RESEARCH@IVEY

Behavioural Lab Report

MAY 2020 TO APRIL 2021

Contents

Mission and Strategic Goals

The Ivey Behavioural Lab (IBL) is a shared asset to support behavioural research from across many disciplines of research at Ivey. The primary goal is facilitation and support for Ivey faculty and their PhD students to enhance and increase their research productivity. This is accomplished by minimizing the cost and time involved in conducting behavioural research, delivering ethics and methodological advice and consultation, providing data collection facilities and equipment, maintaining two participant pools, maintaining access to online panels, hiring personnel to run studies and services. The IBL creates consistency in excellent record keeping and maintains high ethical standards for all behavioural research undertaken at Ivey. The IBL also provides excellent training opportunities for undergraduates seeking practical experience in research methodology. The IBL mission is to play a key role in contributing to Ivey's reputation for academic excellence, driving collaborations within Ivey as well as without, attracting the best scholars to Ivey and retaining that excellence here at Ivey.

History and Background

Behavioural studies have been organized by faculty at the Ivey Business School since at least 2004 when records were first kept on the work in the lab. The IBL in its current form is due, in large part, to the work and perseverance of June Cotte who joined Ivey's Marketing Department in 2001. In 2013, Cotte and Miranda Goode were awarded a Canadian Foundation for Innovation, John R. Evans Leaders Fund grant coinciding with the move to the new Richard Ivey Building on Western Road. The CFI grant provided funding to install a multi-room, well-equipped, permanent presence for the IBL.

A second CFI: JELF grant was awarded to June Cotte, Kirk Kristofferson, and Matthew Sooy in 2020. This second infrastructure grant renews the IBL commitment to its research community and reinvigorates the technology in the lab itself. The grant money replaces all computer equipment currently in the lab and creates an 8-unit psychometric suite as well as new mobile-ready field devices for both standard psychometric measures as well as virtual reality.

The IBL differs from the more usual way that behavioural labs in social science are run because resources are pooled and the logistics and management are taken care of by staff experienced in behavioural research and dedicated to the task of running and maintaining the lab. The lab is open for running studies all year long, Monday to Friday, 9am to 5pm. The IBL and staff are also available for other days or times for special research projects. Field studies are also possible (e.g., running in another part of the campus, city, or outside of London). There are two participant pools, the student credit pool which runs September to April and the paid pool of volunteers that is accessible all year. In addition to these pools we use Prolific for online larger sample studies. The lab itself if comprised of five rooms; one large testing space, two smaller testing spaces with psychometric capability and interview set up, a storage space, and an office space. Because the studies are organized and run through the Research Officer who manages the lab there is significant time and cost savings for publication compared to the more traditional model of behavioural lab which involves running separate labs or scheduling a shared space and hiring students or staff for data collection. More specific information is available in Appendix A of this Report and internally on Learn for Ivey faculty.

News and Selected Lab Activity Highlights

1. Following the orders that sent us home last year, the summer was spent in research recovery as the university put together plans for the slow return to school for students. Though in person testing was expected to be limited we developed a protocol to be able to offer in person testing. This was presented to our ADR and to the AVP (Research) at Western and approved.

2. Our Paid Pool has been quiescent since the pandemic sent us home last year. We negotiated a reduced rate with SONA in order to maintain the subscription by reflect the reduced use.

3. A prescreen for the Student Credit Pool was passed with the REB's QA/QI/PE application relieving us a need for a WREM application. We then worked with our interested research faculty to develop a prescreen for use with the students. The prescreen was a compulsory questionnaire for students to access studies and this served to reduce duplication of common questions across studies (e.g., demographics) and removed the possibility of confounding or suspicion with common individual difference surveys otherwise administered within a study (e.g., Need for Cognition, Self-Esteem, Risk Tolerance). Ninety-nine and a half percent completed the prescreen before it was closed at the end of testing, bolstering what we already knew; we have high participation rates in our student pool. It also serves as a general measure of tracking entry into participation across the term.

4. Fall and Winter Term in the Credit Pool: The majority of our credits were run online this past year. Of the 22 studies we ran for credit, only 2 ended up running in the lab. Our in-person testing protocol worked great, and in conjunction with our Facilities Manager, Karen Monteith, we greeted our non-Ivey students at the North Entrance door, escorted them to and from the lab, and kept safety with social distancing and sanitizing our highest priority while we collected data as normally as can be accomplished under the conditions we navigated this year. Unfortunately though, there was still a great deal of confusion from students (who sometimes signed up for studies clearly marked as "In-Lab" despite not being in the city, sometimes not in the country!) resulting in higher than usual no-show rates. With the majority of studies online this also likely helped to keep participation low for those studies. Rather than dismiss this year's complexities and problems as entirely unique we hope to take what we've learned and apply this to the coming years, we hope to find that the inventiveness of this year's research (e.g., Point 5 below) continues to reinvigorate and reshape the way we change up our tired old traditions of data collection.

5. This year we experimented with a Zoom Webinar subscription to create a virtual lab space that could be used as a hybrid observation system for testing. This was work for Matt Sooy's ongoing project, *How the Prospect of Fault Influences Managers' Compliance and Investor Confidence*. The Zoom Webinar environment permitted the appropriate level of participant control, observation, and back and forth for instructions and questions in real time that best mimicked being in the lab with over 20 participants at a time. The study itself made use of two browser-based programs, Qualtrics and a proprietary Unity program created for this research program. Participants received incentive payments within 24 hours of their participation (in addition to their credit).

6. With the general slowdown of all funding news this meant that the official news from both CFI and ORF was slow to come (as of this writing we are still waiting to officially announce the ORF). However, if there is one benefit to be found in a pandemic it is the ease by which our infrastructure renovations could be planned and implemented. The renovations to the hallways and ceilings exterior to lab rooms 0348 and 0349 are complete. This renovation was to install three new doors, including one into the space shared by the two rooms, and other sound attenuating measures which ensures we have a much improved space to collect physiological data in those labs. Many thanks are due to Karim Soliman and the Facilities Development team from Western, including Greg Ackland, Tina Agostinis, and Randy Regier.

7. The wall monitors in 0388 started to fail significantly over the last year and are being replaced with an upgraded and easier to use system from Avolution at the end of April. This is the same group who put together the monitoring system in place in 0348 and 0349. This work will be invoiced to meet the deadline to our finance year end.

8. We had a total of 8 volunteers take part in our Volunteer Research Assistant Mentorship program with many more wanting to help with online studies if possible. This was despite not having advertised at all this year. The evidence is in; the volunteer mentorship program has grown successfully and now word-of-mouth alone continues to maintain interest. Our volunteers are generally keen, hard-working, and earnest young people from all walks of life and from across the globe. Many who have kept in touch have gone on to graduate programs, some have entered the HBA program. We are truly missing being able to celebrate them with our researchers at our term-end lunches!

Goals for May 2021 – April 2022

1. Purchasing and planning – With the final funding promises in place, the lab is ready to go ahead and begin purchasing equipment with the new CFI Infrastructure grant. The plan is to get purchasing completed over the summer of 2021 in order to organize training seminars and workshops for late summer or early fall. The basics:
    a. The large-space lab (0388) will be outfitted with replacements for our 23 computers

b. One of the two smaller labs (0348) will become a dedicated physiological lab space with eight Noldus-based systems
c. The other smaller lab (0349) will continue to house the single iMotions system
d. We will have a field kit with laptops, mobile eye-tracking glasses and eye-tracking virtual reality headsets

2. IBL exposure – This will help increase the size of our Paid Pool and increase awareness of behavioural research at Ivey. This should also integrate us more with Western Research and increase collaboration with Western PIs.

3. Hybrid testing - Anticipating a recovery from our current pandemic to include more hybrid teaching means thinking about testing participants in a hybrid system as well. There are serious implications for balance and fairness for researchers as well as for participants (e.g., participants typically favour online studies). We need to come up with a plan that includes flexibility as the news from Western incorporates changes from MLHU and the province to come up with a final plan for fall.

4. Continuing innovation online – A lot of our behavioural researchers have longer term, large sample projects that would benefit from the development of a dedicated citizen science web presence. Examples of this from social psychology include:
   http://gameswithwords.org/
   http://www.labinthewild.org/
   https://www.themusiclab.org/

IBL Staffing – 2020/2021

Contract positions were curtailed under the uncertainty the pandemic brought. There is no part-time Lab Coordinator in the lab. There also was no advertising for the volunteer positions but we still heard from a number of undergraduates and those listed below were involved in our limited in-lab testing.

Full Time

Dr. Karen Hussey (Research Officer/Lab Manager)

Volunteer Research Assistants

Sami Berihun
Tamara Biwott
Qi Zhen (Clara) Chen
Adam Dickinson
Azul Goyat
Mackenna Morin
Bo Wen (Danny) Qiao
Hartript Sra (returning)

Historical Credit Pool Report: 10 years – Follows the academic year and reporting is from September of one year to April of the next. IBL Record keeping extends back to 2004 but more specific records were kept from 2009 onwards and so this is where the historical record for this table begins. n/a indicates that data was not recorded and is not available.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016[1]	2016-2017	2017-2018	2018-2019	2019-2020[2]	2020-2021
Faculty users	8	7	11	10	13	13	11	14	6	6
PhD researchers	n/a	n/a	n/a	n/a	n/a	n/a	5	3	4	7
Other researchers[3]	n/a	n/a	n/a	n/a	n/a	n/a	6	3	1	0
Number of studies[4]	15	20	23	14	19	19	15	15	18	22
Undergraduate students in pool	960	890	873	874	1469	1421	1405	1392	2663	2754
Credits Available	2880	2670	2619	2622	3798	3653	3608	3566	4664	4889
Credits Run in lab[5]	2662	2331	2495	2536	3679	3520	3346	3389	4309	4674
Credit by alternative review essay	15	n/a	23	5	27	33	48	17	106.5[6]	66.5
Payments made to participants[7]	n/a	n/a	n/a	n/a	n/a	n/a	$17,472	$12,177	$8917	$2297
External grant fees paid to IBL	n/a	n/a	n/a	n/a	n/a	n/a	$705	$4,200	$7,940	$0

[1] HBA1 students were added to the credit pool.
[2] Business 2257 students were added to the pool. Additionally note that on March 13th we moved to online delivery of studies with the school shut down in response to the COVID-19 crisis.
[3] "Other" does not include co-authors outside of Ivey per se but rather more typically is former students or Ivey faculty who maintain a collaboration with a PI at Ivey.
[4] This number is not necessarily the total of unique studies since some studies include more than one survey/task to meet time requirements for credit. It is the number of studies offered as participation credit commitments to students.
[5] Does not include credits through research alternatives (written essays).
[6] The higher volume is due, in part, to the COVID-19 crisis which sent many students home early.
[7] For studies that include a monetary incentive. Rounded up to the nearest dollar. Records were not kept until 2017-2018.

