

University of Florida

SPORT CONSUMER BEHAVIOR

Instructor: Yonghwan Chang

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Course: SPM 6308; Monday, 9:35am-12:35pm

Location: FLG225

Office Hour: By appointment

1. Course Description

The purpose of this course is to provide you with a solid conceptual base for understanding the behavior of sport consumers. This course will allow you to gain exposure to a breadth of sport consumer behavior topics and relevant theories. You will learn how sport consumer behavior concepts and principles can be applied to sport management, to our roles as consumers and sport business managers, and to our everyday life.

More importantly, this course is designed to give you an understanding about how to leverage sport consumption-related contexts in the theory building process, and also about the roles of multi-level models in theory development and testing. Collectively, this course will help you develop the skills and understanding to formulate a problem and specify research questions, synthesize the relevant literatures, and build/test/falsify a theory.

Topics include sport consumer learning, normative & behavioral decision making, sport consumer culture, well-being, social media behavior, and emerging technologies & fan emotion dynamics. The first 1 hour will be spent discussing background material. The remainder of the class session will be spent discussing 2-3 papers from the (sport) consumer research stream.

2. Course Objectives

By the end of this course, students will be able to:

- Understand and describe a variety of psychological theories and models that can explain sport consumer behavior.
- Introduce, define, and apply key consumer behavior concepts and theories to efficiently explain the phenomena observed in the sport business industry.
- Critique research proposals and scholarly articles from a theoretical perspective.
- Understand the process of communicating, testing, developing, and utilizing research knowledge.
- Formulate a research problem and specify research objectives/questions in sport consumer behavior.

3. Textbooks

There are no required textbooks for this class.

4. Canvas (E-Learning)

Course news, information, syllabus and some class materials may be found online at Canvas (<http://lss.at.ufl.edu>). Each student will need to use his or her own Canvas account to log into the class

link. If you are new to Canvas, watch the [Canvas Overview video \(Links to an external site.\)](#) [3:58]. If you have any questions regarding Canvas, refer to the [Canvas Guides](#)

5. Office Hour and Contact Information

Office hours are held by scheduled appointment only. Use Canvas mail and/or UF email (yhchang@hhp.ufl.edu) for personal questions related to the course content or of a personal nature, such as grades, special circumstances, and needed accommodations. Expect a response within 48 hours. All online correspondence must have your full name in the message body, and contain your course and section number in the subject line.

6. Course Grades & Grade Determination

Overall Course Points	Letter Grade
630 pts. – 700.0 pts.	A
616 pts. – 629.9 pts.	B+
560 pts. – 615.9 pts.	B
553 pts. – 559.9 pts.	B-
546 pts. – 552.9 pts.	C+
490 pts. – 545.9 pts.	C
483 pts. – 489.9 pts.	C-
476 pts. – 482.9 pts.	D+
420 pts. – 475.9 pts.	D
413 pts. – 419.9 pts.	D-
412.9 pts. or less	E

List of Determinants	Points
Proposal I	180 pts.
Proposal II	180 pts.
Proposal III	180 pts.
Class Participation	160 pts.
<i>Overall Course Points</i>	<i>700 pts.</i>

More information on the Graduate School grading policies may be found at: <https://catalog.ufl.edu/graduate/regulations/>

7. Course Assignments

Each PhD student will be asked to **submit and present THREE 2-page research proposals** (Master's students may choose to submit TWO 2-page research proposals; i.e., 270 pts. per proposal) including the sections of Introduction, Theoretical Background and Hypothesis Development, Methods, and Expected Results (excluding references and figures/tables). I encourage you to read about 10 articles as you prepare your research proposal. Your proposal should be **SINGLE-SPACED** using an easily readable 12-point font (e.g., Times New Roman). With respect to other formatting guidelines, we will follow the submission guidelines specified here in [JSM](#) and/or [SMR](#).

