Advances in Consumer Behavior
MKT 702
FALL 2010

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Class Time/Location:  Tuesday: 1 pm – 4 pm / Bronfman 647  
Office Hours:  Tuesday: 4 pm – 5 pm (or appointment)  
Secretary:  Maria Fernandes / Bronfman 315 (Ph: 398-4000, ext: 00935)

- **Course Objectives**
  This seminar is designed to familiarize students with the major research areas in consumer behavior, including theories and experimental methods. The goal is to prepare students for careers as active researchers in the field of consumer behavior.

  By the end of this seminar, you should:
  1. Acquire a broad foundation of knowledge in different areas of consumer behavior (*breadth*).
  2. Develop an original research project in an area of consumer behavior of interest (*depth*).
  3. Be able to write & review research articles (*practical*).

- **Course Structure**
  This course follows a seminar format, with the learning objectives reached through a combination of lecture, class discussion, one-on-one coaching, developing a research project, and presenting a research project. Each class session will begin with a short lecture by the professor providing a framework for the assigned articles. The student discussion leader for the day will then lead a discussion on the assigned articles. The professor will moderate the discussion, integrate student contributions, and end the class with key learning points. During the course of the semester, each student will develop two short “research idea” papers, and one in-depth final research paper. Students are encouraged to meet individually with the professor to discuss their research ideas. The final research paper will be written for potential submission as a competitive paper at the annual conference of the Association for Consumer Research. The student will present the final research paper to the class at the end of the semester.

- **Course Materials**
  There is a required course pack which can be picked up at Copie 2000, 1115 Sherbrooke West (corner Peel & Sherbrooke). The readings in the course pack are primarily articles from journals such as *Journal of Consumer Research*, *Journal of Marketing Research*, *Journal of Marketing*, *Journal of Consumer Psychology*, *Journal of Personality and Social Psychology*, and *American Psychologist*.

  There are two optional books for additional insight into consumer research. Both books are on reserve at the Howard Ross Management Library at McGill University.
Course Grades
The final grade for this course will be distributed as follows:

Class participation 20%
Discussion leadership 10%
Idea Papers (2 x 5%) 10%
Research Paper 45%
Research Presentation 10%
Reviewer Assignment 5%

Class Participation
The breadth objective of the course will be achieved through discussion in the weekly class meetings. Each week we will discuss a different topic in consumer behavior, drawing from readings in marketing and psychology. The readings have been selected to represent important theories and methods. Students are responsible for the assigned readings (generally 5 articles) which will be discussed in a seminar format in class. Additional readings are also listed to provide background, and guide students interested in further investigation of the topic.

Class participation will be facilitated by discussion questions to be submitted by each student in advance of class. Students must read the assigned articles for the upcoming class, and email three discussion questions to the professor before 5 pm of the Saturday preceding the class. Submission of discussion questions will start with the class on Sep 21, i.e., the first set of discussion questions must be submitted by Saturday, Sep 18. Discussion questions can pertain to broad integrative issues across articles in the session, as well as issues specific to a particular article. Guidelines for writing discussion questions are appended to this course outline. The professor will collate and email a selected subset of discussion questions to all students by Saturday night – these questions will act as a basis for in-class discussion on Tuesday. Class participation will be measured by the quality of your discussion questions submitted in advance of the class, and the quality of your oral participation in class.

Discussion Leadership
The depth objective of the course will be achieved through discussion leadership. Each student will act as the discussion leader for at least one class (or more) over the course of the seminar. Discussion leaders will be appointed during the first class session, and each class session from Sep 21 onwards (except Nov 9) will have discussion leaders. Before coming to the first class on Sep 7, please skim the topics to be covered in the seminar (listed in this course outline), and make a shortlist of class sessions where you would like to be the discussion leader. Guidelines for the discussion leader are appended to this course outline.

Idea Papers
The depth objective of the course will be further accomplished by writing two short idea papers, and an in-depth research proposal. Your idea papers, and your research proposal can be based on any topic covered in this seminar. Note that your first idea paper is due by 12 noon on Oct 12,
and your second idea paper is due by 12 noon on Nov 2. Guidelines for idea papers are appended to this course outline.