Credit Pool Participation Statistics

The statistics in the following two tables are to illustrate the challenges of logistics involved in planning and execution of the Credit Pool.

Credit Pool Statistics 2020-2021 – This report is for credits via participation in studies only.

Month	Number of Testing Days	Number of Studies	Credit Timeslots Filled	No Shows	Credits Granted in Timeslots	Credit Timeslots Unfilled
September 2020	7	1	19	3	19	3
October 2020	22	5	1111	84	646.5	182
November 2020	16	6	1225	118	864.5	661
December 2020	4	2	559	49	279.5	352
January 2021	16	6	1441	88	771	936
February 2021	20	8	1458	147	917	899
March 2021	23	11	2282	202	1176.5	711
Sums	**108**	**n/a**	**8446**	**704**	**4674**	**3744**

Table Notes

Number of Testing Days – the IBL opened for testing on September 22nd; in November we did not test during Reading Week; in December the last day of testing was December 5th; the IBL opened January 11th for testing, in February we tested over Reading Week, the last day of testing in March was the 31st when the lab closed for credit by participation.

Number of Studies – no sum is provided here as this is the number of studies available each month and they are overlapping.

Credit Timeslots Filled – is equal to "participants" tested but these are not unique since they make multiple visits to complete their credits and have varying number of credits for their course requirements (BUS 1220 require 3.0, BUS 2257 require 1.0, and HBA1 require 2.0).

No Shows – includes both excused and unexcused no shows. Excused are those wherein students contact us before the appointment to let us know they cannot make it, and unexcused (the majority of these) are those wherein students fail to show up to appointments they scheduled.

Credits Granted – credits from participation at a rate of 0.5 or 1.0 per study. That is, these represent timeslots that were offered wherein students showed up and participated.

Credits Unfilled – credit timeslots offered by the IBL for which there were no sign ups for a sense of participation (detailed in next table) and the capacity we still have available to increase the credit pool size.

Credit Pool Statistics 4 Years - This table is useful for understanding the differences in participation by term and by class. Academic “year” is separated by gray tone (which also separates “pool”).

Term	Average % of Filled Timeslots	Range of % of Filled Timeslots	% of No-Shows	% Credits Completed by Class		
				BUS 1220	BUS 2257	HBA1
Fall 2017	45.1	15.1-93.3	7.6	48.3	*	27.3
Winter 2018	62.8	26.5-88.3	11.0	90.4	*	97.3
Fall 2018	36.2	9.1-98.2	8.2	43.0	*	20.1
Winter 2019	58.9	15.3-99.5	8.4	93.3	*	98.4
Fall 2019	58.9	28.4-94.8	8.6	41.1	41.9	16.9
Winter 2020	69.7	23.5-98.6	10.1	89.5	93.9	92.9
Fall 2020	73.8	37.1-100	8.0	36.5	45.3	26.4
Winter 2021	78.6	38.2-100	8.5	93.9	94.6	99.4

Table Notes

Average % of Filled Timeslots = ratio of number of timeslots filled by student participants to total number of timeslots offered on SONA, includes no-shows.
Range of % of Filled Timeslots = studies vary fairly wildly based on the type of study. For instance, 1.0 credit studies are more likely to fill than those offering 0.5 credit, those with a monetary incentive are more likely to fill, and studies that require a particular number of participants to run will have fewer timeslots available and therefore are more likely to fill (this does not reflect the rare timeslots that were cancelled because a minimum number of participants failed to sign up because those are deleted from SONA).
% of No-Shows = filled timeslots include no-shows, not just those credited for participation so this is the percentage of those timeslots wherein students did not show up or cancelled last minute.
% Credits Completed by Class = these are *cumulative* by academic year and based on the total number of credits available by class (e.g., in the academic year of September 2017 to April 2018 there were 607 HBA1 students enrolled, each of them requiring 2.0 credits for a total of 1214 credits. From September 2017 to December 2018, only 27.3% of those credits were fulfilled, 331 credits, and this number then rose to 97.3% by the end of testing in April 2018 when the total number of HBA1 credits completed was 1181).

Historical Paid Pool Report

The paid pool was created in 2013. Reporting is across the entire year from May of one year to April of the next year. n/a indicates that data is not available. *No information is added for 2020-2021 as the Paid Pool was unused during that time.*

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Faculty users	n/a	n/a	n/a	n/a	6	5	6
PhD researchers	n/a	n/a	n/a	n/a	0	2	0
Other researchers	n/a	n/a	n/a	n/a	3	4	0
Number of unique studies run	15	8	15	12	9	21	12
Credits Run[1]	1521	959	1170	1130	1079	1148	1048
Payments made to participants	n/a	n/a	n/a	n/a	$13,886	$17,549	$10,659

[1]Credits refer to participants run across studies and so the "credit" is assigned only for record keeping in our online Sona system subscription and also allows us to track other data to remove inactive participants or those who are chronically late or not showing up to appointments.

Appendix A: How the IBL Serves the Ivey Faculty

IBL Services

The IBL runs research studies in lab, in field, and online for all Ivey research faculty. We maintain a roster of volunteer research assistants through the Volunteer Research Assistant Mentorship Program offered by the IBL. Through the fall and winter school terms we rely mainly on our Student Credit Pool for study participation but we also have other sources of participants available. The IBL takes up four rooms plus a storage space on the lower level of the Ivey Business School and offers both large scale testing spaces as well as smaller more intimate spaces for psychometric studies or interviews. We also have a number of software programs available and psychometric equipment includes eye tracking, skin conductance, and facial recognition. The Lab Manager has a PhD in cognitive psychology and is happy to consult with faculty or students on ethics, research methodology, or testing strategy. Our usual business hours are 8am to 5pm Monday to Friday but we are always open to alternate testing times if needed.

Below we offer more detail about the IBL services and resources starting with some basic terms we use to operationalize our work.

IBL Terms and Definitions

<u>SONA</u>: This is an online subscription service for organize studies and times for testing. It serves as the interface between the lab and the participants. More information about SONA is found below in a section all about the IBL's two SONA subscriptions.

<u>CREDITS</u>: Participants are given "credit" for showing up to a study. For the student credit pool credits are needed for the end of year credit report sent to the class/course coordinators. The rate of credit is 1.0 credit (a "full" credit) for about 60 minutes of their time. The smallest unit of credit is 0.5 for about 30 minutes of time. For the paid pool, credits are also assigned, though they have no value, as the system of record keeping within the SONA system.

<u>NO SHOWS</u>: If participants fail to show up to their appointments we assign them a No Show in the SONA system. These are either Excused No Show or Unexcused No Show. An Unexcused No Show has implications for the participant's account as two Unexcused No Shows will lock a participant out of the system for three weeks.

<u>TIMESLOT</u>: A timeslot refers to a specific testing appointment that participants sign up for in the SONA system. For instance, a timeslot might be 10am -11am on a specific day for a study that requires an hour of participant time.

<u>SHIFT</u>: A shift refers to a larger chunk of time in which there are likely to be multiple timeslots. For instance, an RA might be testing 4 hour-long contiguous timeslots on one particular shift from 9am to 1pm. That period from 9am to 1pm constitutes a shift. To

make life a little easier to organize, we have divided the week into 10 shifts, morning shifts are all 9am to 1pm and afternoon shifts are 1pm to 5pm. RAs are asked to commit to two shifts per term to be part of the Mentorship Program.

DIARY: A diary is a document that looks like a map of the computer workstations with a section for notes and entering information about the timeslot. A diary is meant to track what's happening in each timeslot; it is our observational record. Diaries are typically electronic and shared with researchers once the study is completed. If needed we also have paper diaries available. Some particularly complex studies may have special diaries created just for that study. There are as many diaries per shift as there are timeslots per shift. Diaries also help to keep us ethically compliant.

Volunteer Research Assistant Mentorship Program

In a typical year the IBL takes on between 10 and 20 undergraduates in our program. In August (and sometimes in April) we advertise the program to the Western community looking for interested students. There are no necessary qualifications to apply to the program except an interest in learning about research at the ground level and a willingness to volunteer 8 hours per term with us for fall and winter. Students submit their class schedules to the IBL with their applications and we use these schedules to fill shifts. Ideally there are two RAs per shift which gives us maximum flexibility in running complex studies that require more than a single RA and run more than one simple study maximizing our spaces.

We offer a full day of training in September on ethics and general research methods including some of the special concerns of behavioural economics. We try to ensure that our volunteers get the widest possible experience and so that means training on as many individual studies as possible during their time with us. For all studies, specific procedures are made available on the IBL communication app for reading before first running a study. For particularly difficult or complex studies we may reserve lab time for training but more usually, for the first timeslot in which an RA encounters a new study, the Lab Coordinator or Lab Manager is training with the RA(s) in the timeslot. For the second timeslot next encountered by the RA, the Lab Coordinator or Lab Manager is in the room observing and providing guidance and help as needed while the RA runs the study. For the third timeslot the RA is considered fully trained for that study and is asked if they would like to have the Coordinator or Manager in the room for a further assistance or if they are able to run on their own. RAs always have immediate access, if required, to either the Lab Coordinator or Manager using the communication app.

In December and in April, at the end of classes at Western, the IBL is closed to credit pool studies and we hold an RA appreciation lunch. This is a lunch sponsored by Ivey Research for both the faculty involved in the IBL and the RAs. This gives the RAs an opportunity to meet the faculty and PhD students they've been running studies for and these researchers can discuss their work with the RAs as well as answer questions the

RAs may have. It's also a good opportunity for the researchers to thank the RAs for the great work that they do and the RAs always enjoy the opportunity to interact!

Our RAs are also available for other work if needed. The Lab Manager is often asked to supply assistance for other small research projects or related work such as data coding. Given that we want to offer our RAs a diverse set of experiences in their time with us we are often able to ask RAs to take on these jobs either as a part of their scheduled shift work or as paid work on their own time.

The SONA System

We use two subscriptions to the online SONA system to coordinate participants and study sessions. Each participant receives a unique SONA identification code which is not associated with any personal information. This is a five digit code that our RAs use to check study attendance. Only the Lab Manager and Lab Coordinator have access to personal information as administrators within the SONA system. We are ethically required to be able to tie participants to their data in such a way that their anonymity is preserved but also allowing us to remove their data post-consent if a participant elects to exercise their right to do so.

We can run many types of studies using the SONA system; in-lab studies, multi-part studies, online studies. Studies are "advertised" on the SONA system once it's been approved by the Lab Manager to start running. And once a study is approved, the Lab Manager becomes your Research Project Manager and takes care of advertising, recruitment, testing, and reporting.

The Student Credit Pool

The Student Credit Pool consists of students from three classes at Western and at Ivey. This pool is available when classes are in session at Western. We typically do not run studies outside of this time (e.g., Reading Weeks, exam periods). All students in the pool acquire credits for their time in lab. Credits are assigned as 0.5 credit for a half hour or 1.0 credit for an hour of lab time.

