John McHale. 2006. Gone But Not Forgotten: Knowledge Flows, Labor Mobility, and Enduring Social Relationships. *Journal of Economic Geography* 6: 571-591.

Session 5: Innovation

Assigned reading list:

Powell, W.W., Koput, K.W. and Smith-Doerr, L., 1996. Interorganizational collaboration and the locus of innovation: Networks of learning in biotechnology. *Administrative science quarterly*, pp.116-145.
Ahuja, G., & Lampert, C. M. 2001. Entrepreneurship in the large corporation: A longitudinal study of how established firms create breakthrough inventions. *Strategic Management Journal*, 22: 521–543.
Katila, Riitta, and Gautam Ahuja. "Something old, something new: A longitudinal study of search behavior and new product introduction." *Academy of management journal* 45.6 (2002): 1183-1194.
Cassiman, B. and Veugelers, R. 2006 "In Search of Complementarity in Innovation Strategy: Internal R&D and External Knowledge Acquisition. *Management Science*.
Casadesus-Masanell, Ramon, and Feng Zhu. 2013. "Business model innovation and competitive imitation: The case of sponsor-based business models." *Strategic management journal* 34.4: 464-482.

Background reading:

Aghion, P. and J. Tirole, 1994, "On the Management of Innovation", *Quarterly Journal of Economics*, 109, 1185-1207.
Gilbert, R. 2006, "Innovation and Competition," *Journal of Industrial Organization Education*, V1, Article 8.
Acs, Z. and D. Audretsch, 1988, Innovation in Large and Small Firms: An Empirical Analysis, *American Economic Review*, 78, 4, p.678-690.
Jaffe, A. 1986, Technological Opportunity and spillovers of R&D: evidence from firm's patent,

- profits and market value, *American Economic Review*, 76, 984-1001.
- d'Aspremont, C. and A. Jacquemin, 1988, Co-operative and noncooperative R&D in duopoly with spillovers, *American Economic Review*, 78, 1133-1137.
- Teece, David, J., 1986, "Profiting from technological innovation: Implications for integration, collaboration, licensing and public policy," *Research Policy*, 15: 285-305.
- Lerner, J., and R. Merges, 1997, The Control of Technology Alliances: An Empirical Analysis of the Biotechnology Industry, *Journal of Industrial Economics*.
- Ahuja, Gautam, Curba Morris Lampert, and Vivek Tandon. "1 moving beyond Schumpeter: management research on the determinants of technological innovation." *The Academy of Management Annals* 2.1 (2008): 1-98.
- Leiponen, Aija, and Constance E. Helfat. "Innovation objectives, knowledge sources, and the benefits of breadth." *Strategic Management Journal* 31.2 (2010): 224-236.

Session 6: Risks

Assigned reading list:

- Kahneman, D. and D. Lovallo, 2006, Timid Choices and Bold Forecasts: A Cognitive Perspective on Risk Taking, *Management Science*, v39, 17-31.
- Wu B, Knott AM. 2006. Entrepreneurial risk and market entry. *Management Science*, 52(9): 1315-1330.
- Dye, K.C., Eggers, J.P. and Shapira, Z., 2014. Trade-offs in a tempest: Stakeholder influence on hurricane evacuation decisions. *Organization Science*, 25(4), pp.1009-1025.
- Henkel, Joachim. 2009. "The Risk-Return Paradox for Strategic Management: Disentangling True and Spurious Effects." *Strategic Management Journal*, vol. 30, no. 3, pp. 287-303.
- Andersen, Torben J., and Richard A. Bettis. 2015. "Exploring longitudinal risk-return relationships." *Strategic Management Journal*, vol. 36, no. 8, pp. 1135-1145.

Background reading:

- Bowman, E.H., 1980, A risk/return paradox for strategic management, *Sloan Management Review*, v21, 17-31.
- Bowman, E.H, 1982, Risk Seeking by Troubled Firms, *Sloan Management Review*, v23, 33-42.
- Fiegenbaum, A. and H. Thomas, 1988, Attitudes towards Risk and the Risk-Return Paradox: Prospect Theory Explanations, *Academy of Management Journal*, v31, 85-106.
- Ross, D. G. 2014. Taking a chance: A formal model of how firms use risk in strategic interaction with other firms. *Academy of Management Review*, 39: 202-226.
- Åstebro, T., Herz, H., Nanda, R., & Weber, R. (2014). Seeking the Roots of Entrepreneurship: Insights from Behavioral Economics. *The Journal of Economic Perspectives*, 28(3), 49-69.
- Koudstaal, Martin, Randolph Sloof, and Mirjam Van Praag. "Risk, Uncertainty, and Entrepreneurship: Evidence from a Lab-in-the-Field Experiment." *Management Science* (2015).

Session 7: Experimentation

- Fleming, L., 2001. Recombinant uncertainty in technological search. *Management science*, 47(1), pp.117-132.

- Lee, F., Edmondson, A. C., Thomke, S., & Worline, M. 2004. The mixed effects of inconsistency on experimentation in organizations. *Organization Science*, 15(3), 310-326.²
- Khanna, Rajat, Isin Guler, and Atul Nerkar. 2016. "Fail often, fail big, and fail fast? Learning from small failures and R&D performance in the pharmaceutical industry." *Academy of Management Journal* 59.2: 436-459.
- Lieberman MB, Lee GK, Folta TB. 2017. Entry, exit, and the potential for resource redeployment. *Strategic management journal*, 38(3), pp.526-544.
- Kerr, W.R., Nanda, R. and Rhodes-Kropf, M., 2014. Entrepreneurship as experimentation. *Journal of Economic Perspectives*, 28(3), pp.25-48.

Background reading:

- March, James G. "Exploration and exploitation in organizational learning." *Organization science* 2.1 (1991): 71-87.
- Gupta, Anil K., Ken G. Smith, and Christina E. Shalley. "The interplay between exploration and exploitation." *Academy of management journal* 49.4 (2006): 693-706.
- Cannon, Mark D., and Amy C. Edmondson. "Failing to learn and learning to fail (intelligently): How great organizations put failure to work to innovate and improve." *Long Range Planning* 38.3 (2005): 299-319.
- Edmondson, Amy C., Richard M. Bohmer, and Gary P. Pisano. "Disrupted routines: Team learning and new technology implementation in hospitals." *Administrative Science Quarterly* 46.4 (2001): 685-716.
- Thomke, Stefan H. "Managing experimentation in the design of new products." *Management Science* 44.6 (1998): 743-762.
- Thomke, Stefan. "Accelerating Learning by Experimentation." *Management of the Fuzzy Front End of Innovation*. Springer International Publishing, 2014. 125-140.

² This paper is cited by Koopmann, Jaclyn; Lanaj, Klodiana; Wang, Mo; Zhou, Le; et al. Nonlinear effects of team tenure on team psychological safety climate and climate strength: Implications for average team member performance. *Journal of Applied Psychology*, 101. 7 (2016): 940-957.

Course|Modify for request 16099

Info

Request: DBA MAN 7934 course from 3-credits to 4-credits

Description of request: Increase credit for DBA MAN 7934 course from 3-credits to 4-credits in the University systems to reflecting the additional instruction time.

Submitter: Sokha Peck sokha.ward@warrington.ufl.edu

Created: 4/14/2021 3:22:02 PM

Form version: 1

Responses

Current Prefix MAN

Course Level 7

Number 934

Lab Code None

Course Title Org Res Methods Sem

Effective Term Earliest Available

Effective Year Earliest Available

Requested Action Other (selecting this option opens additional form fields below)

Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? No

Change Transcript Title? No

Change Credit Hours? Yes

Current Credit Hours 3

Proposed Credit Hours 4

Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Change Course Description? No

Change Prerequisites? No

Change Co-requisites? No

Rationale Increase in credit hours to reflecting the additional instruction time. Please updated syllabus attached.

MAN 7934, Fall 2021
DBA SEMINAR IN RESEARCH METHODS
Room: TBD

Instructor: Philip Podsakoff
Office: 258 Stuzin Hall
Telephone: (352) 273-3303
Email: philip.podsakoff@warrington.ufl.edu
Office hours: By appointment

COURSE DESCRIPTION

In their classic book on experimental and quasi-experimental designs for research, Campbell and Stanley (1963) noted that the model for their book was provided by McCall (1923), who stated that although:

“...there are excellent books and courses of instruction dealing with the statistical manipulation of experimental data,... there is little help to be found on the methods of securing adequate and proper data for which to apply statistical procedures.” (pg. 1)

Similar points regarding the importance of research methodology (versus statistical analysis) have also been made by Keppel and Zedeck (1991), who noted that:

“A key point, one that we will return to again and again, is that data analysis alone does not enable researchers to achieve their main goal, namely, to answer questions. To reach that goal, researchers must concentrate on their design: it must be as sound as possible, and it must be appropriate for the questions they want answered Though there are numerous techniques of data analysis, no techniques, regardless of its elegance, sophistication, and power can save the research when the design is poor, improper, confounded, or misguided. As we have stated, and will state again, sound inferences and generalizations from a piece of research are a function of design and not statistical analysis. (Keppel & Zedeck, 1991, pg. 1; 12)

Within the context of the above statements, the primary purpose of this seminar is to expose DBA candidates to research methods in the organizational and behavioral sciences, and begin to prepare them for their dissertations. Consistent with the focus of the books by McCall (1923), Campbell and Stanley (1963), and Keppel and Zedeck (1991), the emphasis of this course will be on exploring: (a) the logic of research design, (b) the strengths and limitations of different types of research methodologies, and (c) issues that researchers encounter when using these methodologies. Although the discussion of various analytical procedures will be unavoidable, the major focus of the seminar will be on methodological issues, as opposed to analytical and/or statistical issues. No significant background in management theory is assumed.

LEARNING GOALS

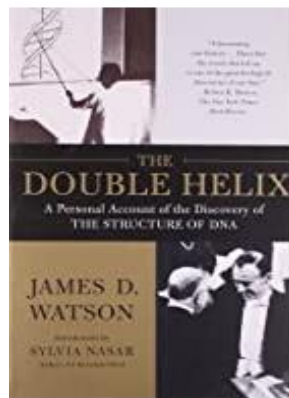
The primary learning objectives for this course are the following;

- Help DBA students develop a better understanding of the research methods used in management, marketing, IT, and other business-related fields.
- Introduce students to the some of the fundamental methodological issues in business disciplines.
- Develop in students the ability to evaluate research ideas and research projects critically, assessing their methodological strengths, weaknesses, and contributions to the field.
- Improve students' ability to communicate material from the method's literature effectively to academic colleagues.
- Enhance students' abilities to conduct research.

REQUIRED TEXT AND READINGS

There are two books that are required for this course. They are listed below. All other readings for this course will be provided on the "course reserve" link on the Canvas website for the course.

Stent, G.S. (1980). ***A Norton Critical Edition of the Double Helix: A personal account of the discovery of the structure of DNA, by James D. Watson.*** New York: W.W. Norton.



Crano, W.D., Brewer, M.B., & Lac, A. (2015). ***Principles and methods of social research.*** (3rd ed.) New York, NY: Routledge.



