

2020 ANNUAL REPORT



Wharton
UNIVERSITY of PENNSYLVANIA

The Wharton Behavioral Lab

A MESSAGE FROM THE ACADEMIC DIRECTOR



Maurice Schweitzer

Cecilia Yen Koo Professor of Operations,
Information and Decisions

Like many parts of Penn, The Wharton Behavioral Lab went online in 2020. As we transitioned to conducting studies online, we experienced a sharp rise in demand for online panels. At the same time, we continued to recruit Penn community samples who completed studies online. These samples included both student and staff participants who had typically participated in in-person studies. As part of our transition to conducting far more online studies than we have in the past, we have expanded our capabilities to conduct interactive online sessions including interactive studies via Zoom.

Faculty demand to run studies remained very high. We conducted studies for over 50 faculty across eight different departments involving over a million participants. In 2020, the WBL helped Wharton faculty collect data for 30 published research articles and 105 working papers.

In 2020, we also started building our community of scholars with an online workshop. In our first online workshop, Barbara Mellers, Rebecca Schaumberg and Zab Johnson presented work sharing insights about new methodologies. We look forward to building our community and sharing insights about new behavioral tools and methods.

As we look ahead to 2021, we are excited to return to our physical space. We have newly renovated space in the Steinberg Hall-Dietrich Hall that will expand our ability to run in-person studies. We are particularly excited to use our new breakout rooms for physio, group, and dyadic studies.

Finally, I want to thank the dedicated WBL staff for navigating all of the changes we undertook this past year. 2020 was a challenging year—but we are terrifically excited for 2021!

History

Prior to the Wharton Behavioral Lab (WBL), Wharton faculty spent a significant portion of their time recruiting participants and executing studies, thereby limiting their creative capacity to design and pose studies. At the same time, the School faced several challenges regarding behavioral research, such as recruiting new faculty in the field and allocating research dollars. In response to these growing challenges, Wharton created the WBL.

The WBL in its current form began in Spring 2005 with a single lab located in Jon M. Huntsman Hall (JMHH). The initial proposal estimated that the research volume would range between 5,000 and 14,000 participant-hours annually (with the lower number being the 2005 volume). In the first year, actual volume exceeded those estimates and a second location was added in Steinberg-Dietrich Hall (SHDH). This immediate high volume was interpreted as evidence that the WBL addressed a major deficiency in research support that had slowed the rate of research productivity and/or reduced the sample sizes used in behavioral research projects. In 2020, the on-campus volume was over 30,000 participant-hours and online volume was over 1,000,000 completed surveys/experiments. This growth since 2005 has resulted from increased numbers of faculty doing behavioral research and increased volume per researcher.

The WBL serves as a key to unlocking vast impact from the research of Wharton's faculty. Since opening in 2005, the WBL has established itself as the preeminent laboratory of its kind, attracting faculty and doctoral students from around the world. The Wharton School is the leading place for behavioral research with over 55 faculty utilizing the WBL on a regular basis.

The WBL provides faculty and doctoral students a dedicated research space, experienced staff, and financial resources to support behavioral, business-related research. The scale of the WBL enables Wharton to efficiently and profoundly boost faculty research productivity.

"The Wharton Behavioral Lab has made my most ambitious research possible. It's an incredible resource for faculty and doctoral students and makes us the envy of all our peers at other elite business schools."

KATY MILKMAN, EVAN C. THOMPSON ENDOWED TERM CHAIR FOR
EXCELLENCE IN TEACHING



WBL Team

Meet the dedicated team members of The Wharton Behavioral Lab.