Twice per year, August and November, the IBL sends out a mass email to all Ivey faculty and PhD students directing them to a Qualtrics surveys in which they can request to use student credits for the fall (August email) and winter (November email) terms. Credits are allocated by the Lab Manager based on supply of credits and demand by faculty for use of credits. Typically more credits are available in the winter term simply because more students take part in winter term than in fall term (this is about a 60/40 split most years). In the survey faculty are asked to request credits separately for each study they would like to run in the lab. They are asked whether they are requesting half or full credits, their ideal and minimum credits required, and they're also asked for some basics about the study procedure as well as whether their study already has Western REB approval.

The students:

Business 1220 (Introduction to Business) – These Western students require 3.0 credits from the IBL. If they don't fulfill their credits they lose a percentage off their final grade at a rate of 1% for every 0.5 credit.

Business 2257 (Accounting and Business Analytics) – These Western students require 1.0 credit from the IBL. They require the credit in order to pass their course.

HBA1 – These Ivey students require 2.0 credits in order to complete their requirements to advance to HBA2.

Information about the IBL and credits is shared with the students at the beginning of the year. There is a pdf handout about the Student Credit Pool as well as PowerPoint slides made for professors to use in class and/or put online. The IBL also maintains this information on their relevant public ivey.ca pages.

Study timeslots are posted on SONA and students sign up for studies by signing in with the login and password information they're sent in September. Students can cancel their timeslots on SONA or can cancel by contacting the lab directly before the timeslot. If a student fails to show up for their timeslot, or they're late for a timeslot that cannot take latecomers, then they are recorded as an unexcused no show in SONA. Two no shows automatically result in being locked out of SONA. They will no longer be able to sign in until the administrator unlocks their account three weeks later. Unlocking an account is achieved by changing one unexcused no show to an excused no show, thus leaving the student with one remaining unexcused no show on their account.

An ethical requirement of running a student pool of participants is that we have to offer an alternative for credits that does not require study participation. There is a review paper component available for students who need to get credit but do not want to participate in studies. These are also tracked in the SONA system by the manual input of credits onto a student's account. Credit reports are sent to the class and course coordinators in April when the Student Credit Pool closes. This pool is archived for seven years and then deleted from the SONA system each year.

The Paid Participant Pool

Though the paid pool can be used all year long, during the weeks that classes are in session, the student credit pool will take precedence in terms of what studies will run and when. This pool is made up of both students, undergraduate and graduate, and staff. This pool is advertised as a mailing list on our IBL ivey.ca webpages and at various times through posters across campus or other means. That is, people are invited to join the pool and by joining all they are agreeing to do is to receive emails from the Paid Pool SONA system when there are studies with timeslots available. They join the Paid Pool by filling in their information on a Qualtrics survey or contacting the IBL directly.

These participants are paid but control over the quality of participants comes via the credits and no shows that the SONA system records. That is, credits have no value but they do record participation and therefore can be used as exclusionary measures for subsequent studies and unexcused no shows can be used to determine if a participant is chronically late or absent after signing up for timeslots. In the Paid Pool SONA a participant is automatically prevented from logging in after five unexcused no shows. There is no time passage associated with lifting the locked out status. A participant in this pool is locked out until they contact the IBL. At this point the administrator can warn the participant about not showing up for timeslots and reinstate the participant's active status by changing one unexcused no show to an excused no show. This will leave the participant with four unexcused no shows and will be locked again if they fail to show up without cancelling ahead of time. This pool is regularly "cleaned" for inactive accounts and participants can deactivate, or request deactivation, of their account at any time.

Grant-Funded Projects

The IBL is funded through Ivey Research. Faculty research that is funded internally is supported by Ivey Research and is eligible to run in the lab. For research studies that are supported by external grants such as any Tri-Council grants, there is a charge per participant. These lab fees help to support and maintain the IBL. Lab fees also apply to any studies with non-Ivey PIs.

Some Basic Logistics of Running in the IBL

Researchers will need to fill out the request for credits form or contact the Lab Manager in order to make use of the IBL services. Studies are run on a first-come, first-serve basis for the most part. Written procedures will be developed for each study run in the lab. These are used for training RAs and to make sure that there is complete clarity and understanding between researcher and the lab on the study procedure prior to testing.

The Lab Manager and Lab Coordinator create each week's schedule for testing in the lab. In order to maximize interest and participation for the Student Credit Pool a number of studies are offered at once unless a special project demands otherwise (e.g., use of another location or time sensitivity). This also takes best advantage of the nature of the Student Credit Pool over the course of each term. For instance, in the early fall we know that a number of students will be eager to take part either to get their credits completed or because of inherent research interest. Having only a single study running at one time, especially if it requires a large number of participants, would exhaust interest quickly and result in timeslots that were not maximizing space and RA shifts.

The Lab Manager handles all logistics of running studies in the lab with the aim of maximizing the use of the IBL space and creating efficiencies that move studies through the lab as quickly and as effectively as possible. For most researchers we would ask that you join the communication application we use for the lab in order to streamline the sharing of files, communicate directly and quickly about the study running, and also so that the researcher can see when their study is running via the calendar in the app. Studies that are exceptionally short can be “piggy-backed” onto other studies with the approval of all researchers involved.

The Lab Manager will be included on the REB application as support staff. Though the researcher is the ultimate bearer of the ethical responsibility for treatment and care of the participants, it is in the establishment and use of consistent practices by the IBL that guarantees the core principles of concern for participant welfare and data security. Participants are known to RAs and researchers only by an anonymous code. This preserves anonymity. In order to preserve the participant’s ongoing right to withdraw from a study even post-consent, the IBL tracks anonymous codes to computers at which the participant worked. In this way, if required, the Lab Manager can link data to a known identification. Additionally, all observational diaries are based on locations in the lab, not participant identification. Participants remain anonymous to the researcher but have their right to withdraw preserved.

All but the simplest survey-based studies will result in observational diaries. These are turned over to the researcher once the study is completed. These are most likely digital but could be paper. Diaries are shared in a secure folder on the Ivey server with access only available to the researcher and the administrators of the IBL. Any financial records are also typically electronic and shared via secure folder or emailed to the researcher for grant accounting.

Because we have a number of eager students who do the bulk of the testing work through the Volunteer Research Assistant Mentorship Program we can also supply RAs for other work such as data coding. Ivey researchers can speak to the Lab Manager about these arrangements and the work can be done directly with the researcher or managed by the IBL.

Western Research Ethics

Any studies run in lab will need Western Research Ethics Board approval. REB applications are handled through the Western Research Ethics Manager (WREM) and the Research Officer in charge of the lab should be added to the REB application as well as Kathy Laid, the Research Officer who submits initial applications after review. The IBL offers help and advice on the WREM and REB processes. This help is available to faculty on Learn.

Study Finances

When the IBL is running a study which requires payment to participants we will ask the researcher to bring us enough cash, in the appropriate denominations, to cover the entire study prior to running. We have secure lockboxes for study funds. The IBL does not collect participants' personal information, including signatures, and so there are no signed compensation slips used by the lab. Instead we create a spreadsheet to track individual payments and an accounting of money received from the PI, used by the lab, and money returned to the PI. This will be transmitted electronically to the PI once the study is complete and can be used for reconciling accounts with Finance.

Appendix B: 2020/2021 Credit Pool Studies in Brief

Below is an overview of the credit-only research studies conducted in the Behavioural Lab from September 2019 to April 2020 and provided as a debriefing for our students in early April. These are provided by the PIs and are compiled by IBL staff in no particular order.

Study Title: Judgment and Decision Making –AS 2

Researcher Contact Information: Dr. Rod Duclos, Principal Investigator, Marketing, rduclos@ivey.ca; Amir Sepehri, PhD student, Marketing, asepehri.phd@ivey.ca

Study Description: In this study, we asked participants to view a TED talk and answer a few questions about it.

Study Purpose: We were interested in the role of information overload on viewers' evaluations. One group of participants saw a video covering "many" topics while the other viewed a video that consisted of "a few" topics.

Preliminary Results: We argue that videos covering many topics are more difficult to categorize and that is why the videos with numerous topics will receive worse ratings.

Related Reference: Basu, K. (1993). Consumers' categorization processes: An examination with two alternative methodological paradigms. *Journal of Consumer Psychology, 2(2)*, 97-121.

Study Title: Judgment and Decision Making 113391

Researcher Contact Information: Dr. Rod Duclos, Principal Investigator, Marketing, rduclos@ivey.ca; Amir Sepehri, PhD student, Marketing, asepehri.phd@ivey.ca

Study Description: In this study, we asked participants to hold either i) money bills or ii) slips of paper over the course of the study. Then, we asked them a few questions about their dating intentions.

Study Purpose: The purpose of the study was to examine the effects of money primes on dating intentions.

Results: We find that the money prime makes participants more likely to engage in dating behaviors (e.g., start a conversation, buy a coffee).

Related References: Vohs, K. D., Mead, N. L., & Goode, M. R. (2006). The psychological consequences of money. *Science, 314(5802*), 1154-1156.

-Vohs, K. D. (2015). Money priming can change people's thoughts, feelings, motivations, and behaviors: An update on 10 years of experiments. *Journal of Experimental Psychology: General, 144(4)*, e86.

Study Title: Judgment and Decision Making -AS

Researcher Contact Information: Dr. Rod Duclos, Principal Investigator, Marketing, rduclos@ivey.ca; Amir Sepehri, PhD student, Marketing, asepehri.phd@ivey.ca

Study Description: In this study, we asked participants to read a short fundraising campaign, to decide on how much they would want to donate to it, and to answer a few questions about it.

Study Purpose: We were interested in discovering whether indirect fundraising is better than direct fundraising. In other words, which one of the following would be better: a - I am John. I am a student. Please help me. b - This is John. He is a student. Please help him.

Results: We find that indirect fundraising is more successful than direct fundraising. We also show that perceptions of credibility mediate this effect.

Related Reference: Fisher, R. J., Vandenbosch, M., & Antia, K. D. (2008). An empathy-helping perspective on consumers' responses to fund-raising appeals. *Journal of Consumer Research, 35(3)*, 519-531.

Study Title: Judgment and Decision Making –PV 2

Researcher Contact Information: Dr. Rod Duclos, Principal Investigator, Marketing, rduclos@ivey.ca; Poornima Vinoo, PhD student, Marketing, pvinoo.phd@ivey.ca

Study Description: In this study you were asked to research and consider a large number of options to make investment decisions for your long-term future.

