

SPM 5936: ADVANCED RESEARCH METHODS SEMINAR

Spring 2021 (Class Number 22539, 31672; 3 credits)

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Office Hours: Monday (8:30-11:30AM), Thursday (8:30-10:25), or by appointment.

Time: Thursday: Period 7-9; 1:55PM-4:55PM
Classroom: Online (Zoom)
Phone: 352-294-1665

TEXTBOOK(S):

- Each student will download and read journal articles assigned for each week (Available in Canvas).
- American Psychological Association. (2020). *Publication Manual* (7th ed.), Washington, DC: American Psychological Association

COURSE DESCRIPTION:

This seminar introduces first- and second-year Ph.D. students to relevant methodological approaches, concepts, and processes surrounding key research areas in the sport management field. This course will help students generate novel research ideas, explore and compare different methodological approaches for selected research problems, and identify and develop research designs for their research idea.

COURSE OBJECTIVES:

Upon completion of this course students will be able to successfully:

1. Conduct critical reviews of literature to address relevant lines of inquiry in SPM.
2. Discuss relevant theories and develop an innovative research idea.
3. Define key concepts to propose research questions, propositions, and hypotheses.
4. Compare different methodological approaches and develop appropriate research design for their research problems.
5. Follow ethical standards in their research.
6. Apply APA writing styles.

COURSE POLICIES:

Participation/Attendance:

Your attendance and participation are expected as a natural expression of your commitment to your academic major and, most importantly, your desire to succeed. In addition, active participation provides all students with the opportunity to learn from one other. If you are absent for any reason, you are expected to check with the instructor to find out about assignments or announcements.

Assignment Policies:

Assignments are due in class on the specified day. All assignments and papers must be proofread and spell checked. All referencing and formatting of papers must be in APA form (7th edition).

Academic Integrity:

Any individual who becomes aware of an honor code violation is committed to take corrective action. Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <https://www.dso.ufl.edu/students.php>. Academic integrity is about much more than preventing cheating. It is about ensuring that scholars are given credit for their ideas. As emerging scholars, it is imperative for PhD students to understand how to give appropriate credit for work that has been done by others.

Students with Disabilities:

Any student who feels she or he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. 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 when requesting accommodation. This syllabus and other class materials are available in alternative formats upon request. For more information, refer to:

Online: <http://www.dso.ufl.edu/drc>
Phone: (352) 392-8565 (V) or (800) 955-8771 (Relay)
Office: Reid Hall Room 001

U Matter, We Care:

Your well-being is important 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 are 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. In case of emergency, call 911.

Disclaimer:

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

EVALUATION/GRADING SYSTEM:

The final grade of a student is based upon his/her overall performance and contribution in the following areas.

Evaluation (point)

1. Class discussion	30
2. Reaction papers	20
3. Research outline	10
4. Instrumentation	10
5. Research proposal/presentation	30
Total	100

Grading

A = 100-93	C(S) = 76-73
A- = 92-90	C-(U) = 72-70
B+ = 89-87	D+ = 69-67
B = 86-83	D = 66-63
B- = 82-80	D- = 62-60
C+ = 79-77	E = 59-0

COURSE FORMAT AND REQUIREMENTS

Class Discussion

Students are responsible for conducting a critical review of assigned articles before class each week. Students should engage in class discussions and offer thoughtful comments in each class. To facilitate class discussions, students will be selected to lead discussion of the weekly articles. Discussion leaders should 1) raise thoughtful questions after sharing a summary of their articles, and 2) prepare a handout for classmates (two pages maximum). More details will be provided in class.

Reaction Papers

Students will prepare a short reaction paper (two pages max) related to that week's readings and/or guest lectures. Although your critique of articles (and guest lectures) may include conceptual aspects, students need to focus on the quality of the methodology (suitability, strengths, and weaknesses) and offer alternative ways to solve targeted research problems. You may also integrate the ideas of several papers (or guest lectures) and discuss how they relate to each other. Reaction papers may source other papers not included in the syllabus. All reaction papers should be turned in to Canvas no later than **5:00 PM on the day before** class.

