

## **Consumer Behavior (Syllabus draft, June 6, 2018).**

### **Instructors:**

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This condensed course will focus on four areas of consumer research that have proven to be both highly novel and generative in the last decade: goals, creativity, social influence, and lay theories. For each, students will read a set of core readings, composed of both classic and newer pieces, in order to gain knowledge of the relevant theoretical foundations, methodological norms, and most recent findings. As we discuss this material, Rebecca and Cait will prompt students to identify gaps in the literature or unexplored related phenomena. On the final day, students will workshop ideas that have emerged along the way, culminating in the presentation of a well-formed, actionable research question and methodological plan. Students will present in small groups and give one another feedback on these ideas.

We would also be glad to meet with small groups of students in the morning before beginning or over lunch breaks to have more in-depth conversations about their current research and career experiences; we will provide a sign-up sheet for these discussions during our Monday afternoon kick-off.

To prepare, we ask students to do the following:

1. Obtain the papers listed below in the syllabus.
2. Follow the prompts for each topic. Note that for some topics, we ask everyone to read one paper as a foundational reading, but then suggest that students take one of the subsequent papers as a primary responsibility (assigned by birthdays). This does *not* mean that students should not read ALL papers – they should! However, they should be particularly prepared to take the lead in discussing, questioning, or proposing extensions to the paper to which they are assigned.
3. In some cases, we ask students to bring written notes for discussion. Due to the amount of content covered in this condensed time, we **strongly suggest** that students do this – this will help us all have some ideas from which to begin, and to which you can refer without flipping – through papers. In some cases, we will ask students to exchange these assignments with one another, so it is very important that they be clear, well-organized, and thoughtful.

### **Dates/Times of formal meetings:**

July 9 (Monday; 4:00-5:30 pm): Kickoff: Research introductions/ /Idea Design Rubric Discussion

July 10 (Tuesday; 9:30-3:30): 1. Goals and Goal Pursuit; 2. Consumer Creativity

July 11 (Wednesday; 9:30-3:30): 3. Social Influence; 4. Lay Theories

July 12 (Thursday; 9:30-3:30): 5. Idea Design Workshop; 6. Final Presentations, Feedback, and Debrief

## 1. Goals and Goal Pursuit

### Prepare before class, and bring in writing for discussion:

*Choose a consumer goal you find interesting or important.*

*Briefly sketch out the various stages of goal pursuit first using Bagozzi & Dholakia's model. Identify the stage at which you think consumers are most likely to struggle (and explain why, based on the full set of readings). Recommend a theoretically-grounded intervention (with appropriate reference to the papers read for the class) to help them successfully complete goal pursuit.*

### Everyone read carefully FIRST:

Bagozzi, Richard P. and Utpal Dholakia (1999), "Goal Setting and Goal Striving in Consumer Behavior," *Journal of Marketing*, 63, 19-32.

**Please read the following, in order. You should read all papers, but give particular attention to the paper that aligns with your birthday – birthday-month readers may be asked to explain papers to others! :**

1. Nunes, Joseph C. and Xavier Drèze (2006), "The Endowed Progress Effect: How Artificial Advancement Increases Effort," *Journal of Consumer Research*, 32 (March), 504-512. (January – March birthdays)
2. Dalton, Amy N. and Stephen A. Spiller (2012), "Too Much of a Good Thing: The Benefits of Implementation Intentions Depend on the Number of Goals," *Journal of Consumer Research*, 39 (October), 600-614. (April-June birthdays)
3. Patrick, Vanessa M. and Henrik Hagtvedt (2012), "I Don't" versus "I Can't": When Empowered Refusal Motivates Goal-Directed Behavior," *Journal of Consumer Research*, 39 (August), 371-381. (July-September birthdays)
4. Laran, Juliano, Chris Janiszewski, and Anthony Salerno (2016), "Exploring the Differences Between Conscious and Unconscious Goal Pursuit," *Journal of Marketing Research*, 53 (3), 442-458. (October-December birthdays)