Study Purpose: Research in the social sciences has shown that a person's response to a situation is dependent on a number of different factors, including attitudes. Some of these attitudes are implicit, while others are explicit. In the case of implicit attitudes, people are not conscious of their behaviour, and these attitudes can be activated by the person/object, the emotions they experience in specific situations, or the cues associated with the person/object they are interacting with. Explicit attitudes on the other hand are the attitudes that people are conscious of, and have control over. People also react to information based on their public self-image and normative expectations.

The objective of our research is to contribute to the knowledge of how people make judgements and decisions regarding their everyday finances, and how their behavior is affected by how they process information in such situations (Kahneman & Tversky, 1979; Thaler, 1985), their attitudes (Greenwald and Banaji, 1995), memories, public self-image, social and normative expectations (White and Peloza 2009), and responses to technology and artificial intelligence (Longoni et al., 2019).

Preliminary Results: Data analysis is ongoing and not yet available at this time.

Related Reference: Amar, M., Ariely, D., Ayal, S., Cryder, C. E., & Rick, S. I. (2011). Winning the battle but losing the war: The psychology of debt management. *Journal of Marketing Research, 48(SPL),* S38-S50.

Study Title: Judgment and Decision Making –PV 3

Researcher Contact Information: Dr. Rod Duclos, Principal Investigator, Marketing, rduclos@ivey.ca; Poornima Vinoo, PhD student, Marketing, pvinoo.phd@ivey.ca

Study Description: In this study you were asked about making investments with help from a robotic investment advisor, or the bank's statistical forecasting model, or their proprietary artificial intelligence algorithm, or one of their human advisors.

Study Purpose: Research in the social sciences has shown that a person's response to a situation is dependent on a number of different factors, including attitudes. Some of these attitudes are implicit, while others are explicit. In the case of implicit attitudes, people are not conscious of their behaviour, and these attitudes can be activated by the person/object, the emotions they experience in specific situations, or the cues associated with the person/object they are interacting with. Explicit attitudes on the other hand are the attitudes that people are conscious of, and have control over. People also react to information based on their public self-image and normative expectations.

The objective of our research is to contribute to the knowledge of how people make judgements and decisions regarding their everyday finances, and how their behavior is affected by how they process information in such situations (Kahneman & Tversky, 1979; Thaler, 1985), their attitudes (Greenwald and Banaji, 1995), memories, public self-image, social and normative expectations (White and Peloza 2009), and responses to technology and artificial intelligence (Longoni et al., 2019).

Preliminary Results: Data analysis is ongoing and not yet available at this time.

Related References: Greenwald, A. G., & Banaji, M. R. (1995). Implicit social cognition: attitudes, self-esteem, and stereotypes. *Psychological Review, 102(1),* 4.
-Kahneman, D., & Tversky, A. (1979). Prospect Theory: An Analysis of Decision under Risk. *Econometrica, 47(2)*, 263. https://doi.org/10.2307/1914185
-Longoni, C., Bonezzi, A., & Morewedge, C. K. (2019). Resistance to Medical Artificial Intelligence. *Journal of Consumer Research*, ucz013. https://doi.org/10.1093/jcr/ucz013

Study Title: Judgment and Decision Making –PV 4

Researcher Contact Information: Dr. June Cotte, Principal Investigator, Marketing, jcotte@ivey.ca; Poornima Vinoo, PhD student, Marketing, pvinoo.phd@ivey.ca

Study Description: In this study you completed three short surveys in which you were asked to consider how you would dispose of household items ranging from mugs to Game of Thrones DVDs.

Study Purpose: Research in the social sciences has shown that a person's behavior towards an object or another person is dependent on a number of different factors. Some of these are implicit, while others are explicit. In the case of implicit attitudes, people are not conscious of their behaviour, and these attitudes can be activated by the person/object or the cues associated with the person/object they are interacting with. Explicit attitudes on the other hand are the attitudes that people are conscious of, and have control over (Greenwald and Banaji, 1995; Dovidio, Brigham, Johnson, and Gaertner, 1996; Eagly & Chaiken, 2005). People also react to information based on their public self-image and normative expectations (White and Peloza 2009).

The objective of our research is to contribute to the knowledge of how people make judgments and decisions in their everyday life, and how their behavior is affected by their attitudes, memories, public self-image, and normative expectations.

Preliminary Results: Data collection just completed and is currently undergoing analysis.

Related References: Greenwald, A. G., & Banaji, M. R. (1995). Implicit social cognition: attitudes, self-esteem, and stereotypes. *Psychological Review, 102(1)*, 4.
-Dovidio, J. F., Brigham, J. C., Johnson, B. T., & Gaertner, S. L. (1996). Stereotyping, prejudice, and discrimination: Another look. *Stereotypes and stereotyping, 276*, 319.
-White, K., & Peloza, J. (2009). Self-benefit versus other-benefit marketing appeals: Their effectiveness in generating charitable support. *Journal of Marketing, 73(4)*, 109-124.

Study Title: Brands, Products, and Physical Exercise Planning

Researcher Contact Information: Dr. June Cotte, Principal Investigator, Marketing, jcotte@ivey.ca

Study Description: Participants were asked to read a material that introduces a scheduling approach to workouts. There were three possible conditions for the scheduling approach. In the linear temporal perspective condition, participants were recommended a linear approach of workout scheduling, where arrows showed a linear movement from right to left. In the cyclical time condition, a cyclical scheduling approach of workout were introduced to participants, where arrows showed the schedule moving in a circle and repeating itself. In the control condition, participants read a general workout scheduling approach without any time-related beliefs. After writing an essay to think about why the scheduling approach is helpful they rated how they felt time passes. Then participants were informed that they would get a hand soap as an extra reward of participation by lottery and they were asked to choose one of two hand soap brands, one focused on its environmental-friendly performance and the other focused on the user experience. The actual choice of hand soap brand was used as the dependent variable of this study.

Study Purpose: This study was to test whether people being exposed to a cyclical (vs. linear) temporal perspective would be more likely to choose a pro-environmental product. It is the latest in a series of lab and field experiments to examine this link.

Results: We found that participants primed with a cyclical perspective (vs. a linear perspective) preferred a product with pro-environmental attributes over a product with other user experience attributes.

Related References: Ancona, Deborah G., Gerardo A. Okhuysen, and Leslie A. Perlow (2001), "Taking Time to Integrate Temporal Research," *Academy of Management Review, 26 (4)*, 512-29.

Overton, Willis F (1994), "The Arrow of Time and the Cycle of Time: Concepts of Change, Cognition, and Embodiment," *Psychological Inquiry, 5 (3)*, 215-37.

Study Title: Consumer Evaluation of Graphic Design Service 1 & 2

Researcher Contact Information: Dr. June Cotte, Principal Investigator, Marketing, jcotte@ivey.ca; Michael Moorhouse, PhD student, Marketing, mmoorhouse.phd@ivey.ca

Study Description: The studies were conducted online. In both Studies 1 and 2, participants were told that they were testing a new logo design service that the University was considering to hire and to offer to students and clubs on campus. The service was described as either a peer-to-peer service (like Airbnb) in which the designers were freelance artists who set their own prices, or the service was a commercial business. In Study 1, we manipulated perceived risk by warning half of the participants that the design service was a third-party website, and that the University could not protect the participant's privacy and personal information from this website. Participants received an email from the "designer" (i.e. the researcher) at their personal email address. They provided some personal information to help the designer create a unique logo design, and then they rated their experience after receiving the logo design one day later. We made some spelling errors in the logos, to see if poor performance would lead to lower ratings. Study 2 followed a similar design. However, in the first

stage of this study, participants reviewed the descriptions and ratings for three different designers, and then chose one designer to work on their logo project. The ratings that participants used to help them make their choice were described as either being aggregate ratings from other consumers, or were given by the designer himself, to help potential customers know what to expect from the service. We expected that when the designer provided the upfront ratings, it would set more clear expectations, and participants would react more harshly (with lower final ratings) if performance did not match these expectations. This is because consumers would believe that providers had control over the outcome (i.e. they could have prevented it) if they had simply given ratings that better matched their actual service level.
Study Purpose: The studies were part of a package of studies that explored why peer-to-peer ratings on platforms like Airbnb and Uber are nearly always positive. Study 1 attempted to demonstrate that higher levels of risk and uncertainty in peer-to-peer services makes provider trustworthiness a more important indicator of ratings than customer satisfaction. Study 2 attempted to show that providers are considered to be relatively trustworthy, even when performance is poor, unless standards of evaluation are made more clear for peer-to-peer services. By increasing the clarity of performance standards, and the amount of perceived provider control, the overall ratings in peer-to-peer services should decrease, thus reducing the positive ratings bias.

Results: In Study 1, results showed that uncertainty was rated significantly higher in peer-to-peer services than in commercial services, but there was no difference in perceived risk. Further, as expected, uncertainty moderated the relationship between performance evaluation and trust, and the effect of trust on ratings were directionally higher when both uncertainty and perceived risk were high. In Study 2, results showed that perceived provider control over performance issues were directionally higher when the provider gave their own upfront ratings. Further, when performance was below expectations, these providers were deemed to be less trustworthy, and had lower overall ratings than when the upfront ratings were described as being aggregated from other consumers.

Related Reference(s): Anderson, E. W. (1998). Customer Satisfaction and Word of Mouth. *Journal of Service Research, 1(1)*, 5–17. https://doi.org/10.1177/109467059800100102
-De Langhe, B., Fernbach, P. M., & Lichtenstein, D. R. (2016). Navigating by the stars: Investigating the actual and perceived validity of online user ratings. *Journal of Consumer Research, 42(6)*, 817–833.
-Eisenbeiss, M., Cornelißen, M., Backhaus, K., & Hoyer, W. D. (2014). Nonlinear and asymmetric returns on customer satisfaction: Do they vary across situations and consumers? *Journal of the Academy of Marketing Science, 42(3)*, 242–263.
-Fradkin, A., Grewal, E., Holtz, D., & Pearson, M. (2015). Bias and Reciprocity in Online Reviews: Evidence From Field Experiments on Airbnb. *Proceedings of the Sixteenth ACM Conference on Economics and Computation*, 641–641.
-Oliver, R. L. (2010). *Satisfaction: A behavioral perspective on the consumer: A behavioral perspective on the consumer.* Routledge.

-Singh, J., & Sirdeshmukh, D. (2000). Agency and trust mechanisms in consumer satisfaction and loyalty judgments. *Journal of the Academy of Marketing Science, 28(1)*, 150–167.

Study Title: Portrayal ENT 1 & 2

Researcher Contact Information: Dr. Simon Parker, Principal Investigator, Entrepreneurship, sparker@ivey.ca; Mihwa Seong, PhD student, Entrepreneurship, mseong.phd@ivey.ca

Study Description: The participants were asked to read a start-up job advert and answer a survey.

Study Purpose: The purpose of this study is to investigate how the portrayal of entrepreneurship influences individuals' perceived attractiveness to joining start-ups.