GRADING AND COURSE REQUIREMENTS

Grades will be based on the following course requirements:

REQUIREMENT	% OF TOTAL GRADE
Midterm Examination	35%
Final examination	65%

Written summaries of readings and review questions. Each week during the semester, a few students will be asked to write a written summary of one of the reading assignments for that week. These summaries should include: (a) the citation for the article or book chapter at the top of the page; (b) a summary of the key points made by the author(s) of the article/book chapter; and (c) three to five questions that a student should be able to answer after having read the article/book chapter. (I will provide an example of one of these summaries during the first class session.) These assignments should be sent to me via e-mail (Philip.podsakoff@warrington.ufl.edu) by no later than 5:00 p.m. on the day before the class in which that article is assigned on the syllabus. Once I have received them, I will post them to the class website on Canvas. Generally speaking, the summaries should be no longer than 3-4 single-spaced pages (although some chapters/articles will require more pages, and the **quality** of the summary is **more important** than its length). **Students who are assigned to summarize an article will be expected to be able to lead a discussion of the key points of the article in class.**

Midterm and Final examinations. The midterm and final examinations will consist of essay questions which require you to integrate the material from the class and apply it to a research setting. Typically, these exams will ask you to evaluate a study that has been submitted for publication by: (a) identifying the methodological problems with the study, and (b) recommending ways of addressing these problems. Generally speaking, **the midterm exam will require about 2-1/2 - 3 hours to complete, and the final exam will require about 7-8 hours to complete. Please note that the midterm will be administered on Sunday, September 12th, and the final exam is currently scheduled for Saturday, November 20th.**

Class participation. You will be expected to read all of the assigned material prior to class, and be prepared to actively discuss the readings in class. Although class participation will not be formally graded, **I reserve the right to deduct points for students who are obviously not prepared to discuss the assigned readings, or who do not prepare their reading summaries adequately.**

ACCOMODATIONS FOR STUDENTS WITH DISABILITES

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

HONESTY POLICY

All UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

COURSE EVALUATION PROCESS

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

WELLNESS - U MATTER, WE CARE

Your well-being is important to your Faculty and to the University of Florida. **The U Matter, We Care** initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength.

**DBA Research Methods
Course Outline and Schedule**

Session	Date/Time	Topics	Reading Assignment(s)	Issues to be Addressed
1	Friday August 13th In-residency class (8:00-4:30)	Science and the Pursuit of Knowledge: A Preview of the Scholarly Research Process and an Overview of Scientific Methods and Research -- Part 1 (Basic concepts, internal and external validity)	<p>Required readings:</p> <ul style="list-style-type: none"> ▪ Stent (1980) pp. 1-133 (Lessons from the discovery of DNA) ▪ Organ (1988, pp 1-14) (Organizational citizenship behaviors) ▪ Crano et al. (2015) Chapter 1 (Basic concepts) ▪ Crano et al. (2015) Chapter 2 (Internal and external validity) ▪ Podsakoff, Podsakoff, Mishra, & Escue (2018) (Can early-career scholars conduct impactful research?) <p>Recommended, but <u>not required</u> reading:</p> <ul style="list-style-type: none"> ▪ Daft (1984) (What is the difference between significant and not-so-significant research?) ▪ Judge, Cable, Colbert, & Rynes (2007) (What causes an article to be highly cited?) ▪ Long, Bowers, Barnett, & White (1998) (What is the relationship between academic origin and academic affiliation and research productivity?) 	<ul style="list-style-type: none"> • What are the goals/objectives of research methods? • Why is understanding research methods important? • What are the traditional (pre-scientific) methods of acquiring knowledge, and why are these techniques fallible? • What are the four basic types of validity? <ul style="list-style-type: none"> ○ Statistical conclusion validity ○ Internal validity ○ Construct validity ○ External validity • What are the advantages of using scientific methods as an alternative way of acquiring knowledge? • What are the primary threats to internal validity? External validity? • What are the basic steps in the research process? • What is the difference between correlation and causality? • What criteria can we use to compare different types of scientific methods?
2	Saturday August 21 st	Overview of Scientific Methods and Research -- Part 2 (Laboratory experiments)	<p>Overview of Laboratory Experiments</p> <ul style="list-style-type: none"> ▪ Crano et al. (2015) Chapter 5 (Designing experiments: Variations on the basics) ▪ Crano et al. (2015) Chapter 6 (Constructing laboratory experiments) ▪ Podsakoff & Podsakoff (2019) (Overview of experimental designs) <p>Examples of laboratory experiments (from simple to complex)</p> <ul style="list-style-type: none"> ▪ Smither, Collins & Buda (1989) (The role of implicit theories on performance evaluations -- With primary focus on Experiment #1) ▪ Podsakoff, Whiting, Podsakoff & Mishra (2011) (Effects of OCB on performance evaluations) ▪ Howell & Frost (1989) (Laboratory experiment of the effects of charismatic leadership) <p>Summaries for these readings are due on Saturday, August 21st</p>	<ul style="list-style-type: none"> • What are the goals/objectives of laboratory experiments? • Why are laboratory experiments considered by some to be the “Gold Standard” of research designs? • What role do the following concepts play in making causal inferences? <ul style="list-style-type: none"> ○ Random assignment ○ Independent variables ○ 3rd variable causes • What are the defining characteristics of laboratory experiments? • Why are manipulation checks important? • What is the difference between a within-subjects and a between-subjects design? • What is a factorial design and what are its advantages? • What are the strengths and limitations of laboratory experiments?

Session	Date/Time	Topics	Reading Assignment(s)	Issues to be Addressed
3	Saturday August 28 th Web-class (8:30-12:30)	Overview of Scientific Methods and Research – Part 3 (Field experiments)	<p>Overview of Field Experiments</p> <ul style="list-style-type: none"> ▪ Crano et al. (2015) Chapter 7 (External validity of laboratory experiments) ▪ Crano et al. (2015) Chapter 8 (Conducting experiments outside the laboratory) <p>Examples of field experiments</p> <ul style="list-style-type: none"> ▪ Dvir, Eden, Avolio, & Shamir (2002) (Effects of transformational leadership on follower development and performance) ▪ Martin, Liao, & Campbell (2013) (Effects of directive and empowering leadership) <p>Summaries for these readings are due on Friday, August 27th</p>	<ul style="list-style-type: none"> • What are the goals/objectives of field experiments? • What are the defining characteristics of these types of experiments? • What are the major differences between field experiments and laboratory experiments? • How are data typically acquired in field experiments? • What are some of the major challenges of conducting field experiments in terms of the following concepts? <ul style="list-style-type: none"> ○ Random assignment of participants ○ Manipulation of the independent variables ○ Controlling 3rd variable causes • Although we said earlier that laboratory experiments are the “Gold Standard” of research designs, other scholars argue that field experiments should be accorded that status. Can you explain the pros and cons of this position? • What are the strengths and limitations of field experiments?
4	Saturday September 4 th	Overview of Scientific Methods and Research – Part 4 (Quasi-experimental designs)	<p>Overview of quasi-experiments</p> <ul style="list-style-type: none"> ▪ Grant & Wall (2009) (Overview of quasi-experimental designs) <p>Examples of quasi-experiments</p> <ul style="list-style-type: none"> ▪ Hui, Lam, & Schaubroeck (2001) (Effects of OCB on service quality leadership) ▪ Grant and Hofmann (2011) (Effects of source of messages on message effectiveness) ▪ DeRue, Nahrgang, Hollenbeck, & Workman (2012) (Effects of after-events reviews on leadership development) <p>Summaries for these readings are due on Saturday, Sept. 3rd</p>	<ul style="list-style-type: none"> • What are the goals/objectives of quasi-experiments, and what are the defining characteristics of quasi-experiments? • What are the major differences between quasi-experiments and field experiments? Laboratory experiments? • How are data typically acquired in quasi-experiments? • What are some of the major challenges of conducting quasi-experiments in terms of the following concepts? <ul style="list-style-type: none"> ○ Random assignment of participants ○ Manipulation of the independent variables ○ Controlling 3rd variable causes • What are some of the benefits of quasi-experimental designs? • What are some of the techniques recommended by Grant and Wall for persuading practitioners to collaborate on quasi-experiments? How would these techniques apply to field experiments? • What are the strengths and limitations of quasi-experiments?

Session	Date/Time	Topics	Reading Assignment(s)	Issues to be Addressed
5	Friday-Sunday Sept. 10 th -12 th In-residency classes	Overview of Scientific Methods and Research – Part 5 (Cross-sectional correlational designs and Longitudinal Designs)	<p>Overview of Cross-sectional correlational and longitudinal (cross-lagged correlational) designs</p> <ul style="list-style-type: none"> ▪ Crano et al. (2015) Chapter 9 (Nonexperimental Research: Correlational Designs and Analysis) <p>Examples of cross-sectional correlational studies</p> <ul style="list-style-type: none"> ▪ Allen & Rush (1998, with special focus on study 1) (Relationships between OCB and performance evaluations) ▪ Whiting & Maynes (2016) (Relationships between task performance, contextual performance, and workplace deviance, and who gets selected in the NFL draft) <p>Examples of longitudinal (cross-lagged correlation) studies</p> <ul style="list-style-type: none"> ▪ Bateman & Organ (1983) (Relationship between employee satisfaction and OCB) ▪ Eby, Butts, Hoffman, & Sauer (2015) (Relationship between supervisory mentoring and employee OCB) <p>Summaries for these readings are due on Thursday, Sept. 9th</p> <p>Midterm Exam will be on Sunday, Sept. 12th</p>	<ul style="list-style-type: none"> • What are the goals/objectives of cross-sectional correlational studies? • What are the characteristics of these types of studies? • How do cross-sectional correlational studies compare to experiments in terms of making causal inferences? Why? • How are data typically acquired in these types of studies? • What is meant by construct validity? • What are the differences between the following types of reliability? <ul style="list-style-type: none"> ○ Internal consistency ○ Test-retest ○ Inter-rater • What are the strengths and limitations of cross-sectional correlational designs? • What are the goals/objectives of longitudinal (cross-lagged correlational) studies? • What are the characteristics of these types of studies? • How are data typically acquired in these types of studies? • Do cross-lagged correlational designs permit one to make causal inferences? Why or why not? • What (if any) are the advantages of longitudinal studies over cross-sectional correlational designs? • What are the strengths and limitations of longitudinal designs?
6	Saturday Sept. 18 th	Overview of Scientific Methods and Research – Part 6 (Experience Sampling Methodology Studies)	<p>Overview of experience sampling methodology (ESM) studies</p> <ul style="list-style-type: none"> ▪ Beal (2015) (Introduction to ESM studies) ▪ Gabriel, Podsakoff, Beal, Scott, Sonnentag, Trougakos, & Butts (2019) (Discussion of critical issues in ESM studies) <p>Examples of ESM studies</p> <ul style="list-style-type: none"> ▪ Rodell & Judge (2009) (Can “good” stressors spark “bad” behaviors) ▪ Mitchell, Greenbaum, Vogel, Mawritz, & Keating (2019) (Effects of performance pressure on outcomes) <p>Summaries for these readings are due on Saturday, Sept. 18th</p>	<ul style="list-style-type: none"> • What are the goals/objectives of ESM studies? • What are the defining characteristics of these types of studies? • What is the difference between intra-individual and inter-individual research designs? • What are the major differences between ESM studies and studies employing longitudinal designs? • What types of phenomena would ESM studies be appropriate for? • What are the strengths and limitations of ESM studies?