**Research Proposal**
The final, in-depth research proposal may be based on one of your short idea papers, or it may be a different idea. The final proposal should include a literature review as well as more detailed versions of all the sections in the idea paper. The goal of the final proposal is to formulate a detailed research plan, so that you can collect data early next semester. To ensure that adequate attention is devoted to a complete research plan, a maximum of 10 references are allowed for the literature review. The final proposal will be presented in class on Nov 30 (20 minute presentation), and the written paper is due on Dec. 3 by 5 pm. To help students learn from each other, final written proposals will be circulated by the professor to all the students in the class.

The quality of the research proposal will be measured by its likely contributions to the literature. The proposal must be written clearly in a scientific style, as exemplified by articles in the *Journal of Consumer Research*. It is strongly suggested (but not required) that students collect data based on their research proposal in January 2011, and then submit the resulting manuscript as a paper at the annual conference of the *Association for Consumer Research* - deadline: March 10, 2011 (see www.acrweb.org). Guidelines for writing the research proposal are appended to this course outline.

**Research Presentation**
Each participant will present his/her paper in class at the end of the semester. Each participant will have 20 minutes to present, followed by 10 minutes Q&A. This structure is similar to the 20 minute research presentations at academic conferences such as the *Association for Consumer Research*. Effective presentations are well organized, clearly spoken, and provide concise answers to audience questions. Guidelines for presenting at conferences are appended to this course outline.

**Reviewer Assignment**
This is a take home assignment, in which students will play the role of a reviewer for a manuscript under submission to a top-tier behavioural journal, such as the *Journal of Consumer Research*. Students will be given a “real” manuscript which has gone through the review process at the *Journal of Consumer Research*, and asked to provide a detailed and constructive review. Students will have one week to complete this assignment; details of the assignment will be provided in class. The assignment is due by 12 noon on Nov 9.

**Writing & Reviewing Research**
A practical objective of this course is to develop the ability to write one’s research clearly in a scientific style, and review others’ research in a constructive manner. These are crucial skills in academia, since researchers spend a lot of time writing and reviewing. The better written is your article, the more likely it is to be published in a good journal. The more skilled you are in reviewing articles, the more likely you will be invited to review for top tier journals. Reviewing for top tier journals is an indicator of academic success, and is also helpful for publishing your own work in top-tier journals.
Skill in writing and reviewing usually develops incrementally during an academic career, though the process of writing your own research manuscripts, getting feedback from other faculty, and presenting your research to audiences. In the present seminar, we will take a more direct approach to the skills of writing and reviewing. In the class session on Nov 9, we will discuss the principles of effective journal writing. In the same class session, we will analyze the review process at the Journal of Consumer Research, using real manuscripts (and their reviews) that have been published in this journal. By the end of this session, we will develop a set of guidelines for effective writing and reviewing at top-tier journals. Note that writing and reviewing skills will be honed throughout the seminar, via the process of writing idea papers, research proposal, class participation, reviewer assignment and discussion leadership.

- **Academic Integrity**
McGill University values integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism, and other academic offences under the Code of Student & Disciplinary Procedures. Please see [www.mcgill.ca/integrity](http://www.mcgill.ca/integrity) for more information.
Class Schedule

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<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tr>
<td>1</td>
<td>Sep 7</td>
<td>Overview of Consumer Behavior</td>
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<td>2</td>
<td>Sep 14</td>
<td>Motivation</td>
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<td>3</td>
<td>Sep 21</td>
<td>Perception &amp; Attention</td>
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<td>4</td>
<td>Sep 28</td>
<td>Knowledge &amp; Inference</td>
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<td>5</td>
<td>Oct 5</td>
<td>Memory</td>
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<td>6</td>
<td>Oct 12</td>
<td>Attitudes I</td>
<td>Idea Paper I Due</td>
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<td>7</td>
<td>Oct 19</td>
<td>Attitudes II</td>
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<td>8</td>
<td>Oct 26</td>
<td>Behavioral Decision Theory</td>
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<td>9</td>
<td>Nov 2</td>
<td>Affect</td>
<td>Idea Paper II Due</td>
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<td>10</td>
<td>Nov 9</td>
<td>Writing &amp; Reviewing Research</td>
<td>Reviewer Assignment Due</td>
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<td>11</td>
<td>Nov 16</td>
<td>Social &amp; Consumption Influences</td>
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<td>12</td>
<td>Nov 23</td>
<td>Self Control</td>
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<td>13</td>
<td>Nov 30</td>
<td>Research Presentations Due</td>
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<td>Dec 3</td>
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<td>Research Proposal Due</td>
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- The required readings for each topic are listed below.
- Beyond the required readings (which are in the course pack), additional readings on each topic are also listed for students particularly interested in that topic.

