

# The Effect of Pride on Situation Choice

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## **Abstract**

The purpose of this study was to investigate the influence pride has on the situations consumers select. It was argued that the implications of the existing literature on pride are varying and in some cases conflicting, because those studies use strictly defined choice sets that do not resemble the complexity of decisions in real-life. A new model was proposed, which included a situation selection process. Therefore, the focus of this study was on the situations consumers will select before they end up in a possible choice situation. It was predicted that consumers experiencing pride would prefer situations that were responsible and situations that were rewarding. The analysis found no conclusive evidence to prove these predictions. However, the findings did show that there is reason to continue researching the situation selection process as a part of consumer decision making.

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## 1 Introduction

Everyone has experienced how an event or situation can trigger a particular emotional response, which is accompanied by the feeling you should do something about it. For example, constantly winning a card game at your families' dinner party might make you proud and wanting to treat yourself with a drink. Pride has been found to influence consumer behaviour in various ways (De Hooze, 2014), but they are often researched with limited choice sets, which has led to a wide variety of implications. This research has a different approach, because in real-life choices are made in a more complex context. For example, people have to deliberately enter a specific choice situation (e.g., supermarket) before they will decide what product they select. This research, therefore, adds to previous work by studying how a specific emotion (i.e., pride) influences the type of situations people want to enter. The limited choice sets that were mentioned are for example specific choice situations (e.g., choice between product A or B). This obstructs creating a complete picture of the influence of pride on consumer behaviour, because the consumers do not experience the freedom of choice they have in real-life. This study empirically researches how pride influences consumer behaviour from a new perspective that includes a situation selection process.

Furthermore, it has been established that emotions influence consumer choices. An emotion can be described as a response tendency that is the result of situation or event that the individual deems personally meaningful. These response tendencies are usually brief and thus, short-lived (Fredrickson, 2001). Most studies define emotions with a certain number of emotion appraisal dimensions. These are the characteristics of an emotion, for example valence (negative or positive), certainty (certain or uncertain) and power (powerful or powerless); (De Hooze, 2014). For

example, the emotion 'pride' can be characterised by the feeling of control, power and positivity (Tong, 2014). Theories about appraisal dimensions aim to describe and explain emotions. The appraisal process is the link between the meaningful situation/event and the response of the individual (Ellsworth & Scherer, 2003). This means that the individual appraises the stimuli (meaningful event or situation) before an action tendency (emotion) is triggered. The result is an emotion, and this motivates consumers to make consumption choices (Bagozzi, Gopinath & Nyer, 1999).

This study focusses on the emotion pride, because the implications of the previous studies done on pride are widely varying and in some cases conflicting. These studies have found that inducing the feeling of pride increases gift giving (de Hooze, 2014), self-gift-giving (Heath, Tynan & Ennew, 2011), purchases of organic and sustainable products (Arvola et al 2008; Antonetti & Maklan, 2014), pro-environmental behaviour (Onwezen, Antonides & Bartels, 2013; Harth, Leach & Kessler, 2013), and the purchase of luxurious brands (McFerran, Aquino & Tracy, 2014). These studies provide valuable insights into the effects that pride has on these types of consumption choices, but it seems unlikely that these results are always applicable in daily life. It sounds illogical that a person would buy status, luxurious, organic and sustainable products after experiencing an event or situation that induces pride (e.g., scoring a high mark on a test). These varying findings can be ascribed to the way the studies have been designed. Some studies use strictly defined choice sets, for example, choosing between product A (e.g., light version) or B (e.g., regular version). Others studies use behavioural markers, for example, the willingness to pay for a certain product. These methods immediately place consumers in a choice situation after they have experienced pride. This limits the consumer's freedom to choose and does not resemble a real-life consumption

situation. Of course, pride can be induced in a store right before a purchase, but in that case, a consumer has already selected a consumption situation before arriving at this point in the process. This raises the question how consumers select these consumption situations after they experience pride.

This study argues that the knowledge that is currently available is valuable for influencing consumers within a choice situation or right before a purchase, but it provides limited knowledge about the workings of pride. In daily life, a consumer does not automatically end up in a consumption choice context after they experience an emotion due to some event or situation. They have to enter a consumption situation first.

This means that there is a situation selection process beforehand in which consumers decide if they will enter a consumption situation at all. For example, a consumer that just experienced pride will not immediately have to choose between a laptop and a television in a random consumption situation. Rather, they have the option to choose between for example 'treating myself with something expensive' or 'staying at home' Researcher often ignore this, which has led to varying and sometimes conflicting findings regarding the influence that pride has on consumer behaviour. This research offers an approach that takes this situation selection process into consideration by investigating how pride influences the situations that consumers will most likely select. Therefore, the main research question is: *What effect does pride have on the selection of situations?* This will be researched with an experiment that will induce pride and compare the differences in the selection of situations.

This study will broaden the knowledge that is currently available on how pride influences consumer behaviour. Also, it will close the gap that is currently exists in

the literature on pride and consumer behaviour. This study will contribute to the literature by developing insights for policy makers, researchers and consumers. It will also create a foundation for more elaborate research on emotions and consumer behaviour. Thus, taking a step towards fully understanding what role emotions play in consumer behaviour.

## 2 Literature review

This part of the study will explain the concepts that are used. First, emotions are defined by taking apart and comparing the definitions that different authors offer. Thereafter, emotion appraisal theories are researched, which aim to describe and explain how particular emotions work. After this, pride will be explained according to Tong's (2015) appraisal theory and literature on the influence of pride on consumer behaviour is described. A traditional model shows how the previous studies approach pride and a methodological problem is detected and explained. A new model offers a different perspective which includes a situation selection process, after which the situation selection process explained in more depth and a hypothesis is proposed. This new model will resolve the methodological problem that has been identified, by adding the situation selection process.

### 2.1 Emotions

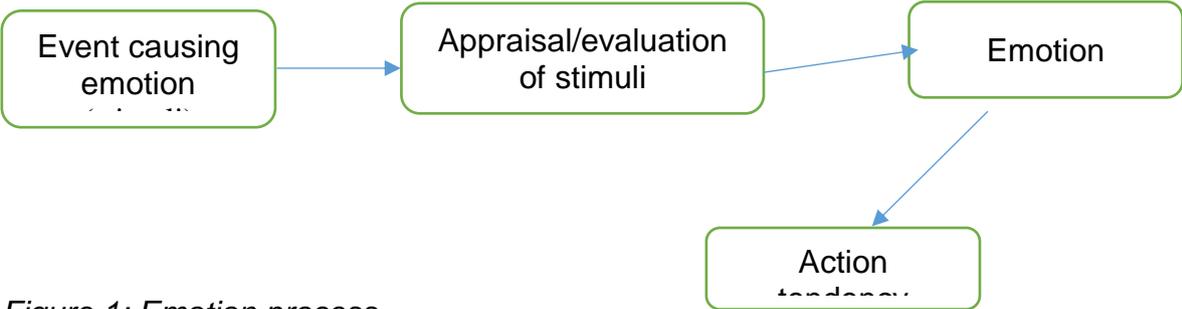


Figure 1: Emotion process

Figure 1 illustrates how an emotion chronologically works, based on the selected literature on emotions (Baggozi, Gopinath & Nyer, 2003; Ellsworth & Scherer, 2003; Fredricksen, 2001; Keltner & Gross, 1999; Richins, 1997; Zeelenberg, Nelissen, Breugelmans & Pieters, 2008). These articles are selected because they find themselves amongst the leading literature on emotions, and are referred to in research very often. The concepts used in the model are extracted from the literature review on emotions which is shown in table 1. Table 1 summarizes how different authors define emotions. Four groups of characteristics that define emotions are found in the literature.

The first group is grouped under the name 'General Description': this is the general description that every author provides. Every article mentions how a situation, event, circumstance, experience or thought can trigger an emotion if it has personal relevance to the individual. These are called stimuli. Also, perception plays a big role. The way an individual perceives the stimuli also determines how the stimuli is evaluated/appraised. This in turn determines which emotion is triggered.

The second group is grouped under 'Time Span'. These characteristics all tell us something about the time span or duration of an emotion. They are described as episodic and relatively short experiences. Often compared to moods, which usually last a longer time (Ellsworth & Scherer, 2003).

The third group is grouped under 'Action Tendencies' which tells us something about the tendency to action that usually follows an emotion. This means that every emotion is accompanied by a set of actions that the individuals is tended to engage in. These actions are designed to cope with the emotion. For example, fear triggers the tendency to flee, because apparently there is something to get away from as

quick as possible. The characteristics that are marked under 'Physical and Physiological consequences' are the physiological responses that are displayed when emotions are experienced. These are the physical and bodily reactions. For example, increased processing in the brain, but also more visible reactions like facial expressions and changes in posture.

So in conclusion, emotions can be defined as short-lived, affective reactions that arise after the cognitive appraisal of a personally meaningful situation, which result in specific action tendencies. Different emotions imply different action tendencies, so it is likely that people experiencing pride select different situations than people who do not.