Session	Date/Time	Topics	Reading Assignment(s)	Issues to be Addressed
7	Saturday Sept. 25 th	Issues in Correlational Field Research: Scale Development & Validation (Part 1: Overview and examples of problems with poor scale development practices)	<p>Overview of the Construct Validation Process</p> <ul style="list-style-type: none"> ▪ Schwab (1980) (An overview of the construct validation process) ▪ Churchill (1979) (Developing better measures of marketing constructs) ▪ MacKenzie, Podsakoff, & Podsakoff (2011) (Construct measurement and validation procedures) <p>Examples of poor scale development processes</p> <ul style="list-style-type: none"> ▪ Podsakoff & Schriesheim (1985) (Critique of French and Raven's measures of social power) ▪ Schriesheim, Hinkin, & Podsakoff (1991) (Identifying sources of problems in the measurement of bases of power) ▪ Hinkin & Schriesheim (1989) (Development of new measures of French and Raven's bases of power) <p>Recommended, but not required reading:</p> <ul style="list-style-type: none"> ▪ Colquitt, Sabey Rodell, & Hill (2019) (Presentation of new content validation guidelines) ▪ Cortina, J.M., Zitong, S., Keener, S.K., Keeler, K.R., Grubb, L.K., Schmitt, N., Tonindandel, S., Summerville, K.M., Heggstad, E.D., & Banks, G.C., (2020). (Review of construct validation practices in <i>JAP</i>) 	<ul style="list-style-type: none"> • What is meant by construct validity and construct validation? • What is the role played by each of the following types of validity in the construct validation process? <ul style="list-style-type: none"> ○ Content validity ○ Convergent validity ○ Discriminant validity ○ Nomological validity ○ Known-groups validity ○ Veridical validity • Which of the types of validity identified above provides the strongest evidence for the construct validity of a measure? Why? • What is meant by the terms deficiency? Contamination? • According to Schwab, what are examples of poor construct validation experiments? What evidence does he provide to support his assessment of these studies as being problematic? • What issues are raised by Podsakoff, Schriesheim and Hinkin regarding the construct validity of the measures of French and Raven's bases of power? • What are the steps that MacKenzie et al. (2011) identify as critical to establishing the construct validity of a new scale? • What are the basic differences between constructs having reflective indicators and constructs having formative indicators? • Can you identify a few constructs that might be better conceptualized as having formative indicators? •
8	Saturday Oct. 2 nd Web-class (8:30-12:30)	Issues in Correlational Field Research: Scale Development & Validation (Part 2: From Concept Development to Construct Validation Techniques)	<p>Overview of Concept Development Process</p> <ul style="list-style-type: none"> ▪ Podsakoff, MacKenzie, & Podsakoff (2016) (Creating better concept definitions) <p>Examples of Construct Validation Studies</p> <ul style="list-style-type: none"> ▪ Bennett & Robinson (2000) (Development of a measure of workplace deviance) ▪ Tian, Bearden, & Hunter (2001) (Developing a measure of Consumers' need for uniqueness – Pay particular attention to the use of known-groups in this study) ▪ Maynes & Podsakoff (2014) (Developing better measures of employee voice behavior) <p>Classroom exercise – How to conduct an “implicit” content validation study</p>	<ul style="list-style-type: none"> • Why is conceptual clarity important in the behavioral sciences? • What is meant by a concept, and what is its relationships with: (a) hypothetical constructs, and (b) latent variables? • What are the functions of theoretical concepts in science? • Why is it so difficult to define theoretical concepts? • What are the stages of developing good conceptual definitions? • What does the Average Variance Extracted (AVE) represent, and why is it important in the construct validation process? • What some examples of known-groups used by Tian et al. in the validation of their need for uniqueness scale? • How do Maynes and Podsakoff test for the veridical validity of their measures of voice behavior in their article?

Session	Date/Time	Topics	Reading Assignment(s)	Issues to be Addressed
9	Saturday Oct.9 th	The Distinction Between Mediators and Moderators	<p>Mediators and Moderators in Organizational Research</p> <ul style="list-style-type: none"> ▪ Hayes (2018) (Chapter 1 -- Introduction to Mediation ... etc.) ▪ Mathieu, DeShon, & Bergh (2008) (Mediational inferences in organization research) <p>Examples of mediation and moderation studies in the literature</p> <ul style="list-style-type: none"> ▪ Zhang & Bartol (2010) (Example of the use of mediators and moderators in organizational research) <p>Classroom exercise – Mediators and Moderators and Other Things that Go “Bump” in the Night</p>	<ul style="list-style-type: none"> • What is the difference between mediating variables and moderating variables? • What does it mean to say that a mediating variables “intervene” between the predictor (or IV) and the criterion (or DV)? • What is the difference between simultaneous mediation and sequential mediation? • What is meant by cross-level mediation? • How do “mediation-by-measurement” designs differ from “experimental-causal-chain” designs? • How does the concept of “boundary conditions” relate to the concept of moderating variables? • How is a “classic cross-over” moderator graphically illustrated?
10	Saturday Oct.16 th	Issues in Correlational Field Research: The Ambiguity of Correlational Studies in Identifying Causal Relationships	<p>Overview of Causality</p> <ul style="list-style-type: none"> ▪ Antonakis, Bendahan, Jacquart, & Lalive, (2010). (Making better causal inferences in research) <p>Examples of Reverse Causality</p> <ul style="list-style-type: none"> ▪ Farris & Lim (1969) (Effects of performance on leadership) ▪ Lowin & Craig (1968) (Influence of employee performance on managerial style) ▪ Staw (1975) (Attributions of the causes of group performance) ▪ Bachrach, Bendoly, & Podsakoff (2001) (Attributions of the role of OCB in group performance) ▪ Schmidt & Pohler (2018) (Making stronger causal inferences in research on High Performance work systems) 	<ul style="list-style-type: none"> • Why are causal relationships so important in the social sciences? • What are the possible causal relationships between two variables that have been shown to be correlated with each other? • What do the Farris and Lim (1969), Lowin & Craig (1968), Staw (1975), and Bachrach et al. (2001) demonstrate are ways to show reverse causality? • According to Antonakis et al. (2010), what are the major threats to validity in the articles they examined? • What methods are available for inferring causality in non-experimental designs?
11	Saturday Oct.23 rd Web-class (8:30-12:30)	Issues in Correlational Field Research: Common Method Variance as an Alternative Explanation of the Results Obtained from Self-Report Questionnaire Studies	<p>Overview of Common Method Biases</p> <ul style="list-style-type: none"> ▪ Podsakoff, MacKenzie, Lee, & Podsakoff (2003) (Detailed description of the causes and remedies of method biases) ▪ Spector (2006) (Maybe method biases are not a big issue) ▪ Podsakoff, MacKenzie, Podsakoff (2012) (Method biases – an update) 	<ul style="list-style-type: none"> • What is common method bias, and why is it a problem in organizational research? <ul style="list-style-type: none"> ○ It can bias estimates of construct validity and reliability ○ It can bias parameter estimates of the covariation between two different constructs • How serious a problem is method bias? • What are the potential sources of method bias? • Where do method biases enter the survey response process? • When are method biases likely to be a problem? • What can be done to mitigate the problem of common method bias? <ul style="list-style-type: none"> ○ Procedural remedies ○ Statistical remedies

Session	Date/Time	Topics	Reading Assignment(s)	Issues to be Addressed
12	Saturday Oct.30 th	Meta-analysis as a way of synthesizing results of quantitative studies	<p>Overview of Meta-analytic techniques</p> <ul style="list-style-type: none"> Meta-Analysis (Crano et al. Chapter 19) <p>Examples of Meta-Analytic Studies</p> <ul style="list-style-type: none"> Judge & Piccolo (2004) (Transformational and transactional leadership) Podsakoff, Whiting, Podsakoff, & Blume (2009) (Individual and organizational level consequences of OCB) 	<ul style="list-style-type: none"> What are the differences between narrative reviews and meta-analytic reviews? What are the advantages of meta-analytic reviews over traditional narrative reviews? How do meta-analytic reviews synthesize the results of empirical studies Where can meta-analytic reviews go wrong? (Decisions that can influence the quality of the review) What are the strengths and limitations of meta-analyses?
13	Friday-Sunday Nov. 5 th -7 th In-residency classes	Introduction to Qualitative Research	<p>Introduction to Qualitative Research</p> <ul style="list-style-type: none"> Crano et al. (2015) Chapter 13 (Interviewing) Crano et al. (2015) Chapter 14 (Content Analysis) Gioia, Corley, & Hamilton (2012) (Seeking qualitative rigor) <p>Qualitative research examples</p> <ul style="list-style-type: none"> Jumelet, Gorgievski, & Bakker (2020) (Exploring business owners' stressors) Ashforth, Kreiner, Clark, & Fugate (2007) (Normalizing dirty work) Detert & Edmondson (2011) (Effects of implicit voice theories on self-censorship) 	<ul style="list-style-type: none"> Why have qualitative methods been criticized as lacking rigor? What is Gioia et al.'s response to these criticisms? What is grounded theory and how does it differ from quantitative approaches? What are the strengths and limitations of interviews? What are the strengths and limitations of content analyses? What does the Detert and Edmondson (2011) article show about how qualitative methods can be "married" with quantitative methods to improve our understanding of organizational phenomenon?
14	Saturday Nov. 13 th	No assignments – Prepare for Final Exam	Prepare for Final Exam	Prepare for Final Exam
15	Saturday Nov. 20 th (8:30-4:30)		FINAL EXAM	Saturday Nov. 20th

MAN 7934 (DBA RESEARCH METHODS) READING LIST

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OTHER RESOURCES OF INTEREST

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Course|New for request 16297

Info

Request: Artificial Intelligence and Machine Learning for Finance & FINTECH

Description of request: This course deals with the application of data-intensive computer methods broadly known as “machine learning” to certain financial issues. Fintech can be approached from a number of different angles but the focus here will be on using data for autonomous (AI-based) financial decisions such as lending and portfolio selection.

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Created: 6/18/2021 10:43:31 AM

Form version: 2

Responses

Recommended Prefix FIN

Course Level 6

Number XXX

Lab Code None

Course Title Artificial Intelligence & Machine Learning Applications for Finance & FINTECH

Transcript Title FinTech AI/ML in Fin

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic? No

Amount of Credit 2

Repeatable Credit? No

S/U Only? No

Contact Type Regularly Scheduled

Degree Type Graduate

Weekly Contact Hours 2

Category of Instruction Intermediate

Delivery Method(s) On-Campus

Course Description This course deals with the application of data-intensive computer methods broadly known as “machine learning” to certain financial issues. Fintech can be approached from a number of different angles but the focus here will be on using data for autonomous (AI-based) financial decisions such as lending and portfolio selection.

Prerequisites ISM 6930 Introduction to Python OR QMB 6358 Statistical Analysis for Managerial Decisions 1 using R.

Co-requisites None

Rationale and Placement in Curriculum This course contributes to the UF-wide AI/ML initiative under way in the area of FinTech. It is an elective in the new Business Analytics track offered at the master's level in the Warrington College of Business.

Course Objectives This course deals with the application of data-intensive computer methods broadly known as “machine learning” to financial issues. Through this course, students will gain experience integrating financial data from a variety of sources into machine learning algorithms using high level programming languages, such as R, Python, Matlab, and SAS.

Course Textbook(s) and/or Other Assigned Reading • “Python for Finance: Mastering Data-Driven Finance”, by Yves Hilpisch (2nd Edition), O’Reilly.
• “Blockchain Applications: A Hands-on Approach”, by Arshdeep Bahga and Vijay Madiseti. ISBN-13: 978-0996025560

Note: This list is very likely to be updated as the field is rapidly evolving with new titles appearing regularly.

