TRUST OR NOT: THE ROLE OF SELF-CONSTRUAL IN THE PERCEPTIONS OF TRUSTWORTHINESS TOWARD SALESCLERKS

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ABSTRACT

People usually have favorable evaluations when incoming information matches with their self view, which has been evidenced in cross-cultural research on advertisement appeals. However, the current paper demonstrates a counterintuitive finding in a retailing context. Results show that when an interdependent self-construal is made salient situationally, individually focused persuasion attempts (i.e. uniqueness) have a more positive impact on consumers' trustworthiness toward the salesclerk and need for uniqueness than interpersonally focused persuasion attempts (i.e. connectedness). However, when an independent self-construal is activated situationally, persuasion attempts used by a salesclerk have no influence on consumers' perceptions of trustworthiness toward the salesclerk and need for uniqueness. Five studies are presented that test these propositions and investigate their underlying processes. Study 1 conducted in Canada supported the hypothesized effects. Study 2 provided evidence for the robustness of the effect observed in Study 1 by conducting a similar experiment in China. Study 3, a field study, further supported the propositions when measuring self-construal as an individual difference. Study 4 provided support for the proposed underlying mechanism. That is, the observed effect in Study 1, 2 & 3 is due to persuasion knowledge through deliberate processing. Study 5 extended this result by recruiting participants from four different countries (France, Canada, China, and Israel).

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CHAPTER ONE

INTRODUCTION

Today's marketplace is increasingly global and internationally diverse.
Consumers that retailers interact with are from all over the world. In the dynamic
interactions between a salesclerk and a consumer, trust is crucial to customer
relationships (Main, Dahl, and Darke 2007). As a result, it is important to understand how
culture influences perceptions of trustworthiness toward salesclerks. An individual's
values are believed to be shaped by social norms and practices related to culture
(Hofstede 1980; Resnick 1991). For example, collectivist cultures are likely to focus on a
connection with others which makes the interdependent self chronically accessible,
whereas individualist cultures tend to hold separation from others in high regard which
makes the independent self chronically accessible (e.g., Triandis 1995; Cousins 1989).
That is, a person with an interdependent self prefers to get close to others in social
contexts, while one with an independent self generally prefers distance from others.

Cross cultural research has identified that both interdependent and independent
self-construal can coexist in the same individual (e.g., Trafimow, Triandis, and Goto
1991; Gardner, Gabriel, and Lee 1999; Aaker 2000) and the self-construal that is salient
at one particular moment influences how people interpret incoming information. The
literature on self-construal (independent versus interdependent) has examined such topics
as advertisement appeals (Han and Shavitt 1994; Aaker and Lee 2001; Aaker 2000),

cognitive style (Oyserman, Coon and Kemmelmeier 2002), values (e.g., Schwartz 1992; Triandis 1995; Triandis, McCusker and Hui 1990), self-esteem (Heine, Takata and Lehman 2000), well-being (Oishi, Wyer and Colcombe 2000), and emotions (Aaker and Williams 1998; Lee, Aaker, and Gardner 2000). No research to date has investigated how interdependent versus independent self-construal influences consumers' responses to persuasion attempts with the consideration of persuasion knowledge, consumers' knowledge about an agent's persuasion behavior (Friestad and Wright 1994).

Cultural research on advertising reveals a compatible effect based on cultural knowledge wherein people tend to form a more positive attitude toward advertising appeals which match their salient self-construal (Han and Shavitt 1994). However, in retailing contexts, persuasion knowledge plays an important role (Friestad and Wright 1994). Accordingly, this dissertation reasons that the consideration of persuasion knowledge may make people's reactions to salesclerks different as compared to the reactions observed in advertising contexts. Thus the first goal of the current research is to test how interdependent versus independent self-construal influences consumer responses to persuasion attempts used by salesclerks due to the impact of persuasion knowledge.

An interdependent self-construal is oriented toward social contexts rather than a person (Miller 1984) and leads to the application of a context-dependent cognitive style which tends to be based on the relationship with others and considers the entire meaning of contexts (Nisbett, Peng, Choi, and Norenzayan 2001). Thus a consumer with a salient interdependent self-construal may rely more on situational cues as opposed to dispositional attributions, which may make the type of persuasion attempt matter. In particular, persuasion attempts (i.e. interpersonally focused) matching with a salient

interdependent self-construal may more easily activate persuasion knowledge than those mismatching with a salient interdependent self-construal (i.e. individually focused). Therefore, the former persuasion attempt may lead to lower trustworthiness than the later one.

In contrast, an independent self-construal is oriented toward other people instead of contexts (Morris and Peng 1994) and is likely to result in the application of a context-independent cognitive style which tends to make judgments based on dispositional attributes and detaches objects or people from the context (Nisbett et al. 2001). Accordingly, a consumer with a salient independent self-construal may base his/her impressions of a salesclerk on the salesclerk's perceived characteristics (e.g., dishonest). People, in general, have a negative stereotype regarding salesclerks (Babin, Boles, and Darden 1995) that is formed through their personal experience. Thus when consumers' independent self-construal is situationally activated, this negative stereotype is likely to result in high persuasion knowledge which may make perceptions of trustworthiness toward salesclerks low regardless of the type of persuasion attempts used.

The second goal of the current research is to examine the influence of persuasion attempts on consumers' need for uniqueness. To be distinctive and separate from others is a fundamental human need (Snyder and Fromkin 1980), especially at the interpersonal level (Brewer and Gardner 1996), so when an interdependent self-construal is activated, people's sense of uniqueness may be threatened, which leads them to have a greater desire for uniqueness.

The third objective of the present dissertation is to examine the underlying process for the phenomenon observed in retail settings. Briley and Aaker (2006) found

that persuasion through cultural knowledge (largely shared by the members of a society and oriented by norms (Hong, Morris, Chiu and Benet-Martinez 2000)) occurs via an automatic and spontaneous processing manner, while persuasion through personal knowledge (focusing more on individual experiences (Smith and DeCoster 2000)) happens with a deliberate and systematic processing pattern. In retailing contexts, a consumers' personal knowledge about salesclerks, referred to as persuasion knowledge, is developed through personal interactions or observations over time (Friestad and Wright 1994).

Cognitive load is one indirect way to test the mediation effect of persuasion knowledge under the two processing modes (Chaiken 1980; Petty and Cacioppo 1984). That is, low cognitive load leads to a deliberate processing pattern, while high cognitive load results in an automatic processing pattern. Therefore, it is expected that under low cognitive load, persuasion knowledge will mediate the effect of interdependent (versus independent) self-construal on different type of persuasion attempts.

Overall, the present research will contribute to the literature from several perspectives. First, the present paper contributes to the culture literature by identifying an opposite effect to that observed in advertising contexts. Generally, advertising appeals compatible with either the salient or chronic interdependent (versus independent) self-construal leads to more positive effects than those that are incompatible (e.g., Han and Shavitt 1994). However, the current study finds that when an interdependent self-construal is made salient, individually rather than interpersonally focused persuasion attempts result in more positive consumer perceptions. This suggests that culture may have diverse effects in specific contexts such as advertising versus retailing.

Secondly, the current dissertation is the first attempt to examine the Persuasion Knowledge Model (Friestad and Wright 1994) within the context of culture. The findings demonstrate an incompatible cultural effect in the retailing context, which is in opposition to the compatible cultural effect observed in the advertising context. The current work further shows that persuasion knowledge plays a mediating role in processing persuasion attempts from salesclerks to form perceptions of trustworthiness when consumers are primed with an interdependent (versus independent) self-construal. However, this only occurs under low cognitive load. Under high cognitive load, culturally related effects seem to appear. This may explain consumer's different response patterns between retailing and advertising contexts, as persuasion knowledge may be more likely to play a role in a retailing context through a deliberate processing (Campbell and Kirmani 2000).

Lastly, the current research contributes to the psychological literature by showing that priming participants with an interdependent self-construal can threaten their fundamental need for distinctiveness and uniqueness and thus results in a higher need for uniqueness. Further, this threat makes consumers more sensitive to individually focused persuasion attempts (i.e. focusing on uniqueness) which may help them rebuild their sense of unique self, evidenced in both Study 2 and Study 3.

Five studies are presented that test propositions and investigate their underlying processes. Study 1, conducted in Canada, supports the hypothesized effects through priming interdependent versus independent self-construal. Specifically, when an interdependent self-construal rather than an independent self-construal is primed, participants differently process persuasion attempts from salesclerks. Study 2 provides

evidence for the robustness of the effect observed in Study 1 by conducting a similar experiment in China. Study 3, a field study, provides further evidence for the finding in Study 1 and 2 by examining self-construal as an individual difference. Study 4 uses a consumer related method to prime self-construal in a real retail context to examine the underlying process for this effect: through persuasion knowledge or cultural knowledge. Study 5 extends this result by testing participants from four different countries (France, Canada, China, and Israel).