Results: Using gendered language in start-up job adverts influences the individuals' perceived attractiveness of joining start-ups through the mechanism of anticipated belonging. Portraying the start-up using a more 'feminine language' (using words/phrases associated with stereotypically feminine traits) compared to 'neutral language' (using words/phrases that are neither associated with stereotypically feminine or masculine traits) or 'masculine language' (using words/phrases associated with stereotypically masculine traits) increases the anticipated belonging in start-ups, which leads to an increase in the perceived attractiveness of joining start-ups. This effect was stronger for female participants compared to male participants.
We find that:
1) gendered language used to describe start-ups in job adverts may disproportionately affect women's perceived attractiveness of joining start-ups. Men are not influenced by the language used in job adverts.
2) The disproportionate effect of gendered language is explained by anticipated belonging.
3) using more women-inclusive language (using 'feminine language') in start-up job adverts can increase women's perceived attractiveness of joining start-ups, leading to similar levels of perceived attractiveness of start-ups between men and women.

Related References: Ahl, H. (2006). Why research on women entrepreneurs needs new directions. *Entrepreneurship Theory and Practice, 30(5)*, 595–621.
-Drori, I., Manos, R., Santacreu-Vasut, E., Shenkar, O., & Shoham, A. (2018). Language and market inclusivity for women entrepreneurship: The case of microfinance. *Journal of Business Venturing, 33(4)*, 395–415.
-Hechavarría, D. M., Terjesen, S. A., Stenholm, P., Brännback, M., & Lång, S. (2017). More than words: Do gendered linguistic structures widen the gender gap in entrepreneurial activity? *Entrepreneurship Theory and Practice*.

-Jennings, J. E., & Brush, C. G. (2013). Research on Women Entrepreneurs: Challenges to (and from) the Broader Entrepreneurship Literature? *The Academy of Management Annals, 7(1)*, 663–715.
-Santacreu-Vasut, E., Shenkar, O., & Shoham, A. (2014). Linguistic gender marking and its international business ramifications. *Journal of International Business Studies, 45(9)*, 1170–1178. https://doi.org/10.1057/jibs.2014.5

Study Title: Bias in Words

Researcher Contact Information: Dr. Mitch Stein, Principal Investigator, Managerial Accounting and Control, mstein@ivey.ca; Giacomo Spinelli, PhD student, Psychology, gspinel@uwo.ca

Study Description: In this study, we collected ratings concerning whether and how the use of certain word categories appearing in a report would contribute to make that report biased (i.e., influenced, in either a positive or negative direction, by prior beliefs and personal opinions). You were presented with those categories, along with a few word examples, and rated the bias those categories would introduce in a report on a 4-point Likert scale. The average rating for each category across participants was used to determine the weight that that category should have in determining a bias score for any document containing words belonging to that category. For example, because words denoting anger are (presumably) quite biased, a document containing those words would, as a result, receive a higher bias score than a document containing fewer or none of those words.

Study Purpose: The Auditor General of Ontario audits provincial government financial accounts. In so doing, he/she expresses concerns and/or recommendations about how the government could improve in certain areas. Although the Auditor is not elected and supposedly neutral, we suspect that his/her relationship with the government has become more biased over time. The overall purpose of this study is to test this hypothesis using a quantitative approach. We collected the annual reports issued by the Auditor and relevant media coverage and processed them with Linguistic Inquiry and Word Count (LIWC; Pennebaker, Boyd, Jordan, & Blackburn, 2015), a popular program for quantitative analyses of textual data. For any document, LIWC returns the percentage of words in that document belonging to categories defined either by grammar (e.g., adjectives, pronouns, etc) or psychological and social factors (e.g., affective, cognitive words, etc.). Some of these categories may be viewed as proxies for bias (e.g., personal pronouns, words denoting discrepancy or differentiation, etc.; see, e.g., Pennebaker, 2011). To establish that, rather than relying on our own intuition, we collected bias ratings for the LIWC categories from you, a native English speaker. The results will allow us to assign a well-motivated bias score to each of our documents and test our research hypothesis (for a similar approach, see Decter-Frain & Frimer, 2016).

Preliminary Results: Preliminary results seem to support our hypotheses. As planned, the average rating for each category across participants was used as a weight to calculate a bias score for each document. When analyzing this bias score as a function of time, there appears to be a trend whereby, as hypothesized, the annual reports issued by the Auditor General of Ontario and relevant media coverage show higher bias in more recent years.

Related References: Decter-Frain, A., & Frimer, J. A. (2016). Impressive words: linguistic predictors of public approval of the US congress. *Frontiers in Psychology, 7*, 240.
-Pennebaker, J. W. (2011). The secret life of pronouns. *New Scientist, 211*, 42-45.
-Pennebaker, J. W., Boyd, R. L., Jordan, K., & Blackburn, K. (2015). The development and psychometric properties of LIWC2015. Retrieved from
http://hdl.handle.net/2152/31333

Study Title: Managerial Decision Making

Researcher Contact Information: Dr. Matthew Sooy, Principal Investigator, Managerial Accounting and Control, msooy@ivey.ca

Study Description: This study was completed online. After some instructions, you were paired with someone else who was also completing the study. One of you divided a pool of money ('Role A'), and was asked to give half the money to their partner ('Role B'). The partner was asked to guess how much would be given. We varied the penalty for violating the allocation rule by condition (the penalty depended on the session you were completing).

Study Purposes: We wanted to understand how penalties shape our understanding of compliance.

Results: We found that larger penalties led more people to give $4 ('comply minimally'), but fewer people gave $5 ('comply fully'). We also found that when people were required to admit fault, they increased both minimal and full compliance. Partners' appeared to expect larger penalties to be more effective than requiring fault admission even though the opposite was true.

Related References: Dana, J., Weber, R.A. & Kuang, J.X. (2007). Exploiting moral wiggle room: experiments demonstrating an illusory preference for fairness. *Economic Theory, 33*, 67–80.
-Fehr, E. & Rockenbach, B. (2003). Detrimental effects of sanctions on human altruism'. *Nature, 422*, 137–140.
-Gneezy, U., & Rustichini, A. (2000). A fine is a price. *Journal of Legal Studies, 29*, 1–17.
-Pratt, T. C., & Cullen, F. T. (2005). Assessing Macro-Level Predictors and Theories of Crime: A Meta-Analysis. *Crime and Justice (32)*: 373–450.

Study Title: Recall Experiences 1 & 2

Researcher Contact Information: Dr. Kirk Kristofferson, Principal Investigator, Marketing, kkristofferson@ivey.ca

Study Description: In this study, you were asked to recall a positive behaviour of someone close to you, communicate or think about this experience and answer a number of questions based on your experience. Finally, you provided us with some basic demographic information.

Study Purpose: At this time, we would like to let you know that the main purpose of this study was to examine whether communicating a positive behaviour of someone close to you would affect your subsequent prosocial behaviour. Previous research has shown that consumers use token, or costless, forms of support to communicate to others that they are positive and helpful people. This positive communication, in turn, satisfies impression management motives and leads to slacktivism (Kristofferson, White and Peloza 2014). However, research regarding communicating the positive behaviour of someone close to us is less clear. Thinking about the positive behaviours of someone close has been shown to lead to both less (Kouchaki 2011) and more (Goldstein and Cialdini 2007; Gino and Galinsky 2012) subsequent prosocial behaviour. The proposed research seeks to rectify this conflict by examining the communication of a close other's prosocial behaviour. In the proposed study, participants were asked to either publicly or privately communicate the prosocial behaviour of a close other. Some participants were also told that their names would be attached to the blog post. Then, shortly after, participants were asked their intentions to behave prosocially. We predicted that publicly (privately) communicating the prosocial behavior of a close other (acquaintance) would lead to less (more) prosocial behaviour.

Preliminary Results: The data analysis is still ongoing. We predict that those who publicly (privately) communicate the positive behaviour of a close other will behave less prosocially.

Related Reference: Kristofferson, Kirk, Katherine White, and John Peloza (2014), The Nature of Slacktivism: How the Social Observability of an Initial Act of Token Support Affects Subsequent Prosocial Action, *Journal of Consumer Research, 40(6)*, 1149-1166.

Study Title: Charity Experience 1 & 2; Shopping Experience

Researcher Contact Information: Dr. Kirk Kristofferson, Principal Investigator, Marketing, kkristofferson@ivey.ca

Study Description: In this study, you were asked to respond to a situation involving meeting a consumer and answer a number of questions based on your experience. Finally, you provided us with some basic demographic information.

Study Purpose: The main purpose of this study was to examine how people respond to a person with a disability after they witness an event that may alter their initial opinion. Previous research shows that people judge others based on the principles of warmth and competence (Fiske et al. 2002). However, research regarding stigma and perception of people with disabilities is unclear. This research seeks to understand how people's perceptions of those with disabilities changes through different situations. In this study, participants were presented with different shopping scenarios, one of which had a car salesman with one arm. They responded to attitude towards the sales person and the likelihood of test driving the car presented. We predict that participants would perceive the salesperson with a disability to be more moral, and to be more likely to take the car for a test drive than when the salesperson was not disabled.

Results: We found that participants view individuals with (vs. without) a physical disability as more moral. This higher morality also increased the persuasiveness of the sales person.

Related Reference: Fiske, Susan T., Amy JC Cuddy, Peter Glick, and Jun Xu (2018). "A model of (often mixed) stereotype content: Competence and warmth respectively follow from perceived status and competition (2002)." In *Social cognition*, pp. 171-222. Routledge.

Study Title: Consumer Judgment of Firm Decisions

Researcher Contact Information: Dr. Kirk Kristofferson, Principal Investigator, Marketing, kkristofferson@ivey.ca; Ethan Milne, PhD student, Marketing, emilne.phd@ivey.ca

Study Description: In this study, you were asked to read a short story about a pharmaceutical company and its decision to raise prices. You were asked to answer a series of questions detailing your judgement of the situation, to answer whether you would be willing to take action against the company, and to write a brief social media post. Finally, you provided us with some basic demographic information, and answered a series of questions about your personality.