Weekly Schedule of Topics Week Class Topics

1	Session 1	The nature of FinTech and “Big Data” in finance
	Session 2	Blockchain and cryptocurrencies:
	•	permissioned and permission-less distributed ledger technology
	•	central banks digital currencies
	•	private stablecoins
2	Session 3	Blockchain and cryptocurrencies in practice: Cryptographic Hash Functions, Merkle Tree, Digital Signature, Public and Private Keys, Blockchains, Proof of Work, Mining
	Session 4	Blockchain and cryptocurrencies in practice: Smart contracts, altcoins, exchange markets
3	Session 5	Alternative lending, crowdfunding, and Peer-to-Peer technology
	Session 6	Overview of machine learning in finance: Quantitative data and non-quantitative data
4	Session 7	Midterm Exam
	Session 8	High frequency data: Stock trading microstructure, high-volatility trading
5	Session 9	Low-frequency data: Return prediction and low-volatility trading
	Session 10	Portfolio selection via gradient boosting and reinforcement learning
6	Session 11	Mortgage risk prediction
	Session 12	Credit card fraud detection
7	Session 13	Social media, corporate and policy announcements, sentiment analysis
	Session 14	Project presentations

Grading Scheme Percent

Grade

Grade Points

90.0 - 100.0 A

4.00

87.0 - 89.9 A- 3.67

84.0 - 86.9 B+ 3.33

81.0 – 83.9 B

3.00

78.0 - 80.9 B-

2.67

75.0 - 79.9 C+

2.33

72.0 – 74.9 C

2.00

69.0 - 71.9 C-

1.67

66.0 - 68.9 D+

1.33
63.0 - 65.9 D

1.00
60.0 - 62.9 D-

0.67
0 - 59.9

E

0.00

Instructor(s) Professor Farid AitSahlia

FIN 6XXX- AI & ML Applications for Finance & FINTECH

COURSE SYLLABUS

Instructor	Farid AitSahlia
Textbook(s):	<p>No final decision yet. There may not be a need for a textbook. However, leading candidates for textbook adoption/recommendation include:</p> <ul style="list-style-type: none">• “Python for Finance: Mastering Data-Driven Finance”, by Yves Hilpisch (<i>2nd Edition</i>), O’Reilly.• “Blockchain Applications: A Hands-on Approach”, by Arshdeep Bahga and Vijay Madiseti. ISBN-13: 978-0996025560 <p><u>Note:</u> This list is very likely to be updated as the field is rapidly evolving with new titles appearing regularly.</p>
Course Packet	<p>Lecture notes (power point slides) and articles will be posted on Canvas. The list below is only a small sample.</p> <ul style="list-style-type: none">• Distributed Ledger Technology (DLT) and Blockchain, FinTech Note No. 1, World Bank, 2017.• Artificial intelligence is reshaping finance, <i>Financial Times</i>, November 19, 2020.• Textual Analysis in Accounting and Finance: A Survey, <i>Journal of Accounting Research</i>, 2016.• Empirical Asset Pricing via Machine Learning, <i>The Review of Financial Studies</i>, 2020.
Contact Information	Office: STZ 301F Phone: (352) 392-5058 E-mail: farid1@ufl.edu Office Hours: By appointment
Classroom/Time	TBD

Course Description

This course deals with the application of data-intensive computer methods broadly known as “machine learning” to certain financial issues. While Fintech can be approached from a number of different angles, the focus in this course will be on how data are used for autonomous (AI-based) financial decisions such as lending and retail investment recommendations. Other applications will be illustrated on areas of finance that do not necessarily require a Fintech infrastructure (e.g., blockchain) as currently understood. They include the prediction of financial variables such as asset prices and returns, credit cards

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delinquencies, mortgage prepayments and foreclosure, as well as on the selection of assets in portfolio construction, among others. In this course students will get an opportunity to work on a project where they will get hands-on experience applying machine learning algorithms using market data, illustrating such critical steps as data scrubbing, model fitting and model validation.

Course Objectives & Learning Outcomes

At the conclusion of the course, students are expected to:

- have developed a good understanding of the foundations of FinTech and of its recent developments;
- be able to describe the blockchain paradigm and the mechanism underlying cryptocurrencies;
- have gained experience integrating financial data from a variety of sources into machine learning algorithms;
- have learned to make use of high level programming languages, such as R, Python, Matlab, or SAS, to implement data analytics in financial applications;
- gain competitive advantages in a data-centric world;
- speak the language of data scientists;
- have a good sense of pitfalls and limitations of machine learning tools in the context of finance.

Pre-requisites

Students are expected to have had some experience with a high-level programming language, such as R, Python, Matlab, or SAS. They should also be familiar with basic and common statistical concepts, regression in particular. Financial concepts will be kept to a minimum and will be introduced if needed.

Note:

Students who have not had any exposure to one of the above programming languages should discuss their experience with the instructor before enrolling in the course. Additionally, students on the Business Analytics track are strongly advised to take FIN5437 to acquire some background in Finance prior to taking this course.

Class Format

This course will use the lecture method of instruction. The lectures, supplemented by notes, examples and assignments are intended to familiarize students with the basic concepts and techniques of both FinTech and machine learning approaches. Students will get the opportunity to use live data to implement certain algorithms, many of which will be readily available through standard libraries based on the Python or R programming languages. However, students are not required to implement these algorithms exclusively in Python or R but they must use a high-level programming language, which can be left to their discretion.

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Student Evaluation

- Homework assignment (20% of course grade)
- Mid-term exam (40% of course grade)
- Project report and presentation (40% of course grade)

Tentative Outline

Week	Class	Topics
1	Session 1	The nature of FinTech and “Big Data” in finance
	Session 2	Blockchain and cryptocurrencies: <ul style="list-style-type: none">• permissioned and permission-less distributed ledger technology• central banks digital currencies• private stablecoins
2	Session 3	Blockchain and cryptocurrencies in practice: Cryptographic Hash Functions, Merkle Tree, Digital Signature, Public and Private Keys, Blockchains, Proof of Work, Mining
	Session 4	Blockchain and cryptocurrencies in practice: Smart contracts, altcoins, exchange markets
3	Session 5	Alternative lending, crowdfunding, and Peer-to-Peer technology
	Session 6	Overview of machine learning in finance: Quantitative data and non-quantitative data
4	Session 7	Midterm Exam
	Session 8	High frequency data: Stock trading microstructure, high-volatility trading
5	Session 9	Low-frequency data: Return prediction and low-volatility trading
	Session 10	Portfolio selection via gradient boosting and reinforcement learning
6	Session 11	Mortgage risk prediction
	Session 12	Credit card fraud detection
7	Session 13	Social media, corporate and policy announcements, sentiment analysis
	Session 14	Project presentations

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Attendance Policy, Class Expectations, and Make-Up Policy

Attendance is required and will be monitored through an attendance sheet. Two or more unexcused absences will result in a 10% penalty on the course grade. Students are expected to arrive no later than 10 minutes after the start of class. Excessive tardiness will result in a 10% penalty on the course grade. Excused absences must be consistent with university policies in the [Graduate Catalog](#) and require appropriate documentation. Additional information can be found in [Attendance Policies](#).

Missed homework will result in no credit. The mid-term exam date will be set at the start of the course. Make-up exam will be granted under exceptional circumstances and must be arranged at least two weeks in advance.

Grading Policy

<i>Percent</i>	<i>Grade</i>	<i>Grade Points</i>
90.0 - 100.0	A	4.00
87.0 - 89.9	A-	3.67
84.0 - 86.9	B+	3.33
81.0 - 83.9	B	3.00
78.0 - 80.9	B-	2.67
75.0 - 79.9	C+	2.33
72.0 - 74.9	C	2.00
69.0 - 71.9	C-	1.67
66.0 - 68.9	D+	1.33
63.0 - 65.9	D	1.00
60.0 - 62.9	D-	0.67
0 - 59.9	E	0.00

More information on UF grading policy may be found at:

[UF Graduate Catalog](#)
[Grades and Grading Policies](#)

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under

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GatorEvals, or via ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here.](#)

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” [The Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

COVID-19

It is anticipated that this course will start with COVID-19 restrictions lifted. However, in the event they are not, the following will apply.

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.

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- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies](#).

Campus Resources:

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.

Library Support, Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

[Student Complaints Campus](#)

[On-Line Students Complaints](#)

Course|Modify for request 16068

Info

Request: Change Prerequisite for MAN5502

Description of request: Changing the prerequisite of MAN5502 to either QMB5304, QMB5305, or QMB6358. All three courses QMB5304, QMB5305, and QMB6358 cover the same needed content for students to excel in MAN5502. Students can take any one of the three to satisfy the prerequisite requirement

Submitter: Elizabeth Thomas elizabeth.thomas@warrington.ufl.edu

Created: 4/7/2021 10:44:46 AM

Form version: 1

Responses

Current Prefix MAN

Course Level 5

Number 502

Lab Code None

Course Title Production& Operations Management

Effective Term Earliest Available

Effective Year 2021

Requested Action Other (selecting this option opens additional form fields below)

Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? No

Change Transcript Title? No

Change Credit Hours? No

Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Change Course Description? No

Change Prerequisites? Yes

Current Prerequisites QMB5305

Proposed Prerequisites QMB5304 or QMB5305 or QMB6358

Change Co-requisites? No

Rationale All three courses QMB5304, QMB5305, and QMB6358 cover the same needed content for students to excel in MAN5502. Students can take any one of the three to satisfy the prerequisite requirement.

Course|Modify for request 16098

Info

Request: Primary Mortgage Markets and Institutions

Description of request: Change the prereq for REE 6206 to: REE 6045 (Intro to Real Estate) or concurrent enrolment in REE 6045. This class has not been taught for at least 10 years. We are bringing it back as a required course in the MSRE program.

Submitter: Deborah Himes debbie.himes@warrington.ufl.edu

Created: 10/10/2018 3:43:41 PM

Form version: 1

Responses

Current Prefix REE

Course Level 6

Number 206

Lab Code None

Course Title Primary Mortgage Markets and Institutions

Effective Term Earliest Available

Effective Year Earliest Available

Requested Action Other (selecting this option opens additional form fields below)

Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? No

Change Transcript Title? No

Change Credit Hours? No

Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Maximum Repeatable Credits 4

Change Course Description? No

Change Prerequisites? Yes

Current Prerequisites Master of Science-Finance students or FIN 5437 and FIN 5439 (REE 6045 is highly recommended).

Proposed Prerequisites MSRE student,
REE 6045 (Intro to Real Estate or concurrent enrolment in REE 6045
FIN5437/FIN5439 highly recommended

Change Co-requisites? No

Rationale Current pre-reqs do not compliment MSRE students

REE 6206 - Primary Markets and Institutions has not been taught for at least 10 years. We are bringing it back as a required course in the MSRE Program.

Course|New for request 16375

Info

Request: Marketing Ethics

Description of request: Examination of ethical issues in marketing

Submitter: Shawn Lee shawn.lee@warrington.ufl.edu

Created: 4/8/2021 12:32:00 PM

Form version: 1

Responses

Recommended Prefix MAR

Course Level 6

Course Number 107

Category of Instruction Intermediate

Lab Code None

Course Title Marketing Ethics

Transcript Title Marketing Ethics

Degree Type Graduate

Delivery Method(s) On-Campus

Co-Listing No

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 2

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 4

Course Description Examination of ethical issues in marketing

Prerequisites MAR 5806 or equivalent

Co-requisites None

Rationale and Placement in Curriculum This course deals with ethical practices in marketing, an increasingly important topic in the digital and global arenas. It will serve as a key elective for students in our MBA, MIB, MSM, and MS in Marketing programs

Course Objectives In this course, we will explore and analyze ethical issues commonly faced by marketers and consumers. Many fundamental marketer decisions raise concerns about harm, deception, manipulation, fairness, sustainability, and privacy. These different issues arise to varying degrees across different marketing decisions. For example, decisions of what products to offer primarily raise concerns about safety & harm; promotion and communication decisions primarily raise concerns about deception and manipulation; and pricing decisions primarily raise concerns about fairness. Many of these issues become more acute and more complicated as marketers have greater access to large sets of data and more sophisticated knowledge about the effects of marketing actions.

We will also discuss the ethical issues that arise in consumer decisions and behavior, where issues of harm, deception, fairness, and sustainability also appear, but in somewhat different ways, and with different sets of norms or expectations. Overall, we will explore how the questions of “what to sell, and how?” and “what to consume, and how?” both have ethical implications.

The course will include a mixture of lecture, discussion, and case analysis in class, and a wide-ranging set of readings and examples addressing ethical principles in commerce and consumption. The course takeaways include a greater appreciation of the general ethical issues at play in marketing and consumption, and practical guidance on how to understand, communicate, and address ethical

dilemmas clearly and systematically when they arise.