	<b>Baggozi, Gopinath &amp; Nyer, 2003</b>	<b>Ellsworth &amp; Scherer, 2003</b>	<b>Richins, 1997</b>	<b>Keltner &amp; Gross, 1999</b>	<b>Fredricksen, 2001</b>	<b>Zeelenberg, Nelissen, Breugelmans &amp; Pieters, 2008</b>
<b>General description</b>	A mental state of readiness that arises from a cognitive appraisal of events or thoughts	Emotions arise from their perceptions of their circumstances - immediate, imagined, or remembered  Consist of patterns of perception  Emotions are fundamentally adaptive, rather than maladaptive	An emotion is a valenced affective reaction to perceptions of situations	Biologically based patterns of perception, experience, physiology, action and communication  In response to specific physical and social challenges and opportunities	Multicomponent response tendencies due to personally meaningful circumstance	Typically arise when one evaluates an event or outcome as relevant for one's concerns or preferences
<b>Time span</b>				Relatively short term  Episodic	Unfold over relatively short time spans, they are typically brief	Emotions are acute, relatively momentary experiences
<b>Action tendencies</b>	May result in specific actions to affirm or cope with the emotion	They imply action tendency			Triggers response tendencies	Action tendencies that are impulses or inclinations to respond with a particular action
<b>Physical and physiologic</b>	Expressed physically (gestures,				Physiological response as well; facial	Bodily feedback

<b>al consequences</b>	postures, facial features)  Accompanied by physiological processes				expression, cognitive processing	
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Table 1: Emotions defined

## 2.2 Appraisals

To describe emotions in further depth, theorists (Roseman, 1991; Frijda, 1986; Scherer, 1984; Smith & Ellsworth, 1985; Tong, 2015) have established different theories on the appraisal of emotions. An appraisal is an evaluative judgment and the interpretation of this judgment (Baggozi, Gopinath & Nyer, 1999). For example, valence (e.g., negative or positive emotion) and certainty (e.g., certain or uncertain emotion) are dimensions that are often used (De Hooge, 2014). This has been discussed in the previous part, but appraisals comprise of dimensions that enable researchers to distinguish between different emotions, so it is important to have a deep understanding of appraisals. Table 2 provides an overview of prominent appraisal theories, their components and how these can be categorized.

	<b>Roseman, 1991</b>	<b>Frijda, 1986</b>	<b>Scherer, 1984</b>	<b>Smith &amp; Ellsworth, 1985</b>	<b>Tong, 2015</b>
<b>Basic stimuli characteristics</b>	Appetitive/aversive (i.e., presence of a reward vs. absence of a punishment)	Valence  Change  Familiarity	Intrinsic pleasantness  Novelty (Suddenness, Familiarity)	Pleasantness  Attentional activity  Importance	Pleasantness
<b>Motivation (needs/goals)</b>	Motive consistent/ motive inconsistent (i.e., positive emotions versus negative emotions)	Focality	Goal significance Concern relevance Outcome relevance		Effort  Goal attainment

<b>Power and coping</b>	Power (i.e., strong versus weak coping potential)  Probability (i.e., an outcome is certain or uncertain)  Agency (i.e., outcome is perceived caused by impersonal circumstances, some other person, or the self)	Certainty  Intent/self-other	Cause: agent Cause: motive	Human agency  Certainty	Control (self, others, circumstances)  Agency (self, others, circumstances)  Certainty  Predictability  Problems
<b>Social dimensions</b>		Value relevance	Compatibility with standards (External Internal)	Legitimacy	Relevance

*Table 2: Emotion appraisals defined*

It is evident that these authors have proposed many different theories and dimensions on appraisals. To create some clarity, Ellsworth and Scherer (2003) have shed some light on how different themes can be recognized in all the theories that the literature offers. These themes are also displayed in table 2. The first theme is called basic stimuli characteristics, this refers to the novelty and pleasantness of an emotion. They are called basic stimuli characteristics, because the level of processing is low and highly automatic. To an individual, changes in the environment often imply dangers (e.g., predator), therefore they have to be sensitive to the novelty of a situation. Often referred to as familiarity (Frijda, 1986), but also probability (Roseman, 1991) and predictability (Tong, 2015) in the literature. Familiarity is merely the term opposite to novelty, a familiar situation has an outcome that the individual can expect, so no action is needed. However, an event that is improbable or cannot be predicted requires the individuals' attention. The second basic characteristic is called Valence/Intrinsic pleasantness. This refers to whether a stimulus (e.g., event, situation, circumstance) is deemed positively or negatively. Whereas novelty grabs

the attention, the valence encourages if the stimuli should be approached and liked, or avoided and disliked (Schneirla, 1959).

The second theme of appraisals are based on motivation. The individual will further evaluate the stimuli and determine whether it satisfies its needs and if its goals are achieved. Terms that are used in within this theme are motive consistency (Roseman, 1991), concern relevance and goal/need conduciveness (Scherer, 1984), urgency (Frijda, 1986; Scherer, 1984), focality (Frijda, 1986). The terminology that is used is not consistent, but it all boils down to the same theme of motivation.

The third theme is about power and coping. Not only do emotions depend on the evaluation of a situation's importance to our wellbeing, but also on our evaluation of our ability to deal with it the situation properly (Lazarus, 1966). This is often described in terms of agency (e.g., whether you give credit to yourself, others or circumstances), control (e.g., outcomes can or can't be controlled) and the stability of an event (Weiner, 1985). Other terms that are used for this in the literature are responsibility, controllability or coping ability (Scherer, 1984).

The last theme is about the social dimensions. It is important for an individual to take into account the reactions of group members. Acceptable and unacceptable actions depend on the norms of a group. Therefore, the evaluation of the consequences of a particular action socially is needed as well. Other terms that are used for this in the literature are legitimacy (Smith & Ellsworth, 1985), value relevance (Frijda, 1986) and compatibility with external standards (Scherer, 1984). The next part will give more insight into how pride relates to all the appraisal theories and dimensions that have been discussed.

## 2.3 Pride

Now that we have gained a deeper understanding of the appraisal theories and dimensions, the way in which pride can be described will be discussed. After that, the implications of pride in consumer research will be discussed as well. In Table 2, the last column refers to Tong (2015), who has appraised pride with the thirteen dimension in the column. Pride has been judged as highly pleasant in this research. Pride was also rated high on goal-attainment, meaning that people felt like their goals were being met. Agency-self and control-self were both high, so people gave themselves credit for their achievements, and felt like they were in control. Proud people scored low on agency-circumstances, control-circumstances, which contributes to perceiving proud people to feel in control and give themselves credit and deny external influences. Functions of pride are the enhancement of self-perception and the motivation to pursue goals (Tong, 2015).

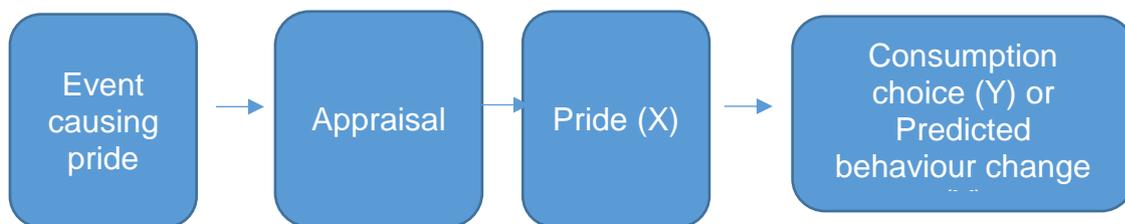
Four different categories of pride can be distinguished. First the difference between pride of one's achievements and the pride of others' achievements. This research will use pride of one's own achievements, because this is usually done in consumer research (Cheng, et al 2010; Bodolica & Spraggon 2011; Boezeman & Ellemers, 2007; Kim & Johnson, 2013; De hooge, 2014; Heath, Tynan, Ennew, 2011; Arvola et al 2008; Antonetti & Maklan, 2014; Onwezen, Antonides & Bartels, 2013; McFerran, Aquino & Tracy, 2014). Then there is the difference between authentic pride and hubristic pride. Authentic pride is related to good self-esteem and is achievement-oriented, socially desirable and associated with confidence and accomplishment. Hubristic pride is seen as overestimating one's abilities, contribution and accomplishments and is often related to arrogance and narcissism (Tracy, Cheng, Robins & Trzesniewsky, 2009). Research on pride mainly use authentic

pride, because hubristic pride is harder to measure. (Tracy, Cheng, Robins & Trzesniewsky, 2009).

This research will focus on authentic pride of one's own achievements and the effects it has on the behaviour of consumers. Research that has focussed authentic pride has found that it motivates responsible behaviour in the future (Cheng, et al 2010; Bodolica & Spraggon 2011). Also, experiencing authentic pride has shown to support behaviour that is in line with pursuing valuable goals and in line with personal standards (Williams & DeSteno, 2008). Furthermore, pride creates an incentive to engage in charitable donations and volunteering (Boezeman & Ellemers, 2007), support marketing campaigns that are cause-related (Kim & Johnson, 2013) and pride increases the tendency towards gift giving and self- gift giving (De hooge, 2014; Heath, Tynan, Ennew, 2011). Pride has shown to lead to increased self-regulation and reduce the consumption of vice foods (Patrick et al, 2009), whilst it increases the tendency towards organic and sustainable consumption (Arvola et al., 2008; Antonetti & Maklan, 2014). Also pro-environmental behaviour is displayed more often while experiencing pride (Onwezen, Antonides & Bartels, 2013). When pride is induced with salespeople, they ought to use selling strategies that are more adaptive, they increase their effort and have more self- efficacy, which is the belief that you can mobilize your capabilities, cognitive abilities and actions to meet the situational demands (Wood & Bandura, 1989). At last, pride has shown to increase the tendency to consume luxurious goods (McFerran, Aquino & Tracy, 2014).

It can be concluded that responsible behaviour is displayed in many forms due to pride. But how this relates to gift- giving, self gift-giving or the consumption of status and luxurious products is unclear. The literature provides many possible implications that pride has on behaviour in general (e.g., pro-environmental

behaviour), or specific choice situations (e.g., more luxurious instead of cheap). These studies often use very limited and strictly defined choice sets (e.g., choice between organic or normal product) or behavioural markers (e.g., measuring the extent to which participant will engage in pro-environmental behaviour in the future). These insights are very useful whilst considering how pride might influence consumers when they are in a certain consumption situation, or right before a purchase. But the reality is that consumers have to end up in a consumption situation before they enter a choice situation. This model illustrates the approach that these studies have used.