Study Purpose: At this time, we would like to let you know that the main purpose of this study was to examine whether an individual's personality traits influenced their willingness to take action against a firm. These actions, like destroying property of a firm, are called revenge behaviors. Existing research has proposed two primary manifestations of revenge behavior: instrumental and hostile aggression (Kähr, 2016). Instrumental aggression is revenge behaviors targeted against a firm that are intended

to bring about change, whereas hostile aggression is revenge behaviors targeted against a firm that are intended to harm the firm as a terminal goal. However, there might be other reasons consumers engage in revenge behavior. There is evidence to suggest that some individuals engage in aggressive behavior in order to look good or appear powerful. This motivation to seek status through moral conflict was measured using the Moral Grandstanding Motivations scale that you completed at the end of the survey (Grubbs et al., 2019).
The study you participated in had three conditions. You were told either that the firm decided to raise prices of a lifesaving drug by 300% (high harm), that it raised prices by only 30% (low harm), or that it didn't raise prices at all (no harm). We predicted that participants who were higher in Moral Grandstanding Motivations would be more willing to engage in revenge behavior, including in cases where no harm occurred.
Results: We found that participants who scored higher in Moral Grandstanding Motivations were more likely to engage in revenge behavior, even in cases where no harm occurred.
Related References: Grubbs, J. B., Warmke, B., Tosi, J., James, A. S., & Campbell, W. K. (2019). Moral grandstanding in public discourse: Status-seeking motives as a potential explanatory mechanism in predicting conflict. *PLOS ONE, 14(10)*, e0223749.doi:10.1371/journal.pone.0223749
- Kähr, A., Nyffenegger, B., Krohmer, H., & Hoyer, W. D. (2016). When Hostile Consumers Wreak Havoc on Your Brand: The Phenomenon of Consumer Brand Sabotage. *Journal of Marketing, 80(3)*, 25–41. doi:10.1509/jm.15.0006

Study Title: Social Research Study

Researcher Contact Information: Dr. Kirk Kristofferson, Principal Investigator, Marketing, kkristofferson@ivey.ca and Zuzanna Jurewicz, PhD Student, Marketing, zjurewicz.phd@ivey.ca

Study Description: In this study, students matched with a senior at a long-term care home in order to go through a pen pals program and report their evaluations, thoughts, and feelings.

Study Purpose: The focus of this research has been on the process of matching seniors and volunteers because recently a non-profit organization has introduced a new model of child-sponsor matching in which the children choose their sponsors, and we hope to determine how effective this matching method is and why. The study you took part in is largely exploratory and hopes to get a sense of potential sponsors' motivations and reasoning. We used an analogous situation of becoming a pen pal with a senior to gain an understanding of how the method used to match a senior and student volunteer (or child and sponsor) impacts relationship outcomes and commitment to the program. Please be advised that the seniors you have seen in this study are not actually part of a pen pals program, and there is currently no pen pals program in development at Ivey. However, if you are interested in initiating correspondence with a local senior in a long-term care home, you may send a card or letter to residents at The Village of Glendale

Crossing, a London-based long-term care community. Address your correspondence to one of the neighborhoods—Westminster, Glanworth, Brighton, Byron, Pondmills, or Lambeth—followed by:
The Village of Glendale Crossing
3030 Singleton Ave.
London, ON N6L 0B6

Preliminary Results: The data analysis is still ongoing. Preliminarily, we found that both choosing and being chosen motivate people to take part in the pen pals program, but that the feelings of responsibility and commitment emerge earlier for the participants who were chosen. We find that these early feelings of connection to the pen pal predict long-term commitment in the form of intention to continue the correspondence.

Related References: While there is not much research on choosing vs. being chosen, our study was inspired by child sponsorship programs. Here are two references, one on the topic of child sponsorship and the other on the topic of donations in general:
-Rabbitts, F. (2014). Give and Take? Child Sponsors and the Ethics of Giving. *In Child Sponsorship* (pp. 280-296). Palgrave Macmillan, London.
-Sargeant, A. (2001). Managing donor defection: Why should donors stop giving? *New Directions for Philanthropic Fundraising, (32)*, 59-74.

Appendix C: A Non-Exhaustive List of Knowledge Exchange from the IBL

Publications

Bagga, C., Bendle, N., & **Cotte, J.** (2018). Object Valuation and Non-Ownership Possession: How Renting and Borrowing Impact Willingness-to-Pay, *Journal of Academy of Marketing Science, 47*, 97-117. https://doi.org/10.1007/s11747-018-0596-3

Blazevic, V., Wiertz, C., **Cotte, J.,** de Ruyter, K., & Keeling D. I. (2014) GOSIP in Cyberspace: Conceptualization and Scale Development of General Online Social Interaction Propensity, *Journal of Interactive Marketing, 28*, 87-100. https://doi.org/10.1016/j.intmar.2013.09.003

Duclos, R. & **Khamitov, M.** (2019). Compared to Dematerialized Money, Cash Increased Impatience in Intertemporal Choice, *Journal of Consumer Psychology 29*, 445-454. https://doi.org/10.1002/jcpy.1098

Goode, M. R., Dahl, D. W., & Moreau, C. P. (2013). Innovation Aesthetics: The Relationship between Category Cues, Categorization Certainty and Newness Perceptions, *Journal of Product Innovation Management, 30*, 192-208. https://doi.org/10.1111/j.1540-5885.2012.00995.x

Goode, M. R., **Hart, K.,** & **Thomson, M.** (2016). Say no more! The Liability of Strong Ties on Desire for Special Experiences, *Journal of Consumer Psychology, 26*, 91-97. https://doi.org/10.1016/j.jcps.2015.04.001

Goode, M. R. & Iwasa-Madge D., (2019). The Numbing Effect of Mortality Salience in Consumer Settings," *Psychology & Marketing*. https://doi.org/10.1002/mar.21201.

Huo, K. (2020). Performance Incentives, Divergent Thinking Training, and Creative Problem-Solving, *Journal of Management Accounting Research, 32*, 159-176. https://doi.org/10.2308/jmar-52479

Jeffrey, J. & **Thomson, M.** (2019). Integrating Negative Social Cues in Tobacco Packaging: A Novel Approach to Discouraging Smokers, *Journal of Consumer Affairs, 53*, 1380-1395. https://doi.org/10.1111/joca.12232

Lee, M., Cotte, J., & **Noseworthy, T. J.** (2010). The Role of Network Centrality in the Flow of Consumer Influence, *Journal of Consumer Psychology, 20*, 66-77. https://doi.org/10.1016/j.jcps.2009.10.001

Noseworthy, T. J., **Cotte, J.** & **Lee, M.** (2011). The Effects of Ad Context and Gender on the Identification of Visually Incongruent Products, *Journal of Consumer Research, 38*, 358-375. https://doi.org/10.1086/658472

Noseworthy, T. J. & **Goode, M. R.** (2011). Contrasting Rule-Based and Similarity-Based Category Learning: The Effects of Mood and Prior Knowledge on Ambiguous Categorization, *Journal of Consumer Psychology, 21*, 362-371. https://doi.org/10.1016/j.jcps.2011.03.003

Sepehri, A., Duclos, R., Kristofferson, K., Vinoo, P., & Elahi, H. (in press) The Power of Indirect Appeals in Peer-to-Peer Fundraising: Why "S/He" Can Raise More Money For Me Than "I" Can For Myself. *Journal of Consumer Psychology* https://doi.org/10.1002/jcpy.1232

Taylor, K. M., **Hajmohammad, S.**, & **Vachon, S.** (Online May 14, 2020). Industrial Marketing Management. https://doi.org/10.1016/j.indmarman.2020.05.007

Trudel, R. & **Cotte, J.** (2009). Does it Pay to Be Good? Consumer Response to Ethical and Unethical Practices, MIT/ Sloan Management Review, 50, 61-68. https://sloanreview.mit.edu/article/does-it-pay-to-be-good/

Trudel, R., Murray, K. B., & **Cotte, J.** (2012). Beyond Expectations: The Role of Regulatory Focus in Consumer Satisfaction, *International Journal of Research in Marketing, 29*, 93-97. https://doi.org/10.1016/j.ijresmar.2011.10.001

Whelan, J., Goode, M. R., **Cotte, J.**, **& Thomson, M.** (2016). Consumer Regulation Strategies: Attenuating the Effect of Consumer References in a Voting Context, *Psychology & Marketing, 33*, 899-916.https://doi.org/10.1002/mar.20927

Yan, T., **Ribbink, D.,** & **Pun, H**. (2018). Incentivizing supplier involvement in buyer innovation: Experimental evidence of non-optimal contractual design. *Journal of Operations Management 57*, 36–53. https://doi.org/10.1016/j.jom.2017.12.001

Book Chapters

Goode, M. R., Khamitov, M., & **Thomson, M.** (2015), Dyads, Triads and Consumer Treachery: When Interpersonal Connections Guard against Brand Cheating, in Consumer Brand Relationships, (Susan Fournier, Michael Breazeale and Jill Avery, Eds.), Routledge/Taylor & Francis.

Conferences Presentations and Invited Talks

Bagga, C., Bendle, N., & **Cotte, J.** (June 2018). How Non-Ownership Physical Possession Impacts Object Valuation, ISMS Marketing Science Conference, Philadelphia, PA.

Bagga, C., Cotte, J., & **Bendle, N.** (2013). Shades of Love: Effect of Possession Type on Object Valuation, Marketing Science Conference, Istanbul, TUR.

Castelo, N., **Goode, M. R.,** & White, K. (2019). The Transcendent Self: The Influence of Exposure to Nature on Self-Serving Versus Prosocial Consumption, Association for Consumer Research Conference, Atlanta, GA.

Castelo, Noah, **Kristofferson, K.**, Main, K., & White, K. (2018). Don't Tell Me Who I Am! When and How Assigning Consumers an Identity Backfires, Association for Consumer Research Conference, Dallas, TX.

Chung, D. & **Parker, S.** (2019). The Effects of Founder Prestige on Job Seeker Evaluations of Start-ups: Results from Laboratory Experiments, Academy of Management Annual Meeting, Boston, MA.

Chung, D. & **Parker, S.** (2019). The Effects of Founder Prestige on Job Seeker Evaluations of Start-ups: Results from Laboratory Experiments Great Lakes Entrepreneurship Network (GLEN) Conference, Minneapolis, MN.

Cotte, J., Trudel, R., & Ly C. (2006). Ethical Behaviors in Sales: A Dyadic Study, Administrative Sciences Association Conference, Banff, AB.

Fotheringham, Darima, Monika Lisjak, and **Kirk Kristofferson** (February, 2021). "Rage Against the Machine: When Consumers Sabotage Robots in the Marketplace", *Society for Consumer Psychology* Conference.

Goode, M. R. (June 2017). The Numbing Effect of Mortality Salience on Emotion Perceptions and Meaningfulness of a Special Experience, Society for Consumer Psychology Boutique Conference, New York, NY.

Goode, M. R., Dahl, D. W., & Moreau, C. P. (October, 2010). Innovation Aesthetics: The Relationship between Category Cues, Categorization Certainty and Newness Perceptions, Association for Consumer Research Conference, Jacksonville, FL.

Goode, M. R., Hart, K., & **Thomson, M.** (May 2015). Good Intentions Gone Awry: The Negative Influence of Positive Word of Mouth, 7th Annual Rupert's Land Consumer Behaviour Symposium, Winnipeg, MN.

Goode, M. R. & Iwasa-Madge, D. (February 2018). The Numbing Effect of Mortality Salience, Asper School of Business, Winnipeg, MA.

Goode, M. R. & Iwasa-Madge, D. (November 2017). The Numbing Effect of Mortality Salience, College of Business and Economics, Guelph, ON.