Course Textbook(s) and/or Other Assigned Reading Week 1

1. Smith (1776). Wealth of Nations, Book 1, Ch 1-2 (on division of labor and exchange)
[~7p]
*ch 1 para 1-3,10-11; ch 2 para 1-5 (intro included for context, can skip para 4-9 in ch. 1)
2. Smith (1776). WN, Book 2, Ch 3 excerpt (para 25-30 on bettering one's condition & frugality)
[2p]

Week 2

3. Smith (1759/1790). Theory of Moral Sentiments, P1,S1,Ch 1-2 (on "sympathy") (pp. 4-11)
[8p]
4. Smith (1759/1790). TMS, P3, Ch 3-4 excerpts [~10p]
*ch 3 para 1-6 (self/other), 29-31 (overrating diffs), 38-41 (w/others); ch 4 para 5-11 (general rules)
5. Smith (1759/1790). TMS, P4, Ch 1, para 1-10 (on utility/beauty/rich & poor) (pp. 160-165)
[6p]
6. Mill (1863). Utilitarianism, Ch 2 (excerpt) [8p]
7. Alexander & Moore (2016). Deontological Ethics, Stanford Encyclopedia of Philosophy. (pp 1-11)
[~9p]
* main ideas covered thru sect 2.2; sect 3 and 1st half of sect 4 nicely summarize the pros & cons

Week 3

8. Greene (2016). Solving the Trolley Problem, A Companion to Experimental Philosophy. (pp. 175-7)
[3p]
9. Greene (2016). Our driverless dilemma, Science. [2p]
10. Maxmen (2018). Self-driving car dilemmas reveal that moral choices are not universal. Nature.
[2p]
11. Haidt (2012). The Righteous Mind, Chapter 7: The Moral Foundations of Politics (pp. 1-21)
[21p]

Week 4

12. Kennedy (1962). Special Message to the Congress on Protecting the Consumer Interest
[15p]
13. Satz (2010). Why Some Things Should Not Be For Sale: The Moral Limits of Markets, Intro (pp. 3-11) [9p]
14. The Economist (1997). Blowing smoke, 12/18/97 [5p]

Week 5

15. FTC (1983). FTC policy statement on deception. (pp. 1-6) [6p]
16. FDA (2018). Nutrition Facts Label Reboot: A tale of two labels, 10/25/18.
[3p]
17. Sunstein (2018). The USDA is right: Bioengineered foods don't need labels, Bloomberg, 6/18/18.
[3p]

Week 6

18. Akerlof & Shiller (2015). Phishing for Phools, Preface & Introduction. (vii-xvi, 1-11)
[21p]
19. Thaler & Sunstein (2008). Nudge Intro & Ch 17 (pp. 1-14, 239-254)
[30p]
20. Thaler (2015). The power of nudges, for good and bad, NYT 10/31/15.
[3p]

Week 7

21. Leonhardt (2005). Why that doggie in the window costs a lot more than you think. NYT 5/16/05.
[3p]
22. Howe (2017). A special price, just for you, Forbes, 11/17/17. [4p]
23. Frank (2017). Tesla's tiered pricing is a hurdle, but a fair one, NYT 10/27/17.
[3p]
24. Pear (2019). Drug makers try to justify prescription prices, NYT 2/26/19.
[4p]

Weekly Schedule of Topics Date Topics / Assignments Readings Assignments, etc.

Week 1

(Mar 8, 10) Introduction
Adam Smith I: Basic logic of commerce
Smith 2 excerpts from WN ID an ethical concern

Week 2

(Mar 15, 17) Adam Smith II: Moral sentiments
Ethical theories & intuitions I Smith 3 excerpts from TMS
Mill; Alexander & Moore
Quiz 1

Week 3

(Mar 22, 24) Ethical theories & intuitions II
Mar 24 – Recharge Day
Greene x2; Maxmen; Haidt

Week 4

(Mar 29, 31) Consumer rights & protection
Product Issues I: Noxious Products Kennedy
Satz LA1: harmful product
Quiz 2

Week 5

(Apr 5, 7) Product Issues II: Dangers, Externalities
Communication: Deception, Disclosure Economist
FTC; FDA; Sunstein LA2: MMM

Week 6

(Apr 12, 14) Manipulation I: Phishing
Manipulation II: Clickbait, Nudges Akerlof & Shiller
Thaler & Sunstein; Thaler LA3: clickbait
Quiz 3

Week 7

(Apr 19, 21) Pricing issues: Fairness, Clarity
Course wrap up
Leonhardt; Howe; Frank; Pear LA4: quiz question
Final Paper; Quiz 4

Grading Scheme Course Grading Criteria

1. Class Exercises and Participation (42 pts; 25% of total)

Most classes will include simple discussion questions or exercises (5 pts each) which will be submitted via Canvas. They will typically require answering a question or two with a few sentences, sometimes after group discussion. These will be due within 2 days of the class meeting (i.e., Monday class exercises due by Wednesday 11:45am, Wednesday class exercises due by Friday at 11:55pm; late penalties kick in for submissions after these deadlines). Those attending live can typically submit these during or immediately after class. There will be ~8-10 of these exercises and you will be graded on your best 7, for a total of 35 possible points. An additional 7 points are based on class participation in other ways (in live classes, via email, office hours, discussion board posts, virtuosity of class exercises submissions, etc.).

2. Little Assignments (28 pts; 16% of total)

I will ask you to identify and briefly discuss some examples of various topics in the class. You will also submit at least 1 proposed quiz question by Apr 19. There are 4 of these little assignments, worth 7 points each. (Submissions after deadline subject to lateness penalty.)

3. Quizzes (85 pts; 50% of total)

We will have a few quizzes about course topics and readings. The first three quizzes are straightforward closed-book multiple choice at-home via Canvas (30 minutes to complete once begun); Quiz 4 is an open-book take-home quiz released on the last class of the module and due 4

days later.

Quiz 1 (20 pts) will cover readings and topics from weeks 1 & 2. (due Mar 20)

Quiz 2 (20 pts) will cover readings and topics from weeks 3 & 4. (due Apr 3)

Quiz 3 (20 pts) will cover readings and topics from weeks 5 & 6. (due Apr 17)

Quiz 4 (25 pts) is a takehome quiz that will cover the entire class. (due Apr 25)

4. Paper (15 pts; 9% of total)

For the final paper, you will submit a short analysis of a marketing or consumption practice that raises ethical concerns. The analysis will address the various arguments for why the practice is or is not ethically permissible, with appropriate justification. The project is meant to be mainly analytic, not persuasive (although if a clear position emerges from the analysis, that's fine). You may do this alone, or with up to two partners. 2000 word maximum. Due on last day of class Apr 21; let me know your topic by Apr 11.

Points to letter grades, out of 170 total:

160+: A

153-159: A-

146-152: B+

139-145: B

132-138: B-

125-131: C+

118-124: C

111-117: C-

104-110: D+

97-103: D

90-96: D-

below 90: E

Instructor(s) Dr. Lyle Brenner

Attendance & Make-up Yes

Accommodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes

MAR 6930: Marketing Ethics
University of Florida, Spring 2021, Module 4
(updated Mar 3, 2021)

Educational Guide: Lyle Brenner

E-mail: lyle.brenner@warrington.ufl.edu
 Office: 267E Stuzin Hall

Phone: 352-273-3272
 Office Hours: Wed 1:45-2:45, Thurs 11:30-12:30, or by appointment
 Website: Access thru E-learning, start at <http://elearning.ufl.edu>

Class Meetings:
 Class 25834, Sec 0427

Mon & Wed, per 5-6 (11:45-1:40)

Zoom

Course Readings:

Reading list available below. Readings will be posted (or linked to) on [Elearning page](#).

All complete slides presented in class will be posted on the Elearning site after each class.

Course Objectives and Themes

In this course, we will explore and analyze ethical issues commonly faced by marketers and consumers. Many fundamental marketer decisions raise concerns about harm, deception, manipulation, fairness, sustainability, and privacy. These different issues arise to varying degrees across different marketing decisions. For example, decisions of what products to offer primarily raise concerns about safety & harm; promotion and communication decisions primarily raise concerns about deception and manipulation; and pricing decisions primarily raise concerns about fairness. Many of these issues become more acute and more complicated as marketers have access to large sets of data and more sophisticated knowledge about the effects of marketing actions.

We will also discuss the ethical issues that arise in consumer decisions and behavior, where issues of harm, deception, manipulation, and fairness also appear, but in somewhat different ways, and with different sets of norms or expectations. Overall, we will explore how the questions of “what to sell, and how?” and “what to consume, and how?” both have ethical implications.

The course will include a mixture of lecture & discussion, and a wide-ranging set of readings and examples addressing ethical principles in commerce and consumption. The course takeaways include a greater appreciation of the general ethical issues at play in marketing and consumption, and practical guidance on how to understand, communicate, and address ethical dilemmas clearly and systematically when they arise.

Tentative Course Schedule

Date	Topics / Assignments	Readings	Assignments, etc.
Week 1 (Mar 8, 10)	Introduction Adam Smith I: Basic logic of commerce	Smith 2 excerpts from <i>WN</i>	ID an ethical concern
Week 2 (Mar 15, 17)	Adam Smith II: Moral sentiments Ethical theories & intuitions I	Smith 3 excerpts from <i>TMS</i> Mill; Alexander & Moore	Quiz 1
Week 3 (Mar 22, 24)	Ethical theories & intuitions II <i>Mar 24 – Recharge Day</i>	Greene x2; Maxmen; Haidt	
Week 4 (Mar 29, 31)	Consumer rights & protection Product Issues I: Noxious Products	Kennedy Satz	LA1: harmful product Quiz 2
Week 5 (Apr 5, 7)	Product Issues II: Dangers, Externalities Communication: Deception, Disclosure	Economist FTC; FDA; Sunstein	LA2: MMM
Week 6 (Apr 12, 14)	Manipulation I: Phishing Manipulation II: Clickbait, Nudges	Akerlof & Shiller Thaler & Sunstein; Thaler	LA3: clickbait Quiz 3
Week 7 (Apr 19, 21)	Pricing issues: Fairness, Clarity Course wrap up	Leonhardt; Howe; Frank; Pear	LA4: quiz question Final Paper; Quiz 4

Course Grading Criteria

1. Class Exercises and Participation (42 pts; 25% of total)

Most classes will include simple discussion questions or exercises (5 pts each) which will be submitted via Canvas. They will typically require answering a question or two with a few sentences, sometimes after group discussion. These will be due within 2 days of the class meeting (i.e., Monday class exercises due by Wednesday 11:45am, Wednesday class exercises due by Friday at 11:55pm; late penalties kick in for submissions after these deadlines). Those attending live can typically submit these during or immediately after class. There will be ~8-10 of these exercises and you will be graded on your best 7, for a total of 35 possible points. An additional 7 points are based on class participation in other ways (in live classes, via email, office hours, discussion board posts, virtuosity of class exercises submissions, etc.).

2. Little Assignments (28 pts; 16% of total)

I will ask you to identify and briefly discuss some examples of various topics in the class. You will also submit at least 1 proposed quiz question by Apr 19. There are 4 of these little assignments, worth 7 points each. (Submissions after deadline subject to lateness penalty.)

3. Quizzes (85 pts; 50% of total)

We will have a few quizzes about course topics and readings. The first three quizzes are straightforward closed-book multiple choice at-home via Canvas (30 minutes to complete once begun); Quiz 4 is an open-book take-home quiz released on the last class of the module and due 4 days later.

Quiz 1 (20 pts) will cover readings and topics from weeks 1 & 2. (due Mar 20)

Quiz 2 (20 pts) will cover readings and topics from weeks 3 & 4. (due Apr 3)

Quiz 3 (20 pts) will cover readings and topics from weeks 5 & 6. (due Apr 17)

Quiz 4 (25 pts) is a takehome quiz that will cover the entire class. (due Apr 25)

4. Paper (15 pts; 9% of total)

For the final paper, you will submit a short analysis of a marketing or consumption practice that raises ethical concerns. The analysis will address the various arguments for why the practice is or is not ethically permissible, with appropriate justification. The project is meant to be mainly analytic, not persuasive (although if a clear position emerges from the analysis, that's fine). You may do this alone, or with up to two partners. 2000 word maximum. Due on last day of class Apr 21; let me know your topic by Apr 11.