Maurice Schweitzer

Academic Advisor

Cecilia Yen Koo Professor of
Operations, Information and Decisions



Robert Botto

IT Technical Lead

Lab hardware and software systems,
Research programming support,
Psychophysiological methods



Susan McCafferty

Sr. Research Coordinator

Special Panels - Online Studies
Mturk/Prolific implementation, Field
Studies, Reimbursements, Financials,
Qualtrics liaison



Mary Spratt

Sr. Research Coordinator

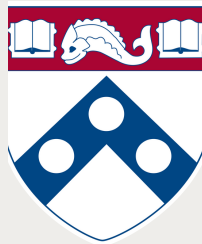
On-Campus Studies
Scheduling, Financials, Hiring/Staff
Management, WBL Promotion



Montserrat Ganderats

Lead Lab Coordinator

Session coordination and
implementation, RA hiring and training,
Cash management



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Nora Hikari Shao

Lab Coordinator

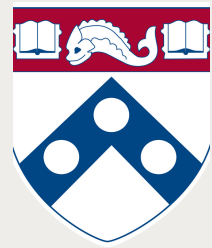
Session coordination and
implementation, RA hiring and training,



Lee Dandelias

Research Assistant

Study implementation, Participant
check-in/check-out



No Photo Available

Daniela Acevedo

Research Assistant

Study implementation, Participant
check-in/check-out

WBL Academic Advisory Board

The Advisory Board includes leading behavioral science faculty from across the Wharton School. These scholars offer guidance, advice, and review large proposals along with the faculty director of the WBL.



Cait Lamberton

Alberto I. Duran
President's Distinguished
Professor of Marketing



Sigal Barsade

Joseph Frank Bernstein
Professor of Management



Michael Platt

James S. Riepe University
Professor - Marketing,
Psychology, Neuroscience



Judd Kessler

Associate Professor
Business Economics & Public
Policy



Joseph Simmons

Professor
Operations, Information and
Decisions

The Numbers - On Campus Studies



The WBL on-campus labs are located in Jon M. Huntsman Hall and Steinberg-Dietrich Hall.

31,000

COMPLETED SURVEYS

Although the pandemic forced us off campus, we were still able to conduct online studies with our campus populations resulting in 31,864 completed surveys/experiments.

The WBL looks forward to integrating these new platforms into our daily operations upon our return to campus.

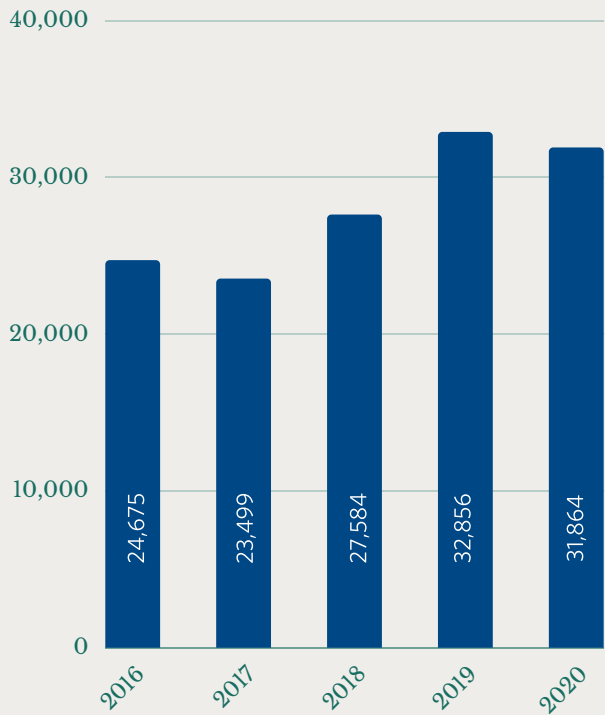
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ON-CAMPUS + VIRTUAL SESSIONS

A typical on-campus session includes up to 4 separate experiments delivering between 250 and 400 participants.

A session is a group of experiments that are run at the same time in the same location.