7.1. Each of your proposals must adapt one of the following approaches:

- Proposes situations in which an accepted theory may not apply; why will it not apply there? What are the crucial moderators?
- Pit two or more (existing or original) theories against one another (what does each predict? How might they be distinguished?)
- Organize or integrate (or otherwise shed new light on) a set of empirical phenomena, such that interesting new predictions can be made

- Integrate two or more theories to increase their generality (what new predictions would the new theory make, or what phenomena would it incorporate?)

7.2. Evaluation criteria: You may attempt to (i) test or build sport management theory and concepts, or reports data collected in the context of consultation to a sport organization, or (ii) present new conceptual frameworks or expand existing ones.

Your proposals will be evaluated as outlined below.

- Adapted one of the aforementioned four approaches
- Relevance/significance of the topic to sport management
- Review of relevant literature
- Clarity of purpose/objectives of the study/timeliness
- Quality of theoretical/conceptual framework and hypotheses
- Appropriate methodology and data analysis plan
- Discussion/implications/applications
- Contribution to the body of knowledge

7.3. Class participation is critical in this course. Each student will be responsible for leading the discussion of an article. There will be some weeks when multiple students will be responsible for a single article corresponding to the breadth/depth of chosen articles. Our goal is to advance our ability to criticize or falsify (theoretical and methodological) arguments appeared in published scholarly articles.

Discuss each article by asking the following questions.

Purposes & Research Questions

- What is the focus of the article?
- What are the dependent and independent variables?
- What is/are the authors research question(s)?
- How does the author define any key words or important technical terms?
- How does the author present the topic?

Theoretical Background

- What theoretical framework(s) does the article use? That is, do the authors deductively draw on theory in structuring their research and, if so, what are the theories from which they draw?

Findings

- What are the main findings? What are the author(s) conclusions?
- What major points are made in the article?

Contributions

- Why is this subject important?
- What is/are the article's contribution(s) to the field? Questions to consider: Do the findings present new information? If so, what? Do the findings extend prior research? If so, how? Do the findings replicate prior findings?

Falsification/Critique/Expansion Plan

- How well does the author achieve his purpose (from the theoretical/methodical/statistical standpoints)?
- What errors in reasoning or other weaknesses do you find? How would you expand the article?
- Are there any significant omissions from this article? How would you address/fix?
- Are you aware of any theoretical arguments that contradict this article?

Final Thoughts

- What impressed you about this article? How has it helped you solve a problem or changed your thinking?

8. UF Policies

8.1. Policy on accommodating students with disabilities

Students with disabilities requesting accommodations should first register with the [Disability Resource Center \(Links to an external site.\)](#) (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. The instructor should be notified of any special accommodations required by the student when they begin their course.

8.2. UF counseling services

Resources are available on campus for students having personal problems or lacking a clear career and academic goals which interfere with their academic performance. These resources include:

- [UF Counseling & Wellness Center \(Links to an external site.\)](#), 301 Peabody Hall, 352-392-1575, personal and career counseling
- [UF Student Health Care Center \(Links to an external site.\)](#)
 - Student Mental Health, 352-392-1171, personal counseling
 - Sexual Assault Recovery Services (SARS), 352-392-1161, sexual counseling
- [U Matter We Care \(Links to an external site.\)](#)
- [UF Career Resource Center \(Links to an external site.\)](#), Reitz Union, 352-392-1601, career development assistance and counseling.

8.3. University policy on academic misconduct

UF students are bound by [The Honor Pledge \(Links to an external site.\)](#) which states:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The [Honor Code \(Links to an external site.\)](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

From [Regulations of the University of Florida, 4.041 Student Honor Code and Student Conduct Code: Scope and Violations \(Links to an external site.\)](#):

Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

- Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
- Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.
 - From [Regulations of the University of Florida, 6C1-4.047 Student Honor Code and Student Conduct Code: Sanctions \(Links to an external site.\)](#).