Research Outline

Students will submit a research outline (two pages max) for a new research project that you are planning to conduct. Research ideas may range from a development or further exploration of an idea contained in one of the assigned papers to a completely novel idea broadly related to your line of research. Students should not reuse their own previously existing research paper and/or data that they have already collected for a different purpose. This idea will be further developed in future assignments. The outline should include a brief description of the research problem, relevant theories, questions/hypotheses, key concepts/constructs, and methodological approach. List a minimum of 10 key relevant references (empirical studies); five from sport management journals and five from related fields such as marketing, management, psychology, sociology, law, finance, or sociology (or any other category that you think might be relevant to your research). Read and use the first three chapters of the APA manual. (Due by March 18).

Instrumentation

To select or develop a valid and reliable instrument is one of the most important tasks in the research process. Instrumentation not only determines the overall quality of your research, but also increases acceptance rate in top tier journals. Well-designed questionnaires take time to put together, but the payoff is enormous (e.g., minimized non-response error, accurate responses). Specific guideline will be provided for instrumentation assignment. (Due by March 18).

Research Proposal

The final project will be an original research proposal (15-20 pages, APA format) that is due by April 20th. The paper should include a brief discussion of a research problem and relevant theories, development of research questions and hypotheses, and a detailed description of the research method designed to address your research problem and rationale for using that method. Each student will briefly present his or her proposal a week before the last week (15 minutes max). You can receive feedback on your research plan from peers before turning in your paper.

WEEKLY COURSE SCHEDULE:

1. Course Introduction (Jan. 14)
 - a. Course overview
 - b. Research trend in SPM
 - c. Read and Discuss
 - i. Chalip, L. (2006). Toward a distinctive sport management discipline. *Journal of Sport Management*, 20, 1-21.
 - ii. Doherty, A. (2012). "It takes a village:" Interdisciplinary research for sport management. *Journal of Sport Management*, 26, 1-10.
 - iii. Doherty, A. (2013). Investing in sport management: The value of good theory. *Sport Management Review*, 16, 5-11.
 - iv. Funk, D. C. (2019). Spreading research uncomfortably slow: Insight for emerging sport management scholars. *Journal of Sport Management*, 33(1), 1-11.
 - v. What every doctoral student should know? (handout)
 - vi. What to expect at the comprehensive exam and dissertation defense? (handout)
2. How can I conduct innovative and influential research (Jan. 21)
 - a. Generating innovative research idea and defining research problems
 - b. Conducting theory-based research
 - c. Understanding impact in research – Beyond impact factors
 - i. Alvessen, M., & Sandberg, J. (2011). Generating research questions through problematization. *Academy of Management Review*, 36, 247-271.
 - ii. Alvessen, M., & Sandberg, J. (2013). Has management studies lost its way? Ideas for more imaginative and innovative research. *Journal of Management Studies*, 50, 128-152.
 - iii. 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,
 - iv. Janiszewski, C., Labroo, A. A., & Rucker, D. D. (2016). A tutorial in consumer research: Knowledge creation and knowledge appreciation in deductive-conceptual consumer research. *Journal of Consumer Research*, 43, 200-209.
 - v. Parasuraman, A. (2003). Reflections on contributing to a discipline through research and writing. *Journal of the Academy of Marketing Science*, 31, 314-318.
3. Methodological approach (Jan. 28)
 - a. Overview of methodological approach: Quantitative vs. qualitative
 - i. Alise, M. A., & Teddlie, C. (2010). A continuation of the paradigm wars? Prevalence rates of methodological approaches across the social/behavioral science. *Journal of Mixed Methods Research*, 4, 103-126.
 - ii. Bryman, A. (2011). Mission accomplished?" Research methods in the first five years of leadership. *Leadership*, 7, 73-83.
 - iii. Hanson, D., & Grimmer, M. (2007). The mix of qualitative and quantitative research in major marketing journals, 1993-2002. *European journal of marketing*.
 - iv. Morgan, D. L. (2018). Living within blurry boundaries: The value of distinguishing between qualitative and quantitative research. *Journal of Mixed Methods Research*, 12(3), 268-279.
 - v. Queirós, A., Faria, D., & Almeida, F. (2017). Strengths and limitations of qualitative and quantitative research methods. *European Journal of Education Studies*, 3, 369-387.