The following section details the literature review (Chapter Two) including interdependent versus independent self-construal, cognitive style, and persuasion knowledge, and the conceptual development based on the literature. Chapter 3 (conducted in Canada, Study 1), Chapter 4 (conducted in China, Study 2), and Chapter 5 (a field study, Study 3) examine the hypothesized effect where a salient interdependent self-construal will make the type of persuasion attempts matter while a salient independent self-construal will not. Chapter 6 (Study 4) attempts to identify the mediating effect of persuasion knowledge under low cognitive load. Chapter 7 (across culture study, Study 5) extends the observed effect in proceeding studies across four countries. Finally, Chapter 8 covers the general discussion of this dissertation including summaries of the findings, contributions, limitations, future research directions, managerial implications, and conclusions.

CHAPTER TWO

THEORETICAL BACKGROUND

This chapter attempts to reviews concepts used in the dissertation and research findings related to these concepts (interdependent versus independent self-construal, cognitive style, and persuasion knowledge). Based on the existing literature, hypothesis H1a and H1b will be developed.

Interdependent versus Independent Self-Construal

The self is the sum total of an individual's thoughts and feelings (Rosenberg 1979) and can be conceptualized in multiple ways (e.g., interdependence versus independence, Markus and Kitayama 1991). At any given moment, a consumer's sense of self can be a particular identity that may be activated by contexts or individual differences (Forehand, Deshpande, and Reed II 2002). Forehand et al. (2002) found that both identity primes and social distinctiveness (e.g., self-reporting whether participants were Asian or Caucasian) heightened identity salience. Activated identity has an influence on social interactions through an individual's salient self-schema which directs specific interpretations and behaviors (Shang, Reed II, and Croson 2008). Specifically, they find that when gender identity is made salient, donation behavior is affected by the match of the gender identity between the donor and the person who in need.

In the context of culture, the sense of self is related to the relationship between the self and others, especially the degree of distinctiveness and connectedness with others (Markus and Kitayama 1991). Research shows that collectivism tends to convey others'

opinions and assimilates with others (Markus and Kitayama 1991), while individualism

values a positive sense of self and distinctive personal attitudes or opinions (Oyserman

and Markus 1993; Triandis 1995). Hofstede (1980) first conceptualized country-level

differences by using collectivism versus individualism in the study of job-relevant values.

He examined employees in 67 countries and 38 occupations and showed significant and

stable country effects in terms of employees' values and beliefs. Individualism, as

opposed to collectivism, was conceptualized as a loosely knit social framework (e.g.,

Hofstede 1980; Chan 1994; Oyserman, Coon, and Kemmelmeier 2002). Since then,

cross-cultural research in different contexts such as organization behavior (Taras,

Kirkman, and Steel 2010), advertising appeals (Millan and Reynolds 2011), and

communal orientation (Cross, Hardin, and Gercek-Swing 2011) has increased rapidly.

In the early stages of cross-cultural studies, researchers revealed that

collectivism is more prevalent in Eastern cultures, whereas individualism is more typical

in Western cultures (e.g., Triandis 1995). Collectivism centralizes on group identity (e.g.,

Markus and Kitayama 1991) and harmonious relationships with others (Triandis 1995).

In other words, collective cultures hold that a most meaningful self is formed within an

appropriate social relationship (Miller 1988). In contrast, individualism unconsciously

becomes independent from others and exhibits a desire to show unique attributes (Miller

1984).

Recent research however finds that human minds are not structured to only value

either connectedness (interdependent self) or distinctiveness (independent self) (Cohen

2001). Instead, an individual has the desire for social connectedness and distinctiveness at

the same time (Baumeister and Leary 1995; Brewer 1991). In other words, when

processing information, an individual can activate either a collective mind-set (oriented to focus on connected or contextualized meaningful points) or an individual mind-set (oriented to focus on separate or decontextualized components) (Oyserman, Sorensen, Reber, and Chen 2009). Oyserman et al. (2009) operationalize mind-sets as cognitive schemas and term their model as a culture-as-situated cognition accordingly. Based on the fact that two different mind sets coexist within the same individual, the authors show that cross-national differences are due to the likelihood that a collective or individual mind-set will be cued at a particular time rather than due to whether people have either a collective or individual mind set in Eastern versus Western cultures. That is, mind-set can be primed situationally.

Similarly, Markus and Kitayama (1991) termed the connected self-schema as an interdependent self-construal and termed the separated self-schema as an independent self-construal. In cross-cultural studies, priming is likely to involve making the self-schema of collectivism or individualism salient (Oyserman and Lee 2007) and evaluating the effect of priming from the perspective of interdependent versus independent self-construal (Trafimow, Triandis and Goto 1991). Psychologically, the activation of a construct or mind-set knowledge can be the temporary result of priming (Scrull and Wyer 1978) or can be a result of a more chronic routine in one's everyday environment (Higgins 1996). Construct accessibility either through priming or chronic routine has a similar impact on social perceptions (Higgins and Bargh 1987). In other words, the temporary accessibility of mind-set knowledge through priming has similar effects on social judgment as the chronic routine accessibility of mind-set knowledge in everyday situations (Rudman and Borgida 1995).

Research on the situational accessibility of interdependent versus independent self-construal through priming finds that these two ways of viewing the self can coexist within an individual regardless of culture and behave in consistent patterns that are found in cross-cultural studies when activated (Han and Shavitt 1994; Brewer and Gardner 1996; Trafimow et al. 1991). Lee, Aaker and Gardner (2000) demonstrated that whether self-construal was operationalized as a personality trait (measuring interdependent versus independent self-construal), a situational variable (priming method), or a demographic variable (Eastern versus Western sample), participants with a prevalent interdependent self-construal would generate more other-focused thoughts than self-focused thoughts, whereas participants with a dominant independent self-construal would think more about the self than others. This suggests that self-construal is construed similarly within an individual regardless of culture. It can be accessed either chronically or situationally.

Self-Construal and Cognitive Style

For salient interdependent construal, knowledge about others construed and represented in memory is important and determines how one thinks or behaves, so individuals may develop a dense elaborated schema of information about others and the self in relation; however, for salient independent construal, self-knowledge about one's distinctive attributes is important and directs one's thoughts and behaviors (Greenwald and Pratkanis 1984).

In terms of making judgments, Nisbett et al.'s (2001) review indicated that an interdependent view of the self is situated in the relationship with others and considers

the entire meaning of contexts, whereas an independent view of the self is detached from

contexts and contains significant dispositional attributes that make objects or people

separate from the context. For example, Masuda and Nisbett (2001) presented underwater

scenes to both Japanese and American participants and asked them to report what they

had seen. Their results showed that American participants started their first statement by

mentioning the focal fish more frequently than Japanese participants who started their

first statement by mentioning field information (e.g. the pond). In addition, the Japanese

recalled more relationships in the environment than Americans. Further, in a subsequent

recognition task, Japanese participants' judgments were more inhibited by showing the

focal fish under different backgrounds, while American participants' judgments were not

affected by the background. These findings suggest that collectivists are more likely to

bind objects into the whole environment than individualists who are more likely to focus

on the object itself when making judgments.

Miller's (1984) study also identified similar cognitive patterns as found by

Masuda and Nisbett (2001). Miller asked participants from the U.S. and India to narrate

stories on two prosocial behaviors and two deviant behaviors and then immediately

explain why the behavior was undertaken. The results showed that Americans gave

greater weight to general dispositions (i.e. insecure or kind) in their explanation than did

Indians. In contrast, Indians made greater reference to the context (e.g. It was early in the

morning) than did Americans, which suggested that Indian culture may be more likely to

locate a person, object or event in relation to the environment. This example

demonstrates that people with an interdependent self-construal are likely to consider

context-specific factors, while people with an independent self-construal are likely to make dispositional attributions for the behavior of others.

Moreover, Trafimow et al. (1991) primed interdependent and independent self-construal by asking participants to think of how they were similar to or different from their family and friends. The results showed that regardless of cultural background, these different priming procedures simulated the similar cognitive style that had been observed in cross-cultural studies. Similary, Kuhnen, Hannover, and Schubert (2001) used the same priming technique as Trafimow et al. (1991) to activate either interdependent or independent self-construal and then asked participants to work on the Embedded Figure Test (EFT, Witkin, Oltman, Raskin, and Karp 1971). Their results demonstrated that the time for solving problems for all items was greater for participants primed with an interdependent self-construal than those primed with an independent self-construal. It shows that priming interdependent self-construal results in a context-dependent thinking, while priming an independent self-construal induces a context-independent thinking.

