תואר שני

1243.2103- שיטות מחקר התנהגותיות בניהול

Behavioral Research Methods in Management

Prerequisites: **1221.5112 or 1231.2211 or 1235.2113 or 1238.2211 or 1263.1106 or 1264.2211 or similar**

סמסטר ב' – תשפ"ב

Second Semester – 2021/22

Course Section Details

Day	Hour	Classroom	Lecturer	Email	Telephone	Office
Tuesday	18:45-21:30	254	Peter Bamberger	peterb@tauex.tau.ac.il	0544834876	343
			Einat Yaor	einatyaor@gmail.com	0507911888	

Teaching Assistant (TA): Natalie Shefer <natalie.afota@gmail.com>

Office Hours: By appointment

Course Units

2 course units (8 ECTS units)

Course Description

קורס "שיטות מחקר בניהול" מיועד לתלמידי התואר השני במנהל עסקים- MBA ו-MSC (התנהגות ארגונית ,אסטרטגיה, שיווק ומערכות מידע) ומשמש כבסיס להכרת שיטות מחקר יישומיות בארגונים ועסקים. במסגרת הקורס ייחשפו התלמידים למגוון רחב של שיטות מחקר ויוכלו ליישם אותן הן במסגרת תפקידם הניהולי והן במסגרת מחקרית- לתלמידים המעוניינים בעתיד לכתוב עבודת תזה או דוקטורט. הקורס יינתן בשפה העברית עם חומרי לימוד באנגלית.

This course is designed to lay the foundations of good empirical research in management and business administration. While statistical concepts are introduced and applied, the course does not deal with statistical techniques per se. Instead, it focuses on the assumptions and the logic underlying social research in general, and management and marketing research in particular. Students become acquainted with the role of theory and measurement in business administration, and are introduced to the design and execution of qualitative, experimental,

and correlational field-and laboratory-based business research necessary in order to enhance competitive advantage.

Students will work in groups to design and execute an experiment, and develop a survey-based field research project. Students will present the findings from their analysis of the survey data to the class at the end of the course.

Course Objectives

Upon completion of the course, the student will be able to:

1. Design and execute survey research for either managerial or research purposes.
2. Design and execute experimental research for either managerial or research purposes.
3. Understand when to use alternative designs and analytics to better capture relations and effects.
4. Write a comprehensive research report for academic or practical research.

Evaluation and Composition of Grade

Percentage	Assignment	Due Date	Group Size/Comments
50%	Exercise 1 – Experimental	3.5	2 students; Choose your own team
50%	Exercise 2 - Field Survey	1/7	2 students; Choose your own team

NOTE: NO EXAM

Students must attend ALL classes. Those absent from class without receiving permission in advance from one of the instructors may be removed from the course at the discretion of the instructors. (Students remain financially liable for the course even if they are removed.)

Course Assignments

Students will present a draft of each of their two projects IN CLASS on the dates specified below. Specifically, each presentation must include the following parts: (a) Basic hypothesis/es (and literature-based rationale); (b) Proposed Design; (c) Proposed Analytic Methods. This presentation cannot exceed 5 minutes in length.

Exercise 1: Design and execute an on-line/laboratory/field-based experiment to assess how envy may influence the emotions or behavior of employees, customers/clients or agents. Make sure that your design allows you to avoid confounds and rule out alternative explanations. Describe the hypothesis/es you are testing including a brief literature review and rationale, your experimental design, procedure, measures, manipulation checks, results, and provide a brief discussion of the results in a document no longer than 10 pages (double-spaced, 12-point font).

Exercise 2: Design and execute a field survey examining one of the following:

a. The factors associated with a particular employee attitude (e.g., commitment, engagement, satisfaction) or behavior (e.g., performance, absence, creativity)
b. The factors associated with customer/client attitudes (e.g., service satisfaction, product satisfaction) or behavior (e.g., retention, complaining).

In your report, present the question your study addresses, the justification for the variables you examine, the research design (sample, measures, and analysis), findings, limitations and conclusions. The report should be no longer than 10 pages (double-spaced, 12-point font), but reference a minimum of three scholarly articles.

Students who are unable to complete an assignment or course requirement must notify the TA of the course in advance via email

Grading Policy

In the 2008/9 academic year the Faculty instituted a grading policy for all graduate level courses that aims to maintain a certain level of the final course grade. Accordingly, the final average grade for this course (which is a core course) will be in the range 78-82%. Additional information regarding this policy can be found on the Faculty website.

Evaluation of the Course by Student

Following completion of the course students will participate in a teaching survey to evaluate the instructor and the course, to provide feedback for the benefit of the students, the teachers and the university.

Course Site (Moodle)

The course site will be the primary tool to communicate messages and material to students. You should check the course site regularly for information on classes, assignments and exams, at the end of the course as well. Course material will be available on the course site. Please note that topics that are not covered in the course material but are discussed in class are considered integral to the course and may be tested in examinations.