For a violation or violations of the Honor Code, a student may receive any of the sanctions that can be imposed for Student Conduct Code violations, including but not limited to conduct probation, suspension and expulsion as well as any educational sanctions. In addition, students may receive the following:

Assignment grade penalty. The student is assigned a grade penalty on an assignment including but not limited to a zero.

Course grade penalty. The student is assigned a grade penalty in the entire course including but not limited to an 'E'."

8.4. Academic Resources

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

8.5. Course evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals.

Guidance on how to give feedback in a professional and respectful manner is available at the [GatorEvals \(Links to an external site.\)](#) website. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via the [GatorEvals portal \(Links to an external site.\)](#). Summaries of course evaluation results are available to students on the [GatorEvals Public Data \(Links to an external site.\)](#) website.

**** The instructor reserves the right to make changes to the syllabus and outline as the class progresses and circumstances arise. Students will be given notice of any changes. ****

READINGS

Feel free to explore scholarly articles in the areas of your interests (beyond the suggested readings list) and lead your chosen articles accordingly; an instructor approval is required though.

Topic 1: Background Skills/Knowledge

- Calder, B., & Tybout, A. (1987). What consumer research is... *Journal of Consumer Research*, 14, 136-140.
- Funk, D. C. (2017). Introducing a Sport Experience Design (SX) framework for sport consumer behaviour research. *Sport Management Review*, 20, 145-158.
- Janiszewski, C., Labroo, A. A., & Rucker, D. D. (2016). A tutorial in consumer research: Knowledge creation and knowledge appreciation in deductive-conceptual consumer research. *Journal of Consumer Research*, 43, 200-209.
- Janiszewski, C., & van Osselaer, S. M. J. (2021). Abductive theory construction. *Journal of Consumer Psychology*. doi: 10.1002/jcpy.1280
- Ko, Y. J., Kwak, D. H., Jang, W...Chang, Y. (in press). Using experiments in sport consumer behavior research: A review and directions for future research. *Sport Marketing Quarterly*.

Topic 2: Sport Consumer Memory and Judgment

- Chang, Y. (2018). When infamy becomes fame: The positive side of negative athlete publicity. *Journal of Sport Management*, 32, 401-411.
- Chang, Y., & Kwak, D. H. (2021). When team sponsorship of cause-related messages leads to unfavorable fan reactions: The interplay among competency, cause orientation, and message source. *European Sport Management Quarterly*. DOI: 10.1080/16184742.2021.1955291.
- Roediger, H. L., III, & McDermott, K. B. (2000). Tricks of memory. *Current Directions in Psychological Science*, 9, 123-127.
- Zauberman, G., Ratner, R. K., & Kim, B. K. (2009). Memories as assets: Strategic memory protection in choice over time. *Journal of Consumer Research*, 35, 715-728.

Topic 3: Heuristics and Behavioral Decision in Sport Sponsorship

- Chang, Y. (2018). Exploring the patterns of dual attitude changes in the context of athlete endorsement: The interplay of fit, evaluative conditioning, and introspection focus. *Journal of Sport Management*, 32, 413-425.
- Chang, Y., Ko, Y. J., & Carlson, B. D. (2018). Implicit and explicit affective evaluations of athlete brands: The associative evaluation-emotional appraisal-intention (AEI) model of athlete endorsements. *Journal of Sport Management*, 32, 497-510.
- Chang, Y., Schull, V., & Kihl, L. A. (2021). Remediating stereotype threat effects in spectator sports. *Journal of Sport Management*, 35, 172-184.
- Gawronski, B., & Lebel, E. P. (2008). Understanding patterns of attitude change: When implicit measures show change, but explicit measures do not. *Journal of Experimental Social Psychology*, 44, 1355-1361.
- Kahneman & Tversky (1984). Choices, values, and frames. *American Psychologist*, 39, 341- 350.