WEEK 1 (Sep 7) OVERVIEW OF CONSUMER BEHAVIOR

Required Readings


Additional Readings


(1998), 319-344.


WEEK 2 (Sept 14) MOTIVATION

Required Readings


Additional Readings


**WEEK 3 (Sept. 21)  PERCEPTION & ATTENTION**

**Required Readings**


**Additional Readings**


**WEEK 4 (Sept. 28) KNOWLEDGE & INference**

**Required Readings**


**Additional Readings**


Research, February, 864-876.


**WEEK 5 (Oct 5) MEMORY**

**Required Readings**


**Additional Readings**

Tybout, A. et al. (2005), “Information Accessibility as a Moderator of Judgments: The Role of Content versus Retrieval Ease,” Journal of Consumer Research, 32 (June), 76-85.


**WEEK 6 (Oct. 12) ATTITUDES I**

**Required Readings**


Assignment: Visit [https://implicit.harvard.edu/implicit/demo/selectatest.html](https://implicit.harvard.edu/implicit/demo/selectatest.html) and take IAT tests on Gender-Career and Age IAT. Incorporate your reactions into commentary for the day.

**Additional Readings**


**WEEK 7 (Oct. 19) ATTITUDES II**

**Required Readings**


Additional Readings


WEEK 8 (Oct. 26)  BEHAVIORAL DECISION THEORY

Required Readings


Additional Readings


**WEEK 9 (Nov 2) AFFECT**

**Required Readings**


**Additional Readings**


**WEEK 10 (Nov 9) WRITING & CRITIQUING RESEARCH**

**Required Readings**


JCR Review Process / Manuscripts & Reviews:


**Additional Readings**


- JCR Best Article Award

**WEEK 11 (Nov 16) SOCIAL & CONSUMPTION INFLUENCES**

**Required Readings**


**Additional Readings**


**WEEK 12 (Nov 23) SELF CONTROL**

**Required Readings**


**Additional Readings**


Appendix 1
Guidelines for Discussion Questions

The value of this seminar is maximized when students read the assigned articles in a critical manner, and are prepared to discuss the articles in class. Discussion questions are designed to help students read articles in depth before coming to class.

You should read the assigned articles for a class, and submit three discussion questions by 5 pm of the Saturday preceding the class. Submission of discussion questions will start with the class on Sep 21, i.e., the first set of discussion questions must be submitted by Saturday, Sep 18. There are no discussion questions due for the class on Nov 9; instead, your take-home reviewer assignment is due on Nov 9. Please email your discussion questions to ashesh.mukherjee@mcgill.ca. You will receive an acknowledgement of receipt; save this acknowledgement to ensure that your submission has been received.

Broadly speaking, there are three types of discussion questions: (a) critically assess an article, (b) integrate across two or more articles, and (c) propose a future research study. Notably, these are also the types of questions reviewers raise, and authors address in their own research. Hence, writing good discussion questions will improve your effectiveness as a reviewer and author. Below, I discuss the three types of discussion questions.

Critically Assess a Research Article
This type of question addresses issues such as:

❖ Is the literature review accurate?
❖ Does the article clearly identify a gap in past research?
❖ Do the hypotheses follow logically from the literature review/theoretical development?
❖ Does the methodology permit a strong test of the hypotheses?
❖ How well do the authors manipulate the independent variables in their hypotheses? Are these manipulations confounded with extraneous variables (i.e., are the manipulations “clean”)?
❖ How well do the authors measure the dependent variables in their hypotheses? Are these measurements reliable (i.e., coefficient alpha)?
❖ Do the results permit the authors to reach firm conclusions?
❖ Are the limitations of the research addressed adequately?
❖ The article makes the case that variable X has an effect on variable Y. What are some moderators that might strengthen, weaken, or reverse this effect?
❖ What are the contributions of this paper (theoretical and methodological)? Are the contributions significant given previous research on this topic? For this question, see the section on research contributions in the appendix titled “guidelines for research proposal.”

Integrate Across Research Articles
This type of question addresses issues such as:

What are the areas of agreement (similarities), and disagreement (dissimilarities) across research articles?