*Figure 2: Traditional model*

But what is unknown is how consumers end up in consumption situations in the first place. Clearly, consumers do not only experience emotions within choice-situations or right before purchases. In real life people also experience pride due to achievements or other events, and how this affects the consumption situation they select has not been researched yet. In previous studies consumers are directly placed in choice situations after pride is induced (Cheng, et al 2010; Bodolica & Spraggon 2011; Boezeman & Ellemers, 2007; Kim & Johnson, 2013; De Hooge, 2014; Heath, Tynan, Ennew, 2011; Arvola et al 2008; Antonetti & Maklan, 2014; Onwezen, Antonides & Bartels, 2013; McFerran, Aquino & Tracy, 2014) , and this study argues that a situation selection process should be considered as well.

Providing consumers with a broader range of options might provide more elaborate information on the underlying dynamics that drive choice whilst experiencing pride. Therefore, a new model is proposed.

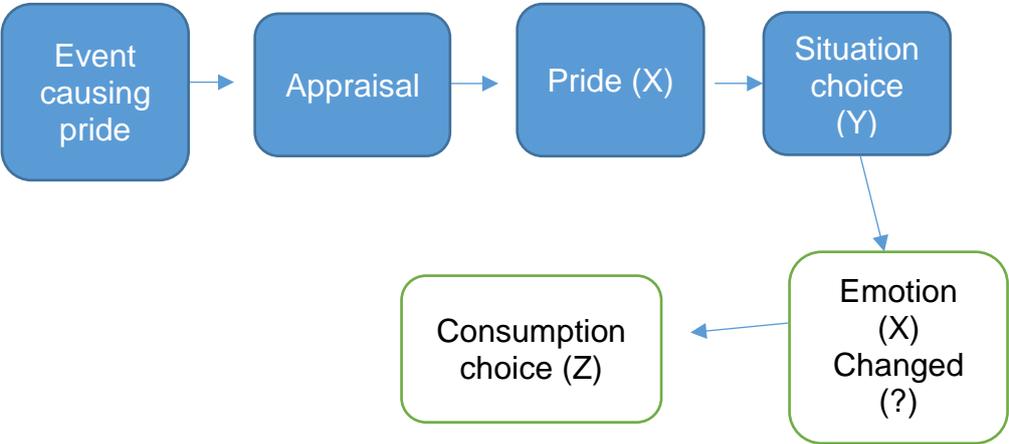
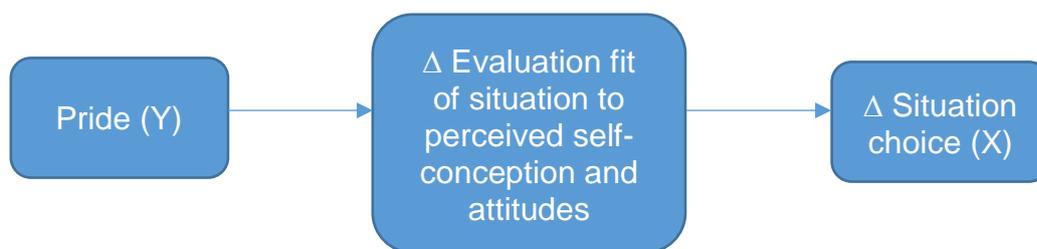


Figure 3: Model including situation choice

### 2.4 Situation choice

To be able to predict how pride will influence the situation choice of people, a deeper insight in the workings of situation choice is required. Ickes et al. (1997) have written a chapter on how personality influences the choice of situations. They review growing data that suggests that the choice to enter or avoid a situation is partially determined by the degree to which people think situations are ‘fitting’ or not fitting (Ickes, Snyder & Garcia, 1997; Snyder & Ickes, 1985). People compare the situation to their own attitudes, self-conceptions and personality traits to judge whether it is fitting or not fitting. So if emotions are capable of changing self-conceptions and attitudes, perhaps only temporarily, they could affect the situation that someone chooses to enter. Allen et al. (2005) have shown that emotional experiences are predictors of attitudes and Petty & Brinol (2010) have found that emotions play a role in changing attitudes. So, emotions do influence attitudes. Also, moods and affect have been found to colour judgements and evaluations of the self (Mayer & Hanson,

1995; Mayer, McCormick, Resnick & Strong, 1995; Sedikides, 1992). The influence of emotions on judgements and evaluations of the self has little conclusive literature, but affect, moods and emotion are similar cognitive processes (Baggozi, Gopinath, Nyer, 1999). This means that it is reasonable to assume that emotions will also colour judgements and evaluations of the self. Therefore, this research argues that emotions might temporarily alter how people judge their attitudes and self-conceptions, indirectly influencing which situations they deem 'fitting' or 'not fitting'. The model illustrates what that process would look like.



*Figure 4: Influence pride on situation choice*

Tong (2015) describes how proud people give themselves credit for their achievements. External influences are often not acknowledged. Proud people feel in control, and feel like their goals are being met. These examples of the consequences of pride illustrate how self-conceptions and attitudes can change after experiencing pride. How emotions influence this situation selection process (e.g., judging 'fit' or no 'fit') is unknown. However, the literature that is reviewed has shown that people experiencing pride tend to behave more responsible in the future (Cheng, et al 2010; Bodolica & Spraggon, 2011). Examples of responsible behaviour due to pride are: growing sustainable behaviour (Arvola et al 2008), increased perseverance in difficult tasks (Williams & DeSteno, 2008), more motivation to reach goals in the future

(Tong, 2015), more pro-environmental behaviour (Onwezen, Antonides & Bartels, 2013; Harth, Leach & Kessler, 2013), increased preference for organic products (Antonetti & Maklan, 2014), more self-regulation and reduced consumption of vice foods (Patrick et al, 2009), heightened support for cause related marketing campaigns (Kim & Johnson, 2013) and bigger incentive to engage in charitable donations and volunteering (Boezeman & Ellemers, 2007). Due to all this evidence that suggests that people experiencing pride behave more responsible in domains such as charity, food intake, sustainability, environmentalism and work that will be tested in situation preference in this research. The first hypothesis is therefore: *Participants experiencing pride will tend to prefer situations that are more responsible than participants who do not experience pride (H1).*

Further research suggests that people experiencing pride engage in gift-giving and self-gift giving (De Hooge, 2014). Also, luxurious and status products are preferred whilst experiencing pride (McFerran, Aquino & Tracy, 2014). This indicates that people tend to reward themselves and others whilst experiencing pride. Therefore, the second hypothesis is: *Participants experiencing pride tend to prefer situations in which they or others are rewarded compared to participants who do not experience pride (H2).*

### **3 Methods**

The goal of this study was to evaluate the effect of pride on the selection of consumption situations. To achieve this goal, this study used a framework in which participants believed their cognitive spatial abilities were measured. Williams and DeSteno (2008) have used feedback on the cognitive ability of participants in their research to induce pride. They were actually measuring perseverance in tasks performance, due to pride. Their manipulation check found that the manipulation

worked successfully (Williams & DeSteno, 2008), therefore this study has used the same method to induce pride.

### **3.1 Participants**

In total 139 participants ( $M_{age} = 25.34$ ,  $SD_{age} = 13.231$ , 61% male) were randomly assigned to either the pride condition ( $N = 67$ ) or the control condition ( $N = 72$ ). The experiment was built in the program Qualtrics, which can be viewed in appendix A. The experiment was distributed with social media, such as Facebook and WhatsApp. To stimulate participation, a price of 50 euros was awarded to one of the participants after closing the experiment online.

### **3.2 Procedure**

Participants could participate with their mobile devices or laptops. As soon as the participants entered the experiment, they were assigned to one of the two conditions. The online experiment stated that they were participating in an experiment that evaluated the relation between cognitive spatial abilities and their choice of consumption situations. It also stated that they would complete a task that was meant to measure the individual differences in cognitive spatial abilities. The participants were told that they would also receive some feedback and information about their score after the task.

They had to give consent to participate in the experiment and for their data to be used in the study. After this, participants in both conditions completed what Williams and DeSteno (2008) called a dot estimation task. The participants were shown a series of ten screens filled with blue and red dots which they could only see for two seconds. The images in the screens were created with Photoshop and can be

viewed in appendix A. After the two seconds, they were auto-advanced to a page with the answer box, where they had to make an estimation of the amount of red dots that were in the screen.

As stated before, the highly abstract character of the task was meant to ensure that participants could not make an accurate assessment of their performance on the task. To make their own evaluation even more abstract, the task stated that they were being evaluated on how close they got to the correct number, and their reaction time. The red dots were consistently too many to actually count, but not so many that no estimation could properly be made. This was pretested with two participants. This should have ensured that participants believed that it was a legitimate spatial cognition task. The ten screens were very different in terms of the spread of the dots, and the amount of dots that were displayed. The amount of red dots in the screens were gradually increasing as the test continued. As soon as they finished the test, one of two types of feedback was shown to the participants, depending on their assigned condition.

After the manipulation, participants were provided with one open question, which stated: 'If you have no obligations today, what would you like to do?'. This question was included to give the participants complete freedom of choice. These answers were coded and qualitatively analysed. Then, the participants got an array of possible situations and they were asked to rate to which extent they would have liked to enter them.

The next page asked them to rate how satisfied and proud they felt with their results on the spatial cognitive ability test, this was the manipulation check. Finally, they were debriefed, which explained the actual goal of the experiment.

### **3.3 Manipulation and measures**

#### **3.3.1 Manipulation check**

Two questions were added in the experiment to measure their experienced pride. These question were based on Williams and DeSteno (2008), as they used the same manipulation check in their research on pride and perseverance. The first question asked participants how satisfied they felt with their score on the visual cognitive ability test. The second question asked participants how proud they felt with their score on the visual cognitive ability task. The mean score of these two items indicated their experienced pride. Both questions had to be answered on a 7-point Likert scale, with 1 being 'not at all' and 7 being 'extremely'. These items in the experiment, would later be computed into a new variable called 'Pride'. The two items had a good reliability, *Spearman-Brown Coefficient* = 0.824.