Topic 4: Attentional Influences on Fan Behavior

- Chang, Y., & Ko, Y. J. (2018). The effects of association strength on attention and product evaluation: Reconsidering endorsement effectiveness. *European Journal of Marketing*, 52, 1257-1279.
- Chang, Y., & Ko, Y. J. (2016). Reconsidering the role of fit in celebrity endorsement: Associative-propositional evaluation (APE) accounts of endorsement effectiveness. *Psychology & Marketing*, 33, 678-691.
- Chang, Y., Ko, Y. J., Tasci, A., Arai, A., & Kim, T. H. (2014). Strategic match of athlete endorsement in global markets: An associative learning perspective. *International Journal of Sports Marketing and Sponsorship*, 15, 253-271.
- Greenwald, A. G., McGhee, D. E., & Schwartz, J. L. K. (1998). Measuring individual differences in implicit cognition: The implicit association test. *Journal of Personality and Social Psychology*, 74, 1464-1480.
- Janiszewski, C., & Van Osselaer, S. M. J. (2000). A connectionist model of brand-quality associations. *Journal of Marketing Research*, 37, 331-350.

1st proposal due and presentation

Topic 5: Fan Emotions in Spectatorship Sports

Chang, Y., & Katz, M. (Working paper). Exploring emotions-directed activation of consumption goals: The moderating role of spectatorship locus of control.

Chang, Y., Wann, D. L., & Inoue, Y. (2018). The effects of implicit team identification on revisit and word-of-mouth intentions: A moderated mediation of emotions and flow. *Journal of Sport Management, 32*, 334-347.

Grove, S. J., Pickett, G. M., Jones, S. A., & Dorsch, M. J. (2012). Spectator rage as the dark side of engaging sport fans: implications for services marketers. *Journal of Service Research, 15*(1), 3-20.

Topic 6: Emotional Ambivalence and Opponent Process

Chang, Y. (2019). Spectators' emotional responses in tweets during the Super Bowl 50 game. *Sport Management Review, 22*, 348-362.

Larsen, J. T., McGraw, A. P., & Cacioppo, J. T. (2001). Can people feel happy and sad at the same time? *Journal of Personality and Social Psychology, 81*, 684-696.

Peng, N., & Chen, A. (2021). Consumers' luxury restaurant reservation session abandonment behavior during the COVID-19 pandemic: The influence of luxury restaurant attachment, emotional ambivalence, and luxury consumption goals. *International Journal of Hospitality Management, 94*, 102891.

Topic 7: Game Situation dependent Choices

Chang, Y. (2021). Effects of game situation-dependent emotions on sport spectators' food craving. *Frontiers in Psychology, 12*, 724220.

Chang, Y., & Wann, D. L. (2022). Effects of game outcomes and status instability on spectators' status consumption: The moderating role of implicit team identification. *Frontiers in Psychology, 13*, 819644.

Durante, K. M., Griskevicius, V., Hill, S. E., Perilloux, C., and Li, N. P. (2011). Ovulation, female competition, and product choice: hormonal influences on consumer behavior. *Journal of Consumer Research, 37*, 921-934.

Mehta, P. H., Jones, A. C., & Josephs, R. A. (2008). The social endocrinology of dominance: Basal testosterone predicts cortisol changes and behavior following victory and defeat. *Journal of Personality and Social Psychology, 94*(6), 1078-1093.

Topic 8: Public Health and Sport Consumption

Chang, Y. (Working paper). Hope prevents uncontrolled eating, but false hope exacerbates: Application and extension of the hope theory in the context of spectator sports

Chang, Y., & Inoue, Y. (2021). Spectator emotions in predicting psychological vigor: Emotional meta experience and affect valuation perspectives. *Sport Management Review, 24*, 594-619.

Cornil, Y., & Chandon, P. (2013). From fan to fat? Vicarious losing increases unhealthy eating, but self-affirmation is an effective remedy. *Psychological Science, 24*(10), 1936-1946.

Inoue, Y., Berg, B. K., & Chelladurai, P. (2015). Spectator sport and population health: A scoping study. *Journal of Sport Management, 29*, 705-725.