There is a conflict between the findings of Article A and Article B, e.g., Article A finds X, but Article B finds Y. How would you reconcile these contradictory findings?

What is the relationship between the related theories Theory X and Theory Y? Are they contradictory? Complementary?

Compare and contrast the related constructs X and Y. Which construct is more useful, conceptually and methodologically?

Propose a Future Research Study
This type of question addresses issues such as:

- Design a research study that would overcome a key limitation of an article.
- Design a research study that would clarify the mechanism underlying an article.
- Design a research study that would test new moderators relevant to an article.
- Design a research study that would test a new theory relevant to an article.
- Design a research study that would resolve an inconsistency across two articles.

More examples of discussion questions will be circulated in the class.

Note that you should prepare your answers to your own discussion questions. In other words, don’t propose a question to which you don’t have an answer. Also, before coming to class, try to answer questions posed by other students – as mentioned earlier, these questions will be circulated by the professor in advance of the class. When answering questions on an article, try to be constructive, i.e., think of ways to solve the problem identified in the question – either by further analyzing data in the current article (give details), or conducting a new study (give details). Do not simply criticize, without offering a solution.
Appendix 2
Guidelines for Discussion Leadership

The discussion leader will prepare a two page (single-spaced, double sided) summary of each article assigned for that session. The first page should show the boxes-and-arrows model tested in the article, with the hypotheses (H1, H2 etc) stated below the model. The second page should contain (in bulleted form), the main findings/contributions of the article. The discussion leader should make photocopies of these summaries, and distribute these summaries to other students at the beginning of class. The summaries will be a useful memory aid later, for quickly reviewing the main findings in that area of research.

The discussion leader should prepare powerpoint slides as an aid to class discussion. These slides should be brought to class on a USB memory stick to be used on the professor’s laptop. The leader can start with any article assigned for the day. First, the discussion leader should give a short summary of that article (< 2 minutes), in the form of a boxes-and-arrows model together with hypotheses. Second, the leader will display discussion questions relevant to this article. These discussion questions will be a subset of the discussion questions circulated by the professor before the class (i.e., the questions contributed by other students). The discussion leader can choose any subset of questions that he or she wants to focus on. The article discussion will then revolve around the chosen subset of discussion questions.

As emphasized earlier, students should try to answer the discussion questions in a constructive manner, i.e., think of ways to solve the problem identified in the question – either by further analyzing data in the current article (give details), or conducting a new study (give details). It is especially important for the discussion leader to develop future research ideas. The discussion leader should spell out in detail at least one future research study that would make a contribution to the topic of discussion for the day.

It is also important to point out during the discussion what were the research contributions of the article (theoretical and methodological). In other words, what was good about the article? To understand research contributions further, please read the guidelines for the research proposal.

The above process should be repeated for each of the assigned articles. The discussion leader should plan to cover all the required readings in the class discussion. The discussion leader is also encouraged to consult other articles relevant to the topic, such as those listed in the additional readings section plus other articles in top-tier journals.

The quality of discussion leadership will be measured by the leader’s article summaries, the leader’s responses to discussion questions, and the leader’s proposed future research study.
Appendix 3
Guidelines for Idea Papers

Your idea papers (as well as your final research proposal) may be based on any of the topics covered in this seminar. At the beginning of the seminar, you should skim all the topics that will be covered during the semester, and pick topics that are of particular interest to you. Then, read the articles in these topic areas before they are covered in class, including the additional readings suggested for those sessions. In short, you need to plan your idea papers early in the semester, and take the initiative to read relevant articles. I am available to consult with students about their ideas, and can give early feedback.

Students should also read recent issues of *Journal of Consumer Research* and *Journal of Personality and Social Psychology*, or re-read articles from earlier consumer behaviour or psychology seminars. Note that you can browse the table of contents of marketing and psychology journals from the AMA (American Marketing Association) website: [http://www.marketingpower.com](http://www.marketingpower.com), and also from the McGill Library website. Another source of ideas is the program for ACR 2010 ([http://www.acrweb.org/acr/conference/program.aspx](http://www.acrweb.org/acr/conference/program.aspx)) which lists ongoing research being conducted on different topics in consumer behavior. When choosing topics for your idea papers, you should consider how the topic fits into your broader research portfolio. We will discuss your research portfolio in class, in the context of your academic CV.