These empirical studies indicate that when an interdependent self-construal is primed, individuals may tend to evaluate objects or people by integrating them into the whole context, reflecting a context-dependent processing style or a situation-specific processing style, whereas when an independent self-construal is primed, individuals may evaluate objects or people based on their attributes and detach objects or people from their respective contexts, reflecting a context-independent processing style or a decontextualized processing style (Choi, Nisbett, and Norenzayan 1999; Miller 1984; Morris and Peng 1994). Accordingly, these two different processing modes may

influence how people interpret persuasion attempts in a retailing context, which is highly related to persuasion knowledge.

Persuasion Knowledge (PK)

The Persuasion Knowledge Model seeks to explain in more depth how, when, and why consumers respond to marketer's persuasion attempts (Friestad and Wright 1994). Included in the contents of persuasion knowledge are a consideration of marketer's motives, beliefs about tactics, and the appropriateness of tactics (Campbell and Kirmani 2008). Over time, consumers develop knowledge about the behaviors of those they encounter in the marketplace and attempt to judge a persuasive attempt. Research shows that the activation of persuasion knowledge can lead to negative attitudes toward marketers or sales agents (i.e. lower perceptions of trustworthiness; Main et al. 2007).

Whether individually or interpersonally focused persuasion attempt results in more trust depends on the activation of persuasion knowledge. When an interdependent self-construal is activated, a context-dependent processing style is likely to be applied. Consequently, contexts such as different persuasion attempts may influence consumers' cognition and beliefs of salesclerks who use different persuasion attempts. The development of persuasion knowledge depends on some basic cognitive skills and it is a set of interrelated beliefs (Friestad and Wright, 1994). Messages that are congruent with attitudes, prior experience, or self-values may be more likely to enable people to defend their positions (Krosnick 1988) and can increase cognitive elaboration (Wheeler, Petty,

and Bizzer 2005). Accordingly, this cognitive elaboration is likely to activate persuasion knowledge (Campbell and Kirmani 2000). In other words, congruent messages tend to produce a great resistance to influence in attitudes and value (Wood 1982). It is argued that a salient interdependent self-construal, interpersonally focused persuasion attempts which matches a situated collective mind-set may be more likely to activate persuasion knowledge than individually focused persuasion attempts which mismatches a situated collective mind-set. Put together, this dissertation suggests that an interpersonally focused persuasion attempt which is more likely to activate persuasion knowledge will lead to lower perceptions of trustworthiness than an individually focused persuasion attempt.

In contrast, a salient independent self-construal tends to apply a context-independent processing style, so people may consider salesclerks as the focus when forming impressions regardless of contexts such as different persuasion attempts (i.e. individually versus. interpersonally focused). In a sales context, experience in the marketplace over time makes targets more likely to question the motive behind the salesclerk's behavior (Gordon, 1996), because it appears that people often say or do things they do not mean (Jones and Wortman, 1973). Regardless of the salesclerk's sincerity, research demonstrates that consumers are highly suspicious of salesclerks (Campbell and Kirmani, 2000; Main, et al., 2007) and they tend to associate salesclerks' with dishonesty and insincerity (Brown and Krishna 2004). As a result, when an independent self is activated, consumers may form their impressions of salesclerks based on the salesclerks' perceived characteristics with less concerns of situationally related persuasion attempts due to the activation of persuasion knowledge. Formally, it is proposed that,

H1a: When an interdependent self-construal is activated situationally, individually focused persuasion attempts will lead to higher perceptions of trustworthiness toward the salesclerk than interpersonally focused persuasion attempts.

H1b: When an independent self-construal is activated situationally, the impact of persuasion attempt type on perceptions of salesclerks' trustworthiness will be attenuated.

CHAPTER THREE

STUDY 1 (Priming Self-Construal in Canada)

Overview

The first study investigates the influence of salient self-construal (interdependent versus independent) on perceptions of trustworthiness toward salesclerks by testing H1a and H1b. The goal is to determine whether a salient interdependent self-construal rather than a salient independent self-construal affects perceptions of trustworthiness based on salesclerks' persuasion attempts. Specifically, it is proposed that individually focused persuasion attempts will result in higher trustworthiness toward salesclerks than

interpersonally focused persuasion attempts with a salient interdependent self-construal. This study was a 2 (persuasion attempt: individually vs. interpersonally focused) $\times$ 2 (primed self-construal: interdependent vs. independent) between-subjects design conducted in a laboratory setting.

Method

 Participants and Design. Participants were 59 undergraduate business students with an average age of 20.2 (male 37, female 22) from a western university in Canada who participated in return for course credit. All participants were provided informed consent forms prior to beginning the study and were randomly assigned across the conditions in this and all other studies in this dissertation.

 Procedure. In study 1, two sets of scrambled sentences were used to randomly prime interdependent versus independent self-construal (Skrull 1978; Chartrand and Bargh 1996). Half of participants were given 12 different sentences to activate an interdependent self-construal (e.g., harmony, group's, admire, I, join: "I admire group's harmony", please refer to Appendix 1.1). The other half of the participants were presented with 12 scrambled sentences to activate an independent self-construal (e.g., Distinct, being, enjoy, I, competitive: "I enjoy being distinct", please refer to Appendix 1.2). All participants were provided with 3 filler scrambled sentence tasks (e.g., Reading, life, like, books, I: I like reading books). Finally, all participants were presented with 3 scrambled sentences where participants can either make a sentence using the first-person singular or plural (e.g., for, prepare, exam, I, we: I prepare for exam or we prepare for exam). Next, all participants were asked to image an interaction with a salesclerk where

they were going to buy a camera. For the manipulation of the persuasion attempt, half of the participants were informed "That's a great camera. Whenever you are together with family and friends, you can take pictures with them. And, the color of this camera is common" (interpersonally focused persuasion attempt, see the full scenario in Appendix 1.3). The other half were told: "That's a great camera. Whenever you go for a trip, you can take those impressive and unique pictures. And, the color of this camera will also make you unique and different" (individually focused persuasion attempt, see the full scenario in Appendix 1.4).

Measures. The questionnaire contained the dependent variables of interest as well as questions regarding the store and product evaluations (The completed questionnaire can be found in Appendix 1.5). To assess perceptions of trustworthiness toward the salesclerk, seven 7-point scale items, ranging from 1 (insincere/not fake/dishonest/not phony/untrustworthy/not manipulative/not pushy) to 7 (sincere/fake/honest/phony/trustworthy/manipulative/pushy) were drawn from previous research (Main, et al., 2007). Four items were reverse coded. Factor analysis indicated these seven items loaded together, and thus they were averaged to form a perceptions of trustworthiness index ($\alpha = 0.74$).

Results

Manipulation Checks. Participants were asked to rate a statement about the salesclerk's behavior: "When thinking about the camera you are about to purchase, to what extent did that purchase emphasize-Fitting in with others?" (1 = not at all, 7 = very much). Analysis of Variance (ANOVA) demonstrated that participants in the

interpersonally focused persuasion attempt condition were significantly more likely to

indicate that the salesclerk emphasized fitting in with others than participants in the

independently focused persuasion attempt condition ($F(1,55) = 9.56$, $p < 0.01$;

$M_{\text{interpersonally-focused-persuasion-attempt}} = 3.93$, $M_{\text{individually-focused-persuasion-attempt}} = 2.62$). There were

no other significant effects.

Salesclerk Trustworthiness. H1a and H1b were tested based on a 2 (persuasion

attempt: individually vs. interpersonally focused) × 2 (primed self-construal:

interdependent vs. independent) between-subjects design. Results of a two-way ANOVA

on perceptions of trustworthiness showed a marginally significant main effect of priming

($F(1,55) = 3.52$, $p = 0.06$) and more importantly a significant interaction ($F(1,55) = 4.05$,

$p < 0.05$). As displayed in Figure 1, when participants were primed with an

interdependent self-construal, individually focused persuasion attempts which did not

match the salient interdependent self-construal resulted in higher trustworthiness than

interpersonally focused persuasion attempts which matched the salient interdependent

self-construal ($F(1, 55) = 5.60$, $p < 0.05$; $M_{\text{interpersonally-focused-persuasion-attempt}} = 3.74$,

$M_{\text{individually-focused-persuasion-attempt}} = 4.54$), consistent with H1a. However, when participants

were primed with an independent self-construal, the persuasion attempt had no impact on

salesclerk trustworthiness ($F(1, 55) = 0.22$, $p = 0.64$; $M_{\text{interpersonally-focused-persuasion-attempt}} = $

3.78, $M_{\text{individually-focused-persuasion-attempt}} = 3.62$), in support of H1b. In addition, planned

contrasts also showed that an activated interdependent self-construal led to higher

perceptions of trustworthiness than an activated independent self-construal when

processing individually focused persuasion attempts ($F(1, 55) = 7.45$, $p < 0.01$,

$M_{\text{primed-interdependence}} = 4.54$, $M_{\text{primed-independence}} = 3.62$).