#### **3.3.2 Responsible and rewarding situations**

The measurement of the respondents' preference for responsible situations was based on earlier research done on pride. The literature study has shown how the overlapping theme's 'responsible behaviour' and 'rewarding behaviour' have been recognized in the previous literature on pride. Consequently, the hypotheses predicted that participants experiencing pride would prefer situations with these characteristics. The tables below show what items have been included to measure these constructs and on which research they were based. The reliability was sufficient, *Cronbach's  $\alpha$*  = 0.755. Deleting item 11 would increase this value with .058, therefore item 11 was deleted from the scale and the new reliability score was *Cronbach's  $\alpha$*  = 0.813. The question stated: 'To what extent would you prefer it to be

in this situation?'. Table three shows which items were created to measure the 'Responsible situations' construct.

<b>Responsible behaviour</b>	<b>Items: situations</b>
Sustainability (Arvola et al., 2008; Antonetti & Maklan, 2014)	A sustainable supermarket The website of a sustainable organisation
Perseverance in future work (Williams & DeSteno, 2008)	A silent place where I can work/study
Charity (Boezeman & Ellemers, 2007)	The website of a charitable organisation
Volunteering (Boezeman & Ellemers, 2007)	A place where I can volunteer A place where I can help someone
Consume more organic products (Onwezen, Antonides & Bartels, 2013)	A store that sells a lot of organic products
Eat less junk foods (Patrick et al., 2009)	A place where I can eat junk food (R) A restaurant where I can eat healthy meals
Self-regulation (Patrick et al., 2009)	A place where I can sport
Pro- environmental (Onwezen, Antonides & Bartels, 2013)	A store that is more pro-environmental

*Table 3: Responsible situations*

All questions had to be answered on a 7-point Likert scale, with 1 being 'not at all' and 7 being 'extremely'. These items in the experiment, would later be computed into a new variable called 'Responsible'. The reliability was sufficient, *Cronbach's*  $\alpha = 0.725$ . Deleting item 15 would increase the reliability value with 0.029, but this does not make a significant difference, so the item was not deleted. Table four shows which items were created to measure the 'Rewarding situations' construct.

<b>Rewarding behaviour</b>	<b>Items: Situations</b>
Gift giving (De Hooze, 2014; Heath, Tynan, Ennew, 2011)	A store where I can buy something for someone else
Self-gift giving (De Hooze, 2014; Heath, Tynan, Ennew, 2011)	A store where I can buy something for myself
Luxurious and status brands (McFerran, Aquino & Tracy, 2014).	A store where I can buy myself something expensive

*Table 4: Rewarding situations*

All questions had to be answered on a 7-point Likert scale, with 1 being 'not at all' and 7 being 'extremely'. These items in the experiment, would later be computed into a new variable called 'Rewarding'. Two remaining items were added to the list: 'A supermarket' and 'At home', because participants that previewed the questions indicated that those would be

### **3.3.3 Coding**

The open question was included to give participants the opportunity to express their preferences without limitations. The answers that the participants gave were qualitatively analysed with coding (Boeije, 2009). First, the answers were read and fragmented into smaller pieces of text that all represented a thing that a participants wanted to do. Thereafter, the fragments were compared and grouped into themes. Once this was completed for the two conditions, the themes and how much certain fragments occurred were compared between the two conditions. The complete process can be found in appendix B.

### **3.3.4 Demographics**

Age and gender were measured as demographic variables. A dropdown menu was used to select a number for age. This range of options was from 18 to 70 years old. The gender dropdown menu had three options: 'Male', 'Female' or 'Other'.

### **3.4 Dataset preparation**

Before the analysis, the preview and incomplete responses were removed from the dataset. From the 141 completed responses, 2 were deleted, because they were the previews. No other responses were deleted, so 139 valid responses remained.

## **4 Results**

### **4.1 Manipulation check**

The assumptions underlying the independent t-test were checked and only the Levene's test was significant. This means that the assumption of homogeneity of variance was broken and the row labelled 'equal variances not assumed' was checked. To check if the manipulation of pride worked, an independent t-test was run to compare the average means of the two groups. On average, participants in the pride condition scored higher on pride ( $M= 5.47$ ,  $SD= 0.09$ ) than those in the control condition ( $M= 3.43$ ,  $SD= 0.14$ ). This difference,  $-2.04$ ,  $CI [-2.377, -1.702]$ , was significant  $t(139) = -11.98$ ,  $p < 0.001$ .

### **4.2 Coding results**

After analysing the open question, it was clear that the participants in the pride condition gave longer and more answers than the participants in the control

condition. In total, 148 fragments were extracted from the pride condition and 122 fragments from the control condition. On average, the pride group scored lower on the themes relaxing, sleeping, travelling, puzzling/playing a game, taking a walk and listening or making music. On average, the pride group scored higher on theme's playing sports, media (e.g., series/film or gaming), going out, shopping, reading and working in or around the house. In general, the pride group looked more active in the things they prefer to do, but also in the length of their answers. This was in line with hypothesis 1, which stated that people experiencing pride tend to be more responsible (e.g., sporting, working/studying).

<b>Themes</b>	<i>Control group</i>	<i>Pride group</i>
Relaxing	17.21%	15.54%
Sleeping	13.11%	5.41%
Playing sports	7.38%	10.81%
Media (e.g., series/film or gaming)	14.75%	15.54%
Going out	13.11%	16.21%
Shopping	4.10%	4.27%
Travelling	4.91%	3.38%
Reading	3.28%	7.43%
Puzzling/ playing a game	1.64%	1.35%
Taking a walk	5.74%	1.35%
Working in or around the house	7.38%	10.81%
Listening or making music	5.74%	5.40%
Remaining	1.64%	2.03%

*Table 5: Frequency themes*

### **4.3 Main effect**

According to the predictions of hypothesis 1, the effect of pride should increase participants' preference for responsible situations. To compare the average means of the two groups, an independent t-test was run. On average, participants in the pride condition scored higher on responsible situations ( $M= 3.73$ ,  $SE= 0.11$ ) than

those in the control condition ( $M= 3.45$ ,  $SE= 0.12$ ). This difference,  $-0.281$ ,  $CI [-0.594, 0.031]$ , was not significant  $t(139) = -1.780$ ,  $p= 0.076$ . This did not support the predictions of hypothesis 1.

According to the predictions of hypothesis 2, the effect of pride should increase participants' preference for rewarding situations. To compare the average means of the two groups, an independent t-test was run. On average, participants in the pride condition scored higher on rewarding situations ( $M= 4.58$ ,  $SE= 0.16$ ) than those in the control condition ( $M= 4.39$ ,  $SE= 0.15$ ). This difference,  $-0.188$ ,  $CI [-0.612, 0.236]$ , was not significant  $t(139) = -0.878$ ,  $p= 0.381$ . This did not support the predictions of hypothesis 2. Table 6 shows the results of independent t-tests that were run on all the separate situations.

<b>Variable (situations separate)</b>	<b>Control condition mean and SD</b>	<b>Pride condition mean and SD</b>
<b>Responsible</b>		
Supermarket	2.79 <sup>a</sup> (1.37)	3.04 <sup>a</sup> (1.35)
At home	6.22 <sup>a</sup> (0.86)	6.06 <sup>a</sup> (0.97)
Sustainable supermarket	2.69 <sup>a</sup> (1.43)	3.07 <sup>a</sup> (1.50)
Website sustainable organisation	2.57 <sup>a</sup> (1.35)	2.93 <sup>a</sup> (1.32)
Silent place to study/work	4.15 <sup>a</sup> (1.77)	4.10 <sup>a</sup> (1.80)
Website charitable organisation	2.68 <sup>a</sup> (1.39)	2.69 <sup>a</sup> (1.21)
A place to do voluntary work	3.01 <sup>a</sup> (1.70)	3.45 <sup>a</sup> (1.75)
A place where I can help someone in need	4.10 <sup>a</sup> (1.46)	4.73 <sup>b</sup> (1.47)
A store that sells organic products	2.65 <sup>a</sup> (1.39)	3.10 <sup>a</sup> (1.53)
A store that considers the environment	3.14 <sup>a</sup> (1.44)	3.52 <sup>a</sup> (1.57)
A place where I can eat junk food (R)	3.38 <sup>a</sup> (1.80) (R)	3.72 <sup>a</sup> (1.90) (R)
A place where I can sport	4.49 <sup>a</sup> (1.65)	4.73 <sup>a</sup> (1.81)
A restaurant with healthy dishes	5.04 <sup>a</sup> (1.54)	5.01 <sup>a</sup> (1.41)
<b>Rewarding</b>		

A place where I can buy something for myself	4.86 <sup>a</sup> (1.52)	5.13 <sup>a</sup> (1.39)
A place where I can buy something for someone else	4.35 <sup>a</sup> (1.33)	4.82 <sup>b</sup> (1.45)
A place where I can buy something expensive for myself	3.96 <sup>a</sup> (1.77)	3.78 <sup>a</sup> (1.87)

Table 6: Separate situations

The letters 'a' and 'b' indicate whether the difference between the means of the conditions are significant. 'a' and 'b' indicate a significant difference at the  $p = 0.05$  level, whereas 'a' and 'a' indicate a non-significant difference.

On average, participants in the pride condition scored higher on 'A place where I can help someone in need' ( $M = 4.74$ ,  $SE = 0.18$ ), then those in the control condition ( $M = 4.10$ ,  $SE = 0.17$ ). This difference,  $-0.634$ ,  $CI [-1.124, -0.145]$ , was significant  $t(139) = -2.561$ ,  $p = 0.012$ . On average, participants in the pride condition scored higher on 'A place where I can buy something for someone else' ( $M = 4.82$ ,  $SE = .157$ ), then those in the control condition ( $M = 4.35$ ,  $SE = 0.18$ ). This difference,  $-0.47$ ,  $CI [-0.940, -0.008]$ , was significant  $t(139) = -2.010$ ,  $p = .046$ .