### Think through these questions to prepare for our discussion.

1. What is a goal (based on these papers)? (Do you agree with this definition?)
2. What are the basic components of goal pursuit, as defined by Bagozzi and Dholakia?
3. As you read these papers, your task is to integrate each into B&D's basic model. Where do these papers complicate their model? With what kinds of constructs? Do you feel any components of the model warrant greater investigation?
4. Make sure you understand the meaning of: Zeigarnik effect, goal-gradient effect, expectancy-value models, self-justification theory, and the illusion of advantage.
5. What makes goal pursuit difficult (across the papers)?
6. What does it mean to create implementation intentions, and why doesn't it always work?
7. What on earth happened in Patrick and Hagtvedt's field study?
8. Empirical note: What is the relationship between goal accessibility and time delay?
9. What are the differences between conscious and non-conscious goal pursuit? What do Laran et al. tell us about the strengths and weaknesses of both? What's their evidence for these arguments?

## 2. Consumer Creativity

### All read as background:

Humphreys, Ashlee and Kent Grayson (2008), "The Intersecting Roles of Consumer and Producer: A Critical Perspective on Co-Production, Co-Creation and Prosumption," *Sociology Compass*, 963-980.

Make sure that you understand the difference between use value and exchange value, and that you are able to map it onto the papers we read below. What is the role of the consumer in each paper, using Grayson and Humphreys' terminology?

### Prior to class, prepare and bring in writing for discussion:

Find an example of consumer behavior that you consider creative, or that you think could be improved with enhanced creativity. Based on the papers read for class, how could this behavior be redesigned in ways that promote greater creativity? Propose at least two specific tactics you would use to improve creativity in this domain.

### Read, with focus as based on birthday DAY OF MONTH:

1. Moreau, C. Page and Kelly B. Herd (2010), "To Each His Own? How Comparisons with Others Influence Consumers' Evaluations of their Self-Designed Products," *Journal of Consumer Research*, 36 (5), 806-819. (Birthdays between the 1<sup>st</sup> and 7<sup>th</sup> of the month)
2. Moreau, C. Page and Darren W. Dahl (2005), "Designing the Solution: The Impact of Constraints on Consumers' Creativity," *Journal of Consumer Research*, 32 (1), 13-22. (Birthdays between the 8<sup>th</sup> and 13<sup>th</sup> of the month)
3. Moreau, C. Page and Marit Gundersen Engeset (2016), "The Downstream Consequences of Problem-Solving Mindsets: How Playing with LEGO Influences Creativity." *Journal of Marketing Research*: February 2016, Vol. 53, No. 1, pp. 18-30. (Birthdays between the 14<sup>th</sup> and 20<sup>th</sup> of the month)
4. Mehta, Ravi and Meng Zhu (2016), "Creating when you Have Less: The Impact of Resource Scarcity on Product Use Creativity," *Journal of Consumer Research*, 42 (5), 767-82. (Birthdays after the 20<sup>th</sup> of the month)

**Bring a one-page summary of your paper to share with the class. Bring copies for everyone.** In this summary:

1. State the paper's central research question.
2. Explain (briefly) the steps the authors took to answer this question. If necessary, embed graphs or flowcharts.
3. Identify three strengths of the paper.
4. State the theoretical contribution and practical contribution of the paper. (Remember, these statements have to do with saying how theory has changed and how practice would change because of the research.)
5. List three ways that you would propose improving on, building on, or extending what's been done.

For the paper you are assigned, **bring AT LEAST TWO QUESTIONS OR EXTENSION SUGGESTIONS.**

### 3. Social Influence

**Prepare in writing before class, for group discussion:**

*Identify a well-established individual-level effect in your focus area (JDM, strategy, IS, psychology, CB, etc.) that you think could be altered by the introduction of social influence. Specify the direction of change you would predict and the mechanism you would anticipate could explain this enhancement or mitigation, referring to key concepts in the papers or ideas introduced below to support your answer.*

**Everyone should read:**

Argo, Jennifer J., et al. "The Influence of a Mere Social Presence in a Retail Context." *Journal of Consumer Research*, vol. 32, no. 2, 2005, pp. 207–212