Each idea paper should have the following structure: (i) Start with real life examples, (ii) Ask a question in simple language, (iii) Propose an answer to your question in simple language, (iv) Give an intuitive reason why you think your answer is likely to be true, (v) Formalize your answer in the form of research hypotheses (i.e., H1, H2), (vi) describe your research method and procedure to test your hypotheses, and (vii) briefly outline your proposed data analysis. Your idea paper should NOT include a literature review. The total length of the idea paper should be approx 2 pages (single spaced). In addition to these two pages, your idea paper should contain a one-page appendix with a “boxes-and-arrows” picture of your model. Since the idea paper is intended to be an initial version of your final research paper, you should also take a look at the appended guidelines for the final research paper. You should be prepared to discuss your idea papers in class. Note that your first idea paper is due by 12 noon on Oct 12, and your second idea paper is due by 12 noon on Nov 2. Email your idea papers to ashesh.mukherjee@mcgill.ca. You will receive an acknowledgement of receipt within a day; please save this acknowledgement to ensure that your submission has been accepted.
Appendix 4
Guidelines for Research Proposal

The final, in-depth research proposal may be based on one of the short idea papers, or it may be a different idea. The final proposal should include more detailed versions of all sections in the idea paper, along with three new sections: (a) an upfront abstract, (b) a theoretical development section building up the hypotheses, and (c) a final “Contributions” section listing the theoretical, methodological, and practical contributions of your proposal. Theoretical contributions are usually (i) new moderator/s, (ii) new independent variable/s, and (iii) new mediating variable/s. Methodological contributions are usually (i) different manipulations of independent/moderating variables, (ii) new measures of dependent/mediating variables (including choice), (ii) testing in different product categories (iii) testing in different respondent populations, and (iv) field versus lab studies. Practical contributions are usually (i) Guidelines for managers, (ii) Guidelines for consumers, and (iii) Guidelines for policy makers. The notion of “contribution” will be discussed in more detail in class. Note that significant contributions, especially theoretical contributions, are the most important factor for publishing in a top-tier journal.

The goal of the final proposal is to formulate a research plan that enables you to collect data early next semester. To ensure that adequate attention is devoted to a complete research plan, a maximum of 10 references are allowed for the literature review. The final proposal will be presented in class on Nov 30 (20 minute presentation), and the written paper is due on Dec. 3 by 5 pm.

The proposal should be approximately twenty pages, double-spaced (including references). This is the typical length of manuscripts submitted to the ACR annual conference. The proposal should contain the following sections:

i. Introduction (suggested: 1-2 pages).
   This section should motivate the proposal by highlighting importance of the topic. Use real-life examples to start this section. After presenting your examples, state your question in simple language, and explain why this question is important. Then, state your proposed answer/s, and give intuitive reasons for your proposed answer. Note that “no one has studied this issue” should not be your main reason for undertaking the research. Use minimum jargon in the Introduction section.

ii. Theoretical development (suggested: 7-8 pages).
   The purpose of this section is to logically build up your hypotheses. The best way to write this section is to write your formal hypotheses first (i.e., H1, H2, etc). Then take each hypothesis in turn (e.g., H1), and logically justify why H1 is likely to be true. In this logical justification, use past research as support, but only to the extent you need for your hypothesis at hand. Use headings and overviews of coming points - try to have a logical flow. Summarize the main points you want the reader to get. End this section with your formal hypotheses (H1, H2 etc). Note that your hypotheses should be (preferably) a new moderating effect, or (less preferred) a new main effect. You can also have a hypothesis that tests the mechanism underlying your moderating or main effects.
iii. Methodology (suggested: 5-6 pages)
   *This section should describe subjects, design, procedure, manipulation of independent/moderating variables, measurement of dependent/mediating variables, and manipulation checks. You can also include pilot studies if necessary (e.g., to develop stimuli for your main studies).*

iv. Analysis Plan (suggested: 1 page).
   *This section should contain a statistical analysis plan, including manipulation checks.*

v. Results (suggested: blank)
   *Keep this section blank in your research proposal, since you will not have data by the end of this semester. However, it is recommended that you collect data in January, 2011 and then submit your manuscript to the ACR 2011 annual conference. After collecting data, you can write up the results using the following guidelines: (a) Present only results relevant to your hypotheses (b) Present your results by hypothesis (repeat hypothesis if necessary) or by major dependent variable, (c) Try to present results in some logical flow, (d) Use tables and figures, (e) If you have more than one study, briefly discuss the results of each study, followed by a transition to the next study (i.e., what is the purpose of the next study?).*