#### 4.4 Correlation Age and Gender

There was no significant relationship between age and the score participants gave on the responsible variable,  $r = -0.033$ ,  $p = 0.791$ . There was no significant relationship between gender and the score participants gave on responsible variable,  $r = 0.049$ ,  $p = 0.565$ . There was no significant relationship between age and the score participants gave on the rewarding variable,  $r = -0.164$ ,  $p = 0.053$ . There was no significant relationship between gender and the score participants gave on the rewarding variable,  $r = -0.057$ ,  $p = 0.506$ .

## **5 Discussion**

### **5.1 Overview**

This study has argued that previous studies on pride have placed participants in choice situations directly after inducing pride. The choice situations often entail choosing between product A or B, whilst in real-life choices are more complex. Therefore, the focus was on a situation selection process and how people experiencing pride end up in different situations than people who do not.

The literature review has shown the many ways pride influences preferences, choices and behaviour. These implications seem to be partially conflicting in some cases, such as rewarding and responsible behaviour. It was argued that before consumers end up in a choice situation, they have to select which situations they enter, and which situations they avoid. This is the step that is taken before selecting any product amongst the possible alternatives. The goal of incorporating a situation selection process was to look for general tendencies in the situations consumers prefer when they experience pride. These general tendencies were argued to perhaps account for some of the variance in the implications of the existing literature. To formulate predictions about the direction of the situations that consumers experiencing pride would prefer, the literature on pride was analysed in more depth. Two general themes were recognized in the literature and the hypotheses were based on these themes. Consequently, this study predicted that consumers experiencing pride would prefer responsible and rewarding situations more than consumers who do not experience pride.

After analysing the open question that was included to guarantee more freedom of choice, it was found that consumers experiencing pride are activated. The

length of their answers, as well as what they say they prefer are both more active than consumer who do not experience pride. Responsible activities like sporting, studying, working were preferred more with people experiencing pride. Activities like sleeping and relaxing were preferred less with people experiencing pride. These findings are in line with the predictions that consumers experiencing pride prefer responsible situations. The variable 'Responsible' consists out of 10 separate responsible situations. Consumers experiencing pride did prefer responsible situations more than consumer who did not when all situations are tested together, but this difference was not significant. However, analysing the situations separately did show that consumers experiencing pride did significantly prefer a situation in which they could help someone in need more than consumers who did not experience pride. This situation, together with the open question, does show that there is some evidence that supports the prediction that consumers experiencing pride prefer responsible situations.

The variable 'rewarding' consists out of 3 rewarding situations. Consumers experiencing pride did prefer rewarding situations more when all situations are tested together, but this difference was not significant. Analysing the 3 situations separately showed one significant difference. Consumers experiencing pride significantly preferred a situation in which they could buy something for someone else compared to consumers who did not experience pride. This means that there is some evidence to support hypothesis 2, which states that rewarding situations are preferred by consumers experiencing pride. Finally, it was analysed whether age and gender were related to the variables and they were found not to do so.

## 5.2 Theoretical contributions

This research has shown that including a situation selection process can be an interesting contribution to the current literature on pride and emotions in general. Although the taxonomy of situations was of an experimental nature, the analysis of the open question and separate situations indicate that consumers do prefer responsible and rewarding situations in some cases. The taxonomy of situations in this study was based on previous literature on pride (Cheng, et al 2010; Bodolica & Spraggon 2011; De Hooze 2014; Heath, Tynan & Ennew, 2011; Kim & Johnson, 2013; Arvola et al 2008; Antonetti & Maklan, 2014; Onwezen, Antonides & Bartels, 2013; McFerran, Aquino & Tracy, 2014), whilst at the time the previous literature was criticized. Although the findings of this study are not completely in line with the findings of the previous studies, this does not mean they are conflicting. We would argue that consumer research should view the situation selection process and choice situation as two separate processes. Emotions have different implications for both processes and this study contributes to the existing literature by creating a foundation to continue research on emotions and the situation selection process. From that perspective, looking at strictly defined choice sets does make sense when the influence of pride on choice situations is researched. For example, when consumers already find themselves within a consumption context like a store. How consumers end up in that store is a question one could answer with studying the situation selection process.

The next theoretical contribution is the qualitative analysis used in the open question. The analysis of the open question found that pride seems to activate consumers. As well as the length of their answers, they also indicate that they are

willing to engage in activities that are relatively more 'active'. This shows that using qualitative research methods such as open questions can provide useful and elaborate information on consumer's preferences.

### **5.3 Practical contributions**

The first practical contribution concerns the manipulation used in the experiment. This study used the 'dot estimation task', based on Williams & DeSteno (2008) to induce pride. The manipulation was found to be successful and the 'dot estimation task' has therefore proven to be a good tool to induce pride. The second practical contribution adds on to the theoretical contribution. Viewing emotions and consumer decision making as two separate processes can be useful for marketers. Whereas research with strictly defined choice sets provides information on how pride influence consumers in a choice situation, knowing what makes a situation attractive to consumers experiencing pride is also useful. For example, positioning products or services as responsible or rewarding might attract consumers when promotional efforts also induce pride. Organisations who already have a responsible reputation, for example charities or organisations that depend on volunteers can induce pride in their advertisements to become more attractive to consumers.

### **5.4 Limitations and future research**

The first limitation of this research was creating a taxonomy of situations. The literature review did not provide usable scales, theories or frameworks to categorize or operationalize situations. Therefore, it was decided to base the situations on the overlapping themes that were identified in the existing literature on pride. To create a taxonomy of situations, we suggest that future research use qualitative research

methods, such as open questions and interviews, to look at what situations consumers prefer when they experience certain emotions. Not only pride, but all emotions could be included. Once the future studies have broadly found what kind of situations are preferred, new studies could look at every emotion in more detail.

The second limitation, concerned the range of freedom that was offered to the respondents. In the introduction of this study, the argument was made that current studies only test respondents in strictly defined choice sets. However, when conducting an experiment, data has to be quantified to run statistical analyses. The friction between aiming to provide more freedom of choice and quantifying data has led to the approach that this study has taken.

## **6 Conclusion**

Until now empirical research has used strictly defined choice sets to look at the influence pride has on consumption choices and behaviour. It has neglected the fact that in real-life consumer decision making is more complex. This study aimed to find out what effect pride has on the selection of situations, which we argue to be a fundamental part of decision making. This study predicted that consumers experiencing pride would prefer responsible and rewarding situations, but the results did not fully support this. However, the current findings suggest that considering the situation selection process as an integral part of consumer decision making is the next step towards a better understanding of consumer behaviour.

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## **Appendix A: Qualtrics Experiment**

### Consent

Hi!

Welkom and thank you for participating in this research! The aim of this research is to get a better understanding of the relationship between spatial cognitive abilities and certain situation choices. The first part of the research will test your spatial cognitive abilities in 10 questions and the second part will ask you to judge some situations. Participating in this study is anonymous, the answers you give will be collected and analysed. This data is only available for me and Wageningen University and Research and will not be shared with third parties. You can choose to stop with the experiment at any moment, however, you can only win the 50 euros by finishing the research. For more information, you can contact me at: [jeroen1.berends@wur.nl](mailto:jeroen1.berends@wur.nl) or 0633562039.

By selecting 'Yes, I give consent' you say you understand what this research is about and you automatically proceed with the research.

By selecting 'No, I do not consent' you say you do not want to participate in this research and you will be directed to the end of the research.

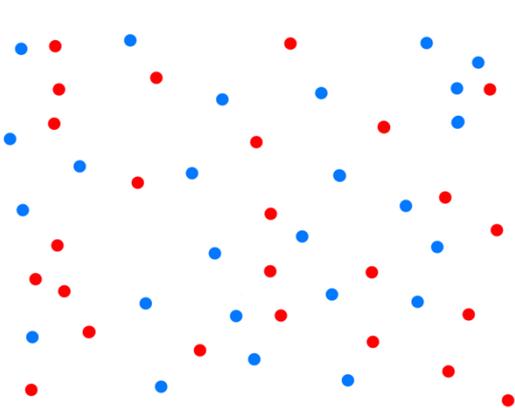
### Dot estimation task

Welcome to the first part of this research! It is important that you read everything carefully to make sure that you know what is going to happen. To test your spatial cognitive abilities, we use a 'dot estimation task'. This means that you will see a series of 10 screens filled with blue and red dots, one screen at a time. You will have 2 seconds to view the screen, before you will be directed to the next page to fill in how much **RED** dots you saw. At the end of the dot estimation task, you will see your

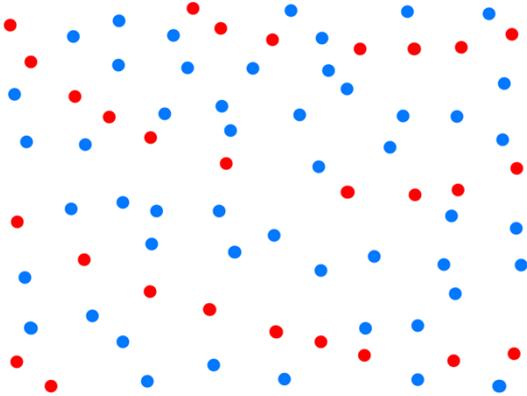
score and you will receive some feedback. The maximum score is 150 points. The score is based on the accuracy and speed of your answers. Tip: the red dots are too many to count; let the entire screen sink in and make an estimation, your subconscious perceives more than you think!

The first question will be a practice question. If you select 'next page' you will start.