Figure 1 The Effect of Self-Construal on Trustworthiness across Persuasion Attempts
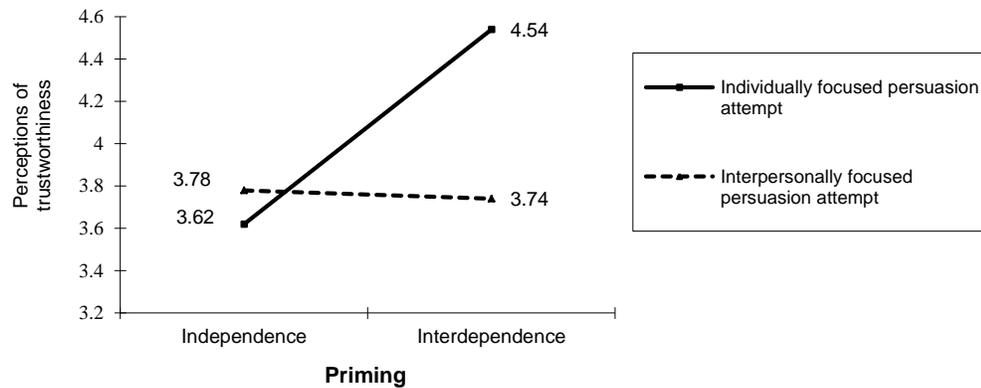
Discussion

The results of Study 1 support H1b. That is, the type of persuasion attempt will not influence consumers' perceptions of trustworthiness with a salient independent self-construal. More importantly, Study 1 finds evidence for H1a. That is, in retailing contexts, an incompatible effect is observed. In particular, persuasion attempts that mismatch with the salient interdependent self-construal result in more positive effect. In Study 2, we attempt to replicate this result in a different culture.

CHAPTER FOUR

STUDY 2 (Priming Self-Construal in China)

Overview

The goal of Study 2 is to provide support for H1a and H1b by conducting the study in a different cultural context (China) and by using a new priming technique. If H1a and H1b hold in a relatively collectivist culture as compared to an individualist culture, the robust evidence from these two different cultures will show the different response pattern from that observed in advertising context wherein people tend to form a more positive attitude toward advertising appeals which match with their salient self-construal (Han and Shavitt 1994). In addition, Study 2 attempts to test consumers' sensitiveness to uniqueness threats.

Markus and Kunda (1986) showed that individuals primed with thoughts of being extremely similar to others were faster to write out uniqueness-related words than those primed as being dissimilar to others. Activating an interdependent self-construal may threaten one's fundamental need for uniqueness or distinctiveness and in turn individuals exhibit a high desire for uniqueness or distinctiveness.

Need for Uniqueness

According to the distinctiveness principle which is defined as "a motive within identity pushing toward establishing and maintaining a sense of differentiation from others" (Vignoles, Cryssochoou, and Breakwell 2000, p337), being distinctive or unique is a fundamental need. It means that individual distinctiveness for a meaningful sense of identity is important within both collective and individual cultures. The motive for distinctiveness has an influence on people's cognition, which directs individuals to focus on aspects that provide a sense of distinctiveness (Brewer 1991). The sense of being

different has an effect on self-identity and self-esteem (Maslach, Stapp, and Stantee 1985). Uniqueness theory suggests that extreme similarity is associated with unpleasant affect that motivates people to reestablish their perceived self-distinctiveness (Lynn and Snyder 1997).

Accordingly, priming people with an interdependent self-construal may threaten the fundamental need for uniqueness. In turn a person with an activated interdependent self-construal may have higher need for uniqueness when salesclerks present individually as compared to interpersonally focused persuasion attempts, because the former may help rebuild the sense of self while the latter may not. On the contrary, priming independent self-construal may not threaten the need for uniqueness, so the positive effect of individually focused persuasion attempts on need for uniqueness may be attenuated with a salient independent self-construal. Therefore, the following finding for a salient interdependent self-construal is expected:

> **H2**: When an interdependent self-construal is made salient situationally, consumers will have a higher need for uniqueness than when an independent self-construal is made salient, but this effect will only hold for individually focused persuasion attempts.

Method

Participants and Design. Participants were 78 undergraduate students with average age of 21.1 (male 18, female 60) from a Chinese university in Beijing. Students who participated received a class bonus. The design was a 2 (persuasion attempt:

individually vs. interpersonally focused) × 2 (primed self-construal: interdependent vs. independent) between-subjects design.

Procedure. The author completed the translation of the materials and an English and Chinese bilingual professor helped check for flow. Next, this version was back-translated by the translator. Study 2 used a pronoun circling task in a paragraph involving a trip to a restaurant (Oyserman et al. 2009) to prime interdependent versus independent self-construal instead of the scrambled sentence task from Study 1. Eighteen personal pronouns were embedded in the paragraph. The first person plural is equivalent to *we* (我们) and the first-personal singular (我) is equivalent to the English *I*. Verbal instructions were in Chinese. Half of the participants were given a paragraph containing *we's* (我们) embedded (Appendix 2.1) and the other half of the participants were presented with a paragraph containing embedded *I's* (我) (Appendix 2.2). Next, all participants were asked to imagine an interaction with a salesclerk where they were going to buy a camera that was the same as Study 1. Half of the participants were told "That's a great camera. Whenever you are together with family and friends, you can take pictures with them. And, the color of this camera is common" (interpersonally focused persuasion attempt, Appendix 2.3). The other half were told: "That's a great camera. Whenever you go for a trip, you can take those impressive and unique pictures. And, the color of this camera will also make you unique and different" (individually focused persuasion attempt, Appendix 2.4).

Measures. The main dependent variable, salesclerk trustworthiness was measured by the same items as Study 1. Study 2 used the self-construal scale (Singelis

1994) to measure independence versus interdependence as a manipulation check for priming self-construal. In addition, a new scale was added to measure consumers' need for uniqueness (CNFU, Tian, Bearden, and Hunter 2001). This scale includes three dimensions which are creative choice counter-conformity (eleven 5-point items, i.e. "I collect unusual products as a way of telling people I am different."), unpopular choice counter-conformity (eleven 5-point items, i.e. "I have often gone against the understood rules of my social group regarding when and how certain products are properly used.") and the avoidance of similarity (nine 5-point items, i.e. "When products or brands I like become extremely popular, I lose interest in them."). They were averaged to form an overall consumers' need for uniqueness index ($\alpha = 0.96$). Please see Appendix 2.5 for the questionnaire.

Results

Manipulation Check. In this study, the manipulation check item focused on differentiation from others. Specifically, participants were asked to rate the extent to which the purchase of the camera emphasized being distinctive. A two-way ANOVA showed that participants presented with an individually focused persuasion attempt indicated that the salesclerk emphasized distinctiveness ($F(1,74) = 4.41$, $p < 0.05$; $M_{\text{interpersonally-focused-persuasion-attempt}} = 3.75$, $M_{\text{individually-focused-persuasion-attempt}} = 4.51$). However, the analysis showed that there was no significant difference in terms of the self-construal measure (interdependence versus independence). One possible explanation for this lack of a result is that the scenario contains persuasion attempts related to interpersonal

individual values, and after processing the persuasion attempt, the priming effects may have dissipated.

In order to test the effectiveness of the priming alone, a separate test was run on the restaurant trip scenario which primes interdependent (Appendix 2.6) versus independent self-construal (Appendix 2.7) developed by Oyserman et al. 2009. After this scenario, a scale measuring interdependent versus independent self-construal immediately followed (Appendix 2.8). The results of this separate study confirmed the priming effect. In particular, after participants read the scenario involving the first-personal singular, they showed higher tendency towards the independent self and a lower tendency towards the interdependent self than those who read the restaurant scenario involving the first-personal plural ($F(1,45) = 10.49$, $p < 0.05$; $M_{\text{first-personal singular}} = 5.45$, $M_{\text{first-personal plural}} = 4.84$) and ($F(1,45) = 4.10$, $p < 0.05$; $M_{\text{first-personal singular}} = 4.78$, $M_{\text{first-personal plural}} = 5.16$) respectively.

