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# Material values: A study of some antecedents and consequences

*Valores materiales: un estudio de algunos antecedentes y consecuencias*

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## Abstract

Two studies were conducted to analyze some antecedents and consequences of holding material values among college students from Mexico. Participants completed a battery of questionnaires measuring social comparison orientation, autonomy support, materialism, life satisfaction, positive and negative affect, and job preferences. Results showed that social comparison was a robust predictor of materialism in both studies. Materialism was related to lower levels of positive affect and life satisfaction and to higher levels of negative affect. Materialism was also related to a preference for jobs that pay more money at the expense of working longer hours or doing more routine tasks. The implications of the results were discussed.

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*Keywords:* Material values; Consumer behavior; Subjective well-being

*JEL classification:* M31; I31; J00

## Resumen

Se realizaron dos estudios para analizar algunos antecedentes y consecuencias de la presencia de valores materiales entre estudiantes universitarios en México. Los participantes completaron una batería de cuestionarios que miden orientación a la comparación social, apoyo a la autonomía, materialismo, satisfacción con la vida, afecto positivo y negativo, y preferencias laborales. Los resultados mostraron que la comparación social fue un predictor robusto del materialismo en ambos estudios. El materialismo se relacionó con los

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# An Exploration of Some Antecedents and Consequences of Creative Self-Efficacy among College Students

## ABSTRACT

Two studies examined the role of task-, self-, and other-approach achievement goals, trait curiosity, and enjoyment as antecedents of creative self-efficacy and the influence of creative self-efficacy on grade point average and perceived performance/effort exerted among college business students from Mexico. To test our research hypotheses, we used Structural Equation Modeling treating the variables as latent. Results from study 1 showed that task/self-approach goal was a significant antecedent of creative self-efficacy and enjoyment a marginally significant antecedent. Results from study 2 showed a positive, significant influence of trait curiosity on creative self-efficacy. Similarly, creative self-efficacy had a positive, direct influence on perceived performance/effort exerted and an indirect influence on students' grade point average. The implications of our results were discussed.

*Keywords:* creativity, creative self-efficacy, achievement goals, emotions.

Governments, companies, research centers, universities, and schools spend a great deal of time trying to understand how to be more creative. Creativity is at the core of important outcomes, such as economic and sales growth, scientific production, and students' learning (Reiter-Palmon, Beghetto, & Kaufman, 2014). Thus, it is not surprising to find research articles on creativity across different disciplines, such as business, engineering, psychology, and education. Recently, more attention has been given to self-beliefs, including the examination of creative self-efficacy for two main reasons (Tierney & Farmer, 2002). First, creative self-efficacy is often a direct predictor of different forms of creativity. Second, creative self-efficacy also functions as a process variable explaining how personal and contextual factors influence creative performance (see Karwowski & Barbot, 2016; Puente-Díaz, 2016). Given the importance of understanding creativity and the specific role of creative self-efficacy, the purpose of the present investigation is twofold. First, we examine the role of achievement goals, enjoyment, and trait curiosity as antecedents of creative self-efficacy. Regarding achievement goals, we focus on a new conceptualization of achievement goals referred to as the  $3 \times 2$  achievement goal model (studies 1 and 2). Second, we examine two consequences of creative self-efficacy: grade point average (studies 1 and 2) and perceived performance/effort exerted (study 2) among college students from Mexico. In order to achieve our research goals, we first discuss the origins of the creative self-efficacy construct.

## Creative Mindsets and Their Affective and Social Consequences: A Latent Class Approach

### ABSTRACT

In two studies, we tested the conceptualization of creative mindsets as latent classes, and examined several social and affective consequences of class membership. Business students completed a battery of questionnaires assessing creative personal identity, creative mindsets, social comparisons, pride, gratitude, anger, and sadness. Results from study 1 showed the presence of four latent classes: those holding low levels of both mindsets, those holding high levels of both mindsets, those holding high levels of a growth and low levels of a fixed mindset, and those holding medium levels of a growth and relative high levels of a fixed mindset. The latent class with low levels of both mindsets, growth and fixed, showed the lowest levels of creative personal identity. The latent class characterized by holding high levels of a fixed and growth mindset reported the highest tendency to use social comparison as a way of judging the quality of business ideas. Results from study 2 showed a similar four-class solution. The low fixed and low growth creative mindset class showed the lowest levels of creative personal identity, higher levels of sadness and lower levels of pride and gratitude than some of the other classes.