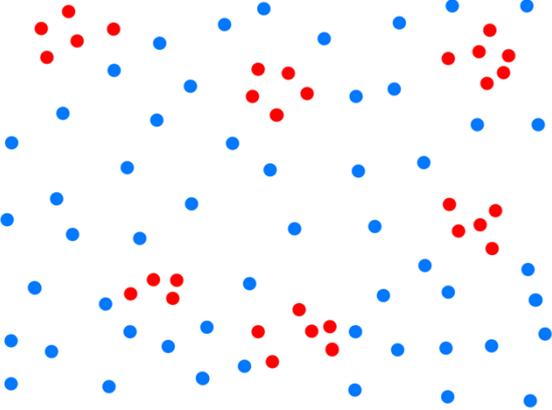
Q1



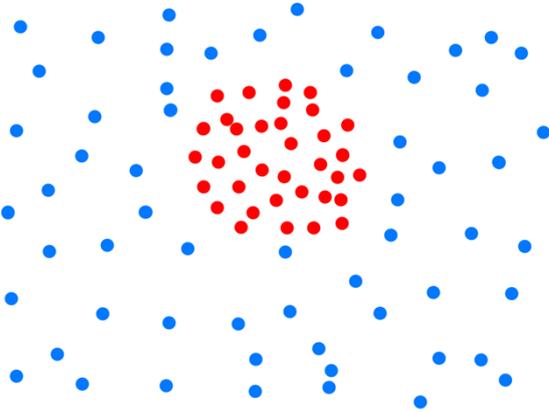
Q2



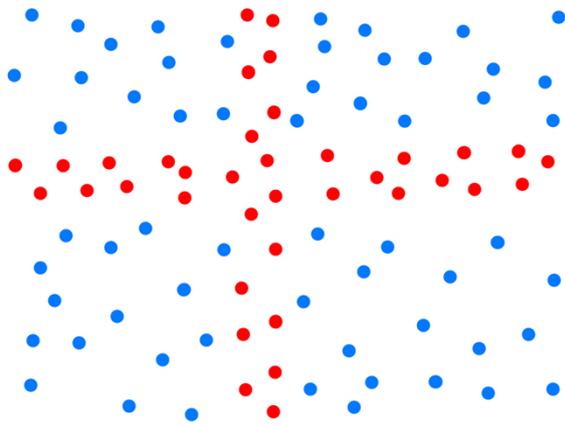
Q3



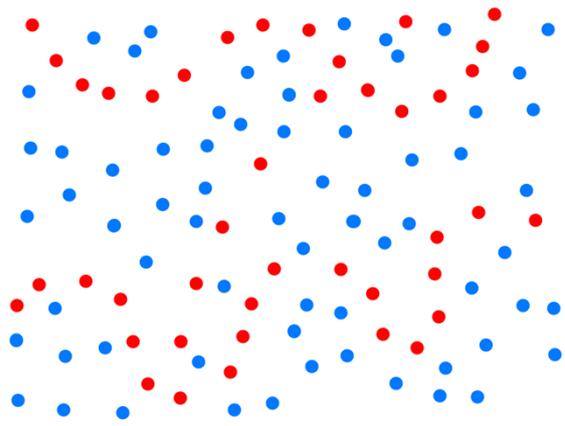
Q4



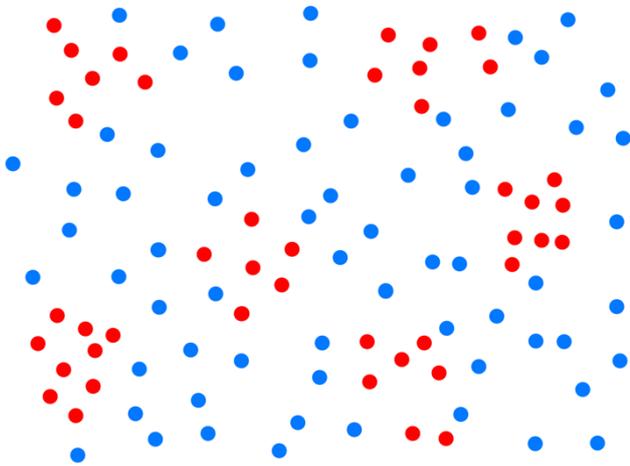
Q5



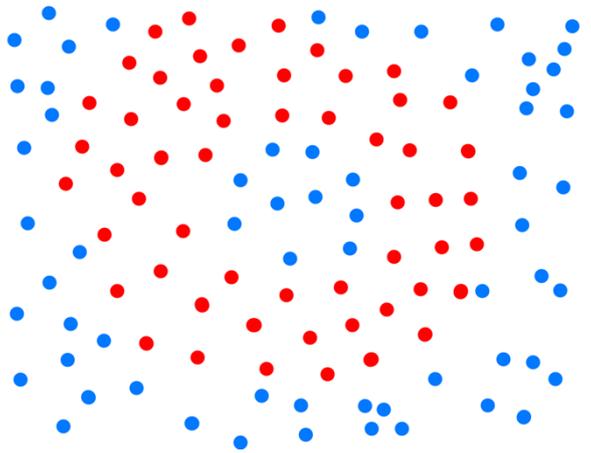
Q6



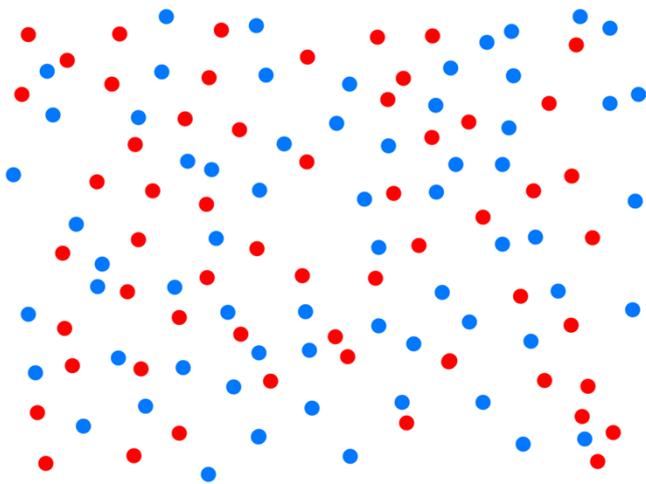
Q7



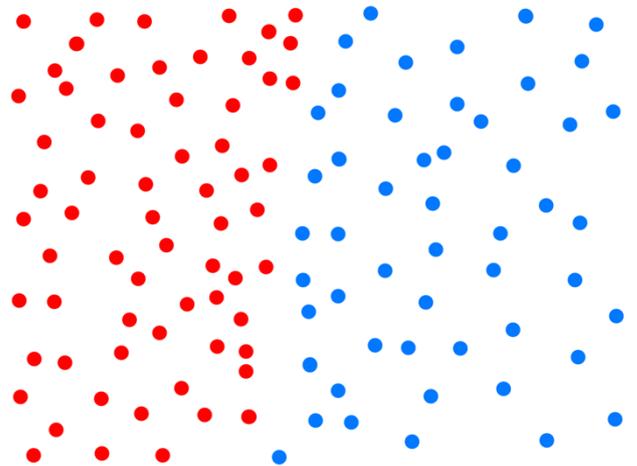
Q8



Q9



Q10



Feedback control condition: Your score is **80 out of 150 points!** This is an average score compared to earlier studies. On the next page you can fill in the last (short) part of this study!

Feedback pride condition: Your score is **124 out of 150 points!** Good job! Compared to earlier studies done on spatial cognitive abilities you are in the top 10 percent! People with strong spatial cognitive abilities generally have strong analytical qualities and leadership abilities. On the next page you can fill in the last (short) part of this study!

### Situation Choice

Open question: What would you do today if you had no obligations?

Rate every situation, to what extent would you like to be in them? 1= not at all, 7= extremely.

### Manipulation check

To what extent are you satisfied/proud of the results you got in the spatial cognitive ability test? 1= not at all, 7= extremely.

### Demographics

Age and Gender

### Debriefing

Thank you for participating in my research! However, I have studied something else than what I told you in the introduction. The research is about the relation between situation choice and the emotion pride. The score you received was fake: 50 percent of the respondents received an 'average' score and the other half an extremely high score. The aim was to induce pride, what can influence choices in theory. That was

what I actually measured! Do you have any further questions? Or are you interested in the results? Do not hesitate to send an email to: [jeroen1.berends@wur.nl](mailto:jeroen1.berends@wur.nl). Please do not talk about the aim of the research with people who intend to participate.

## Appendix B: Qualitative Coding

The first step was to collect the answers from both conditions and divide those answers into fragments. For example, one participant answered: 'I want to chill and sleep'. This would be divided into two fragments: 'sleep' and 'chill'. This resulted into table 10. The next step was to create codes (themes) and categorize the fragments under the code they belong. This was done for each condition in table 11 and 12. The last step was counting the amount of fragments under each code for each condition. Thereafter, a calculation was done to see what percentage that amount is of the total amount of fragments in the condition. For example, 21 fragments were counted under the code 'Relaxing' in the control condition. This condition has 122 fragments in total. The percentage is  $(21/122) \times 100 = 17.21\%$  This is summarized in table 13.