Salesclerk Trustworthiness. A full factorial ANOVA was conducted on salesclerk trustworthiness with primed self-construal and persuasion attempts as the two independent factors. The main effects were not significant ($Fs < 1$). Results showed a significant interaction ($F(1,74) = 5.15$, $p < 0.05$), which replicated the results of Study 1 as shown in Figure 2. Planned contrasts showed that when participants were primed with an interdependent self-construal, individually focused persuasion attempts resulted in higher trustworthiness than interpersonally focused persuasion attempts ($F(1, 74) = 6.79$, $p < 0.01$, $M_{\text{interpersonally-focused-persuasion-attempt}} = 4.08$, $M_{\text{individually-focused-persuasion-attempt}} = 4.68$), consistent with H1a. However, when participants were primed with an independent self-construal, neither individually or interpersonally focused persuasion attempts had

any influence on trustworthiness ($F(1, 74) = 0.37$, $p = 0.55$,

$M_{\text{interpersonally-focused-persuasion-attempt}} = 4.20$, $M_{\text{individually-focused-persuasion-attempt}} = 4.06$), supporting

H1b. Planned contrasts also showed that when the salesclerk provided persuasion

attempts focusing on the value of uniqueness, a salient interdependent self-construal had

higher perceptions of trustworthiness than a salient independent self-construal ($F(1, 74) =$

7.13, $p < 0.01$, $M_{\text{primed-interdependence}} = 4.68$, $M_{\text{primed-independence}} = 4.06$).

Figure 2 The Effect of Self-Construal on Trustworthiness across Persuasion Attempts
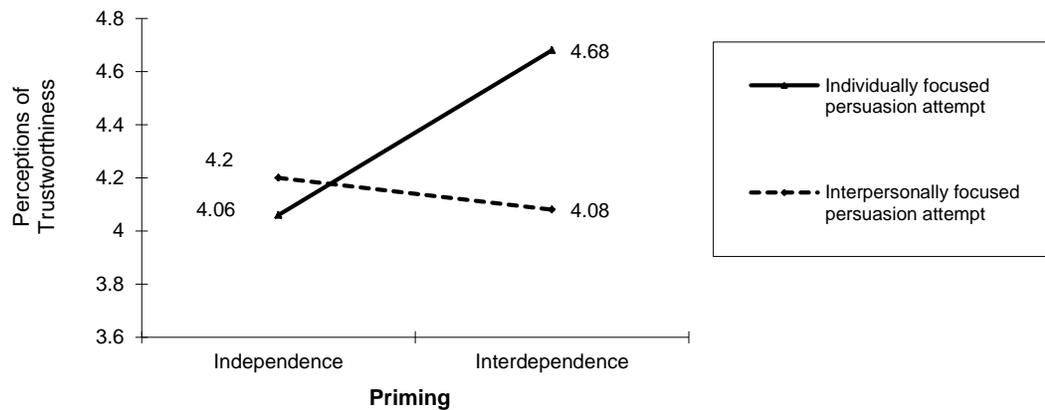
Consumers' Need for Uniqueness (CNFU). The literature suggests that CNFU

could be used as a dependent variable to measure individuals' motivation for uniqueness

at a particular moment (Lynn and Snyder 1997). Participants' desire for uniqueness was

tested based on the above design. A two-way ANOVA showed a significant interaction

effect ($F(1,74) = 4.19$, $p < 0.05$). Planned contrasts indicated that participants primed

with an interdependent self-construal showed a higher motivation for distinctiveness

when processing persuasion attempts focusing on uniqueness than those primed with an

independent self-construal ($F(1,74) = 4.51$, $p < 0.05$, $M_\text{primed-interdependence} = 3.25$, $M_\text{primed-independence} = 2.76$), in support of H2.

Figure 3 The Effect of Self-Construal on CNFU across Persuasion Attempts
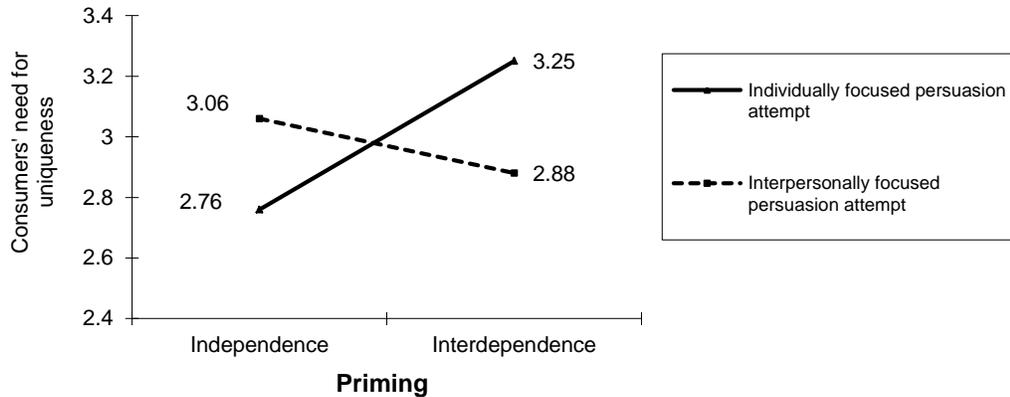
Discussion

The results of Study 2 provide further support for those findings in Study 1. That is, primed interdependent self-construal results in higher perceptions of trustworthiness when processing individually focused persuasion attempts than when processing interpersonally focused persuasion attempts. However, the type of persuasion attempt has no influence on forming impressions of salesclerks when an independent self-construal was primed. Study 2 provides further evidence for an incompatible effect in retailing contexts as compared to the compatible effect in advertising contexts.

Humans have a fundamental need for uniqueness. This need is more obvious when an interdependent self-construal is salient. It is evidenced by the effect of a primed interdependent self-construal when processing individually focused persuasion attempts.

The findings of Study 2 demonstrate that consumers are more sensitive to persuasion focusing on uniqueness or distinctiveness with a salient interdependent self-construal than with a salient independent self-construal. Planned contrasts showed that participants with a salient interdependent self-construal had a higher motivation for uniqueness than those with a salient independent self-construal when encountering persuasion focusing on uniqueness.

CHAPTER FIVE

STUDY 3 (Measuring Self-Construal as an Individual Difference)

Overview

All studies conducted so far focused on the effect of primed interdependent versus independent self-construal on interactions with sales agents based on a scenario where participants were shopping for a camera. In Study 3, self-construal was measured (Singelis, 1994). In other words, this study will test H1a and H1b through treating interdependent self-construal as an individual difference. In addition, in order to test the robustness of the effect from Study 1 and Study 2, the current study is conducted in a real retail setting with a new product category, clothing.

Method

Participants and Design. Participants in the study were 79 Canadian undergraduate students recruited from a western university in Canada with an average age of 21.5 (female=30, male=49). They were randomly assigned to one of the two conditions and received $7 compensation for their participation. In Study 3, persuasion attempts (individually vs. interpersonally focused) was manipulated. The level of interdependence was measured as a continuous variable.

Procedure. Participants were run individually at the Asper School of Business. The experimenter followed the experiment script (Appendix 3.1) to provide instructions to participants. When they arrived for the study and signed the consent form, they were presented with a scale to measure interdependent self-construal (Appendix 3.2). After this, they were told that the purpose was to test new product lines provided by a clothing company which was a partner of the Asper Commerce Connection store. The company sent a representative to the store to collect students' responses towards the new clothing lines. Participants were asked to take a look of these new products and pretend they were shopping in the store without telling the company representative anything about the research. The company representative in the store was a confederate of the experimenter. A female confederate in her mid forties was selected, as she was from a different age demographic than the participants. Two new product lines were created solely for the purpose of this research so that students would be unfamiliar with the products (please see Appendix 3.3 for the sample clothing lines). The confederate followed the script (Appendix 3.4) during her interaction with participants. For half of the participants, the confederate made a uniqueness focused statement when they examined the clothing by saying "That's a great T-shirt. The logo on this T-shirt will make you look unique and

different. Its color and design are also impressive and distinct, it is a great choice"
(individually focused persuasion attempt) and the other half of participants were told
"That's a great T-shirt. The logo on this T-shirt will make you look like you are part of
the Asper community. Its color and design are also common and popular, it is a great
choice" (interpersonally focused persuasion attempt). Each participant's condition was
tracked through the match between the confederate log (Appendix 3.5) and the
experimenter log (Appendix 3.6).

After completing their visit of the new product lines, participants returned to the
experimenter and were asked to finish a short questionnaire. After completing the
questionnaire (Appendix 3.7), participants were debriefed, paid, and thanked for their
participation.

Dependent variables.   The questionnaire contained the dependent variables of
interest as well as questions regarding the store and product evaluations (e.g., ratings of
the store, the product and the company representative) in line with the cover story of the
experiment. The main dependent variable, trustworthiness, was measured by the same
items as Study 1 and 2 ($\alpha = 0.82$). Consumers' need for uniqueness (CNFU) was also
measured by same items as study 2 ($\alpha = 0.94$). Finally, participants indicated their
gender, age, and language spoken at home.