Points to letter grades, out of 170 total:

160+: A 153-159: A-

146-152: B+

139-145: B

132-138: B-

125-131: C+

118-124: C 111-117: C-

104-110: D+

97-103: D

90-96: D-

below 90: E

Approximate Reading List

[estimated page count in brackets]

Week 1

1. Smith (1776). *Wealth of Nations*, Book 1, Ch 1-2 (on division of labor and exchange)

[~7p]

*ch 1 para 1-3,10-11; ch 2 para 1-5 (intro included for context, can skip para 4-9 in ch. 1)

2. Smith (1776). *WN*, Book 2, Ch 3 excerpt (para 25-30 on bettering one's condition & frugality) [2p]

Week 2

3. Smith (1759/1790). *Theory of Moral Sentiments*, P1,S1,Ch 1-2 (on "sympathy") (pp. 4-11) [8p]

4. Smith (1759/1790). *TMS*, P3, Ch 3-4 excerpts

[~10p]

- *ch 3 para 1-6 (self/other), 29-31 (overrating diffs), 38-41 (w/others); ch 4 para 5-11 (general rules)
5. Smith (1759/1790). TMS , P4, Ch 1, para 1-10 (on utility/beauty/rich & poor) (pp. 160-165) [6p]
6. Mill (1863). (excerpt)

[8p]

7. Alexander & Moore (2016). , Stanford Encyclopedia of Philosophy . (pp 1-11) [~9p]
* main ideas covered thru sect 2.2; sect 3 and 1

st

half of sect 4 nicely summarize the pros & cons

Week 3

8. Greene (2016). , A Companion to Experimental Philosophy. (pp. 175-7) [3p]
9. Greene (2016). , Science.

[2p]

10. Maxmen (2018). . Nature. [2p]
11. Haidt (2012). (pp. 1-21) [21p]

Week 4

12. Kennedy (1962). [15p]
13. Satz (2010). *Why Some Things Should Not Be For Sale: The Moral Limits of Markets* , Intro (pp. 3-11) [9p]
14. The Economist (1997). Blowing smoke , 12/18/97

[5p]

Week 5

15. FTC (1983). (pp. 1-6)

[6p]

16. FDA (2018). Nutrition Facts Label Reboot: A tale of two labels , 10/25/18.

[3p]

17. Sunstein (2018). The USDA is right: Bioengineered foods don't need labels , Bloomberg, 6/18/18. [3p]

Week 6

18. Akerlof & Shiller (2015). Phishing for Phools , Preface & Introduction. (vii-xvi, 1-11) [21p]
19. Thaler & Sunstein (2008). Nudge Intro & Ch 17 (pp. 1-14, 239-254)

[30p]

20. Thaler (2015). The power of nudges, for good and bad , NYT 10/31/15.

[3p]

Week 7

21. Leonhardt (2005). Why that doggie in the window costs a lot more than you think. NYT 5/16/05. [3p]
22. Howe (2017). A special price, just for you , Forbes , 11/17/17.

[4p]

23. Frank (2017). Tesla's tiered pricing is a hurdle, but a fair one , NYT 10/27/17.

[3p]

24. Pear (2019). Drug makers try to justify prescription prices , NYT 2/26/19.

Other Policies and Comments

Academic Integrity. UF students are bound by The Honor Pledge which states, “We, the members of the UF community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at UF, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Honor Code](#) . Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Attendance. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Information on current UF grading policies for assigning grade points.
<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Disabilities. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center](#) . It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/> . Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/> . Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/> .

Lateness, phones, computers, and general etiquette. Being late to class or letting your phone ring during class are disruptions that are a nuisance to everyone, but are easily avoided. Please be on time, and during class, please suspend use of any device (e.g., phones and computers) that may be disruptive or distracting to the class (including yourself and the instructor).

Online course recordings. Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Online course technical help . If you have technical concerns about online course issues, [visit the helpdesk website](#) or call 352-392-4357.

† *Campus Resources.*

Health
and
Wellness

U Matter, We Care : If you or someone you know is in distress, please contact umatter@ufl.edu , 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center : [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center : Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#) .

University Police Department : [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#) .

Course|Modify for request 16401

Info

Request: Change prerequisite

Description of request: We have expanded our master's program, added new courses, and revised the structure of the curriculum. These overall curricular changes affect the nature of the prerequisites for this course.

Submitter: Richard Lutz rjlutz@ufl.edu

Created: 1/3/2019 1:10:28 PM

Form version: 1

Responses

Current Prefix

Enter the current three letter code (e.g., POS, ATR, ENC).

Response:

MAR

Course Level

Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:

6

Number

Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.

Response:

237

Lab Code

Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

None

Course Title

Enter the current title of the course as it appears in the Academic Catalog.

Response:

The Art and Science of Pricing

Effective Term

Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual

effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course change will first be implemented. See preceding item for further information.

Response:
Earliest Available

Requested Action

Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.

Response:
Other (selecting this option opens additional form fields below)

Change Course Prefix?

Response:
No

Change Course Level?

Note that a change in course level requires submission of a course syllabus.

Response:
No

Change Course Number?

Response:
No

Change Lab Code?

Note that a change in lab code requires submission of a course syllabus.

Response:
No

Change Course Title?

Response:
No

Change Transcript Title?

Response:
No

Change Credit Hours?

Note that a change in credit hours requires submission of a course syllabus.

Response:
No

Change Variable Credit?

Note that a change in variable credit status requires submission of a course syllabus.

Response:
No

Change S/U Only?

Response:
No

Change Contact Type?

Response:
No

Change Rotating Topic Designation?

Response:
No

Change Repeatable Credit?

Note that a change in repeatable credit status requires submission of a course syllabus.

Response:

No

Maximum Repeatable Credits

Enter the maximum credits a student may accrue by repeating this course.

Response:

0

Change Course Description?

Note that a change in course description requires submission of a course syllabus.

Response:

No

Change Prerequisites?

Response:

Yes

Current Prerequisites

Response:

MBA Students

Proposed Prerequisites

Response:

(MAR 5806 or MAR 4803) & (QMB5304 or QMB6938 or ISM6413 or consent of instructor)

Change Co-requisites?

Response:

No

Rationale

Please explain the rationale for the requested change.

Response:

We have expanded our master's program, added new courses, and revised the structure of the curriculum.

Course|Modify for request 16402

Info

Request: Change prerequisite

Description of request: We have expanded our master's program, added new courses, and revised the structure of the curriculum. These overall curricular changes affect the nature of the prerequisites for this course.

Submitter: Richard Lutz rjlutz@ufl.edu

Created: 7/23/2021 2:55:01 PM

Form version: 1

Responses

Current Prefix

Enter the current three letter code (e.g., POS, ATR, ENC).

Response:

MAR

Course Level

Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Note: 5000 level courses must be submitted through the undergraduate new course process

Response:

6

Number

Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.

Response:

157

Lab Code

Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

None

Course Title

*Enter the current title of the course as it appears in the Academic Catalog. There is a 100 character limit for course titles. *

Response:

International Marketing

Effective Term

Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course change will first be implemented. See preceding item for further information.

Response:
Earliest Available

Requested Action

Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.

Response:
Other (selecting this option opens additional form fields below)

Change Course Prefix?

Response:
No

Change Course Level?

Note that a change in course level requires submission of a course syllabus.

Response:
No

Change Course Number?

Response:
No

Change Lab Code?

Note that a change in lab code requires submission of a course syllabus.

Response:
No

Change Course Title?

Response:
No

Change Transcript Title?

*If changing the course title a new transcript title is also required. *

Response:
No

Change Credit Hours?

Note that a change in credit hours requires submission of a course syllabus.

Response:
No

Change Variable Credit?

Note that a change in variable credit status requires submission of a course syllabus.

Response:
No

Change S/U Only?

Response:
No

Change Contact Type?

Response:
No

Course Type

Please select the type of course being created. These categories are required by the Florida Board of Governors.

Response:
Lecture

Change Rotating Topic Designation?

Response:
No

Change Repeatable Credit?

Note that a change in repeatable credit status requires submission of a course syllabus.

Response:
No

Change Course Description?

Note that a change in course description requires submission of a course syllabus.

Response:
No

Change Prerequisites?

Response:
Yes

Current Prerequisites

Response:
Designed for MBA students

Proposed Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

(There is a limit of 246 characters)

Response:

MAR 5806 or MAR 4803

Completing Prerequisites on UCC forms:

- Use “&” and “or” to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, “MAC 2311(B)” indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- “Permission of department” is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

Change Co-requisites?

Response:

No

Rationale

Please explain the rationale for the requested change.

Response:

We have expanded our master's program, added new courses, and revised the structure of the curriculum. These overall curricular changes affect the nature of the prerequisites for this course.

Course|Modify for request 16403

Info

Request: Change prerequisite

Description of request: We have expanded our master's program, added new courses, and revised the structure of the curriculum. These overall curricular changes affect the nature of the prerequisites for this course.

Submitter: Richard Lutz rjlutz@ufl.edu

Created: 7/23/2021 2:59:34 PM

Form version: 1

Responses

Current Prefix

Enter the current three letter code (e.g., POS, ATR, ENC).

Response:

MAR

Course Level

Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Note: 5000 level courses must be submitted through the undergraduate new course process

Response:

6

Number

Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.

Response:

335

Lab Code

Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

None

Course Title

*Enter the current title of the course as it appears in the Academic Catalog. There is a 100 character limit for course titles. *

Response:

Building and Managing Brand Equity

Effective Term

Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course change will first be implemented. See preceding item for further information.

Response:
Earliest Available

Requested Action

Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.

Response:
Other (selecting this option opens additional form fields below)

Change Course Prefix?

Response:
No

Change Course Level?

Note that a change in course level requires submission of a course syllabus.

Response:
No

Change Course Number?

Response:
No

Change Lab Code?

Note that a change in lab code requires submission of a course syllabus.

Response:
No

Change Course Title?

Response:
No

Change Transcript Title?

*If changing the course title a new transcript title is also required. *

Response:
No

Change Credit Hours?

Note that a change in credit hours requires submission of a course syllabus.

Response:
No

Change Variable Credit?

Note that a change in variable credit status requires submission of a course syllabus.

Response:
No

Change S/U Only?

Response:
No

Change Contact Type?

Response:
No

Course Type

Please select the type of course being created. These categories are required by the Florida Board of Governors.

Response:
Lecture

Change Rotating Topic Designation?

Response:
No

Change Repeatable Credit?

Note that a change in repeatable credit status requires submission of a course syllabus.

Response:
No

Change Course Description?

Note that a change in course description requires submission of a course syllabus.

Response:
No

Change Prerequisites?

Response:
Yes

Current Prerequisites

Response:
QMB5304, QMB5305, MAR5805

Proposed Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

(There is a limit of 246 characters)

Response:

MAR 5806 or MAR 4803

Completing Prerequisites on UCC forms:

- Use “&” and “or” to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, “MAC 2311(B)” indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- “Permission of department” is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

Change Co-requisites?

Response:

No

Rationale

Please explain the rationale for the requested change.

Response:

We have expanded our master's program, added new courses, and revised the structure of the curriculum. These overall curricular changes affect the nature of the prerequisites for this course.

Course|Modify for request 16404

Info

Request: Change prerequisite

Description of request: We have expanded our master's program, added new courses, and revised the structure of the curriculum. These overall curricular changes affect the nature of the prerequisites for this course.

Submitter: Richard Lutz rjlutz@ufl.edu

Created: 7/23/2021 3:03:41 PM

Form version: 1

Responses

Current Prefix

Enter the current three letter code (e.g., POS, ATR, ENC).

Response:

MAR

Course Level

Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Note: 5000 level courses must be submitted through the undergraduate new course process

Response:

6

Number

Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.

Response:

479

Lab Code

Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

None

Course Title

*Enter the current title of the course as it appears in the Academic Catalog. There is a 100 character limit for course titles. *

Response:

Professional Selling

Effective Term

Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course change will first be implemented. See preceding item for further information.

Response:
Earliest Available

Requested Action

Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.

Response:
Other (selecting this option opens additional form fields below)

Change Course Prefix?