RESEARCH PARTICIPANTS (completed surveys)



HUMAN SUBJECT PAYMENTS (\$000s)



The Numbers - Specialized Panels



Specialized panels include field studies, MTurk, Prolific and Qualtrics

79%

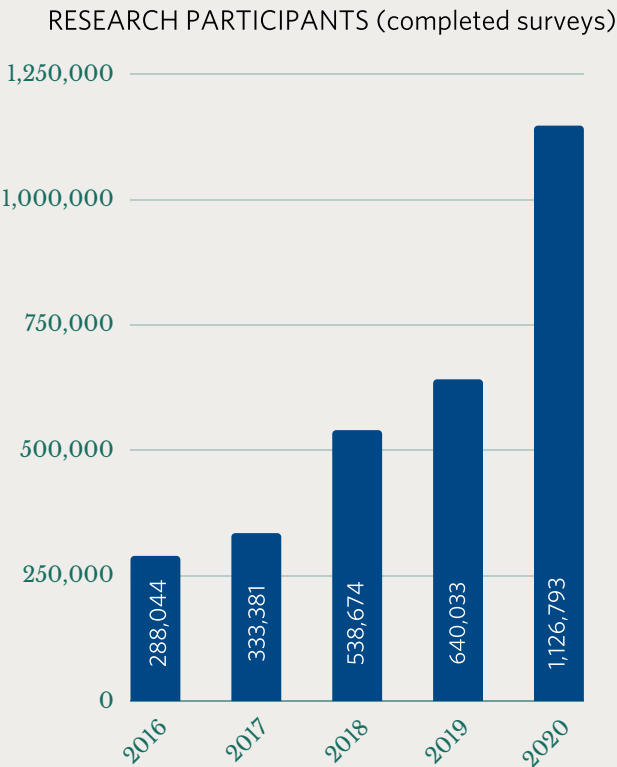
INCREASE IN NUMBER OF PARTICIPANTS

We conducted over 2700 studies with online panels.

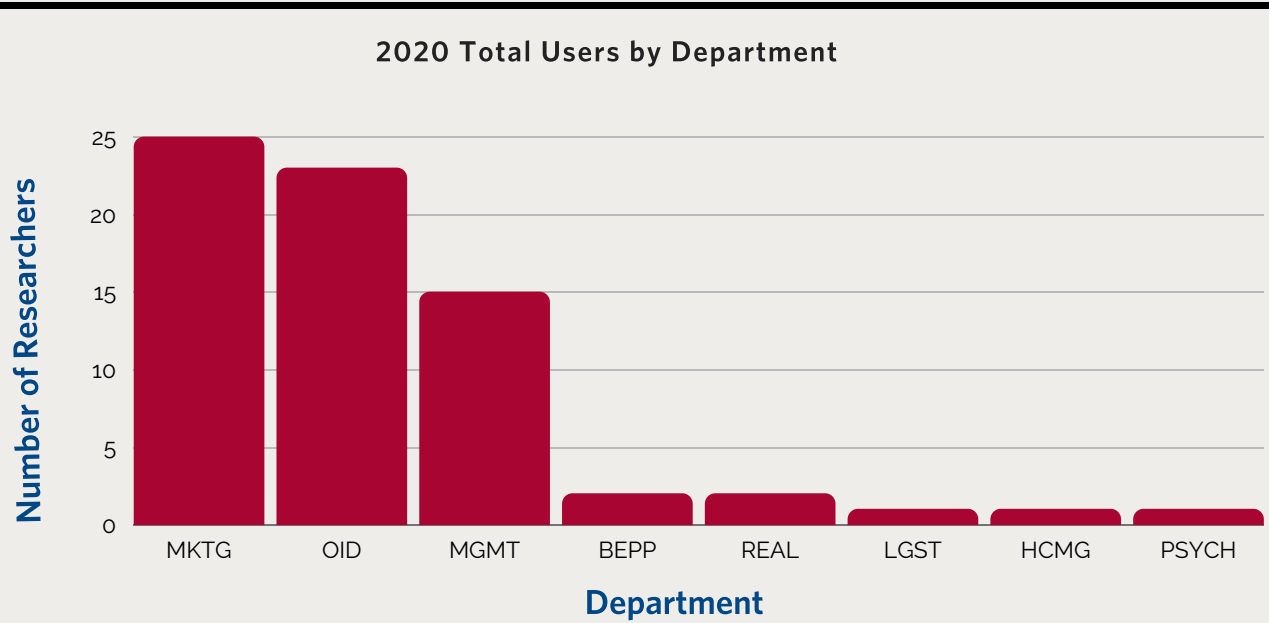
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SPECIALIZED PANEL STUDIES

Researchers use specialized panels to target large sample sizes and reach different demographics.