Manipulation checks.   After completing these measures, as a manipulation
check, participants were asked "When thinking about your interaction with the person in
the store, to what extent did the information they provided about the T-shirt emphasize
feeling unique?" (1 = not at all, 7 = very much so). Preliminary analysis indicated that
participants in the individually focused persuasion attempt condition were significantly

more likely to indicate that the company representative tried to specify the uniqueness of the clothing than participants in the interpersonally focused persuasion attempt condition ($F(1, 77) = 3.95$, $p < 0.05$; $M_{\text{interpersonally-focused-persuasion-attempt}} = 4.12$, $M_{\text{individually-focused-persuasion-attempt}} = 4.95$).

Results

Trustworthiness. A regression analysis was conducted with persuasion attempt (interpersonally vs. individually focused; dummy code: individually focused persuasion attempt = 1, interpersonally focused persuasion attempt = 0), level of interdependence (mean-centered score; Aiken and West 1991), and the interaction term included in the model as predictors of perceptions of trustworthiness. The results showed a significant interaction between type of persuasion attempt and the level of interdependence ($\beta = 0.36$, $p < 0.05$). In particular, simple slope analysis at one standard deviation above the mean of interdependence (the solid line in fig. 4) indicated a significant difference such that participants with a high level of interdependence perceived the salesclerk as more trustworthy when processing individually focused persuasion attempts than when processing interpersonally focused persuasion attempts ($\beta = 0.75$, $t = 2.58$, $p < 0.01$). Similarly, simple slope analysis at one standard deviation below the mean of interdependence (the dashed line in fig. 4) showed no significant difference such that participants' perceptions of trustworthiness toward the salesclerk were not influenced by persuasion attempt type ($\beta = -0.31$, $t = -1.02$, $p > 0.05$).

Figure 4 The Effect of Self-Construal on Trustworthiness across Persuasion Attempts
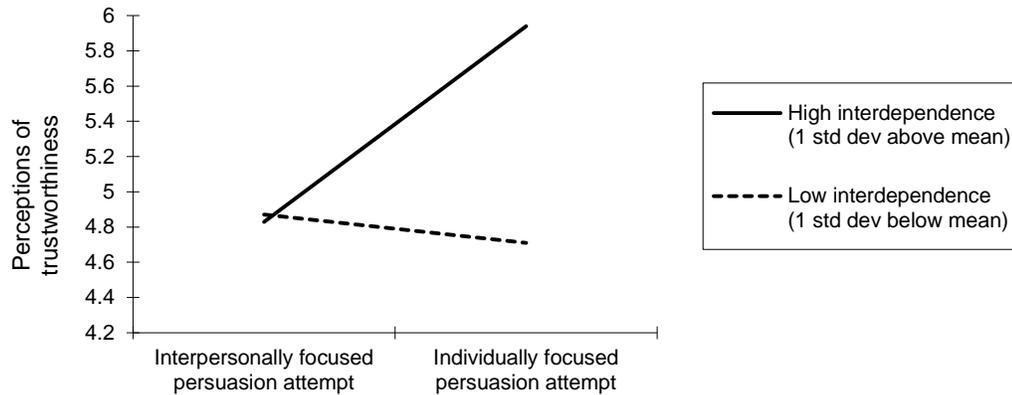
Consumers' Need for Uniqueness (CNFU).   Similarly, a regression analysis

was conducted with persuasion attempt (interpersonally vs. individually focused; dummy

code), level of interdependence (mean-centered score), and the interaction term included

in the model as predictors of CNFU. The analysis only showed a marginally significant

interaction effect on the overall CNFU ($\beta = 0.25$, $p = 0.1$) including three dimensions:

uniqueness choice (11 items, p.99), counter-conformity (11 items, p.100), the avoidance

of similarity (9 items, p.101). However, the results showed a significant interaction on

one of dimensions of CNFU—uniqueness choice including 11 items ($\alpha = 0.92$, $\beta = 0.31$,

$p < 0.05$). Specifically, simple slope analysis at one standard deviation above the mean of

interdependence (the solid line in fig. 5) indicated a significant difference such that

participants with a high level of interdependence tended to make more unique choices

when processing individually focused persuasion attempts than when processing

interpersonally focused persuasion attempts ($\beta = 0.63$, $t = 2.20$, $p < 0.05$). Similarly,

simple slope analysis at one standard deviation below the mean of interdependence (the

dashed line in fig. 5) showed no significant difference such that participants' desire for

unique choices was not influenced by persuasion attempt type ($\beta = -0.26$, $t = -0.87$, $p =$

0.38). In addition, subsequent analysis demonstrated a significant linear regression

between the level of interdependence and uniqueness choice under the individually

focused persuasion attempt ($\beta = 0.52$, $p < 0.01$).

Figure 5 The Effect of Self-Construal on Unique Choice across Persuasion Attempts
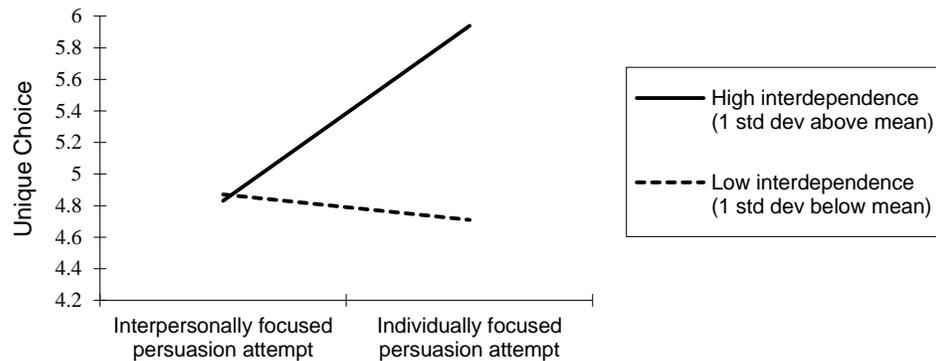
Discussion

The findings of Study 3 provide further support for the effect observed in Study

1 and Study 2 with self-construal measured as an individual difference. For participants

with a high level of interdependence (one standard deviation above the mean),

individually focused persuasion attempts lead to higher trust than interpersonally focused

persuasion attempts. In contrast, for participants with a low level of interdependence (one standard deviation below the mean), persuasion attempt type had no influence on impression formation of the salesclerk as shown in Figure 4. In addition, participants with a high level of interdependent self-construal only show a higher need for unique choice, one of the dimensions of CNFU rather than for the overall CNFU. One possible reason is the length of CNFU scale. Participants were run individually and they participated in the research just before their class started. So they may have only answered the first dimension carefully and did not pay much attention to the other two dimensions. The second possible reason is the influence of the persuasion attempt. For those provided with individually focused persuasion attempts, their responses to the dimension of unique choice may be influenced by the message that focuses on uniqueness and distinctiveness.

CHAPTER SIX

STUDY 4 (Underlying Process)

Overview

The preceding studies identify the relatively positive effects of individually focused persuasion attempts under a salient interdependent self-construal when encountering persuasion attempts that focus on uniqueness in both relatively individualist (North America) and collectivist cultures (Eastern Asia). A remaining question is the mechanism behind this effect. Is the effect mediated by consumers' general knowledge

developed through social norms (i.e. cultural knowledge) or personal knowledge developed through interactions with salesclerks (i.e. persuasion knowledge)? The goal of study 4 is to test the mechanism of the effect of salient self-construal on perceptions of trustworthiness when processing either individually- or interpersonally-focused persuasion attempts from salesclerks. In addition, Study 4 attempts to test whether consumer-oriented priming techniques can create a similar effect evidenced in previous studies following Mandel's (2003) priming technique.

Compatible Effect versus Incompatible Effect

Cultural research indicates a compatible effect (e.g., incoming persuasion message congruent with salient self-construal) when people from different cultures evaluate advertising. That is, people from collectivist cultures tend to prefer advertisements that focus on interpersonally focused appeals, while people from individualist cultures likely favor individually focused appeals (Lau-Gesk, 2003; Han and Shavitt 1994). However other studies show that the pattern of positive attitudinal effects through persuasion attempts compatible with culturally related values is not consistent across the two cultures (e.g., Aaker and Williams 1998; Mueller 1987). For example, Mueller (1987) found that the traditional value of the group and consensus was less likely to be reflected in contemporary Japanese advertisements and instead persuasion appeals focused on individuality and independence were common. This means in some situations, individually focused persuasion may be more effective. Similarly, Tse, Belk and Zhou

(1989) found that persuasion appeals used in Hong Kong attracted consumers through positive associations with Western lifestyles and enjoyment.