   *This section should list theoretical, methodological, and practical contributions of your proposal. Use point-by-point form, i.e., First,...Second,..., Third,... etc. Theoretical contributions are usually (i) new moderator/s, (ii) new independent variable/s, and (iii) new mediating variable/s. Methodological contributions are usually (i) different manipulations of independent/moderating variables, (ii) new measures of dependent/mediating variables (including choice), (ii) testing in different product categories (iii) testing in different respondent populations, and (iv) field versus lab studies. Practical contributions are usually (i) Guidelines for managers, (ii) Guidelines for consumers, and (iii) Guidelines for policy makers.*

vii. References (suggested: 1 page).
   *This section should contain no more than 10 references, formatted as in the Journal of Consumer Research.*

viii. Appendices (no limit)
   *This section should contain (a) questionnaire/s used to collect data, (b) stimuli (e.g., ads, instructions) presented to participants, and (c) instructions to the research assistant conducting the study. Appendices do not count towards the 20 page limit for the research proposal.*

ix. Abstract (suggested: 1 page)
The proposal should contain an upfront, one-page, double-spaced abstract, approximately 250 words. The abstract does not count towards the 20 page limit for the research proposal. The abstract should be followed by three keywords to classify the article. You can check the ACR conference submission website for a list of potential keywords.

The quality of your research proposal will be measured by the completeness of each section, and especially by contributions to the literature. In addition, the proposal must be written clearly in a scientific style, as exemplified by articles in the Journal of Consumer Research. It is strongly suggested (but not required) that students collect data based on their research proposal in January 2011, and submit the resulting manuscript as a paper at the annual conference of the Association for Consumer Research - deadline: March 10, 2011 (see www.acrweb.org). Guidelines for presenting your research at conferences are appended to this course outline.

Note that your final research proposal is due by 5 pm on Dec 3. Email your research proposal to ashesh.mukherjee@mcgill.ca. You will receive an acknowledgement of receipt of your submission within a day; please save this acknowledgement to ensure that your submission has been accepted.
Appendix 5
Guidelines for Conference Presentation

You will frequently present your research at academic conferences during your career. The main thing to remember when presenting at conferences is that you have a limited amount of time (typically 20-25 mins). So be succinct! You cannot describe all the details of your work. The most common mistake at conferences is poor time management – specifically, overkill on the literature review. Although it is important to embed your work in the relevant literature, it is more important to leave sufficient time for convincing your audience about the contributions of your research. This is best done by presenting your empirical work in more depth, summarizing your contributions at the end, and answering audience questions effectively.

Presentation slides should be uncluttered (i.e., few words/slide). You can always break up a cluttered slide into two or more slides. You should orally explain the words on the slides, i.e., discuss each slide in your own words. Do not read words that are already on the slide. Talk s-l-o-w-l-y, emphasizing key words.

The different parts of a presentation, with ballpark recommendations for time are:

1-2 minute  Title slide – Introduce yourself, your co-authors, tell the audience in one sentence what the research is about. Talk slowly.

1-2 minutes  The Question/Problem => Use examples – visual/pictures or tables/graphs. Building on the examples, state the general question you are interested in. Explain why this question is important (for managers/consumers).

1-2 minutes  My Answer => show your boxes and arrows “proposed model.” Explain your answer (i.e., model) in simple language. Say that you will now logically build up this model in the next couple of minutes.

3-4 minutes  Hypothesis development => Put up your “proposed model” again => state your formal hypotheses (H1, H2..) => state logic for each hypothesis => refer to past literature only to the extent it helps you develop your hypotheses => Point out the link between your hypotheses and your boxes-and-arrows model.

8-10 minutes  Empirical work => State your experimental design => Describe the procedure (what did participants do, step-by-step). Explain the manipulations/measures. Use pictures to illustrate manipulations. Use graphs wherever possible to show results (tables are hard to read). Keep more detailed results as backup to be used only if you get followup questions.

2-3 minutes  Contributions => State your theoretical, methodological, and practical contributions clearly (use bullet points).

1-2 minutes  Next steps => How will you follow up on this work? Thank audience, end.

Final advice: practice your talk many, many times in private, culminating in a formal dress rehearsal before a knowledgeable audience.