Researchers - Faculty Engagement

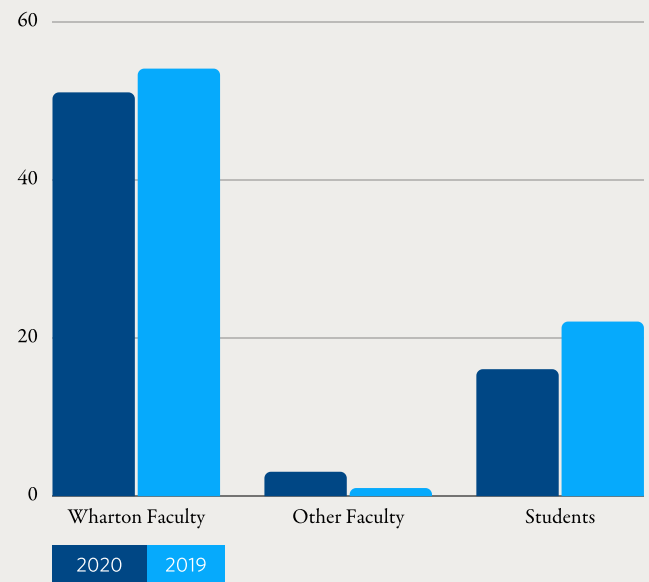


NOTE: MKTG continues to lead with 25 PIs followed closely behind by OID and MGMT with 23 and 15 respectively. Wharton faculty members sponsor almost all research done by doctoral students.

Even with the current health crisis we have seen high levels of engagement from our faculty. The total number of primary investigators for CY2020 was 70. This number is comprised of 54 faculty and 16 students spanning over 8 departments.

Based on current requests for on-campus and specialized samples we expect growth to continue in 2021.

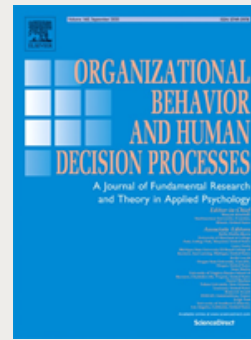
2020-2019 Usage of WBL Services by User Type