With regard to the inconsistent effect of compatibility, Briley and Aaker (2006) propose that the influence of cultural norms on opinion formation is strongest when people follow automatic processing and is weakest when people use deliberate processing. In the empirical studies, they supported this proposition by showing that the impact of cultural norms was only observed when participants from North America and China were unable to process thoroughly as a result of resource constraints, such as cognitive load (their Study 2). This suggests that the effects of compatibility (persuasion messages matching with cultural values) may occur through sociocultural norms under automatic processing, whereas the effects of incompatibility may happen through personal knowledge under deliberative processing.

Briley and Aaker (2006) suggest that cognitive load is an alternative way to examine the underlying process of the compatible versus incompatible effects observed in cross cultural studies. It is proposed that cognitive load will moderate the mediating effect of persuasion knowledge. Particularly, under low cognitive load, it is expected that persuasion knowledge mediates the relationship between the interaction of a persuasion attempt and self-construal on perceptions of trustworthiness through deliberate information processing. In contrast, under high cognitive load, a culturally compatible effect is expected wherein persuasion attempts matching with salient self-construal (either interdependent or independent) will lead to a more positive evaluation toward salespeople. Formally,

H3: Under low cognitive load, persuasion knowledge will mediate the

relationship between salient self-construal and persuasion attempt type on

consumers' perceptions of trustworthiness toward salesclerks. The

observed incompatible effect from previous studies will remain.

H4: Under high cognitive load, an interpersonally focused persuasion attempt

will lead to higher perceptions of trustworthiness for a salient

interdependent self-construal, while an individually focused persuasion

attempt will lead to higher perceptions of trustworthiness for a salient

independent self-construal. Therefore, the culturally related compatible

effect will be evidenced.

Figure 6 The Moderated Mediation Effect of Cognitive Load and PK on

Trustworthiness
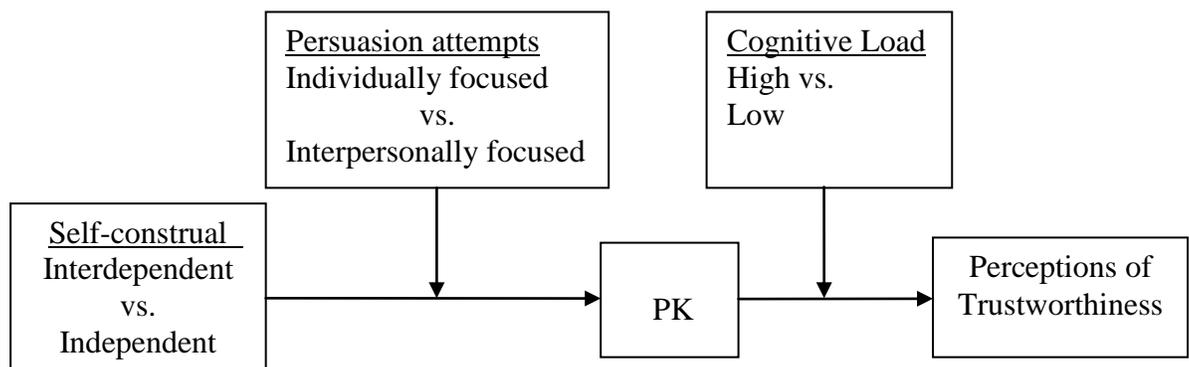
Method

Participants and Design. Participants were 156 undergraduate business students from a western university in Canada who received course credit for taking part in the study. The study was a 2 (persuasion attempt: individually vs. interpersonally focused) × 2 (primed self-construal: interdependent vs. independent) × 2 (cognitive load: high vs. low) between-subjects design.

Procedure.   Before the main study, the self-construal priming consisted of having half of the participants being asked to recall a nice purchase for a friend or family member and how they felt about it (interdependent self-construal priming, Appendix 4.1). The other half were asked to recall a nice purchase for themselves and how they felt about it (independent self-construal priming, Appendix 4.2), adapted from Mandel (2003). After the priming, participants were asked to read a shopping scenario with the same persuasion attempt manipulation as in prior studies. Cognitive load was manipulated in the shopping scenario. In the high cognitive load condition, participants were asked to remember any numbers presented in the scenario. In the low cognitive load condition, the same numbers were presented but participants were not required to recall any of them. Participants were randomly assigned to one of eight conditions (Appendix 4.3 to 4.6).

Measures.   The main dependent variable, perceptions of trustworthiness was measured by the same items as previous studies ($\alpha = 0.71$) (please see full questionnaire in Appendix 4.7). Open-ended questions were coded to identify thoughts related to persuasion knowledge. Two judges (agreement was 90%) coded the target of the listed thoughts as being about persuasion knowledge (e.g. skeptical of the truthfulness of her remark) or not (e.g. It reminds me of my last purchase.). For example, if participants mentioned that the salesclerk tried to convince consumers to buy products by saying good

things, persuasion knowledge ("1") was coded. Instead, if participants stated it sounded like something I would normally do when purchasing, other ("0") was coded.

Manipulation Check. Cognitive load was checked by asking participants "to what extent did you try to remember the numbers in the scenario? (1 = not at all, 7 = very much)". Preliminary analysis showed that participants in the low cognitive load condition were significantly less likely to remember the numbers than those in the high cognitive load condition ($F(1,148) = 71.87$, $p < 0.001$; $M_{low-load} = 2.38$, $M_{high-load} = 4.73$). The effectiveness of the persuasion attempt manipulation was assessed by asking "When thinking about the camera you were about to purchase, to what extent did that purchase emphasize feeling unique?" (1 = not at all, 7 = very much so). Participants in the individually focused persuasion attempt condition were significantly more likely to indicate that the message about the camera purchase emphasized feeling unique than participants in the interpersonally focused persuasion attempt condition ($F(1, 148) =$ 16.17, $p < 0.001$; $M_{interpersonally-focused-persuasion-attempt} = 3.31$, $M_{individually-focused-persuasion-attempt} =$ 4.33).

Results

Trustworthiness. A two-way ANOVA illustrated a significant three-way interaction ($F(1,148) = 12.8$, $p < 0.001$) and no main effects ($Fs < 1$). Planned contrasts indicated that under low cognitive load, participants primed with interdependent self-construal had significantly higher perceptions of trustworthiness toward the salesclerk when processing an individually as compared to an interpersonally focused

persuasion attempt ($F(1,73) = 4.52$, $p < 0.05$; $M_{\text{interpersonally-focused-persuasion-attempt}} = 4.05$,

$M_{\text{individually-focused-persuasion-attempt}} = 4.60$). In contrast, persuasion attempt type had no

influence on participants primed with independent self-construal under low cognitive

load ($F(1,73) = 1.43$, $p = 0.25$; $M_{\text{interpersonally-focused-persuasion-attempt}} = 4.38$,

$M_{\text{individually-focused-persuasion-attempt}} = 4.09$), supporting H3. Under high cognitive load,

participants primed with interdependent self-construal had higher perceptions of

trustworthiness toward the salesclerk for interpersonally than for individually focused

persuasion attempts ($F(1,75) = 3.51$, $p = 0.06$; $M_{\text{interpersonally-focused-persuasion-attempt}} = 4.65$,

$M_{\text{individually-focused-persuasion-attempt}} = 4.16$). In contrast, participants primed with independent

self-construal had higher perceptions of trustworthiness toward the salesclerk for

individually than for interpersonally focused persuasion attempts ($F(1,75) = 3.77$, $p =$

0.05; $M_{\text{interpersonally-focused-persuasion-attempt}} = 4.16$, $M_{\text{individually-focused-persuasion-attempt}} = 4.66$), as

shown in Figure 8, supporting H4.