*Keywords:* creativity, education, mindsets, emotions.

Researchers have identified several beliefs as crucial for understanding creativity in achievement settings (Karwowski & Barbot, 2016; Karwowski & Lebuda, 2017; Puente-Díaz & Karwowski, 2017). Under the umbrella of creative beliefs, researchers have discussed the importance of creative mindsets. Regarding creative mindsets, a recent theoretical development based on the work of belief systems of intelligence (Dweck, 2000) postulates the existence of two creative mindsets: growth and fixed (Karwowski, 2014). A growth mindset is characterized by the belief that creative skills are developable with time and practice. Conversely, a fixed mindset holds the belief that creative skills are fixed and there is not much one can do about it. The examination of the social and affective consequences of creative mindsets has begun (Puente-Díaz & Cavazos-Arroyo, 2017), following the lead of a vast and impressive literature on the consequences of holding different beliefs of about the nature of intelligence (Dweck, 2000). Yet, there are still many unanswered questions that need empirical testing (Hass, Katz-Buonincontro, & Reiter-Palmon, 2016; Karwowski, Royston, & Reiter-Palmon, 2017). Hence, the purpose of the present investigation is twofold. First, we explore if creative mindsets could be conceptualized as latent classes, often referred to as a person-oriented approach (Bergman & Andersson, 2010). Most of the empirical literature on beliefs systems have used simple procedures such as dichotomizing the distribution of scores to classify respondents as more growth or fixed oriented, which represents a limitation. To our knowledge, only one empirical investigation have examined if creative mindsets can be conceptualized as latent classes (Karwowski et al., 2017). Second, we examine the influence of class membership on relevant social and affective outcomes in a setting, business education, where creativity is valued. In order to achieve our research goals, we need to discuss: (I) the origins and evolution of belief systems, (II) the rationale behind using different approaches to classify participants as members of classes, and (III) the implications of creative mindsets for social and affective outcomes.

### (I) THE ORIGINS AND EVOLUTION OF BELIEF SYSTEMS

The work on belief systems is interested in understanding the implications of having different beliefs about intelligence (Dweck, 2000). Individuals can hold the belief that intelligence represents a set of abilities one is born with and there is not much one can do to change this, a fixed mindset, or the belief that intelligence represents a repertoire of abilities and skills that one acquires and refines with practice and time, a



# Creative Metacognitive Feelings as a Source of Information for Creative Self-efficacy, Creativity Potential, Intrapersonal Idea Selection, and Task Enjoyment

## ABSTRACT

Creativity scholars try to untangle the commonalities and differences between creative self-beliefs: creative self-efficacy, creative self-concept, creative metacognition, and creative role identity. While these efforts are already contributing significantly, we would like to suggest that for creative metacognition, we need to go beyond the assessment of confidence beliefs and regulation and include creative metacognitive feelings and intrapersonal idea selection as two additional components. To test the validity of our proposition, this study examined the influence of creative metacognitive feelings on creative self-efficacy, creative potential, accurate intrapersonal idea selection (agreement between individuals' selection of their most creative idea and two independent judges' selection of the participants' best idea), and task enjoyment. To elicit metacognitive feelings, participants were randomly assigned to remember and write down two or six instances in their lives in which they generated novel and useful ideas that helped solve a problem. Participants then completed a questionnaire assessing creative self-efficacy, ease of recall as a proxy of metacognitive feelings, performance on a divergent thinking task, and task enjoyment. Results showed an indirect influence of recalling fewer examples on creative self-efficacy through its influence on metacognitive feelings. Metacognitive feelings then had an indirect influence, through creative self-efficacy, on creative potential and task enjoyment.

*Keywords:* metacognition, creativity, creative beliefs, metacognitive feelings, idea selection.

