

Decentralized mechanisms for the provision of public goods: An experimental study on the effects of communication in nine-person groups

Jeannette Brosig

University of Duisburg-Essen, Germany

Dennis A. V. Dittrich

Jacobs University Bremen, Germany

Heike Hennig-Schmidt

University of Bonn, Germany

Motivation

Previous experimental research:

- ▶ On average, subjects contribute positive amounts to the public good.
- ▶ Yet, average contributions are lower than the efficient level.

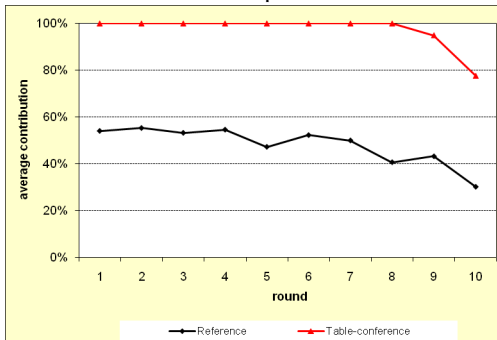
Do mechanisms exist that help to provide public goods in an efficient way?

- ▶ In a meta-study involving over 100 experiments on dilemma games Sally (1995, p. 78) concluded:
'A few of the factors that should not affect a participant guided by self-interest are, in fact, quite important. Of greatest consequence are the communication variables.'

Motivation

“We see that communication increases contributions in no-threshold environments with small groups. We do not know why. We also do not know what would happen in large groups.” Ledyard (1995, p. 158)

Observation: Pre-play face-to-face communication leads to stable nearly efficient contributions in four-person PG Games



Brosig, Ockenfels, Weimann 2003

Research agenda

- ▶ Can we replicate the contribution-enhancing effect of communication in larger groups?
- ▶ Does communication within subgroups of a large group have a contribution-enhancing effect?
- ▶ Can we identify elements of the communication content that have a (positive/negative) impact on contributions?
- ▶ If so, do these factors have a long-term effect?

Experimental Design

Nine-person ten-rounds linear public good game

$$\pi_i(c) = 60 - c_i + \frac{1}{3} \sum_{j=1}^9 c_j$$

At the end of each round subjects were informed about

- ▶ their individual contribution in that round,
- ▶ their individual round payoff, and
- ▶ the sum of contributions made by all nine group members

Experimental Design - Treatments & Procedure

| Treatment | Pre-play communication | Information on the sum of contributions by own subgroup | number of subjects | number of independent observations |
|-------------|------------------------|---|--------------------|------------------------------------|
| NoCom | no | — | 54 | 6 |
| ComAll | within group | — | 54 | 6 |
| ComPart | within subgroup | no | 54 | 6 |
| ComPartInfo | within subgroup | yes | 54 | 6 |

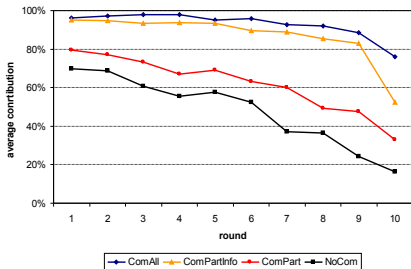
Communication treatments:

- ▶ All 9 (subgroups of 3) subjects were led into (separate) rooms where they could talk face-to-face with each other for a maximum of 15 minutes.
- ▶ The content of discussions was not restricted up to personal information.
- ▶ For content analyzing the arguments, all discussions were videotaped.
- ▶ After pre-play communication, subjects went back to their cabins with experimenters taking care that they did not communicate any more.

Experimental Procedure & Sample

- ▶ Computerized experiments (Fischbacher 2007)
- ▶ 216 students
- ▶ Laboratory for Experimental Economics in Magdeburg (MaXLab)
- ▶ Students took part in one treatment only and were recruited via ORSEE (Greiner, 2004)
- ▶ Session lasted for about 60 minutes
- ▶ Overall average payoff: €19.69
 - ▶ minimum €12.02, maximum €23.53
 - ▶ including €5.00 show-up fee

Results – Treatments



- ▶ In 9-person groups (ComAll), face-to-face pre-play communication significantly increases contributions compared to the baseline treatment (NoCom) and leads to nearly full cooperation.

- ▶ Face-to-face pre-play communication within subgroups (ComPart) does not significantly increase contributions compared to NoCom.
- ▶ Giving subjects additional information on the sum of contributions in their subgroup (ComPartInfo) leads to similarly high cooperation as in large groups (ComAll).
- ▶ Contributions in ComAll and ComPartInfo are significantly higher than in ComPart.

Communication Content



The video-taped discussions in the communication treatments are transcribed word for word into verbal text protocols by graduate students particularly trained and instructed for this task.

- ▶ We apply content analysis to investigate the transcripts.
 - ▶ The communication content is classified into 27 non-exclusive categories designed to capture potentially important elements for contribution decisions by two independent (undergraduate student) raters.
- conditional cooperation, information and communication conditions, payoff calculations, last round effect, agreement within group/subgroup, focus on similarities/differences w.r.t. to other participants, focus on large group/subgroup

Communication Content – Factor Analysis

- ▶ 27 categories are too many to use in a regression analysis.
- ▶ We reduce the number of categories by conducting a factor analysis and constructing new (latent) variables that reflect the factors found.
- ▶ A “parallel analysis” of the data (Humphreys and Montanelli 1975) indicates that 4 factors are sufficient to describe the data appropriately.