Response:
No

Change Course Level?

Note that a change in course level requires submission of a course syllabus.

Response:
No

Change Course Number?

Response:
No

Change Lab Code?

Note that a change in lab code requires submission of a course syllabus.

Response:
No

Change Course Title?

Response:
No

Change Transcript Title?

*If changing the course title a new transcript title is also required. *

Response:
No

Change Credit Hours?

Note that a change in credit hours requires submission of a course syllabus.

Response:
No

Change Variable Credit?

Note that a change in variable credit status requires submission of a course syllabus.

Response:
No

Change S/U Only?

Response:
No

Change Contact Type?

Response:
No

Course Type

Please select the type of course being created. These categories are required by the Florida Board of Governors.

Response:
Lecture

Change Rotating Topic Designation?

Response:
No

Change Repeatable Credit?

Note that a change in repeatable credit status requires submission of a course syllabus.

Response:
No

Change Course Description?

Note that a change in course description requires submission of a course syllabus.

Response:
No

Change Prerequisites?

Response:
Yes

Current Prerequisites

Response:
None

Proposed Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

(There is a limit of 246 characters)

Response:

MAR 5806 or MAR 4803

Completing Prerequisites on UCC forms:

- Use “&” and “or” to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, “MAC 2311(B)” indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- “Permission of department” is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

Change Co-requisites?

Response:

No

Rationale

Please explain the rationale for the requested change.

Response:

We have expanded our master's program, added new courses, and revised the structure of the curriculum. These overall curricular changes affect the nature of the prerequisites for this course.

Course|Modify for request 16405

Info

Request: Change prerequisite

Description of request: We have expanded our master's program, added new courses, and revised the structure of the curriculum. These overall curricular changes affect the nature of the prerequisites for this course.

Submitter: Richard Lutz rjlutz@ufl.edu

Created: 7/23/2021 3:07:13 PM

Form version: 1

Responses

Current Prefix

Enter the current three letter code (e.g., POS, ATR, ENC).

Response:

MAR

Course Level

Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Note: 5000 level courses must be submitted through the undergraduate new course process

Response:

6

Number

Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.

Response:

508

Lab Code

Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

None

Course Title

*Enter the current title of the course as it appears in the Academic Catalog. There is a 100 character limit for course titles. *

Response:

Customer Analysis

Effective Term

Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course change will first be implemented. See preceding item for further information.

Response:
Earliest Available

Requested Action

Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.

Response:
Other (selecting this option opens additional form fields below)

Change Course Prefix?

Response:
No

Change Course Level?

Note that a change in course level requires submission of a course syllabus.

Response:
No

Change Course Number?

Response:
No

Change Lab Code?

Note that a change in lab code requires submission of a course syllabus.

Response:
No

Change Course Title?

Response:
No

Change Transcript Title?

*If changing the course title a new transcript title is also required. *

Response:
No

Change Credit Hours?

Note that a change in credit hours requires submission of a course syllabus.

Response:
No

Change Variable Credit?

Note that a change in variable credit status requires submission of a course syllabus.

Response:
No

Change S/U Only?

Response:
No

Change Contact Type?

Response:
No

Course Type

Please select the type of course being created. These categories are required by the Florida Board of Governors.

Response:
Lecture

Change Rotating Topic Designation?

Response:
No

Change Repeatable Credit?

Note that a change in repeatable credit status requires submission of a course syllabus.

Response:
No

Change Course Description?

Note that a change in course description requires submission of a course syllabus.

Response:
No

Change Prerequisites?

Response:
Yes

Current Prerequisites

Response:
MAR 5806 Designed for MBA students.

Proposed Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course. Courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

(There is a limit of 246 characters)

Response:

(MAR 5806 or MAR 4803) & (QMB5304 or QMB6938 or ISM6413 or consent of instructor)

Completing Prerequisites on UCC forms:

- Use “&” and “or” to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, “MAC 2311(B)” indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- “Permission of department” is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

Change Co-requisites?

Response:

No

Rationale

Please explain the rationale for the requested change.

Response:

We have expanded our master's program, added new courses, and revised the structure of the curriculum. These overall curricular changes affect the nature of the prerequisites for this course.

Course|Modify for request 16406

Info

Request: Change prerequisite

Description of request: We have expanded our master's program, added new courses, and revised the structure of the curriculum. These overall curricular changes affect the nature of the prerequisites for this course.

Submitter: Richard Lutz rjlutz@ufl.edu

Created: 7/23/2021 3:10:32 PM

Form version: 1

Responses

Current Prefix

Enter the current three letter code (e.g., POS, ATR, ENC).

Response:

MAR

Course Level

Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Note: 5000 level courses must be submitted through the undergraduate new course process

Response:

6

Number

Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.

Response:

591

Lab Code

Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

None

Course Title

*Enter the current title of the course as it appears in the Academic Catalog. There is a 100 character limit for course titles. *

Response:

Consumer and Managerial Decision-Making

Effective Term

Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course change will first be implemented. See preceding item for further information.

Response:
Earliest Available

Requested Action

Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.

Response:
Other (selecting this option opens additional form fields below)

Change Course Prefix?

Response:
No

Change Course Level?

Note that a change in course level requires submission of a course syllabus.

Response:
No

Change Course Number?

Response:
No

Change Lab Code?

Note that a change in lab code requires submission of a course syllabus.

Response:
No

Change Course Title?

Response:
No

Change Transcript Title?

*If changing the course title a new transcript title is also required. *

Response:
No

Change Credit Hours?

Note that a change in credit hours requires submission of a course syllabus.

Response:
No

Change Variable Credit?

Note that a change in variable credit status requires submission of a course syllabus.

Response:
No

Change S/U Only?

Response:
No

Change Contact Type?

Response:
No

Course Type

Please select the type of course being created. These categories are required by the Florida Board of Governors.

Response:
Lecture

Change Rotating Topic Designation?

Response:
No

Change Repeatable Credit?

Note that a change in repeatable credit status requires submission of a course syllabus.

Response:
No

Change Course Description?

Note that a change in course description requires submission of a course syllabus.

Response:
No

Change Prerequisites?

Response:
Yes

Current Prerequisites

Response:
None

Proposed Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

(There is a limit of 246 characters)

Response:

MAR 5806 or MAR 4803

Completing Prerequisites on UCC forms:

- Use “&” and “or” to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, “MAC 2311(B)” indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- “Permission of department” is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

Change Co-requisites?

Response:

No

Rationale

Please explain the rationale for the requested change.

Response:

We have expanded our master's program, added new courses, and revised the structure of the curriculum. These overall curricular changes affect the nature of the prerequisites for this course.

Course|Modify for request 16407

Info

Request: Change prerequisite

Description of request: We have expanded our master's program, added new courses, and revised the structure of the curriculum. These overall curricular changes affect the nature of the prerequisites for this course.

Submitter: Richard Lutz rjlutz@ufl.edu

Created: 7/23/2021 3:13:43 PM

Form version: 1

Responses

Current Prefix

Enter the current three letter code (e.g., POS, ATR, ENC).

Response:

MAR

Course Level

Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Note: 5000 level courses must be submitted through the undergraduate new course process

Response:

6

Number

Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.

Response:

722

Lab Code

Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

None

Course Title

*Enter the current title of the course as it appears in the Academic Catalog. There is a 100 character limit for course titles. *

Response:

Web-Based Marketing

Effective Term

Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course change will first be implemented. See preceding item for further information.

Response:
Earliest Available

Requested Action

Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.

Response:
Other (selecting this option opens additional form fields below)

Change Course Prefix?

Response:
No

Change Course Level?

Note that a change in course level requires submission of a course syllabus.

Response:
No

Change Course Number?

Response:
No

Change Lab Code?

Note that a change in lab code requires submission of a course syllabus.

Response:
No

Change Course Title?

Response:
No

Change Transcript Title?

*If changing the course title a new transcript title is also required. *

Response:
No

Change Credit Hours?

Note that a change in credit hours requires submission of a course syllabus.

Response:
No

Change Variable Credit?

Note that a change in variable credit status requires submission of a course syllabus.

Response:
No

Change S/U Only?

Response:
No

Change Contact Type?

Response:
No

Course Type

*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Lecture

Change Rotating Topic Designation?

Response:
No

Change Repeatable Credit?

Note that a change in repeatable credit status requires submission of a course syllabus.

Response:
No

Change Course Description?

Note that a change in course description requires submission of a course syllabus.

Response:
No

Change Prerequisites?

Response:
Yes

Current Prerequisites

Response:
Master's students in Warrington college of Business Administration and for students who either pursue a career in online business or have general interest in the current marketing environment. Designed for MBA students.

Proposed Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

*Courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.*

(There is a limit of 246 characters)

Response:

(MAR 5806 or MAR 4803) & (QMB5304 or QMB6938 or ISM6413 or consent of instructor)

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

Change Co-requisites?

Response:

No

Rationale

Please explain the rationale for the requested change.

Response:

We have expanded our master's program, added new courses, and revised the structure of the curriculum. These overall curricular changes affect the nature of the prerequisites for this course.

Course|Modify for request 16408

Info

Request: Change prerequisite

Description of request: We have expanded our master's program, added new courses, and revised the structure of the curriculum. These overall curricular changes affect the nature of the prerequisites for this course.

Submitter: Richard Lutz rjlutz@ufl.edu

Created: 7/23/2021 3:19:35 PM

Form version: 1

Responses

Current Prefix

Enter the current three letter code (e.g., POS, ATR, ENC).

Response:

MAR

Course Level

Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Note: 5000 level courses must be submitted through the undergraduate new course process

Response:

6

Number

Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.

Response:

818

Lab Code

Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

None

Course Title

*Enter the current title of the course as it appears in the Academic Catalog. There is a 100 character limit for course titles. *

Response:

Advanced Marketing Management

Effective Term

Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course change will first be implemented. See preceding item for further information.

Response:
Earliest Available

Requested Action

Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.

Response:
Other (selecting this option opens additional form fields below)

Change Course Prefix?

Response:
No

Change Course Level?

Note that a change in course level requires submission of a course syllabus.

Response:
No

Change Course Number?

Response:
No

Change Lab Code?

Note that a change in lab code requires submission of a course syllabus.

Response:
No

Change Course Title?

Response:
No

Change Transcript Title?

*If changing the course title a new transcript title is also required. *

Response:
No

Change Credit Hours?

Note that a change in credit hours requires submission of a course syllabus.

Response:
No

Change Variable Credit?

Note that a change in variable credit status requires submission of a course syllabus.

Response:
No

Change S/U Only?

Response:
No

Change Contact Type?

Response:
No

Course Type

Please select the type of course being created. These categories are required by the Florida Board of Governors.

Response:
Lecture

Change Rotating Topic Designation?

Response:
No

Change Repeatable Credit?

Note that a change in repeatable credit status requires submission of a course syllabus.

Response:
No

Change Course Description?

Note that a change in course description requires submission of a course syllabus.

Response:
No

Change Prerequisites?

Response:
Yes

Current Prerequisites

Response:
MAR 5806

Proposed Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

(There is a limit of 246 characters)

Response:

MAR 5806 or MAR 4803

Completing Prerequisites on UCC forms:

- Use “&” and “or” to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, “MAC 2311(B)” indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- “Permission of department” is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

Change Co-requisites?

Response:

No

Rationale

Please explain the rationale for the requested change.

Response:

We have expanded our master's program, added new courses, and revised the structure of the curriculum. These overall curricular changes affect the nature of the prerequisites for this course.

Course|Modify for request 16409

Info

Request: Change prerequisite

Description of request: We have expanded our master's program, added new courses, and revised the structure of the curriculum. These overall curricular changes affect the nature of the prerequisites for this course.

Submitter: Richard Lutz rjlutz@ufl.edu

Created: 7/23/2021 3:22:44 PM

Form version: 1

Responses

Current Prefix

Enter the current three letter code (e.g., POS, ATR, ENC).