4. Qualitative Research (Feb. 4)
 - a. Concepts, process, and guidelines
 - i. Arsel, Z (2017). Asking questions with reflexive focus: A tutorial on designing and conducting interviews. *Journal of Consumer Research*, 44, 939 – 948.
 - ii. Gioia, D.A., Corley, K.G., & Hamilton, A.L. (2013). Seeking qualitative rigor in inductive research: Notes on the Gioia methodology. *Organizational Research Methods*, 16, 15–31.
 - iii. Kane, M. J., & Maxwell, H. D. (2011). Expanding the boundaries of sport media research: Using critical theory to explore consumer responses to representations of women’s sports. *Journal of Sport Management*, 25(3), 202-216.
 - iv. Malterud, K. (2001) Qualitative research: Standards, challenges, and guidelines. *The Lancet*, 358, 483-488.
 - v. Shaw, S., & Hoerber, L. (2016). Unclipping our wings: Ways forward in qualitative research in sport management. *Sport Management Review*, 19(3), 255–265.
 - vi. Singer, J. N., Shaw, S., Hoerber, L., Walker, N., Agyemang, K. J., & Rich, K. (2019). Critical conversations about qualitative research in sport management. *Journal of Sport Management*, 33, 50-63.
 - b. Case Study and content analysis (Feb. 11)
 - a. Case study - concepts, process, and guidelines
 - i. Baskarada, S. (2014). Qualitative case study guidelines. *Başkarada, S.(2014). Qualitative case studies guidelines. The Qualitative Report*, 19(40), 1-25.
 - ii. De Massis, A., & Kotlar, J. (2014). The case study method in family business research: Guidelines for qualitative scholarship. *Journal of Family Business Strategy*, 5(1), 15-29.
 - iii. Clark, R., & Misener, L. (2015). Understanding urban development through a sport events portfolio: A case study of London, Ontario. *Journal of Sport Management*, 29(1), 11-26.
 - iv. Kelley, K., Harrolle, M. G., & Casper, J. M. (2014). Estimating consumer spending on tickets, merchandise, and food and beverage: A case study of a NHL team. *Journal of Sport Management*, 28(3), 253-265.
 - v. O’Hallarn, B., Shapiro, S. L., Hambrick, M. E., Wittkower, D. E., Ridinger, L., & Morehead, C. A. (2018). Sport, Twitter hashtags, and the public sphere: A qualitative test of the phenomenon through a Curt Schilling case study. *Journal of Sport Management*, 32(4), 389-400.
 - b. Content Analysis - concepts, process, and guidelines
 - i. Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. *Journal of Advanced Nursing*, 62(1), 107-115.
 - ii. Kolbe, R. H., & Burnett, M. S. (1991). Content-analysis research: An examination of applications with directives for improving research reliability and objectivity. *Journal of Consumer Research*, 18(2), 243-250.
 - iii. Mallen, C., Stevens, J., & Adams, L. J. (2011). A content analysis of environmental sustainability research in a sport-related journal sample. *Journal of Sport Management*, 25(3), 240-256.
 - iv. Shapiro, D. R., & Pitts, B. G. (2014). What little do we know: Content analysis of disability sport in sport management literature. *Journal of Sport Management*, 28(6), 657-671.
 - v. Strijbos, J. W., Martens, R. L., Prins, F. J., & Jochems, W. M. (2006). Content analysis: What are they talking about? *Computers & Education*, 46(1), 29-48.