Goode, M. R., **Moorhouse**, **M., Cotte, J.,** & Widney, J. (2020). The Debtor Identity: The

Effect of Anticipated and Actual Stigmatization on Debtors and Debt Reduction Behaviors, Society for Consumer Psychology Conference, Huntington Beach, CA.

Goode, M. R., Moorhouse, M., Cotte, J., & Widney, J. (2019). The Effect of \ Stigmatization on Debtors and Debt Reduction Behaviours, Insights into Business for Social Good Conference, Vancouver, BC.

Goode, M., Wang, J., & **Cotte, J.** (2016). Experiencing Experiences: Great Strategies for Designing, Purchasing, and Enjoying Experiences, Society for Consumer Psychology Conference Proceedings, St. Petersburg, FL.

Goswami, K., & **Plummer, L.,** (June, 2018). Abundance, Inequality, and their Impact on Creativity. Presented at the Babson College Entrepreneurship Research Conference (BCERC), Waterford, Ireland.

Hart, K., Goode, M. R., & **Thomson, M.** (October, 2011), Friends Who Tell Stories: The Liability of Positive Word of Mouth in Impacting Consumer Choice of Hedonic Experiences, Association for Consumer Research Conference, St. Louis, MS.

Hart, K., Goode, M. R., & **Thomson, M.** (February, 2011). Friends Who Tell Stories: The Liability of Positive Word of Mouth in Impacting Consumer Choice of Hedonic Experiences, Society for Consumer Psychology Conference, Atlanta, GA.

Huo, K. (2019). When Less is More: The Benefit of Partial Relative Performance Information on Creative Problem Solving, Global Management Accounting Research Symposium, Lansing, MI.

Huo, K. (2019). Mitigating the Negative Effects of Causal Models: Encouraging a Hypothesis Testing Mindset and Managers' Quantitative Knowledge, CAAA Annual Meeting, Ottawa, ON.

Huo, K. (2019). Pay secrecy and pay dispersion: the effect on manager's bonus allocation and employee contribution in teams, Southern Ontario Behavior Decision Research Conference, Waterloo, ON.

Huo, K. (2019). Mitigating the Negative Effects of Causal Models: Encouraging a Hypothesis Testing Mindset and Managers' Quantitative Knowledge, MAS Sectional Meeting.

Huo, K. (2018). When less is more: The benefit of partial relative performance information on creative problem solving performance. CAAA Annual Meeting, Calgary, AB.

Huo, K. (2018). The Effects of Horizontal and Vertical Wage Dispersion on Tournament

Outcomes, Global Management Accounting Research Symposium, Copenhagen, Denmark.

Huo, K. (2018). The Effect of Relative Performance Feedback and Group Size on Insight Problem-solving Performance, Management Accounting Section Midyear Meeting, Scottsdale, AZ.

Huo, K. (2017). Fighting Collusion with Disparity. ABO Sectional Meeting, Pittsburgh, PA.

Huo, K. (2017). The Effect of Relative Performance Feedback and Group Size on Insight Problem-solving Performance, AAA Annual Meeting, San Diego, CA.

Huo, K. (2017). Fighting Collusion with Disparity, AAA Annual Meeting, San Diego, CA.

Huo, K. (2017). Fighting Collusion with Disparity, CAAA Annual Meeting, Montreal, QC.

Huo, K. (2017). Fighting Collusion with Disparity, Southern Ontario Behavior Decision Research Conference, Kingston, ON.

Khamitov, M., Goode, M. R., & **Thomson, M.** (October 2014). Investigating Brand Cheating in Consumer Brand Relationships: Triadic and Dyadic Approaches, Association for Consumer Research Conference, Baltimore, MD.

Khamitov, M., Goode, M. R., & **Thomson, M.** (May 2014). Understanding Brand Infidelity: Triadic and Dyadic Perspectives on Consumer Brand Relationships, Brands & Brand Relationships Annual Conference, Boston, MA.

Kristofferson, K. & Dunn, L. (2019). The Brand That Wasn't There: How Product Displacement Positively Impacts Brand Outcomes, Association for Consumer Research Conference, Atlanta, GA, October.

Kristofferson, K., Daniels, M., & Morales, A. (2019). Positive Effects from Negative Virtual Experiences: How Virtual Reality Can Be Used Effectively in Marketing, Association for Consumer Research Conference, Atlanta, GA.

Kristofferson, K. & Dunn, L. (2019). The Brand That Wasn't There: How Product Displacement Positively Impacts Brand Outcomes, American Marketing Association Consumer Behavior SIG Conference, Bern, Switzerland.

Kristofferson, K., Daniels, M., & Morales, A. (2019). Positive Effects from Negative Virtual Experiences: How Virtual Reality Can Be Used Effectively in Marketing, Theory and Practice in Marketing Conference, Columbia University, New York, NY.

Lee, M. & **Cotte, J.** (2009). The Role of Network Centrality in the Flow of Consumer

Influence, Administrative Studies Association of Canada Conference Proceedings, Niagara Falls, ON.

Lee, S. H. (M.) & **Cotte, J.** (2008). Moderating Role of Member Identification on the Relationship Between Network Centrality and Opinion Leadership / Satisfaction, Association for Consumer Research Conference, San Francisco, CA.

Lee, S. H. (M.) & **Cotte, J.** (2008). Regretful Decision-Making: Post-Purchase Consumer Regret, Poster presented at the 2008 Southern Ontario Behavioral Decision Research Conference, Waterloo, ON.

Lee, S. H. M. & **Goode, M. R.** (February, 2010). Positive Emotions and Sociability: Differences in Self Construal, Society for Consumer Psychology Conference, St. Petersburg, FL.

Liang, J. & **Cotte, J.** (2008). An Investigation of College Students' Influence on Parents' Innovation Adoption, Association for Consumer Research Conference, San Francisco, CA.

Maxwell-Smith, M., **Johnson, A.,** & **Cotte, J.** (2013). Consuming to Support the Free Market: The Effects of Economic System-Justification on Consumer Preferences, Association for Consumer Research Conference, Chicago, IL.

Maxwell-Smith, M., **Cotte, J.,** & Johnson, A. (2013). Consuming in Support of the Free Market: The Relation Between Economic System-Justification and Consumer Preferences and Behaviors, Society for Consumer Psychology Proceedings, San Antonio, TX.

Moorhouse, M., Goode, M., Cotte, J., and Widney, J. (2020). Helping Those that Hide: The Effect of Anticipated Stigmatization on Concealment and Debt Reduction. Boulder Summer Conference on Consumer Financial Decision Making, Boulder, CO, postponed due to COVID-19 pandemic.

Moorhouse, M., Goode, M., Cotte, J., & Widney, J. (2020). Helping Those that Hide: The Effect of Anticipated Stigmatization on Concealment and Debt Reduction. Society for Consumer Psychology Annual Conference, Huntington Beach, CA.

Nguyen, P., **Wang, X. (S.)**, Lee, X., & **Cotte, J.** (June 2018). How Beginner Reviewers Systematically Benefit and Harm Service Providers: Biases in Rating Approaches on User-Generated Reputation Systems, European Association for Consumer Research Conference, Ghent, Belgium.

Nguyen, P., Wang, X. (S.), Lee, X., & **Cotte, J.** (February 2018). How Beginner Reviewers Systematically Benefit and Harm Service Providers: Biases in Rating Approaches on User-Generated Reputation Systems, American Marketing Association Winter Educators' Conference, New Orleans, LA.

Sepehri, A., Haghighibardineh, S., **& Duclos, R.** (March 2021). Insights on New Information Consumption. *Society for Consumer Psychology,* Virtual conference,.

Sepehri, A., Duclos, R., Kristofferson, K., & Elahi, H. (March 2021). Would You Please Raise Money For Me? New Insights Into the Psychology of Giving in the v2.0 Era. *Society for Consumer Psychology,* Virtual conference.

Sepehri, A., Haghighibardineh, S., & **Duclos, R**. (October 2020). Insights on New Information Consumption. *Association for Consumer Research conference,* Paris, France.

Sepehri, A., Haghighibardineh, S., & **Duclos, R.,** (May 2020 -Cancelled due to COVID-19 pandemic-). Are interdisciplinary ideas always good? Field insights on new information consumption. *European Marketing Academy Conference*, Budapest, Hungary.

Sepehri, A. (May, 2020). Are interdisciplinary ideas always good? Field insights on new information consumption, European Marketing Academy Conference, Budapest, Hungary.

Sepehri, A. (March, 2020). "Once? No. Twenty times? Sure!" Uncertainty and precommitment in individual decision-making. Society for Consumer Psychology, Huntington Beach, CA.

Sepehri, A. (September, 2019). Would You Please Raise Money For Me? New Insights Into The Psychology of Giving in the v2.0 Era. Behavioral Insights into Business for Social Good Conference, Vancouver, BC.

Sepehri, A. (July, 2019). Would You Please Raise Money For Me? New Insights Into The Psychology of Giving in the v2.0 Era. AMA CBSIG, Bern, Switzerland.

Sepehri, A. (June, 2019). "Once? No. Twenty times? Sure!" Uncertainty and precommitment in social dilemmas. La Londe Conference, Marseille, France.

Sepehri, A. (May, 2019). Would You Please Raise Money For Me? New Insights Into The Psychology of Giving in the v2.0 Era. European Marketing Academy Conference, Hamburg, Germany.

Sepehri, A. (May, 2019). "Once? No. Twenty times? Sure!" Uncertainty and precommitment in social dilemmas. Southern Ontario Behavioral Decision Research, Waterloo, ON.

Sepehri, A. (March, 2019). "Once? No. Twenty times? Sure!" Uncertainty and precommitment in social dilemmas. Society for Consumer Psychology, Atlanta, GA.

Sepehri, A. (March, 2019). Pronouns in Fundraising Appeals – The Impact of I vs. S/He on Donations. Society for Consumer Psychology, Atlanta, GA.

Sepehri, A. (March, 2019). Are interdisciplinary ideas always good? Field insights on new information consumption. Society for Consumer Psychology, Huntington Beach, CA.

Sepehri, A. (October, 2018). "Once? No. Twenty times? Sure!" Uncertainty and precommitment in social dilemmas. Association for Consumer Research conference, Dallas, TX.

Sepehri, A. (October 2018). Pronouns in Fundraising Appeals – The Impact of I vs. S/He on Donations. Association for Consumer Research conference, Dallas, TX.

Sepehri, A. (2018). Pronouns in Fundraising Appeals – The Impact of I vs. S/He on Donations. Lazaridis Marketing Conference, Wilfred Laurier University, Waterloo, ON.

Sepehri, A., Duclos, R., Kristofferson, K., & Elahi, H. (2019). Pronouns in Fundraising Appeals – The Impact of I vs. S/He on Donations, Society for Consumer Psychology Conference, Savannah, GA.