**Read, with focus as assigned by first initial of first name:**

1. Argo, Jennifer J., et al. "Positive Consumer Contagion: Responses to Attractive Others in a Retail Context." *Journal of Marketing Research*, vol. 45, no. 6, 2008, pp. 690–701 (First names that begin with A-D)
2. Mourey, J. A., Olson, J.G. & Carolyn Yoon (2017), "Products as Pals: Engaging with Anthropomorphic Products Mitigates the Effects of Social Exclusion," *Journal of Consumer Research*, 44 (2), 414-431. (First names that begin with E-I)
3. Ariely, Dan and Jonathan Levav (2000), "Sequential Choice in Group Settings: Taking the Road Less Traveled and Less Enjoyed," *Journal of Consumer Research*, 27 (December), 279-290. (First names that begin with J-O)
4. Duclos, Rod, Echo Wen Wan, and Yuwei Jiang (2013), "Show Me the Honey! Effects of Social Exclusion on Financial Risk-Taking," *Journal of Consumer Research*, 40 (June), 122–135. (First names that begin with P-S)
5. Kristofferson, Kirk, Katherine White and John Peloza (2014), "The Nature of Slacktivism: How the Social Observability of an Initial Act of Token Support Impacts Subsequent Prosocial Action," *Journal of Consumer Research*, 40(6), 1149-1166. (First names that begin with T-Z.)

In addition to being able to state both the **theoretical and practical contributions** of each paper (what we'd do differently having this paper that we wouldn't have done before the paper existed), be prepared to discuss:

1. Google "social influence theory" if you are not familiar with the basic concept. Make sure you know what conformity, compliance and obedience are.
2. Also familiarize yourself with Asch line length and Milgram obedience studies.
3. What distinguishes Argo, Dahl and Morales (2005) from the basic ideas in social influence theory? By what mechanism do they propose their effect occurs?
4. Where do you see the different goals identified in the Levav and Ariely paper activated?
5. What is a "positive contagion effect" and when does it happen, according to Argo, Dahl and Morales? How do they support their argument for a physical contagion effect?
6. Can you think of specific boundary conditions for Mourey et al. or Duclos et al's findings, given their experiments and your understanding of consumer behavior? (This would be a good time to look

around in the world or talk with others about their experience. Think in terms of individual differences, product difference, contextual differences, or norms.)

7. How would you propose that firms overcome slacktivism?
8. **ALL: Across the papers, make a list of the way that social influence is operationalized.**

#### 4. Lay Theories

**EVERYONE should read all of the following carefully:**

1. Raghunathan, Rajagopal, Rebecca Walker Naylor, and Wayne D. Hoyer (2006), “The ‘Unhealthy = Tasty’ Intuition and Its Effects on Taste Inferences, Enjoyment, and Choice of Food Products,” *Journal of Marketing*, 70 (October), 170-184.
2. Deval, Helene, Susan P. Mantel, Frank R. Kardes, and Steven S. Posavac (2013), “How Naive Theories Drive Opposing Inferences from the Same Information,” *Journal of Consumer Research*, 39 (April), 1185-1201.
3. Huang, Xun (Irene), Ping Dong, and Anirban Mukhopadhyay (2014), “Proud to Belong or Proudly Different? Lay Theories Determine Contrasting Effects of Incidental Pride on Uniqueness Seeking,” *Journal of Consumer Research*, 41 (3), 697-712.
4. Cheng, Yimin, Anirban Mukhopadhyay, and Rom Y. Schrift (2017), “Do Costly Options Lead to Better Outcomes? How the Protestant Work Ethic Influences the Cost-Benefit Heuristic in Goal Pursuit,” *Journal of Marketing Research*, 54, 4 (August), 636-649.
5. Haws, Kelly, L., Rebecca Walker Reczek, and Kevin Sample (2017), “Healthy Diets Make Empty Wallets: The Healthy = Expensive Intuition,” *Journal of Consumer Research*, 43 (April), 992-1007.

**Prepare for discussion:**

1. For each paper, list out the lay theories explored.
2. Ask three non-academic friends if they believe the lay theory proposed in the paper. Be prepared to share your experience of the responses with the class.
3. Examine your own marketing lay theories or those that you believe others hold – identify at least two. We’ll discuss the origin of these lay theories and their implications both for consumers and marketers – and try to design means of testing their robustness or malleability.