6. Survey Research (Feb. 18)
 - a. Concepts, process, and guidelines
 - i. Craighead, C. W., Ketchen, D. J., Dunn, K. S., & Hult, G. T. M. (2011). Addressing common method variance: Guidelines for survey research on information technology, operations, and supply chain management. *IEEE*, 58(3), 578-588.
 - ii. Evans, J. R., & Mathur, A. (2018). The value of online surveys: A look back and a look ahead. *Internet Research*, 28, 854-887.
 - iii. Forza, C. (2002). Survey research in operations management: A process-based perspective. *International Journal of Operations & Production Management*, 22, 152-194.
 - iv. Rindfleisch, A., Malter, A. J., Ganesan, S., & Moorman, C. (2008). Cross-sectional versus longitudinal survey research: Concepts, findings, and guidelines. *Journal of Marketing Research*, 45(3), 261-279.
 - v. Zhang, X., Kuchinke, L., Woud, M. L., Velten, J., & Margraf, J. (2017). Survey method matters: Online/offline questionnaires and face-to-face or telephone interviews differ. *Computers in Human Behavior*, 71, 172-180.
7. Measurement (Feb. 25)
 - a. Conceptualization, validity/reliability, and method bias
 - i. Adcock, R., & Collier, D. (2001). Measurement validity: A shared standard for qualitative and quantitative research. *American Political Science Review*, 529-546.
 - ii. MacKenzie, S. B. (2003). The dangers of poor construct conceptualization. *Journal of the Academy of Marketing Science*, 31, 323-326.
 - iii. 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.
 - iv. Rossiter, J. R. (2003). How to construct a test of scientific knowledge in consumer behavior. *Journal of Consumer Research*, 30, 305-310
 - b. Formative vs. reflective measures; single-item vs. multiple-item measures
 - i. Bergkvist, L., & Rossiter, J. R. (2007). The predictive validity of multiple-item versus single-item measures of the same constructs. *Journal of Marketing Research*, 44(2), 175-184.
 - ii. Chang, W., Franke, G. R., & Lee, N. (2016). Comparing reflective and formative measures: New insights from relevant simulations. *Journal of Business Research*, 69(8), 3177-3185.
 - iii. Coltman, T., Devinney, T. M., Midgley, D. F., & Venaik, S. (2008). Formative versus reflective measurement models: Two applications of formative measurement. *Journal of Business Research*, 61(12), 1250-1262.
 - iv. Kwon, H., & Trail, G. (2005). The feasibility of single-item measures in sport loyalty research. *Sport Management Review*, 8(1), 69-88.
 - v. Uhrich, S., & Benkenstein, M. (2010). Sport stadium atmosphere: Formative and reflective indicators for operationalizing the construct. *Journal of Sport Management*, 24(2), 211-237.
8. Mixed methods (Mar. 4)
 - i. De Bosscher, V., Shibli, S., Van Bottenburg, M., De Knop, P., & Truyens, J. (2010). Developing a method for comparing the elite sport systems and policies of nations: a mixed research methods approach. *Journal of Sport Management*, 24(5), 567-600.
 - ii. Heyvaert, M., Hannes, K., Maes, B., & Onghena, P. (2013). Critical appraisal of mixed methods studies. *Journal of Mixed Methods Research*, 7, 302-327.