In a recent publication, creativity scholars try to untangle the commonalities and differences between creative self-beliefs: creative self-efficacy, creative self-concept, creative metacognition, and creative role identity (Beghetto & Karwowski, 2017). While this effort is already contributing significantly to creativity research, we would like to suggest that for the special case of creative metacognition, we need to go beyond the assessment of confidence beliefs and regulation and include creative metacognitive feelings and intrapersonal idea selection as two additional components of the broad concept of creative metacognition. Specifically, creative metacognitive feelings, which might come from different sources including thinking about previous creative performances and the perceived ease felt during a creative performance (it is going well versus I am stuck here), might inform confidence beliefs and influence creative performance. In addition, intrapersonal idea selection refers to individuals' ability to choose their best idea from a set of alternatives. Our proposition to expand the construct of creative metacognition comes from the vast amount of work conducted on metacognition in different fields such as educational, cognitive, and social psychology (Dunlosky & Metcalfe, 2009; Puryear, 2014; Reber & Greifeneder, 2017; Schwarz, 2015; Tarricone, 2011). In order to illustrate the relevance of metacognitive feelings coming from the act of recalling previous successful performance, we conduct one experiment in which the ease of recalling previous creative performance is manipulated and assess how these feelings inform creative self-efficacy, which then might influence creative potential, intrapersonal idea selection, and task enjoyment.

Hence, the purpose of our investigation is twofold. First, we examine how creative metacognitive feelings influence creative self-efficacy, creative potential, and task enjoyment. Second, we examine whether creative metacognitive feelings are able to inform individuals' selection of their best idea. To reach our research



## The role of cognitive feelings and content information in the evaluations of sport brands

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### ABSTRACT

*Purpose:* The purpose of this investigation was twofold. First, we examined the influence of cognitive feelings and content information on evaluations of sports brands coming from sports goods manufacturing. Second, we examined if the hypothesized mediation effect of cognitive feelings was moderated by experiential thinking style.

*Methodology:* We randomly assigned sport consumers from Mexico to two experimental conditions: recalling two versus six brand attributes of their favorite brand and completed a set of questionnaires assessing brand quality, ease of recall, demographic questions, and thinking style (study 2).

*Findings:* Results from study 1 and study 2, a conceptual replication, showed the hypothesized mediation effect of cognitive feelings on recalling fewer brand attributes and brand evaluations. This mediated effect was replicated in study 2; hence it was not conditioned by experiential thinking style.

*Practical implications:* Our findings have implications for sport market research and brand managers.

*Research contribution:* Our findings served to illustrate the importance of conducting experiments to understand some aspects of sport consumer behavior and to shade light on how brand evaluations were informed by cognitive feelings.

### ARTICLE HISTORY

Received 9 April 2018  
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### KEYWORDS

Sport marketing; sport brands; metacognition; feelings; cognition

The examination of cognitive feelings and their implications for judgments has increased in recent years (Schwarz, 2004, 2015; Weingarten & Hutchinson, 2018). Similarly, consumer psychology scholars have seen the value of examining the role of cognitive feelings and content information in brand evaluations and consumer behavior (see Krishna, Lee, Li, & Schwarz, 2017; Park & Bae, 2014). This increased interest has been framed by consumer scholars as a line of research capable of helping understand the role of feelings and content, emotions and cognition, in brand evaluations (Greifeneder, Bless, & Pham, 2010). However, the field of sports

marketing, to our knowledge, has practically neglected this line of research. This lack of attention might be because sport marketing scholars have not favored the use of experiments to examine consumer behavior in sport-related settings and the literature on cognitive feelings relies heavily on experiments (Weingarten & Hutchinson, 2018). This omission is troublesome given that related disciplines such as general marketing and consumer psychology have seen an increase in the use of experiments (Koschate-Fischer & Schandelmeier, 2014). Our intention is not to diminish the value of descriptive research. It is just to point out that a research



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## Creative Potential and Multicultural Experiences: The Mediating Role of Creative Self-Efficacy