Note: Wharton Faculty includes Visiting Faculty and Post-docs

Publications

Cumulative List of Papers and Research Projects - 2020

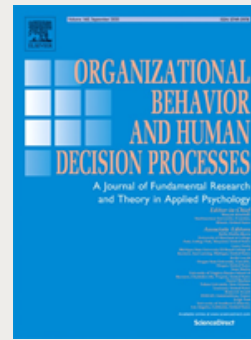


Published Articles

1. Berman, Jonathan Z., Amit Bhattacharjee, Deborah A. Small, & Gal Zauberman (2020), "Passing the buck to the wealth-ier: Reference-dependent standards of generosity," Organizational Behavior and Human Decision Processes, 157, 46-56.
2. Bitterly, T. B. & Schweitzer, M. (2020). The economic and interpersonal consequences of deflecting direct questions. Journal of Personality and Social Psychology, 118(5), 945.
3. Chang, E.H.*, Kirgios, E.L.*, Rai, A., Milkman, K.L. (2020). The Isolated Choice Effect and Its Implications for Gender Diversity in Organizations. Management Science, 66(6), 2752-2761. *denotes equal authorship
4. Dai, H., Chan, C., & Mogilner, C. (2020). People Rely Less on Consumer Reviews for Experiential than Material Purchases. Journal of Consumer Research, 46(6), 1052–1075. <https://doi-org.myaccess.library.utoronto.ca/10.1093/jcr/ucz042>
5. Ebersole, C. R., Mathur, M. B., Baranski, E., Bart-Plange, D. J., Buttrick, N. R., Chartier, C. R., ... & Szecsi, P. (2020). Many Labs 5: Testing pre-data-collection peer review as an intervention to increase replicability. Advances in Methods and Practices in Psychological Science, 3(3), 309-331.
6. Hart, E. & Schweitzer, M. (2020). Getting to less: When negotiating harms post-agreement performance. Organizational Behavior and Human Decision Processes, 156, 155-175.
7. Hart, E., VanEpps, E. M., & Schweitzer, M. E. (2021). The (better than expected) consequences of asking sensitive questions. Organizational Behavior and Human Decision Processes, 162, 136-154.
8. Jung, M.*, Moon, A.*, & Nelson, L.D. (2020). Overestimating the valuations and preferences of others. Journal of Experimental Psychology: General, 149, 1193-1214.
9. Kang, P., Anand, K., Feldman, P., & Schweitzer, M. (2020). Insincere Negotiation: Using the Negotiation Process to Pursue Non-agreement Motives. Journal of Experimental Social Psychology, 89, 103981.
10. Kirgios, E.L., Chang, E.H., Levine, E.E., Milkman, K.L., Kessler, J.B. (2020). Forgoing Earned Incentives to Signal Pure Motives. Proceedings of the National Academy of Sciences, 117(29), 16891-16897.
11. Kirgios, E.L., Chang, E.H., Milkman, K.L. (2020). Going It Alone: Competition Increases the Attractiveness of Minority Status. Organizational Behavior and Human Decision Processes, 161, 20-33.
12. Kirgios, E.L., G.H. Mandel, Y. Park, K.L. Milkman, D.M. Gromet, J. Kay, A. Duckworth (2020). "Does Teaching Temptation Bundling Boost Exercise?: A Field Experiment." Organizational Behavior and Human Decision Processes, Vol. 161(S), 20-35.

Publications

Cumulative List of Papers and Research Projects - 2020

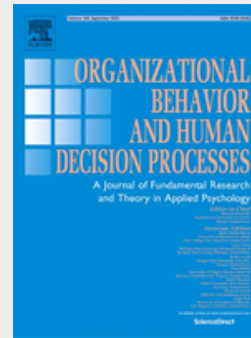


Published Articles continued

13. Kundro, T.G. & Nurmohamed, S. In press. Understanding when and why third parties punish cover-ups less severely. Academy of Management Journal. <https://journals.aom.org/doi/10.5465/amj.2018.1396>
14. Kundro, T.G., Burke, V., Grandey, A.A., & Sayre, G. In press. A perfect storm: Customer sexual harassment as a joint function of financial dependence and emotional labor. Journal of Applied Psychology.
15. Lewis, J. & Simmons, J.P. (2020). Prospective Outcome Bias: Incurring (Unnecessary) Costs to Achieve Outcomes That Are Already Likely. Journal of Experimental Psychology: General, 149, 870-888.
16. Mehr, K., K.L. Milkman, A. Duckworth (2020). "Copy-Paste Prompts: A New Nudge to Promote Goal Achievement." Journal of the Association of Consumer Research, Vol. 5(3), 329-334.
17. Melnikoff, D. and Strohminger, N. (2020). The automatic influence of advocacy on lawyers and novices. Nature Human Behaviour, pages 1–7.
18. Melumad, S. and Meyer, R. (2020), "Full Disclosure: How Smartphones Enhance Consumer Self-Disclosure," Journal of Marketing, 84(3), 28-45.
19. Melumad, S., Meyer, R. and Kim, Y. (2020) "The Dynamics of Distortion: How Successive Summarization alters the Retelling of News", Journal of Marketing Research.
20. Melumad, Shiri and Michel Tuan Pham (2020), "The Smartphone as a Pacifying Technology," Journal of Consumer Research, 47(2), 237-255.
21. Moon, A., & Nelson, L.D. (2020). The uncertain value of uncertainty: When consumers are unwilling to pay for what they like. Management Science, 66, 4686-4702.
22. Moon, A., Gan, M., & Critcher, C.R. (2020). The overblown implications effect. Journal of Personality and Social Psychology, 118, 720-742.
23. Packard, Grant and Jonah Berger (2020) "Thinking of You: How Second Person Pronouns Shape Cultural Success," Psychological Science, 31(4), 397-407.
24. Scott, Sydney, Paul Rozin, and Deborah A. Small, (2020) "Consumers prefer "Natural" more for preventatives than for curatives", Journal of Consumer Research, 47, 454-71.
25. Sharif, M*. & Woolley K. (2020). The effect of categorization on goal progress perceptions and motivation. Journal of Consumer Research.