1. Dissent and pessimistic view

- ▶ negative reciprocity, calculation full defection payoff, different argumentation of others, (missing) communication of all nine members of the whole group is (not) good ($\alpha = 0.85$),

2. Consent and optimistic view

- ▶ agreement necessary, last round effect, calculation of full cooperation and maximum individual payoff, cooperation payoff comparison, similar argumentation of others ($\alpha = 0.72$),

3. Coordination (focus on subgroups)

- ▶ contribution infos, conditional cooperation, full coop payoff, guaranty, subgroup communication ($\alpha = 0.69$),

4. Conditional cooperation (focus on large groups)

- ▶ sanction, conditional cooperation, contribution info ($\alpha = 0.57$).

Contributions & Communication Content

- ▶ Preplay communication content variables are statistically significant (joint LR-test, $p < 0.01$).
- ▶ The inclusion of the communication content variables reduces the amount of unexplained variation at the group level substantially.
- ▶ There is no interaction between the content variables and the treatment
- ▶ There are, however, interactions between “Dissent” and “Consent” and between “Consent” and “Conditional Cooperation”
- ▶ Treatments ComAll and ComPartInfo can be pooled (LRT, $p = 0.13$)

| | coef.est |
|---------------------|--------------------|
| Intercept | 41.97** (4.33) |
| CC1 | 6.48 (4.47) |
| CC2 | 11.68** (3.24) |
| CC3 | 4.20 (3.48) |
| CC4 | -8.91* (3.27) |
| ComAll/PartInfo | 14.39* (5.37) |
| Period | -2.52** (0.20) |
| Period ² | -0.12* (0.05) |
| Last Period | -8.37* (3.28) |
| CC1:CC2 | -20.70* (9.50) |
| CC2:CC4 | -22.57** (5.89) |
| Period: | 1.63** |
| ComAll/PartInfo | (0.23) |

Conditional cooperation and the long-term effect of communication

- ▶ Due to conditional cooperation, contributions in period t could be largely determined by the average contribution in one's group in period $t-1$.
- ▶ In the extreme case, contributions in period 1 together with a declining trend over time may explain contributions in later periods regardless of the treatment. Therefore, the effect of communication may be restricted to first-period contributions.
- ▶ We first test whether contributions in period 1 and in periods $t-1$ can explain at least some of the variance in contributions in periods $t > 1$.
- ▶ Second, we test whether the content of pre-play communication has any additional explanatory power after the inclusion of contributions in period 1 and periods $t-1$.

Conditional cooperation & communication

- ▶ Average contributions in the large group in $t=1$ and average contributions in $t-1$ are statistically significant (LR-test, $p<0.01$) in a model without communication content variables.
- ▶ When we include communication content variables, these are highly significant (LR-test, $p<0.01$).
- ▶ While average contributions in period $t-1$ stay highly significant, average contributions in period 1 are not statistically significant any more (LR-test, $p=0.37$).
- ▶ Even after controlling for past average contributions and communication, there are still treatment differences in contributions (LR-test, $p=0.02$).

| | coef.est |
|-----------------|--------------------|
| Intercept | 3.36 (10.32) |
| Contr. in $t=1$ | 0.17 (0.23) |
| Contr. in $t-1$ | 0.74** (0.07) |
| CC1 | 0.98 (3.54) |
| CC2 | 7.71** (2.62) |
| CC3 | 7.16* (2.97) |
| CC4 | -5.87* (2.56) |
| Period | -0.53** (0.15) |
| ComAll | 5.98 (4.18) |
| ComPartInfo | -4.43 (3.48) |
| Last Period | -9.86** (2.41) |
| CC1:CC2 | -13.48 (7.01) |
| CC2:CC4 | -17.11** (4.91) |

The long-term effect of communication – Last round

- ▶ Contributions depend strongly on average contributions in t-1.
- ▶ Yet, communication content variables directly influence contributions over a longer time horizon. Their direct impact is not restricted to first-period contributions.

| | coef.est | coef.est |
|----------------|------------------|--------------------|
| (Intercept) | -8.68 (6.61) | 0.30 (5.66) |
| Contr. in t-1 | 1.06** (0.19) | 0.89** (0.16) |
| CC1 | | 6.62 (5.70) |
| CC2 | | 8.56* (4.27) |
| CC3 | | 8.12 (4.83) |
| CC4 | | -9.71* (4.04) |
| ComAll | -1.83 (7.91) | 2.23 (6.67) |
| ComPartInfo | -12.53 (6.78) | -15.33* (5.71) |
| CC1:CC2 | | -27.87* (11.24) |
| CC2:CC4 | | -29.33** (7.98) |
| R ² | 0.32 | 0.43 |

Conclusion

- ▶ Could we replicate the contribution-enhancing effect of communication in larger groups?
 - yes
- ▶ Does communication within subgroups of a large group have a contribution-enhancing effect?
 - yes: when information on subgroup contribution is given
- ▶ Can we identify elements of the communication content that have a (positive/negative) impact on contributions?
 - yes: 4 variables focussing on dissent and consent, coordination on the subgroup and on conditional cooperation on the large group.
- ▶ Do these content variables have a long-term effect?
 - yes: communication content directly influences contributions over a longer time horizon. The direct impact is not restricted to first-period contributions