2nd proposal due and presentation

Topic 9: Normative Decision and Fan Behavior

Chang, Y., & Ko, Y. J. (2017). Consumers' perceived post purchase risk in luxury services. *International Journal of Hospitality Management, 61*, 94-106.

Chang, Y., Warren, C., & Katz, M. (Working paper). Determinants of subscription renewal behavior in sport spectatorship services: A CHAID decision tree modeling approach.

Cunha, M., Laran, J., & Janiszewski, C. (2008). Protection of prior learning in complex consumer learning environments. *Journal of Consumer Research, 34*, 850-864.

Funk, D. C., & James, J. (2001). The psychological continuum model: A conceptual framework for understanding an individual's psychological connection to sport. *Sport Management Review, 4*, 119-150.

Topic 10: Sport Consumer Personality, Intention, and Behavior

Chang, Y., & Ko, Y. J. (2014). The brand leadership: Scale development and validation. *Journal of Brand Management, 21*, 63-80.

Chang, Y., Ko, Y. J., & Jang, W. (2019). Personality determinants of consumption of premium seats in sports stadiums. *International Journal of Contemporary Hospitality Management, 31*, 3395-3414.

Chang, Y., Ko, Y. J., & Leite, W. (2016). The effect of perceived brand leadership on luxury service WOM. *Journal of Services Marketing, 30*, 659-671.

Madden, T. J., Ellen, P. S., & Ajzen, I. (1992). A comparison of the theory of planned behavior to the theory of reasoned action. *Personality and Social Psychology Bulletin, 18*, 3-9.

Topic 11: Emerging Technologies in Sport Consumer Behavior

Boyd, D. E., & Koles, B. (2019). An introduction to the special issue “virtual reality in marketing”: Definition, theory and practice. *Journal of Business Research, 100*, 441-444. **Explore this special issue.**

Chang, Y., & Warren, C. (Working paper). Virtual reality technology induced flow in the spectator sports context: Empirical examinations of VR flow, its unique antecedents and consequences.

Miao, F., Kozlenkova, I. V., & Wang, H., Xie, T., & Palmatier, R. W. (2022). An emerging theory of avatar marketing. *Journal of Marketing, 86*, 67-90.

Xiong, J., Hsiang, EL., He, Z., Zhan, T., & Wu, S. (2021). Augmented reality and virtual reality displays: Emerging technologies and future perspectives. *Light: Science & Applications, 10*, 216.

3rd proposal due and presentation

COURSE SCHEDULE (*TENTATIVE*)

Week	Topic	Assignment (Due)
W1, Aug 29	• Background Skills/Knowledge	
W2, Sep 5	Labor Day (No Class)	
W3, Sep 12	• Sport Consumer Memory and Judgment	
W4, Sep 19	• Heuristics and Behavioral Decision in Sport Sponsorship	
W5, Sep 26	• Attentional Influences on Fan Behavior	
W6, Oct 3	1st Proposal Due and Presentation	1st Proposal
W7, Oct 10	• Fan Emotions in Spectatorship Sports	
W8, Oct 17	• Emotional Ambivalence and Opponent Process	
W9, Oct 24	• Game Situation dependent Choices	
W10, Oct 31	• Public Health and Sport Consumption	
W11, Nov 7	2nd Proposal Due and Presentation	2nd Proposal
W12, Nov 14	• Normative Decision and Fan Behavior	
W13, Nov 21	• Sport Consumer Personality, Intention, and Behavior	
W14, Nov 28	• Emerging Technologies in Sport Consumer Behavior	
W15, Dec 5	3rd Proposal Due and Presentation	3rd Proposal
<i>(By incorporating instructor feedback, you may re-submit your proposals to upgrade your pts.)</i>		
FINALIZED PROPOSALS DUE: Dec 16, 11:59pm		

****This schedule is tentative, and it could be changed based on the pace of the lectures and assignment needs. Changes will be announced in class and the instructor bears no responsibility of announcing.**