<b>Controle groep</b>	<b>Pride groep</b>
-Naar de sportschool gaan	-Naar het strand
-Slapen -chillen	-Slaap inhalen
-Slaap inhalen	-Meubels uitzoeken voor nieuwe woning
-Tv kijken	-Een dag naar een leuke stad
-Op vakantie naar cuba	-Reizen in het buitenland
-Netflixen op de bank, -kerstpuzzel afmaken, -wandelen in het bos, -to do list afwerken	-Muziek luisteren op mijn platenspeler, -een boek lezen of -serie/documentaire kijken
-Een avondje op de bank met een wijntje en een jointje	-Relaxen, -gitaarspelen of -sporten
-Hele dag slapen	-Uitslapen en -veel lezen
-Ik zou graag slapen	-Sporten, -eten en -verder relaxen
-Met vrienden een wijntje doen	-Naar een warm land gaan en dan -zeilen en -zwemmen
-Slapen, -rustig bijkomen en	-Youtube video's kijken, -met vrienden afspreken,

-series kijken	-straatfotografie doen
-Slapen en -netflix kijken	-Voetballen, -thuis op de bank hangen, -drankje doen met vrienden
-Activiteit met vrienden	-Muziek maken
-Motorrijden	-Taekwondo
-Slapen en -niets doen	-Op de bank liggen en een -docu kijken
-Gezellig relaxen met mijn gezin	-Serie kijken, -in bed liggen en genieten van mijn vakantie
-Naar berlijn gaan	-Uitslapen, -netflixen, -lang douchen, -eten bestellen, -met vriendinnetje borrelen zo en -lekker uit eten. -Niks moeten vooral en wat ik maar wil
-Zo min mogelijk doen	-Gitaar spelen
-Muziek maken	-Gamen
-Sporten en een -serie of film kijken	-Hetzelfde als vandaag
-Lekker met de hond wandelen en -daarna lekker lezen	-Uitslapen en bakken
-Uitslapen	-Lekker series kijken. -Spelling dictees nakijken en -shoppen voor spullen in huis.
-Muziek luisteren	-Ik zou met mijn vriend uit eten gaan. -Ik zou een boek lezen. -Ik zou inspirerende lessen willen maken voor mijn klas.
-Boodschappen doen, -opruimen en -ontspannen	-Boek lezen
-Schilderen	-Naar een stad met vrienden
-Reizen voor meerdere maanden	-Gamen op playstation of computer
-Vinyl zoeken	-Lezen, -lekker eten koken, -netflix kijken
-Een activiteit zoals naar een andere stad gaan	-Een eigen bedrijfje (thema bar) starten, met personeel met een psychische beperking. Bv asperger of een andere vorm van autisme.
-Huishouden doen	-Reizen binnen NL of erbuiten
-Uitslapen en verder -niksen	-lets eten/ drinken met kameraden
-Voetballen	-Nieuwe gerechten ontwikkelen
-Met mijn vriend een film op netflix kijken en eventueel	-Met een vriendin naar een evenement en dan even wat eten samen

-wandelen in het bos	
-Boek lezen	-Winkelen
-Een foto album maken	-Naar buiten gaan, -foto's maken, -winkelen, -ergens lekker eten
-Vanavond uitgaan	-Sleutelen aan mn motor
-Op reis gaan	-TV of youtube kijken
-Computerspellen	-Eerst schoonmaken, -daarna muziek produceren en eventueel naar -de sportschool
-Muziek draaien (mixen)	-Dark souls remastered spelen (gamen op switch)
-Koken/ menukaart bedenken	-Dagje weg met mijn vriend, -uit eten en -nachtje weg
-Uitslapen	-Uitrusten
-Uitslapen en -gamen	-Sporten met vrienden
-Nietsdoen	-Naar de winkels gaan en leuke dingen kopen van de bonnen die ik voor kerst heb gehad
-Een film of serie kijken in bed	-Uitbrakken van kerst
-Sporten, -chillen met vrienden	-Uitslapen, -chillen en -gamen
-Op vakantie gaan	-Een beetje rommelen in huis
-Met vrienden weg	-Uiteten gaan
-Auto wassen en -dagje weg	-Shoppen in de stad
-Uitslapen, -sporten en -huis schoonmaken	-Lekker op de bank zitten of een -spelletje doen
-Kick back and relax; -tv kijken, -spelletje doen	-Muziek spelen
-Reizen en -feesten	-Dagje weg met mijn vriendin
-Uitslapen, -opruimen en -top 2000 luisteren	-De derde ronde partij van het WK darten kijken
-Hele dag in bed liggen en -series kijken	-Rondje rijden met de auto
-Chillen met mn homies	-Met vrienden eten
-Muziek maken	-Luieren en een -film kijken
-In bed liggen met mn partner	-Lekker rustig een boek lezen
-Met vrienden afspreken	-Op vakantie naar een zonnig land

-Wat kopen in de stad. Wellicht als vrienden zin hebben naar het -casino en een -biertje drinken.	-Uitslapen, -schoonmaken; -opruimen, -uitgebreid boodschappen doen en -lekker koken
-Series kijken	-Netflix kijken en -lekker eten bestellen
-Lekker naar buiten de frisse lucht in	-Wine tasten op een mooi Zuid-Afrikaans wine estate
-Een jointje roken en lekker naar buiten gaan	-Dagje niksen
-Zuipen en uitgaan	-Sporten, -lezen, -gamen, -kamer opruimen
-Uitslapen en -netflixen	-Lekker uitslapen, -hardlopen en -netflix kijken
-Lezen, -film kijken, -muziek luisteren	-Spullen ophalen bij mijn werk
-In bed liggen	-Verhuizen
-Koken, -tv kijken en -'s nachts uitgaan	-Kerst-restjes opeten, -lang douchen en -series kijken
-Lekker ontbijten, -rustig een serie kijken, -lunchen -iets nuttigs doen en daarna ergens een -hapje eten	-Uitslapen, -netflix, -sporten
-Films en series op netflix kijken	-Sporten, -boek lezen en -klussen in huis
-Thuis op de bank hangen	-Piano spelen, -relaxen, -ontspannen en -genieten
-Sporten	-Uit lunchen
-Lezen, -sporten en -shoppen	-Sporten en -lezen
-Zeilen	-Naar een pretpark gaan
-Beetje ontspannen	-Chillen met vrienden
-Buiten spelen	-Sporten
-Gitaar leren spelen	-In het bos gaan wandelen
-Lekker relaxen en -thuis op de bank liggen	-Met vrienden eten, -drinken en -spellen doen
-Uitslapen,	-Hardlopen

-lunchen uit huis, -nieuwe dingen kopen in de stad, -kort uit eten gaan en -lekker op de bank hangen	
-Piano spelen, -fietsen, -serie kijken	-Netflix/ -lezen
-Drugs gebruiken	-Vakantie uitzoeken
-Project Euler en werken op mijn tempo	-Sporten
	-Bezig gaan met muziek en bedenken hoe ik mijn eigen bedrijf daarin verder uit kan bouwen. In de avond lekker  -koken en -netflix kijken onder genot van een wijntje.
	-Reizen, -uit eten of -gamen
	-Televisie kijken
	-In bed liggen

Table 7: Fragmented answers Control and Pride condition

Control condition

Code (Theme)	Fragments
Relaxen  21  (21/122)x100= 17.21%	<ul style="list-style-type: none"> <li>- Chillen</li> <li>- Een avondje op de bank met een wijntje en een jointje</li> <li>- Rustig bijkomen</li> <li>- Niets doen</li> <li>- Gezellig relaxen met mijn gezin</li> <li>- Zo min mogelijk doen</li> <li>- Ontspannen</li> <li>- Niksen</li> <li>- Niets doen</li> <li>- Chillen met vrienden</li> <li>- Kick back and relax</li> <li>- Hele dag in bed liggen</li> <li>- Chillen met mn homies</li> <li>- In bed liggen met mn partner</li> <li>- In bed liggen</li> <li>- Lekker ontbijten en lunchen</li> <li>- Thuis op de bank hangen</li> <li>- Beetje ontspannen</li> <li>- Lekker relaxen en thuis op de bank hangen</li> <li>- Lekker op de bank hangen</li> </ul>

	<ul style="list-style-type: none"> <li>- Drugs gebruiken en op de bank hangen</li> </ul>
<p>Slapen</p> <p>16</p> <p>13.11%</p>	<ul style="list-style-type: none"> <li>- Slapen</li> <li>- Slaap inhalen</li> <li>- Hele dag slapen</li> <li>- Ik zou graag slapen</li> <li>- Slapen</li> <li>- Slapen</li> <li>- Slapen</li> <li>- Uitslapen</li> </ul>
<p>Sporten</p> <p>9</p> <p>7.38%</p>	<ul style="list-style-type: none"> <li>- Naar de sportschool gaan</li> <li>- Sporten</li> <li>- Sporten</li> <li>- Voetballen</li> <li>- Sporten</li> <li>- Sporten</li> <li>- Sporten</li> <li>- Zeilen</li> <li>- Fietsen</li> </ul>
<p>Media (Serie/film kijken of gamen)</p> <p>18</p> <p>14.75%</p>	<ul style="list-style-type: none"> <li>- Tv kijken</li> <li>- Netflixen op de bank</li> <li>- Series kijken</li> <li>- Netflix kijken</li> <li>- Serie of film kijken</li> <li>- Met mijn vriend een netflix serie kijken</li> <li>- Computerspellen</li> <li>- Gamen</li> <li>- Een film of serie kijken in bed</li> <li>- Tv kijken</li> <li>- Series kijken</li> <li>- Series kijken</li> <li>- Netflixen</li> <li>- Film kijken</li> <li>- TV kijken</li> <li>- Rustig een serie kijken</li> <li>- Films en series op netflix kijken</li> <li>- Serie kijken</li> </ul>

