

Purdue Krannert School of Management

OBHR PhD Program

The Krannert School of Management OBHR PhD Program prepares future academic leaders to conduct impactful research, embrace innovative teaching, and engage in broader conversations on issues employees and their organizations are facing today. Our developmental approach allows you to succeed on your path to earning your PhD and pursuing a research-focused academic career.

ABOUT THE PROGRAM

- Five-year program
- Two years of coursework
- Involved in research from day 1 and lead a research project in first year
- Faculty advisor to guide you through each step of program
- Preliminary exams during summer following completion of coursework
- Instruct undergraduate course(s) after completing preliminary exams
- Developmental sessions to improve academic skills

DEVELOPMENTAL APPROACH

Our faculty adopt a developmental approach to preparing doctoral students to conduct high-quality research publishable in our field's premier journals. Students will collaborate with faculty on research early in their program and experience focused training to produce rigorous and theoretical research. The approach provides students with the requisite time, skills, and support to prepare for a research-focused faculty position post-graduation. In addition, each student is paired with a productive junior faculty member—what we term their “first year coach”—to support student onboarding. This faculty member provides advice, answers questions, and prepares students to succeed in the program. Our faculty also guide students to become impactful instructors in the classroom and contributing citizens to our field. This comprehensive approach ensures students are prepared for a thriving career in academia.



"My training at Purdue provided the skills, knowledge, and experiences that formed the foundation of my career. My time at Purdue was personally and professionally enriching."
- Catherine Kleshinski (PhD graduate, 2021), Assistant Professor of Management, Indiana University

PROGRAM OVERVIEW

YEAR 1: Students are assigned to a “first year coach” and begin adapting to the program and learning about the field. They will spend most of their time studying articles, understanding the research process, and taking courses on OBHR content and statistical methods, and collaborating on research with at least one faculty member. Students will also lead and complete an independent research proposal (termed the 606 Project) with the assistance of a faculty advisor. At the conclusion of the first year, students will present their 606 Project and receive comprehensive feedback.

YEAR 2: Students continue to work with a faculty advisor, who will guide them as they meet expectations for the program. The second year focuses on completing coursework, advancing research with faculty co-authors, identifying personal research interests, and beginning to build an academic network. Students will continue their independent research project (606 Project), including designing, collecting, analyzing, and presenting results of their study. At the conclusion of the second year, students will present their completed research project. Over the summer, students will take a set of preliminary exams to demonstrate expertise gained over the first two years of the doctoral program.

YEAR(S) 3-5: Students intensely focus on advancing research with faculty co-authors and honing research skills including theorizing, design, analysis, and writing. Students will choose a primary advisor and work closely with this faculty member to develop high quality research and prepare for a career in the field. Students will also begin teaching undergraduate courses (approximately one course per academic year) and develop their skills as a university instructor. Finally, students will propose and defend their dissertation—a comprehensive independent research project—prior to graduating. At the conclusion of the doctoral program, students will be prepared to pursue a successful career as a professor at a top research university.

RESEARCH FACULTY

Our OBHR faculty are productive, engaged, and impactful scholars. Our research is consistently published in the field of Management's most influential journals. According to the rankings of Management faculty in U.S. Business Schools publishing in eight top-tier journals in Management (<http://www.tamugarankings.com>), our faculty were ranked 9th in terms of having the most top-tier publications per faculty member in 2021 (and 17th over the past 5 years of productivity). Importantly, many of these publications were conducted in co-authorship with current and former PhD students. As part of this ongoing success, we will continue to recruit and retain talented junior and senior faculty that will provide students more opportunities to produce timely and high-quality research. You can read more about our current research faculty, recent publications, and overarching research interests below.

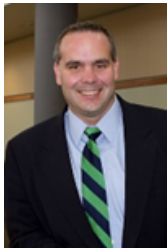
OHBR FACULTY



Jordan Nielsen. Professor Nielsen's research is focused on how organizations and employees derive meaning from work, and particularly how they sustain a sense of meaning in the face of threats. He is currently working on a project focused on helping ex-entrepreneurs thrive in a wage employment context.



Meredith Woehler. Professor Woehler examines individual differences and change within the workplace. She is particularly interested in how gender and race affect employees' abilities to drive changes in and benefit from their workplace relationships, as well as why employees respond to organization changes (e.g., mergers) by quitting.



Brad Alge. Professor Alge studies a variety of topics including leadership, organizational control, creativity, social networking, and remote work. Recently, he published an article showing how those who are often asked for advice tend to become more susceptible to social influence.



Brian Dineen. Professor Dineen researches recruitment, job search, and employment branding. More specifically, he investigates factors that influence the quality of initial applicant pools in organizations, including third party branding, message customization, and job seeker search strategies.



Jim Dworkin. Professor Dworkin has researched collective bargaining, negotiations, and dispute resolution. His research includes a focus on why workers join unions, how arbitrators decide cases, and how unionism affects professional sports.



Mike Campion. Professor Campion's research interests span a variety of topics including training and development, employee selection, job design, and motivation. He recently published an article focused on how organizations can cultivate a pipeline of effective leaders.



Kate Zipay. Professor Zipay's research examines the influence of life outside of work—such as leisure, family, and community—on employee emotions, attitudes, and behaviors. She also explores contemporary issues of justice in the workplace. She recently published a study investigating the emotional and energizing experience of being lenient to others.



Ben Dunford. Professor Dunford researches leadership and teams, most recently focusing on how star performers affect the performance of other group members. He has often conducted his research in healthcare organizations, examining how healthcare administrators can facilitate effective performance and low burnout.



David Schoorman. Professor Schoorman's research is focused on leadership and trust in organizations. His research has examined the role of interpersonal trust between leaders and subordinates and the impact of trust on individual and organizational outcomes. He is currently working on a project focused on repairing broken trust following a betrayal.



Ellen Ernst Kossek. Professor Kossek's research focuses on the work-family interface and how organizations can facilitate cultures and policies that promote well-being at home and work. She recently published an article focused on how leadership can promote policies that support work-life balance.



Kelly Schwind Wilson. Professor Wilson's research focuses on the work-nonwork interface and leadership. She has examined the implications of conflict and congruence between work and non-work domains for employees and their family members. Recently, she published an article focused on how age shapes emotional responses to inclusion experiences.

Please join us on November 21st from 7:00pm-8:00pm eastern standard time for a virtual informational session to meet our current faculty and students, learn more about the program, and ask any questions you have as you apply for doctoral programs.

Register for the session here:

<http://tinyurl.com/PurdueOBHRPhDProgram>