Subject:

Business strategy is about principal, philosophy, cultures, and guidance that guide the strategic planning of the business for short- and long-term operations. Despite the definition, success of business strategy is not uniquely applied. Contingency theory indicates that the appropriateness of different business strategies depends on the contexts of the businesses. That is, “contingency” is about significant organizational attributes which exhibit major differences in how business strategic actions are associated with performance in different circumstances. For instance, industry sector (e.g., food, apparel, PC, and furniture etc.) differentiates organizations in profit margin and turnover strategy for improved performance, thus is often viewed as a significant contingency variable in business strategy. In behavioral sciences, scholars view “contingency” as a situational factor of different treatment levels, which is operationalized to influence the experimental outcomes. Researchers in consumer behavior or careerist learning, for example, are accustomed to bisecting the research sample into controlled and experimental groups for comparison. Strategy and behavior research is varied widely in the subjects and methods. The approach of experiment can enhance learners’ logic through hands-on design and analysis. This class will focus on topics that comprise detailed design procedure with the following data analysis methods:

1. Design of experiment (DOE) by t-test and (Multivariate) Analysis of Variance
2. Regression type approach
3. Structural Equation Modeling (SEM)

Class format:

1. Reading: a list of journal papers with topics in relation to the above approaches will be decided after the students have decided their topics of interest.

2. Presentation: students take turns to present topics and host panel discussions after the presentations. Each student has to present twice: the first time is introduction of the paper, and the second time is about how they would really deal with a research using the similar procedure. In particular, by the time of second presentation, the first year students are expected to propose a complete, detailed, and executable data collection plan, with required budgets, for their future thesis research, while the second year students have to finish their theses completely.

3. Tasks in presentation:
   a. Each student has to submit a written file (in PPT) by email one week before their presentations. The file will be returned to the presenter before presentation.
b. Time control in presentation:

(a) Presentation: 40 minutes.

(b) Questioning by audiences: 20 minutes. Each student, except the presenter, has to raise at least one question (in English), and the presenter has to type it down right away and store it in computer.

(c) Answering by presenters: 30 minutes or more. Presenter answers the questions after finishing input the questions and 10 minutes break.

4. The second half of each class after presentation: discussion about data analysis methods. Tasks will be assigned separately, depending upon the familiarity of students with the methods.

5. Tentatively, the following papers are to be assigned to students for reading,

(1) DOE by t-test and (Multivariate) Analysis of Variance:


interviewees on subsequent interview performance in structured experience-based interviews, Journal of Occupational and Organizational Psychology, 81, 589-605.”

(2) **DOE by logistic regression:**


(3) **Questionnaire survey by hierarchy regression:**


(4) **Self-research presentation:**

h. Topics by those who have accomplished fully or part of their research. In this way, the presenters have to include several main papers cited by them (at least five in English) in their presentations. They also have to state clearly their research motive, review of literature and hypotheses, as well as variable design, which should include variable operationalization, detailed data collection procedure, and methods for data analysis, in the first time of presentation. In the second time, they have to address their findings and relevant managerial implication, including conclusion and whether they have accomplished the research goal initially planned.

**Grade:**

1. Presentations: 40%.
2. Questioning: 30%.
3. Answering: 30%.