Publications

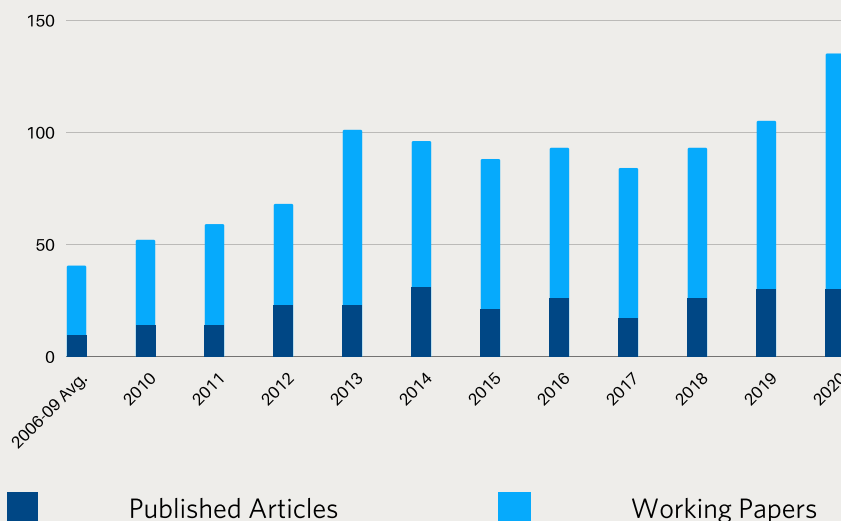
Cumulative List of Papers and Research Projects - 2020



Published Articles continued

26. Sharif, M.. & Oppenheimer, D. (2020). The effect of salient categories in relative encoding biases on memory-based judgments. *Organizational Behavior and Human Decision Processes*.
27. Skorb, L., Aczel, B., Bakos, B. E., Feinberg, L., Halasa, E., Kauff, M., ... & Hartshorne, J. K. (2020). Many Labs 5: Replication of van Dijk, van Kleef, Steinel, and van Beest (2008). *Advances in Methods and Practices in Psychological Science*, 3(3), 418-428.
28. Van Zant, A. B., & Berger, J. (2020). How the voice persuades. *Journal of Personality and Social Psychology*, 118(4), 661-682.
29. Yimin Cheng, Anirban Mukhopadhyay and Patti Williams (2020) "Smiling Signals Intrinsic Motivation," *Journal of Consumer Research*, 46 (February), 915-935.
30. Yin, Siyuan and Cait Lamberton (2020), "The devil you know: the problem of equilibrium goals," competitive paper presented at the *Association of Consumer Research* Conference.

Published Articles and Working Papers Historical Data



2020 Summary



30 Published Articles

105 Working Papers



70 Active Researchers

54 Faculty, 16 Students



8 Academic Departments

Mktg, Mgmt, Oid, Bepp Lgst,
Real, Hcmg, & Psych

On Campus Studies



- 154 Sessions
- 31,864 total participants
- 3% decrease in completed studies

Specialized Panels



- 2752 studies
- 1,126,793 total participants
- 74% increase in completed studies

Goals looking forward....

1. Increase the current high levels of productivity and efficiency in the on-campus labs and in specialized samples.
2. Obtain new sources of external financial support for the WBL.
3. Development and implementation of infrastructure software for quality control, participant characteristics database, and accounting.
4. Continue and increase IT and RA support of eye-tracking equipment, physiological equipment, and emotion coding software as easily used research tools.
5. Increase the number of Wharton faculty and graduate students using the WBL.

“Faculty productivity and knowledge creation is amplified by WBL.”

**JONAH BERGER, ASSOCIATE PROFESSOR OF
MARKETING**