Course Outline*

Week	Date	Topic(s)	Required Reading	Exercises	Instructor
1	15.2	Theory, Science, Ethics and the Cautious Consumer General principles of Research Design	- Text Chaps 1, 2 & 4 - Sutton & Staw - Simmons et al. Qualtrics PPTs -	In Class: (a) Generate 2 hypotheses regarding employee performance (b) prepare Qualtrics questionnaire	Bamberger

2	22.2	Constructs; Measurement Development & Validation Review of Basic Stats (alpha; t-test) using SPSS	TEXT Chapters 5 & 6	 2nd half of session will be held in stats lab	Bamberger Shefer
3	1.3	Constructs; Measurement Development & Validation (continued) Review of Basic Stats (continuation) using SPSS (ANOVA; correlation)	TEXT Chapters 5 & 6	In Class: Find the flaws in the instrument. 2nd half of session will be held in stats lab	Bamberger Shefer
4-7	8.3 15.3 22.3 29.3	Experimental Design	- TEXT Chapters 7, 8 & 12 - Anderson & Simister	**Exercise 1: Design & execute an experiment** **(present on 29.3; due 3.5)**	Einat Yaor
8	5.4	Field Survey Design: Access, Sources/ CMV and Sampling/Power Review of Stats for Experimental Project	- TEXT Chapter 9	Field Survey Design 2nd half of session will be held in stats lab --- Stats for experimental project (ANOVA)	Bamberger Shefer
9	12.4	Field Survey Design: Access, Sources/ CMV and Sampling/Power (continued)			Bamberger
10	26.4	Causation (Mediation, Moderation; Cross-lag) Stats refresher for analysis of field data	Text Chap. 14	 2nd half of session will be held via Zoom -- Review of Regression Analysis using SPSS for survey-based field study	Bamberger Shefer
11	10.5	Causation (Mediation, Moderation; Cross-lag)	Text Chap. 15		Bamberger
12	17.5	Causation (Mediation, Moderation; Cross-lag) Stats refresher for analysis of field data	Text Chap. 16	 2nd half of session on 2.6 will be held in computer classroom (47) in basement or via Zoom --	Bamberger Shefer

				Practicum on mediation & moderation in SPSS.	
13	24.5	Qualitative Research & Theory Generation; Introduction to Qualtrics	- Text Chapters 10 & 11 - Pratt - Suddaby		Bamberger
14	31.5	Preparing for & Executing Data Analysis; Meta-analysis Project Presentations	Text Chaps. 14, 15 & 16	Analyzing and interpreting findings presented in tables and figures **Exercise 2: Design & execute a survey-based field study (Due 1.7)**	Bamberger

*Subject to change

Required Reading

Text:

Babie, E.R. *The Practice of Social Research*, 14th Edition. Boston: Cengage. ISBN-10: 1305104943 | ISBN-13: 9781305104945

Students may rent this e-book for the semester directly from the publisher at:
http://www.cengagebrain.com/shop/isbn/1305104943

Anderson, E. T., & Simister, D. (2011). A step-by-step guide to smart business experiments. *Harvard Business Review,* 89, 98-105.

Pratt, M.G. (2008). Fitting oval pegs into round holes: Tensions in evaluating and publishing qualitative research in top-tier North American journals. *Organizational Research Methods,* 11: 481-509.

Simmons, J.P., Nelson, L.D., & Simonsohn, U. (2011). False-positive psychology: *Undisclosed* flexibility in data collection and analysis allow presenting anything as significant**",** *Psychological Science***,** 22, 1359-1366.

Suddaby, R. (2006). From the editors: What grounded theory is not. *Academy of Management Journal*, 49, 633-642.

Sutton, R. I., & Staw, B. M. (1995). What theory is not. *Administrative Science Quarterly*, 40 , 371-384.

Recommended Reading

- Aguinis, H. & Harden, E.E. (2008). Sample Size Rules of Thumb: Evaluating Three Common Practices. In C. E. Lance & R. J. Vandenberg (Eds.), *Statistical and methodological myths and urban legends: Received doctrine, verity, and fable in the organizational and social sciences* (pp.267-286). New York: Routledge.
- Bacharach, S.B. (1989). Organizational theories: some criteria for evaluation, *Academy of Management Review*, 14, 496-515.
- Colquitt, J. (2008) Publishing laboratory research in AMJ: A question of when, not it. *Academy of Management Journal* 51: 616-620.

- Cumming, G. (2014). The new statistics why and how. *Psychological Science,* 25, 7-29.
- Davenport, T. H. (2009). How to design smart business experiments. *Harvard Business Review*, 87, 68-76.
- Edwards, J. R. (2008). Seven deadly myths of testing moderation in organizational research. In C. E. Lance & R. J. Vandenberg (Eds.), *Statistical and methodological myths and urban legends: Received doctrine, verity, and fable in the organizational and social sciences* (pp. 145-166). New York: Routledge.
- Edwards, J. R. (2008). To prosper organizational psychology should . . . overcome methodological barriers to progress. *Journal of Organizational Behavior, 29,* 469–491.
- Grant A. M., Wall T. D. (2009). The neglected science and art of quasi-experimentation: Why-to, when-to, and how-to advice for organizational researchers. *Organizational Research Methods,* 12*,* 653-686.
- Highhouse, S. (2009*).* Designing Experiments That Generalize. *Organizational Research Methods, 12, 554 - 566.*
- Hinkin, T. R. (1995). A review of scale development in the study of behavior in organizations. *Journal of Management*, 21, 967-988.
- Kelley, K., & Preacher, K. J. (2012). On effect size. *Psychological Methods*, *17*, 137-152.
- Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior Research Methods*, *40*, 879-891.
- 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.
- Schwab D.P (1980). Construct validity in organizational behavior. In B.M Staw & L.L Cummings (Eds) *Research in Organizational Behavior* (Vol 2, pp 3-43) Greenwich, CT JAI Press.
- Spencer, S.J., Zanna, M. P., & Fong, G.T. (2005). Establishing a causal chain: Why experiments are often more effective than meditational analyses in examining psychological processes. *Journal of Personality and Social Psychology, 89,* 845–851.
- Spiller, S. A., Fitzsimons, G. J., Lynch Jr, J. G., & McClelland, G. H. (2013). Spotlights, floodlights, and the magic number zero: Simple effects tests in moderated regression. *Journal of Marketing Research, 50,* 277-288.