### ABSTRACT

In two studies, one in Mexico and another one in Germany, we examined the indirect influence of self-reported multicultural experience on creative potential, through its influence on creative self-efficacy, and its direct influence on creative personal identity. In both studies, business students from Mexico and Germany completed a battery of questionnaires assessing creative self-efficacy (with two different operationalizations), creative personal identity, multicultural experiences, and a divergent thinking task designed to generate ideas to solve two different business problems. Structural equation modeling was used to test our hypotheses. Results from both studies found a positive relationship between self-reported multicultural experiences and creative personal identity. Similarly, multicultural experiences had an indirect, positive relationship with originality scores from a divergent thinking task, through its influence on creative self-efficacy. Hence, the positive influence of multicultural experience on creative potential, through creative self-efficacy, was established in two countries and with different operationalizations, trait like versus state like, of creative self-efficacy. The implications of the results were discussed.

*Keywords:* creative self-efficacy, self-beliefs, multicultural experiences, creative potential, business problems.



We live in a globalized world. This globalization has brought the opportunity to have direct and indirect contact with different cultures (Hong & Cheon, 2017). Creativity scholars have started to pay close attention to the influence of multicultural experiences on creative outputs (Leung, Maddux, Galinsky, & Chiu, 2008). While this research has made a significant contribution, recent theoretical developments (Gocłowska, Damian, & Mor, 2018) suggest more research is needed on mediators and moderators of the relationship between multicultural experiences and creative output. Connecting the work on the link between multicultural experiences and creative output with recent developments on the importance of creative self-beliefs (Beghetto & Karwowski, 2017), we suggest that multicultural experiences might lead to the generation of more creative ideas by increasing the confidence individuals have in their abilities, creative self-efficacy, and by increasing the importance given to creativity, creative personal identity. To the best of our knowledge, such links have not been explored yet. Hence, the purpose of our investigation is to examine how multicultural experiences might exert their influence on creative output (conceptualized as performance on a divergent thinking task, hence we would use the term creative potential for the rest of the article), through their influence on creative self-efficacy and creative personal identity in two countries with important cultural and geographic differences such as Germany and Mexico. In order to reach our research goals, we first discuss the empirical and theoretical literature on multicultural experiences and creative potential, followed by a brief discussion of creative self-beliefs as possible mechanisms for the positive influence of multicultural experiences on creative potential.

### MULTICULTURAL EXPERIENCES AND CREATIVE POTENTIAL

Multicultural experience is defined as all the direct and indirect contact and exposure that individuals might have with foreign cultures (Leung et al., 2008). From a cognitive perspective, creativity scholars suggest that multicultural experiences have a positive influence on creative potential for four different reasons: (a) It allows individuals to have exposure to a wider variety of concepts and ideas. (b) It destabilizes

# Even when it feels difficult to think why I like you, I still do: The role of content, cognitive feelings and thinking systems on the evaluation of close and prominent brands

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**Purpose:** The purpose of the present investigation was to examine the influence of recalling many versus few brand attributes on brand evaluations, the mediating role of ease of recall and whether this mediated effect was moderated by thinking styles across two brands of cellphones: iPhone and Galaxy.

**Design/methodology/approach:** We used a between subjects experimental design to manipulate the amount of information brought to mind of the cellphone brands participants currently own.

**Findings/results:** Results for iPhone™ showed a positive influence of bringing to mind many brand qualities on brand evaluations. This effect was partially mediated by ease of recall. Results for Galaxy™ not only showed a non-significant direct effect but also a significant indirect effect mediated by ease of recall. Lastly, the mediated effect of bringing to mind more information on brand evaluations of iPhone™ was moderated by experiential and rational thinking.

**Practical implications:** Results showed the importance of metacognitive experiences for understanding the evaluation of brands.

**Originality/value:** Our findings have important implications for understanding how consumers evaluate close and prominent brands.