- iii. Kang, S. J., Ha, J. P., & Hambrick, M. E. (2015). A mixed-method approach to exploring the motives of sport-related mobile applications among college students. *Journal of Sport Management, 29*(3), 272-290.
 - iv. van der Roest, J., Spaaij, R., & van Bottenburg, M. (2013). Mixed methods in emerging academic subdisciplines: The case of sport management. *Journal of Mixed Methods Research, 9*, 70-90.
 - v. Venkatesh, V., Brown, S. A., & Bala, H. (2013). Bridging the qualitative-quantitative divide: Guidelines for conducting mixed methods research in information systems. *MIS Quarterly, 37*, 21-54.
9. Experimental study (Mar. 11)
- a. How to design my experiment?
 - i. Handley, M. A., Lyles, C. R., McCulloch, C., & Cattamanchi, A. (2018). Selecting and improving quasi-experimental designs in effectiveness and implementation research. *Annual Review of Public Health, 39*, 5-25.
 - ii. Jackson, M., & Cox, D. R. (2013). The principles of experimental design and their application in sociology. *Annual Review of Sociology, 39*, 27-49.
 - iii. Kirk, R. E. (2012). Experimental design. *Handbook of Psychology, Second Edition, 23 - 45*.
 - iv. Ko, Y. J., Kwak, D., Jang, W., Lee, J., Asada, A., Chang, Y., Kim, D., Pradhan, S., & Yilmaz, S. (in review). Using experiments in sport consumer behavior research. *Journal of Global Sport Management*.
 - v. Koschate-Fischer, N., & Schandelmeier, S. (2014). A guideline for designing experimental studies in marketing research and a critical discussion of selected problem areas. *Journal of Business Economics, 84*, 793-826.
 - vi. Stuart, E. A., & Rubin, D. B. (2008). Best practices in quasi-experimental designs. *Best Practices in Quantitative Methods, 155-176*.
10. Data collection method – Part I (Mar. 18)
- a. Nonresponse analysis, longitudinal study
 - i. Armenakyan, A., O'Reilly, N., Heslop, L., Nadeau, J., & Lu, I. R. (2016). It's all about my team: Mega-sport events and consumer attitudes in a time series approach. *Journal of Sport Management, 30*(6), 597-614.
 - ii. Jordan, J. S., Walker, M., Kent, A., & Inoue, Y. (2011). The frequency of nonresponse analyses in the Journal of Sport Management. *Journal of Sport Management, 25*(3), 229-239.
 - iii. O'Reilly, N., Lyberger, M., McCarthy, L., Séguin, B., & Nadeau, J. (2008). Mega-special-event promotions and intent to purchase: A longitudinal analysis of the Super Bowl. *Journal of Sport Management, 22*(4), 392-409.
 - iv. Sato, M., Jordan, J. S., & Funk, D. C. (2015). Distance running events and life satisfaction: A longitudinal study. *Journal of Sport Management, 29*(4), 347-361.
 - b. Experimental data; Qualtrics and MTurk
 - i. Buhrmester, M., Kwang, T., & Gosling, S. D. (2011). Amazon's Mechanical Turk: A new source of inexpensive, yet high-quality, data? *Perspective on Psychological Science, 6*, 3-5.
 - ii. Chmielewski, M., & Kucker, S. C. (2020). An MTurk crisis? Shifts in data quality and the impact on study results. *Social Psychological and Personality Science, 11*, 464-473.
 - iii. Litman, L., Robinson, J., & Rosenzweig, C. (2015). The relationship between motivation, monetary compensation, and data quality among US- and India-based workers on Mechanical Turk. *Behavior Research Methods, 47*, 519-528.
 - iv. Mason, W., & Suri, S. (2012). Conducting behavioral research on Amazon's Mechanical Turk. *Behavioral Research, 44*, 1-23.

- v. Peer, E., Vosgerau, J., & Acquisti, A. (2014). Reputation as a sufficient condition for data quality on Amazon Mechanical Turk. *Behavior Research Methods*, *46*, 1023–1031.
11. Big data (Mar. 25)
- a. Concept, process, and guideline
 - i. Chang, Y. (2019). Spectators' emotional responses in tweets during the Super Bowl 50 game. *Sport Management Review*, *22*(3), 348-362.
 - ii. Ghani, N. A., Hamid, S., Hashem, I. A. T., & Ahmed, E. (2019). Social media big data analytics: A survey. *Computers in Human Behavior*, *101*, 417-428.
 - iii. LaValle, S., Lesser, E., Shockley, R., Hopkins, M. S., & Kruschwitz, N. (2011). Big data, analytics and the path from insights to value. *MIT Sloan Management Review*, *52*, 21-32.
 - iv. Singh, D., & Reddy, C. K. (2015). A survey on platforms for big data analytics. *Journal of Big Data*, *2*(1), 8.
 - v. Tsai, C. W., Lai, C. F., Chao, H. C., & Vasilakos, A. V. (2015). Big data analytics: a survey. *Journal of Big Data*, *2*, 1-32.
12. Artificial intelligence in social science (Apr. 1)
- a. Concept, process, and guideline
 - i. De Bruyn, A., Viswanathan, V., Beh, Y. S., Brock, J. K. U., & von Wangenheim, F. (2020). Artificial intelligence and marketing: Pitfalls and opportunities. *Journal of Interactive Marketing*, *51*, 91-105.
 - ii. Miller, T. (2019). Explanation in artificial intelligence: Insights from the social sciences. *Artificial Intelligence*, *267*, 1-38.
 - iii. Lee, M., Lee, S. A., & Koh, Y. (2019). Multisensory experience for enhancing hotel guest experience. *International Journal of Contemporary Hospitality Management*, *31*, 4313-4337.
 - iv. Puntoni, S., Reczek, R. W., Giesler, M., & Botti, S. (2021). Consumers and artificial intelligence: An experiential perspective. *Journal of Marketing*, *85*(1), 131-151.
13. Types of articles and ethical standard in research (Apr. 8)
- a. Discussion of ethics in research process and publication
 - b. Citation guideline
 - c. Review APA guideline
 - i. APA manual (Chapter 1)
 - ii. APA manual (Chapter 2)
 - iii. APA manual (Chapter 8)
 - iv. Handouts
14. Publishing your work (Apr. 8)
- a. Overview of publication process
 - b. Reporting standard
 - i. APA manual (Chapter 3)
 - ii. Bagchi, R., Block, L., Hamilton, R. W., & Ozanne, J. L. (2017). A Field Guide for the Review Process: Writing and Responding to Peer Reviews. *Journal of Consumer Research*, *43*(5), 860-872.
 - iii. Bennett, C., Khangura, S., Brehaut, J. C., Graham, I. D., Moher, D., Potter, B. K., & Grimshaw, J. M. (2011). Reporting guidelines for survey research: An analysis of published guidance and reporting practices. *PLoS Med*, *8*(8), e1001069.
 - iv. Elliott, R., Fischer, C. T., & Rennie, D. L. (1999). Evolving guidelines for publication of qualitative research studies in psychology and related fields. *British Journal of Clinical Psychology*, *38*(3), 215-229.