<p>Uitgaan</p> <p>16</p> <p>13.11%</p>	<ul style="list-style-type: none"> <li>- Met vrienden een wijntje doen</li> <li>- Activiteit met vrienden</li> <li>- Naar een andere stad gaan</li> <li>- Motorrijden</li> <li>- Vanavond uitgaan</li> <li>- Met vrienden weg</li> <li>- Dagje weg</li> <li>- Feesten</li> <li>- Met vrienden afspreken</li> <li>- Casino</li> <li>- Biertje met vrienden</li> <li>- Zuipen en uitgaan</li> <li>- 's nachts uitgaan</li> <li>- Ergens wat eten</li> <li>- Lunchen uit huis</li> <li>- Uit eten gaan</li> </ul>
<p>Winkelen</p> <p>5</p> <p>4.10%</p>	<ul style="list-style-type: none"> <li>- Boodschappen doen</li> <li>- Vinyl zoeken</li> <li>- Wat kopen in de stad</li> <li>- Shoppen</li> <li>- Nieuwe dingen kopen in de stad</li> </ul>
<p>Reizen</p> <p>6</p> <p>4.91%</p>	<ul style="list-style-type: none"> <li>- Op vakantie naar Cuba</li> <li>- Naar Berlijn gaan</li> <li>- Reizen voor meerdere maanden</li> <li>- Op reis gaan</li> <li>- Op vakantie gaan</li> <li>- Reizen</li> </ul>
<p>Lezen</p> <p>4</p> <p>3.28%</p>	<ul style="list-style-type: none"> <li>- Lezen</li> <li>- Boek lezen</li> <li>- Lezen</li> <li>- Lezen</li> </ul>
<p>Puzzelen/spelletje</p> <p>2</p> <p>1.64%</p>	<ul style="list-style-type: none"> <li>- Kerstpuzzel afmaken</li> <li>- Spelletje doen</li> </ul>
<p>Wandelen</p> <p>7</p> <p>5.74%</p>	<ul style="list-style-type: none"> <li>- Wandelen in het bos</li> <li>- Lekker met de hond wandelen</li> <li>- Wandelen in het bos</li> <li>- Lekker naar buiten de frisse lucht in</li> <li>- Jointje roken en naar buiten gaan</li> <li>- Buiten spelen</li> </ul>
<p>In het huis werken</p>	<ul style="list-style-type: none"> <li>- To do list afwerken</li> <li>- Opruimen</li> </ul>

9 7.38%	<ul style="list-style-type: none"> <li>- Schilderen</li> <li>- Huishouden</li> <li>- Auto wassen</li> <li>- Huis schoonmaken</li> <li>- Opruimen</li> <li>- Koken</li> <li>- Werken in huis</li> </ul>
Muziek maken/ luisteren 7 5.74%	<ul style="list-style-type: none"> <li>- Muziek luisteren</li> <li>- Muziek draaien</li> <li>- Top 2000 luisteren</li> <li>- Muziek maken</li> <li>- Muziek luisteren</li> <li>- Gitaar leren spelen</li> <li>- Piano spelen</li> </ul>
Overig 2 1.64%	<ul style="list-style-type: none"> <li>- Een foto album maken</li> <li>- Koken/menukaart bedenken</li> </ul>

*Table 8: Coded answers control condition*

Pride condition

<b>Code (theme)</b>	<b>Fragments</b>
Relaxen 23 (23/148)x100= 15.54%	<ul style="list-style-type: none"> <li>- Relaxen</li> <li>- Verder relaxen en eten</li> <li>- Thuis op de bank hangen</li> <li>- Op de bank liggen</li> <li>- In bed liggen</li> <li>- Lang douchen</li> <li>- Eten bestellen</li> <li>- Chillen</li> <li>- Uitrusten</li> <li>- Uitbrakken van kerst</li> <li>- Chillen</li> <li>- Op de bank zitten</li> <li>- Luieren</li> <li>- Dagje niksen</li> <li>- Lang douchen</li> <li>- Kerst restjes opeten</li> <li>- Relaxen</li> <li>- Ontspannen</li> <li>- Genieten</li> <li>- Chillen met vrienden</li> <li>- Met vrienden eten, drinken</li> <li>- Vakantie uitzoeken</li> <li>- In bed liggen</li> </ul>
Slapen	<ul style="list-style-type: none"> <li>- Slaap inhalen</li> </ul>

<p>8 5.41%</p>	<ul style="list-style-type: none"> <li>- Uitslapen</li> </ul>
<p>Sporten 16 10.81%</p>	<ul style="list-style-type: none"> <li>- Sporten</li> <li>- Sporten</li> <li>- Zeilen</li> <li>- Zwemmen</li> <li>- Voetballen</li> <li>- Taekwondo</li> <li>- Naar de sportschool</li> <li>- Sporten met vrienden</li> <li>- Sporten</li> <li>- Hardlopen</li> <li>- Sporten</li> <li>- Sporten</li> <li>- Sporten</li> <li>- Sporten</li> <li>- Hardlopen</li> <li>- Sporten</li> </ul>
<p>Media (Serie/film kijken of gamen) 23 15.54%</p>	<ul style="list-style-type: none"> <li>- Serie of docu kijken</li> <li>- Video's kijken</li> <li>- Docu kijken</li> <li>- Serie kijken</li> <li>- Netflixen</li> <li>- Gamen</li> <li>- Lekker series kijken</li> <li>- Gamen</li> <li>- Netflix</li> <li>- TV of youtube kijken</li> <li>- Dark souls remastered spelen</li> <li>- Gamen</li> <li>- Darten kijken op TV</li> <li>- Film kijken</li> <li>- Netflix kijken en eten bestellen</li> <li>- Gamen</li> <li>- Netflix kijken</li> <li>- Series kijken</li> <li>- Gamen</li> <li>- Netflix</li> <li>- Netflix</li> <li>- Netflix</li> <li>- Netflix</li> <li>- TV kijken</li> </ul>
<p>Uitgaan 24</p>	<ul style="list-style-type: none"> <li>- Naar het strand</li> <li>- Een dag naar een leuke stad</li> <li>- Met vrienden afspreken</li> <li>- Drankje doen met vrienden</li> </ul>

16.21%	<ul style="list-style-type: none"> <li>- Met vriendinnetje borrelen</li> <li>- Lekker uit eten</li> <li>- Uit eten gaan met mijn vriend</li> <li>- Naar een stad met vrienden</li> <li>- Iets eten of drinken met kameraden</li> <li>- Met een vriendin naar een evenement</li> <li>- Ergen wat eten</li> <li>- Ergens lekker eten</li> <li>- Dagje weg</li> <li>- Nachtje weg</li> <li>- Wat eten met mijn vriend</li> <li>- Uiteten gaan</li> <li>- Dagje weg met mijn vriendin</li> <li>- Rondje rijden met de auto</li> <li>- Met vrienden eten</li> <li>- Wine tasten</li> <li>- Uit lunchen</li> <li>- Naar een pretpark gaan</li> <li>- Uit eten</li> </ul>
Winkelen 7 4.72%	<ul style="list-style-type: none"> <li>- Meubels uitzoeken voor nieuwe woning</li> <li>- Shoppen voor spullen in huis</li> <li>- Winkelen</li> <li>- Winkelen</li> <li>- Leuke dingen kopen in winkels</li> <li>- Shoppen in de stad</li> <li>- Boodschappen doen</li> </ul>
Reizen 5 3.38%	<ul style="list-style-type: none"> <li>- Reizen in het buitenland</li> <li>- Naar een warm land</li> <li>- Reizen binnen NL of erbuiten</li> <li>- Op vakantie naar een zonnig land</li> <li>- Reizen</li> </ul>
Lezen 11 7.43%	<ul style="list-style-type: none"> <li>- Een boek lezen</li> <li>- Veel lezen</li> <li>- Lezen</li> <li>- Een boek lezen</li> <li>- Een boek lezen</li> <li>- Lezen</li> <li>- Rustig een boek lezen</li> <li>- Lezen</li> <li>- Lezen</li> <li>- Boek lezen</li> </ul>
Puzzelen/spelletje 2 1.35%	<ul style="list-style-type: none"> <li>- Spelletje doen</li> <li>- Met vrienden spelletjes doen</li> </ul>

Wandelen 2 1.35%	<ul style="list-style-type: none"> <li>- Naar buiten gaan</li> <li>- In het bos gaan wandelen</li> </ul>
In het huis werken 16 10.81%	<ul style="list-style-type: none"> <li>- Spelling dictees nakijken</li> <li>- Inspirerende lessen voor mijn klas maken</li> <li>- Koken</li> <li>- Klussen in huis</li> <li>- Aan mijn eigen bedrijf werken</li> <li>- Nieuwe gerechten ontwikkelen</li> <li>- Sleutelen aan mijn motor</li> <li>- Schoonmaken</li> <li>- Beetje rommelen in huis</li> <li>- Schoonmaken</li> <li>- Opruimen</li> <li>- Koken</li> <li>- Kamer opruimen</li> <li>- Verhuizen</li> <li>- Bezig gaan met bedrijf</li> <li>- Koken</li> </ul>
Muziek maken/ luisteren 8 5.40%	<ul style="list-style-type: none"> <li>- Muziek luisteren op mijn platenspeler</li> <li>- Gitaar spelen</li> <li>- Piano spelen</li> <li>- Muziek maken</li> <li>- Gitaar spelen</li> <li>- Bezig gaan met muziek</li> <li>- Muziek produceren</li> <li>- Muziek spelen</li> </ul>
Overig 3 2.03%	<ul style="list-style-type: none"> <li>- Straatfotografie</li> <li>- Foto's maken</li> <li>- Spullen op halen bij mn werk</li> </ul>

Table 9: Coded answers pride condition

<b>Codes (Themes)</b>	<i>Control condition</i>	<i>Pride condition</i>
Relaxen	17.21%	15.54%
Slapen	13.11%	5.41%
Sporten	7.38%	10.81%
Media (Serie/film kijken of gamen)	14.75%	15.54%
Uitgaan	13.11%	16.21%
Winkelen	4.10%	4.27%
Reizen	4.91%	3.38%
Lezen	3.28%	7.43%

Puzzelen/spelletje	1.64%	1.35%
Wandelen	5.74%	1.35%
In het huis werken	7.38%	10.81%
Muziek maken/luisteren	5.74%	5.40%
Overig	1.64%	2.03%

*Table 10: Codes summarized*