**Keywords:** ease of recall; content; brands; cognitive feelings; thinking styles.

## Introduction

The examination of cognitive feelings and their implications for judgements has increased in recent years (Schwarz, 2004, 2015; Weingarten & Hutchinson, 2018). One of the key assumptions is that individuals use, under the right conditions, cognitive feelings coming from ease of recall to inform such judgements. Similarly, it is well established that some variables, such as the evaluative malleability of the target, influence whether metacognitive feelings are used or whether more weight is given to content brought to mind (Greifeneder, Bless, & Pham, 2010). We would like to add to this line of research by suggesting that brands with closer relationships to consumers (Park, Eisingerich, & Park, 2013) represent a special case of evaluative malleability in which consumers' evaluations are informed by both content brought to mind and cognitive feelings. If this is correct, we would expect the results from our study to deviate from the common finding that bringing fewer pieces of information to mind often leads to better judgements (see Weingarten & Hutchinson, 2018 for a meta-analysis). This does not mean, however, that cognitive feelings are neglected. Instead, we suggest that both sources of information are relevant and used to inform judgements of brands with closer relationships to consumers.

In addition, we propose that the influence of bringing more information to mind and the experienced ease of recall is moderated by individual differences in information processing styles: experiential and rational thinking styles. By examining the special case of two smartphone brands (Mostert, Petzer, & Weideman, 2016), a brand with a closer relationship to consumers, Apple iPhone™, and a relatively weaker brand, Samsung Galaxy™, we hope to make two contributions. Firstly, we would like to shed light on how the evaluation of brands with strong relationships to consumers is influenced by the amount of qualities brought to mind and the ease of recalling these brand qualities. Research on metacognitive experiences usually takes 'an either or' position when examining the influence of cognitive feelings and content on judgements. Specifically, research usually examines as

# Scaling social impact through supply chain management: Challenges faced by social enterprises in developing countries

## Escalamiento del impacto social a través de la gestión de la cadena de suministro: Desafíos que enfrentan las empresas sociales de los países en desarrollo

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#### ABSTRACT:

The scaling of social impact has become an important issue in the field of social entrepreneurship. However, little attention has been given to two inquiry pathways: scalability in developing countries and the role of supply chain management in scaling social impact. Hence, the main objective of this article is aimed to identify the challenges social entrepreneurs face when managing their supply chains in order to scale up social impact.

**Keywords:** Social entrepreneurship, Scaling, Developing countries, Supply chain

#### RESUMEN:

El escalamiento del impacto social se ha convertido en un tema importante del emprendimiento social. Sin embargo, poca atención se ha prestado a dos vías de investigación: la escalabilidad en países en desarrollo y la gestión de la cadena de suministro en este proceso. Por lo tanto, el principal objetivo de este artículo es identificar los retos que los emprendedores sociales enfrentan durante la gestión de la cadena de suministro con el fin de escalar su impacto social.

**Palabras clave:** Emprendimiento social, Escalamiento, Países en desarrollo, Cadena de suministro

## 1. Introduction

Over the last decade, social entrepreneurs have become key actors to address social and environmental problems (Blundel & Lyon, 2015; Koniagina *et al.* 2019; Smith, Kistruck & Cannatelli, 2016). The overarching goal of social entrepreneurs is the provision of solutions of high social impact in order to generate value to society (El Ebrashi, 2018). However, one of the most challenging tasks for social entrepreneurs is to scale the social impact of their activities (Scheuerle and Schmitz, 2016). In most of the cases, social entrepreneurs are only able to solve social problems at a local level due to both internal and external constraints (Zajko and Hojnik, 2018).

Scaling social impact is an important topic in social entrepreneurship literature (Cannatelli, 2017) but more research is still needed regarding processes and knowledge social enterprises can apply to achieve this goal (Gauthier *et al.* 2018). Specifically, it is necessary to develop studies focused on understanding social impact scalability in developing countries where the lack of institutional and market infrastructure limits, even more, the capacity of social enterprises (Desa and Koch, 2014). Under these contexts, social enterprises must develop innovative solutions based on limited resources (Bocken *et al.* 2016).

Due to the vastness of strategies and drivers that influence the scalability of social enterprises, the current research will focus on analysing one specific element: supply chain. This element is essential to influence the scalability of social impact in social enterprises (Walske and Tyson, 2015). Yet, the