

# **MGT 88000: Practical Development Seminar I**

**Spring 2020**

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**Office hours: by appointment**

Our seminar meets on Tuesday from 2:30 to 4:30 pm in NVC 13-254 (Doctoral Program conference room). Please note that readings are subject to modification – please check Blackboard 1 week before class for any changes.

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This doctoral seminar is designed to facilitate students' transition to an academic career and resources available at the Zicklin School of Business and Baruch College. The scope and coverage of the seminar are designed to reflect the important areas in academia such as research, teaching and service.

Students will be exposed to guest speakers from different disciplines, fields, and Baruch/ZSB offices to introduce them to the academic environment and culture. We will use a variety of methods and activities to expand our knowledge and build a community and support system.

As a research seminar, it is expected that students will learn to build on and integrate readings and knowledge from prior academic experiences.

## **Course Objectives**

1. To introduce the elements and responsibilities of an academic career.
2. To identify and encourage the skills, planning, and strategies that lead to successful doctoral student experiences and academic careers.
3. To introduce organizational resources to support doctoral student endeavors.
4. To build a community and support network to enhance the doctoral student experience.

## **Course Requirements and Grading**

This course will be run primarily as a seminar and all students will be expected to have completed all of the weekly reading and/or exercises before class, and to be prepared to discuss all aspects of the readings and/or exercises.

The course requirements include:

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| 1. Classroom discussion                                       | 40% |
| 2. Short outlines, presentation of readings, mini assignments | 30% |
| 3. Literature review  | 30% |

Because this course is a seminar, most of the action takes place during class discussion. There will be three mechanisms designed to make sure you are well-prepared and fully engaged in class. First, I have limited the number of required readings each week to ensure that everyone is prepared. Second, I have developed research questions and activities based on each week's topic. These are designed to facilitate integration of our readings and stimulate deeper thought. Third, many of the activities are team exercises to encourage preparation, integration and cohort support.

All academic writing begins with a rigorous **literature review**. Technology has both facilitated literature reviews and confounded them as the volume of articles has increased exponentially. This semester each student will choose a construct or a phenomenon of interest. The topic can overlap with an assignment with a prior or current course. Please confirm with any current professors that the overlap is acceptable to him/her. We will use a scaffolded assignment to enhance the effectiveness of your literature review skills. Additional details and a rubric will be posted on Blackboard.

*Writing* is a critical skill for management faculty members. We need to demonstrate superior grammar and clarity for our students. We also need to write exceedingly well to publish. We must acknowledge the scholars on whose work we build. Theories and constructs should ALWAYS have the in-text citation. To that end all assignments should be carefully proof read. Students should use all the tools at their disposal to check for spelling, grammar and miscellaneous typos. The Writing Center has resources to assist doctoral students with both teaching and research. All submitted assignments will be submitted to either Turnitin or SafeAssign.

I encourage you to attend seminars by visiting faculty sponsored by the Management Department or other departments or centers, such as the Weissman Center for IB or Zicklin Center for Corporate Integrity. Job talks are **required** unless there is a class conflict.

## Course Readings

Required books:

- W.L. Belcher's (2019) "Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success." 2e.
- "Publication Manual of the American Psychological Association"

Most of the required readings will be peer-reviewed journal articles. We also may read book chapters from a variety of sources. Most readings will be posted on the Blackboard site for downloading. Any papers that cannot be acquired electronically will be distributed in class the week before class.

In both class discussions and written assignments, you are invited and encouraged to bring in other concepts and ideas from other relevant literatures. If anyone should run across an article of particular interest, please bring it to our attention so that we can incorporate it into the

readings. We do not have to restrict ourselves to just these readings. In addition, we will use a final class meeting to discuss a selection of readings that you discover over the course of the semester.