Response:

MAR

Course Level

Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Note: 5000 level courses must be submitted through the undergraduate new course process

Response:

6

Number

Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.

Response:

833

Lab Code

Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

None

Course Title

*Enter the current title of the course as it appears in the Academic Catalog. There is a 100 character limit for course titles. *

Response:

Product Development and Management

Effective Term

Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course change will first be implemented. See preceding item for further information.

Response:
Earliest Available

Requested Action

Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.

Response:
Other (selecting this option opens additional form fields below)

Change Course Prefix?

Response:
No

Change Course Level?

Note that a change in course level requires submission of a course syllabus.

Response:
No

Change Course Number?

Response:
No

Change Lab Code?

Note that a change in lab code requires submission of a course syllabus.

Response:
No

Change Course Title?

Response:
No

Change Transcript Title?

*If changing the course title a new transcript title is also required. *

Response:
No

Change Credit Hours?

Note that a change in credit hours requires submission of a course syllabus.

Response:
No

Change Variable Credit?

Note that a change in variable credit status requires submission of a course syllabus.

Response:
No

Change S/U Only?

Response:
No

Change Contact Type?

Response:
No

Course Type

Please select the type of course being created. These categories are required by the Florida Board of Governors.

Response:
Lecture

Change Rotating Topic Designation?

Response:
No

Change Repeatable Credit?

Note that a change in repeatable credit status requires submission of a course syllabus.

Response:
No

Change Course Description?

Note that a change in course description requires submission of a course syllabus.

Response:
No

Change Prerequisites?

Response:
Yes

Current Prerequisites

Response:
Intended for masters students

Proposed Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

(There is a limit of 246 characters)

Response:

MAR 5806 or MAR 4803

Completing Prerequisites on UCC forms:

- Use “&” and “or” to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, “MAC 2311(B)” indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- “Permission of department” is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

Change Co-requisites?

Response:

No

Rationale

Please explain the rationale for the requested change.

Response:

We have expanded our master's program, added new courses, and revised the structure of the curriculum. These overall curricular changes affect the nature of the prerequisites for this course.

Course|Modify for request 16410

Info

Request: Change prerequisite

Description of request: We have expanded our master's program, added new courses, and revised the structure of the curriculum. These overall curricular changes affect the nature of the prerequisites for this course.

Submitter: Richard Lutz rjlutz@ufl.edu

Created: 7/23/2021 3:25:45 PM

Form version: 1

Responses

Current Prefix

Enter the current three letter code (e.g., POS, ATR, ENC).

Response:

MAR

Course Level

Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Note: 5000 level courses must be submitted through the undergraduate new course process

Response:

6

Number

Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.

Response:

861

Lab Code

Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

None

Course Title

*Enter the current title of the course as it appears in the Academic Catalog. There is a 100 character limit for course titles. *

Response:

Customer Relationship Management

Effective Term

Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course change will first be implemented. See preceding item for further information.

Response:
Earliest Available

Requested Action

Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.

Response:
Other (selecting this option opens additional form fields below)

Change Course Prefix?

Response:
No

Change Course Level?

Note that a change in course level requires submission of a course syllabus.

Response:
No

Change Course Number?

Response:
No

Change Lab Code?

Note that a change in lab code requires submission of a course syllabus.

Response:
No

Change Course Title?

Response:
No

Change Transcript Title?

*If changing the course title a new transcript title is also required. *

Response:
No

Change Credit Hours?

Note that a change in credit hours requires submission of a course syllabus.

Response:
No

Change Variable Credit?

Note that a change in variable credit status requires submission of a course syllabus.

Response:
No

Change S/U Only?

Response:
No

Change Contact Type?

Response:
No

Course Type

Please select the type of course being created. These categories are required by the Florida Board of Governors.

Response:
Lecture

Change Rotating Topic Designation?

Response:
No

Change Repeatable Credit?

Note that a change in repeatable credit status requires submission of a course syllabus.

Response:
No

Change Course Description?

Note that a change in course description requires submission of a course syllabus.

Response:
No

Change Prerequisites?

Response:
Yes

Current Prerequisites

Response:
MAR 5806

Proposed Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

(There is a limit of 246 characters)

Response:

(MAR 5806 or MAR 4803) & (QMB5304 or QMB6938 or ISM6413 or consent of instructor)

Completing Prerequisites on UCC forms:

- Use “&” and “or” to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, “MAC 2311(B)” indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- “Permission of department” is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

Change Co-requisites?

Response:

No

Rationale

Please explain the rationale for the requested change.

Response:

We have expanded our master's program, added new courses, and revised the structure of the curriculum. These overall curricular changes affect the nature of the prerequisites for this course.

Course|Modify for request 16411

Info

Request: Change prerequisite

Description of request: We have expanded our master's program, added new courses, and revised the structure of the curriculum. These overall curricular changes affect the nature of the prerequisites for this course.

Submitter: Richard Lutz rjlutz@ufl.edu

Created: 7/23/2021 3:28:22 PM

Form version: 1

Responses

Current Prefix

Enter the current three letter code (e.g., POS, ATR, ENC).

Response:

MAR

Course Level

Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Note: 5000 level courses must be submitted through the undergraduate new course process

Response:

6

Number

Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.

Response:

667

Lab Code

Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

None

Course Title

*Enter the current title of the course as it appears in the Academic Catalog. There is a 100 character limit for course titles. *

Response:

Marketing Analytics Methods

Effective Term

Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course change will first be implemented. See preceding item for further information.

Response:
Earliest Available

Requested Action

Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.

Response:
Other (selecting this option opens additional form fields below)

Change Course Prefix?

Response:
No

Change Course Level?

Note that a change in course level requires submission of a course syllabus.

Response:
No

Change Course Number?

Response:
No

Change Lab Code?

Note that a change in lab code requires submission of a course syllabus.

Response:
No

Change Course Title?

Response:
No

Change Transcript Title?

*If changing the course title a new transcript title is also required. *

Response:
No

Change Credit Hours?

Note that a change in credit hours requires submission of a course syllabus.

Response:
No

Change Variable Credit?

Note that a change in variable credit status requires submission of a course syllabus.

Response:
No

Change S/U Only?

Response:
No

Change Contact Type?

Response:
No

Course Type

Please select the type of course being created. These categories are required by the Florida Board of Governors.

Response:
Lecture

Change Rotating Topic Designation?

Response:
No

Change Repeatable Credit?

Note that a change in repeatable credit status requires submission of a course syllabus.

Response:
No

Change Course Description?

Note that a change in course description requires submission of a course syllabus.

Response:
No

Change Prerequisites?

Response:
Yes

Current Prerequisites

Response:
None

Proposed Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

(There is a limit of 246 characters)

Response:

(MAR 5806 or MAR 4803) & (QMB5304 or QMB6938 or ISM6413 or consent of instructor)

Completing Prerequisites on UCC forms:

- Use “&” and “or” to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- “Permission of department” is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

Change Co-requisites?

Response:

No

Rationale

Please explain the rationale for the requested change.

Response:

We have expanded our master's program, added new courses, and revised the structure of the curriculum. These overall curricular changes affect the nature of the prerequisites for this course.

Course|Modify for request 16412

Info

Request: Change prerequisite

Description of request: We have expanded our master's program, added new courses, and revised the structure of the curriculum. These overall curricular changes affect the nature of the prerequisites for this course.

Submitter: Richard Lutz rjlutz@ufl.edu

Created: 7/23/2021 3:38:39 PM

Form version: 1

Responses

Current Prefix

Enter the current three letter code (e.g., POS, ATR, ENC).

Response:

MAR

Course Level

Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Note: 5000 level courses must be submitted through the undergraduate new course process

Response:

6

Number

Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.

Response:

668

Lab Code

Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

None

Course Title

*Enter the current title of the course as it appears in the Academic Catalog. There is a 100 character limit for course titles. *

Response:

Marketing Analytics 1

Effective Term

Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course change will first be implemented. See preceding item for further information.

Response:
Earliest Available

Requested Action

Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.

Response:
Other (selecting this option opens additional form fields below)

Change Course Prefix?

Response:
No

Change Course Level?

Note that a change in course level requires submission of a course syllabus.

Response:
No

Change Course Number?

Response:
No

Change Lab Code?

Note that a change in lab code requires submission of a course syllabus.

Response:
No

Change Course Title?

Response:
No

Change Transcript Title?

*If changing the course title a new transcript title is also required. *

Response:
No

Change Credit Hours?

Note that a change in credit hours requires submission of a course syllabus.

Response:
No

Change Variable Credit?

Note that a change in variable credit status requires submission of a course syllabus.

Response:
No

Change S/U Only?

Response:
No

Change Contact Type?

Response:
No

Course Type

*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Lecture

Change Rotating Topic Designation?

Response:
No

Change Repeatable Credit?

Note that a change in repeatable credit status requires submission of a course syllabus.

Response:
No

Change Course Description?

Note that a change in course description requires submission of a course syllabus.

Response:
No

Change Prerequisites?

Response:
Yes

Current Prerequisites

Response:
Course in Python or instructor approval

Proposed Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

(There is a limit of 246 characters)

* *

Response:

(MAR 5806 or MAR 4803) & QMB5304 & (ISM6413 or consent of instructor)

Completing Prerequisites on UCC forms:

- Use “&” and “or” to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, “MAC 2311(B)” indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- “Permission of department” is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

Change Co-requisites?

Response:

No

Rationale

Please explain the rationale for the requested change.

Response:

We have expanded our master's program, added new courses, and revised the structure of the curriculum. These overall curricular changes affect the nature of the prerequisites for this course.

Course|Modify for request 16413

Info

Request: Change prerequisite

Description of request: We have expanded our master's program, added new courses, and revised the structure of the curriculum. These overall curricular changes affect the nature of the prerequisites for this course.

Submitter: Richard Lutz rjlutz@ufl.edu

Created: 7/23/2021 3:42:08 PM

Form version: 1

Responses

Current Prefix

Enter the current three letter code (e.g., POS, ATR, ENC).

Response:

MAR

Course Level

Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Note: 5000 level courses must be submitted through the undergraduate new course process

Response:

6

Number

Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.

Response:

669

Lab Code

Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

None

Course Title

*Enter the current title of the course as it appears in the Academic Catalog. There is a 100 character limit for course titles. *

Response:

Marketing Analytics 2

Effective Term

Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course change will first be implemented. See preceding item for further information.

Response:
Earliest Available

Requested Action

Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.

Response:
Other (selecting this option opens additional form fields below)

Change Course Prefix?

Response:
No

Change Course Level?

Note that a change in course level requires submission of a course syllabus.

Response:
No

Change Course Number?

Response:
No

Change Lab Code?

Note that a change in lab code requires submission of a course syllabus.

Response:
No

Change Course Title?

Response:
No

Change Transcript Title?

*If changing the course title a new transcript title is also required. *

Response:
No

Change Credit Hours?

Note that a change in credit hours requires submission of a course syllabus.

Response:
No

Change Variable Credit?

Note that a change in variable credit status requires submission of a course syllabus.

Response:
No

Change S/U Only?

Response:
No

Change Contact Type?

Response:
No

Course Type

*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Lecture

Change Rotating Topic Designation?

Response:
No

Change Repeatable Credit?

Note that a change in repeatable credit status requires submission of a course syllabus.

Response:
No

Change Course Description?

Note that a change in course description requires submission of a course syllabus.

Response:
No

Change Prerequisites?

Response:
Yes

Current Prerequisites

Response:
Course in R or instructor approval

Proposed Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

(There is a limit of 246 characters)

* *

Response:

(MAR 5806 or MAR 4803) & QMB5304 & (QMB6938 or ISM6413 or consent of instructor)

Completing Prerequisites on UCC forms:

- Use “&” and “or” to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, “MAC 2311(B)” indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- “Permission of department” is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

Change Co-requisites?

Response:

No

Rationale

Please explain the rationale for the requested change.

Response:

We have expanded our master's program, added new courses, and revised the structure of the curriculum. These overall curricular changes affect the nature of the prerequisites for this course.