Sepehri, A., Haghighibardineh, S., & **Duclos, R.** (2019). Are Interdisciplinary Ideas Always Good? Field Insights on New Information Consumption? Association for Consumer Research, Atlanta, GA.

Trudel, R. & **Cotte, J.** (2008). Reward or Punish? Willingness to Pay For Ethically-Produced Goods, Society for Consumer Psychology Conference Proceedings, New Orleans, LA.

Trudel, R. & **Cotte, J.** (2007). The Effect of Regulatory Focus on Satisfaction, European Advances in Consumer Research Conference, San Diego, CA.

Trudel, R., Murray, K., & **Cotte, J.** (2008). Beyond Expectations: The Influence of Goal Orientation on Consumer Satisfaction, Society for Consumer Psychology Conference Proceedings, New Orleans, LA.

Van der Sluis, Helen, Adriana Samper, and **Kirk Kristofferson** (February, 2021). “Rethinking Perceptions of Disability: The Unintended Harm of Simplified Positive Inferences,” *Society for Consumer Psychology* Conference. *Best Competitive Paper Award Runner Up.*

Van der Sluis, H., Samper, A., & **Kristofferson, K.** (2019). With Inclusion Comes

Influence: The Psychological and Persuasive Consequences of Observable Disability in the Marketplace, Society for Consumer Psychology Conference, Savannah, GA.

Wang, J., **Goode, M. R.,** & **Cotte, J.** (2019). Making Connections: The Influence of Event Sequence on the Evaluation of Extraordinary Experiences, Association for Consumer Research Conference, Atlanta, GA.

Wang, J., Goode, M. R. & **Cotte, J.** (October 2017). Design an Experience Bundle: The Role of Experience Structure, Association for Consumer Research Conference, San Diego, CA.

Wang, J., Goode, M. R., & **Cotte, J.** (August 2017). Designing a Hybrid Experience: The Effect of Experience Structure on Consumers' Evaluations, Harnessing Analytics Symposium, College of Business and Economics, Guelph, ON.

Wang, J., Goode, M. R., & **Cotte, J.** (January, 2017). Designing a Hybrid Experience: The Effect of Experience Structure on Consumers' Evaluations, Consumer Behaviour Winter Research Camp, Ivey Business School, London, ON.

Wang, J., Goode, M. R., & **Cotte, J.** (October 2016). Designing a Hybrid Experience: The Effect of Experience Structure on Consumers' Evaluations, College of Business, University of Illinois at Urbana-Champaign, Chicago, IL.

Wang, J., Goode, M. R., & **Cotte, J.** (March 2016). Designing a Hybrid Experience: The Effect of Experience Structure on Consumers' Evaluations, Desautels Faculty of Management, McGill University, Montreal, QC.

Wang, J., Goode, M. R., & **Cotte, J.** (February 2016). Experiencing Experiences: Great Strategies for Designing, Purchasing, and Enjoying Experiences, symposium session, Society for Consumer Psychology Conference, St. Pete Beach, FL.

Whelan, J., Goode, M. R., & **Cotte, J.** (October 2013). Consumer Identity: Cues, Boundaries, and Salience, Association for Consumer Research Conference, Chicago, IL.

Whelan, J., Goode, M. R., & **Cotte, J.** (October 2011). The Consumer Role: Core Characteristics and Boundaries, Association for Consumer Research Conference, St. Louis, MS.

Whelan, J., Goode, M. R., Cotte, J. & **Thomson, M.** (October 2014). The Consumer Regulation Scale: Strategies for Regulating Responses to Consumption Cues, Association for Consumer Research Conference, Baltimore, MD.

Whelan, J., Goode, M. R., Cotte, J. & **Thomson, M.** (December 2013). Consumer

Identity: Cues, Boundaries, and Salience, Fuqua School of Business, Duke University, Durham, NC.

Whelan, J., Goode, M. R., Cotte, J. & **Thomson, M.** (November 2013). Consumer Identity: Cues, Boundaries, and Salience, Department of Political Science, Western University, London, ON.

Wiertz, C., Blazevic, V., & **Cotte, J.** (2005). Reactions to Online Interactions: Conceptualization and Scale Development of Online Interaction Propensity, American Marketing Association Summer Educators' Conference Proceedings.

Working Papers, Papers in Progress, and In Review

Castelo, N., **Goode, M. R**., & White, K. *The Effect of Nature Exposures on Self-Transcendence, Materialism, and Prosocial Behaviour*. Revising and resubmitting for second round at the Journal of Consumer Research.

Castelo, N., **Kristofferson, K**., Main, K., & White, K. *The Impact of Assumed Identity Appeals on Charitable Support,* Target: Journal of Consumer Research.

Chung, D. & **Parker, S.** The Effects of Founder Prestige on Job Seeker Evaluations of Start-ups: Results from Laboratory Experiments, Under review at Strategic Entrepreneurship Journal

Connors, S., **Khamitov, M., Thomson, M.,** & Perkins, A. They're Just Not That into You: How to Leverage Existing Consumer-Brand Relationships through Social Psychological Distance, under review at Journal of Marketing.

Duclos, R. & **Khamitov, M.** *Psychology of Gambling*, 1st round at JPSP.

Fotheringham, D., Lisjak, M., & **Kristofferson, K.** *Rage Against the Machine: When Consumers Sabotage Robots in the Marketplace*, Manuscript in preparation for submission to the Journal of Consumer Psychology.

Goode, M. R. & **Thomson, M.** *Memories Mend Us: How Extraordinary Experiences Elevate Group Coherence and Well-Being*, under review at Journal of Marketing.

Goode, M. R., Widney, J., & **Cotte, J.** *Humanizing Debt Reduction Approaches through an Investigation of Community, Emotion, and Well-Being.* Data collection on-going. Target: Journal of Consumer Research.

Goswami, K., *The Bane of Abundance and Perceived Unfairness on Creativity*, Submitted - May 2020 Under Review at Organizational Behavior and Human Decision Processes (OBHDP)/ Special Issue on "Creativity in Organizations"

Hardisty, D. J, **Sepehri, A.** & Arora, P. *Once? No. Twenty times? Sure!" Uncertainty and precommitment in individual decision making.* Invited for 3rd round submission at OBHDP1

Huo, K., Guo, L., & Libby, T. *The Effects of Horizontal and Vertical Wage Dispersion on Tournament Outcomes*, Preparing for submission to CAR Conference.

Huo, K. & Berger, L. *When Less is More: The Benefit of Partial Relative Performance Information on Creative Problem-solving Performance* Revising with data collection in February 2020.

Huo, K., Kelly, K., & Webb, A. *The Effect of Causal Models and Performance Incentives on Managers' Investment Decisions*, Preparing for journal submission.

Huo, K. & **Sooy, M.** *The effect of sanction target on manager's compliance with regulations*, Accepted for CAAA and AAA. Preparing for submission to Journal of Business Ethics.

Huo. K., Guo, L., & Libby, T. *Pay transparency, performance pay, and employee motivation*, Status: Pilot study complete. Preparing SSHRC Application

Kristofferson, K., Daniels, M., & Morales, A. *The Opportunities and Limitations of Using Virtual Reality in Charitable Appeals*, Manuscript under review at the Journal of Consumer Psychology.

Kristofferson, K. & Dunn, L. *The Brand That Wasn't There: The Impact of Product Displacement on Brand Outcomes*, Manuscript in preparation for submission to the Journal of Marketing.

Monzani, L., Huo, K., & **Sooy, M.** *Shareholder Rights, Manager Opportunism and the Mediating Effects of Testosterone and Cortisol*, Status: Pilot testing complete

Moorhouse, M., & **Cotte, J.** *Trust Ratings Disguised as Quality Ratings: Why Peer-to-Peer Service Ratings are Nearly Always Positive, and How They Can be Fixed.* Research in Progress. Target: Journal of Marketing.

Moorhouse, M., Goode, M., Cotte, J., & Widney, J. Helping Those that Hide: The Effect of Anticipated Stigmatization on Concealment and Debt Reduction. Submitted to Journal of Consumer Research.

Moorhouse, M., Cotte J., Ding, A., & **Wang, X**. Beyond Reviews: Triadic Trust, Psychological Contracts, and Governance in the Sharing Economy. Manuscript in Preparation. Target: Journal of Marketing.

Nastasoiu, A., Bagga, C., Bendle, N., & **Vandenbosch, M.** *A Construal Level Account of Loyalty Point Spending and Stockpiling Behavior*

Nguyen, P., **Wang, X. (S.),** Li, X., & **Cotte, J.** *When Novices have more Influence than Experts: Empirical Evidence from Online Peer Reviews*, (Journal of Consumer Research). Status: Conditional Accept

Pun, H., Yan, T., & **Ribbink, D.** *Supplier competitive bidding in an innovation outsourcing triad: A multi-method investigation*. (Work in progress)

Sepehri, A., Duclos, R., Kristofferson, K., & Elahi, H. *The Hidden Powers of Indirect Appeals in Peer-to-Peer Fundraising*, Manuscript under second-round review at the Journal of Consumer Psychology.

Sepehri, A., Duclos, R., Vinoo, P., Kristofferson, K., & Elahi, H. *Charitable Giving 2.0: Insights Into the Psychology of Online, Peer-to-Peer Fundraising.* 2nd round at the Journal of Consumer Psychology.

Sooy, M. *How the Prospect of Fault Influences Managers' Compliance & Investors' Confidence* Revising and collecting additional data based on reviewer concerns.

Sooy, M. *Mispricing, Bubbles, and Option Values: an Extreme Beliefs Perspective*, Work in progress

Sooy, M., Barradale, N. J., & Goodson, B. *Alternative Accounting Measurement Bases and Price Efficiency In Laboratory Asset Markets: Does Marking to Market Matter?* Manuscript submitted to Contemporary Accounting Research, accepted for presentation at SASE Conference, invited to present at Simon Frasier and University of Toledo.

Thomson, M., Johnson, A. R., & **Lee, S. H. (M.)** *A Segmentation Analysis of What Types of Consumers Gain Self-Esteem and Well-Being from Brand Relationships*, under review at International Journal of Research in Marketing.

Van der Sluis, H., Samper, A., & **Kristofferson, K.** *With Inclusion Comes Influence: The Psychological and Persuasive Consequences of Observable Disability in the Marketplace*, Manuscript in preparation for submission to the Journal of Consumer Research.

Wang, J., Goode, M. R., & **Cotte, J.** *Designing an Experience Bundle: The Role of Bundle Structure and Experience Similarity*, (Journal of Consumer Research). Status: Second round revision requested.

Xu, L., Zhao, S., **Cotte, J.,** & Cui, N. *The Impact of Temporal Perspective on Pro-Environmental Behavior*, (Journal of Consumer Research). Status: Second round revision requested.