- v. Summers, J. O. (2001). Guidelines for conducting research and publishing in marketing: From conceptualization through the review process. *Journal of the Academy of Marketing Science*, 29, 405-415.
 - vi. Taylor, S. (2003). Big R (versus little r) reviewers: The anonymous coauthor. *Journal of the Academy of Marketing Science*, 31, 341-343.
 - vii. Trail, G. T., & James, J. D. (2016). Seven deadly sins of manuscript writing: Reflections of two experienced reviewers. *Journal of Global Sport Management*, 1(3-4), 142-156.
15. Presentation of your research proposal and 5-year plan (Apr. 15)
- a. Critique presentation
 - b. Five-year research plan: Bring your 5-year research plan to class (and a copy for everyone in class). You will need to explain and discuss your research plan.

SAMPLE RESEARCH JOURNALS

Sport	Related Fields
<ul style="list-style-type: none"> ▪ AAHPERD (American Alliance for Health, Physical Education, Recreation & Dance) ▪ Event Management ▪ European Sport Management Quarterly ▪ International Journal of Sport Communication ▪ International Journal of Sport Finance ▪ International Journal of Sport Management ▪ International Journal of Sports Marketing & Sponsorship ▪ International Journal of Sport Management and Marketing ▪ International Sport Journal ▪ Journal of Hospitality, Leisure, Sports and Tourism Education ▪ Journal of Legal Aspects of Sport ▪ Journal of Leisure Research ▪ Journal of Sport Behavior ▪ Journal of Sport Management ▪ Journal of Sport and Social Issues ▪ Journal of Sport & Tourism ▪ Journal of Sports Economics ▪ Leisure Sciences ▪ Measurement in Physical Education and Exercise Science ▪ Quest ▪ Research Quarterly for Exercise and Sport ▪ Sport Management Review ▪ Sport Marketing Quarterly ▪ Sociology of Sport Journal 	<ul style="list-style-type: none"> ▪ Academy of Management Executive ▪ Academy of Management Review ▪ Academy of Management Journal ▪ Advances in Services Marketing and Management ▪ Advances in Consumer Research ▪ Advances in Services Marketing and Management ▪ Computers in Human Behavior ▪ European Journal of Marketing ▪ Human Relations ▪ International Journal of Market Research ▪ Journal of Academy of Marketing Science ▪ Journal of Advertising ▪ Journal of Business Communications ▪ Journal of Business Research ▪ Journal of Consumer Psychology ▪ Journal of Consumer Research ▪ Journal of International Marketing ▪ Journal of Management Research ▪ Journal of Marketing ▪ Journal of Organizational Behavior ▪ Journal of Service Research ▪ Journal of Services Marketing ▪ Journal of Management Information Systems ▪ MIS Quarterly ▪ Organizational Behavior and Human Decision Processes ▪ Organization Studies ▪ Psychology and Marketing ▪ Sex Roles