### **Academic Integrity**

Research and learning involve the pursuit of truth, which cannot be pursued by presenting someone else's work as your own. By following the procedure outlined below, you will establish a basis of trust that will remain unless you provide reason to suspect it has been violated:

Visit the college's **Academic Honesty Policy** web site. Read the material it contains.

[https://www.baruch.cuny.edu/academic/academic\\_honesty.html](https://www.baruch.cuny.edu/academic/academic_honesty.html)

1. Send me an email (or bring a signed statement to class) truthfully stating that you have read the web page, understood it, and that you agree to act according to the principles it expresses.

For further discussion of plagiarism and clarification of its parameters, see ***the online plagiarism tutorial*** prepared by members of the Newman Library faculty at <http://newman.baruch.cuny.edu/help/plagiarism/default.htm>. If questions remain, ask me. Ignorance is not an acceptable excuse for unacceptable practices. For the record, if you violate the precepts of academic integrity you will receive a zero for the assignment and your name will be forwarded to the Doctoral Office, where a notation will become part of your file at Baruch.

### **Disabilities**

Students with disabilities may be eligible for a reasonable accommodation to enable them to participate fully in courses at Baruch/The Graduate Center. For more information (with confidentiality) contact Clare Wilson or Elise Perram (212.817.7400 or [disabilityservices@gc.cuny.edu](mailto:disabilityservices@gc.cuny.edu)) and consult the Graduate Center Student Handbook.

### **Counseling and Student Health**

Students may occasionally have personal issues that arise in the course of pursuing higher education that may interfere with academic performance. If you are facing problems affecting your coursework you are encouraged to speak with the Grad Center's Wellness Center Student Counseling Services:

The Wellness Center Student Counseling Services offers short-term individual and group counseling and psychotherapy, couples counseling, consultation and referral services, and a variety of programs and workshops relevant to graduate student life. These include help in overcoming obstacles to writing the dissertation, and workshops on topics from time management to mindfulness meditation. Our services are confidential, and they are available free of charge to matriculated students registered at **The Graduate Center** and the **Craig Newmark School of Journalism**. For those who are ineligible for our services (i.e. temporary students, visiting scholars, non-degree/non-matriculated students, and students registered at other CUNY campuses, please feel free to visit our resources page.

Additional materials will be distributed in class and via BlackBoard. The class schedule probably will change in response to our guest speakers. Remember to check BlackBoard regularly.

## Tentative Schedule 1-15-20

*See BlackBoard for Specific Assignments*

Session	Date	Topic	Presenter(s)
1	1/28	Introduction & Welcome	Professor Gardberg
2	2/4	What is a contribution (I)?	Professor Gardberg
3	2/11	Academic Integrity (I)	Professor Lauren Block Professor Donald Vredenburg
4	2/18	Class rescheduled till April 6 <sup>1</sup>	
5	2/25	Literature Review Introduction	Professor Gardberg
6	3/3	Newman Library Resources for Research & Teaching	Professor Louise Klusek Professor Francis (Frank) Donnelly
7	3/10	What Is a Contribution (II)?	Professor Gardberg
8	3/17	Ethics Week – Academic Integrity (II)	Professor Gardberg
9	3/24	Making a Contribution	Professor Gardberg
10	3/31	Crafting a Paper	Professor Gardberg
(4)	4/6	Make up for 2-18; 4:00 to 5:30 PM	Professor Mary Tripsas (Boston College)
	4/7	Wednesday classes - No Class	
	4/14	<b>Spring Break</b>	
11	4/21	Job Market: Tips and Caveats	Doctoral Program Alumni
12	4/28	The Art of Teaching	Professor Cynthia Thompson
13	5/5	Presenting Results	Professor Stephan Dilchert
14	5/14	Literature Review Presentations Seminar Wrap-Up	Professor Gardberg
	5/21	Literature Review Due via Turnitin	

<sup>1</sup> Professor Joel Waldfogel (Carlson School of Management, U. of MN) will speak during the Weissman Center for IB Seminar Series