Figure 7 The Effect of Self-Construal on Trustworthiness across Persuasion Attempts
under Low Cognitive Load
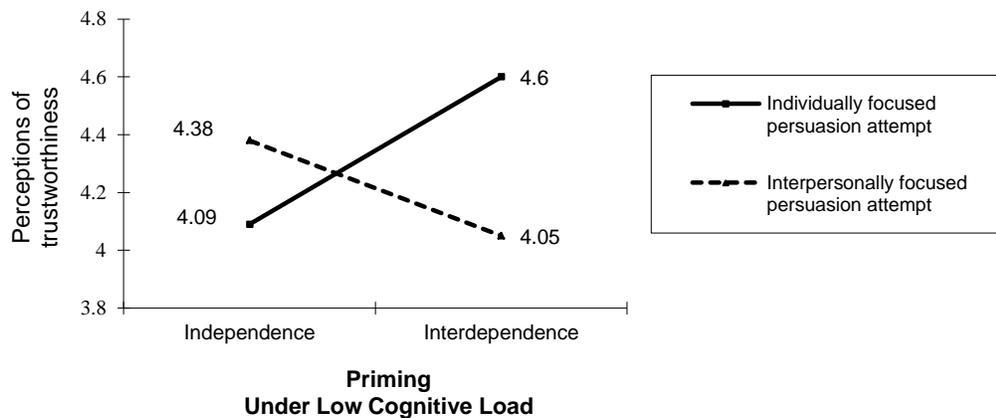
Figure 8 The Effect of Self-Construal on Trustworthiness across Persuasion Attempts
under High Cognitive Load
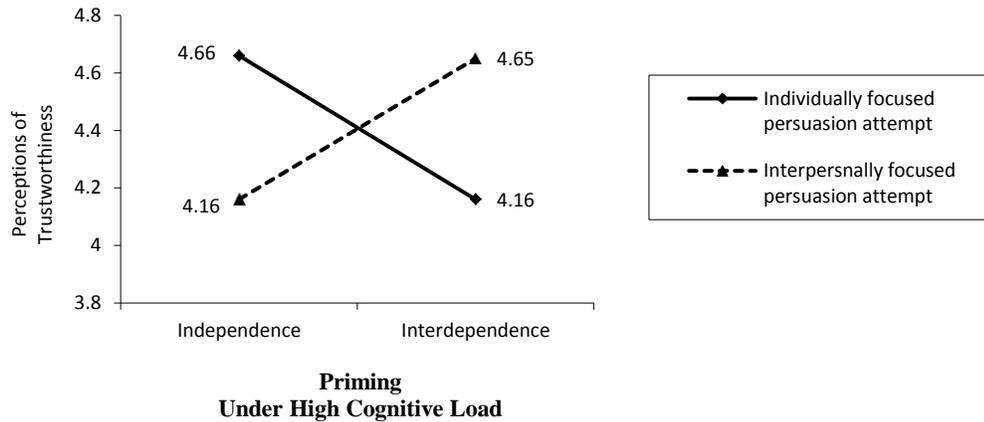
Moderated Mediation of Persuasion Knowledge (PK). A bootstrapping

analysis was conducted to test the indirect effect of persuasion attempt type and priming

on perceptions of trustworthiness (Hayes and Matthes 2009). 95% CIs (percentile, BC,

and BCa) in Table 1 demonstrated that the indirect interaction effect between persuasion

attempt type and priming on perceptions of trustworthiness through persuasion

knowledge was significantly different from zero under low cognitive load, but was not

significant under high cognitive load. In other words, under low cognitive load,

persuasion knowledge mediated the interaction effect of persuasion attempt type and

priming on perceptions of trustworthiness. However, under high cognitive load,

persuasion knowledge did not play a mediating role.

Table 1

Mediation of the Effect of Priming and Persuasion Attempt on Trustworthiness through PK

| Cognitive Load | Bootstrapping | | | | | |
| | Percentile 95% CI | | BC 95% CI | | BCa 95% CI | |
	Lower	Higher	Lower	Higher	Lower	Higher
Low	-0.3639	0.0000	-0.4034	-0.0176	-0.3915	-0.0166
High	-0.1174	0.3045	-0.1056	0.3283	-0.1133	0.3156

Note—BC, bias corrected; BCa, bias corrected and accelerated; 5,000 bootstrap samples.

Discussion

Study 4 supports H3 and H4. In particular, under low cognitive load, participants with a salient interdependent self-construal had higher perceptions of trustworthiness when processing individually focused persuasion attempts than when processing interpersonally focused persuasion attempt. Persuasion knowledge plays a mediating role for this effect. That is, individually as compared to interpersonally focused persuasion attempts lead to lower persuasion knowledge which, in turn, results in higher perceptions of trustworthiness for participants primed with interdependent self-construal. In contrast, persuasion attempt type had no influence on participants primed with independent self-construal.

More interesting, under high cognitive load, a compatible effect occurs. That is, interpersonally (vs. individually) persuasion attempts lead to higher (vs. lower) perceptions of trustworthiness for those primed with interdependent self-construal, whereas individually (vs. interpersonally) persuasion attempts result in higher (vs. lower) perceptions of trustworthiness toward salesclerks for those primed with independent self-construal. The findings of Study 4 are consistent with Briley and Aaker's (2006) propositions and findings which state that an incompatible effect is more likely to occur

through personal knowledge under low cognitive load, while a compatible effect is more likely to happen through cultural related knowledge under high cognitive load.

CHAPTER SEVEN

STUDY 5 (Chronic Self-Construal)

Overview

In prior studies of this dissertation, self-construal is either primed (Study 1 and 2) or examined as an individual difference (Study 3). The underlying process of the effect of self-construal on perceptions of salesclerks is based on persuasion knowledge (Study 4). Study 5 attempts to further examine the positive effect of individually focused persuasion attempts with a salient interdependent self-construal by recruiting participants from different countries. Oyserman et al. (2002) demonstrated that various countries differ in their levels of collectivism. Specifically, France, North America, China, and Israel reflect ascending levels of collectivism. In Study 5, the level of collectivism of the four countries was treated as a continuous variable and a linear regression is expected between these four countries and perceptions of trustworthiness under individually focused persuasion attempts. However, under interpersonally focused persuasion attempts, there will be no linear regression relationship.

Method

Participants and Design. Participants were 180 students from four countries (France (*N = 36*), Canada (*N = 48*), China (*N = 46*), and Israel (*N = 50*)). The study was a one-way between-subjects design with individually versus interpersonally focused persuasion attempts as the manipulated variable. The manipulation of interpersonally (Appendix 5.1) versus individually (Appendix 5.2) focused persuasion attempts was the same as the prior studies.

Procedure.   Participants from Canada participated in exchange for course credit. In China, participants received a class bonus. With the exception of the questionnaire used in China and Israel, all others were administered in English. For data collection in Israel, a professor from a partner university of the Asper School was willing to distribute the questionnaire link loaded on Qualtrics, an online survey software, to students in his business department. In addition, the professor helped translate some words which might be confusing for students into Hebrew (e.g., Phony (מזוייף)). For participants from France, a coordinator at the Asper School of Business helped contact the partner school. The coordinators of the partner school in France helped distribute the online questionnaire link to their students. After two months, one participant from each country (Israel and France) was randomly selected to receive an online gift card (CAN$100) from Amazon. uk and Amazon.fr respectively. The gift card was emailed to the selected participants.

Measures.   The measures included trustworthiness ($\alpha = 0.62$), self-construal (Singelis 1994), consumers' need for uniqueness (CNFU, Tian et al. 2001) and the manipulation check as used previously (see Appendix 5.3 for the questionnaire).

Manipulation Check. Participants in the individually focused persuasion attempt condition were significantly more likely to indicate that the message about the camera

purchase emphasized feeling unique than participants in the interpersonally focused

persuasion attempt condition ($F(1, 172) = 5.35$, $p < 0.05$; $M_{\text{interpersonally-focused-persuasion-attempt}}$

$= 3.47$, $M_{\text{individually-focused-persuasion-attempt}} = 4.06$).

Results

Table 2 shows the descriptive statistics and mean comparisons for the two

conditions (individually vs. interpersonally focused persuasion attempts).

Table 2
Means of Two Conditions and Post Hoc Tests among Four Different Countries

Countries	Persuasion Attempts		France	Canada	China	Israel
	Individually focused	Interpersonally focused				
France	3.67	3.99	--	.384	.002***	.000***
Canada	3.86	3.95	.842	--	.019**	.005**
China	4.36	4.05	.782	.601	--	.650
Israel	4.46	4.05	.777	.588	.999	--

[a] Values on the upper triangle are the *p* values for the mean difference between two factors under individually focused persuasion attempt whereas values on the lower triangle are the *p* values for the mean difference between two factors under interpersonally focused persuasion attempt
*** significant at $p = 0.001$; ** significant at $p = 0.01$.

A regression analysis on perceptions of trustworthiness was conducted across

the four countries which were taken as a continuous variable in terms of their

collectivism. In other words, France, Canada, China, and Israel were coded as 1, 2, 3, and

4 respectively based on Oyserman et al.'s (2002) findings regarding the level of

collectivism. The results showed a significant linear relationship between the four

countries and perceptions of trustworthiness with individually focused persuasion

attempts ($t = 4.34$, $p < 0.001$, adjusted $R^2 = 0.15$) but not with interpersonally focused

persuasion attempts ($t = 0.53$, $p = 0.59$, adjusted $R^2 = -0.01$), as shown in Figure 9.

Figure 9 The Effect of Country Level Collectivism on Trustworthiness across Persuasion Attempts
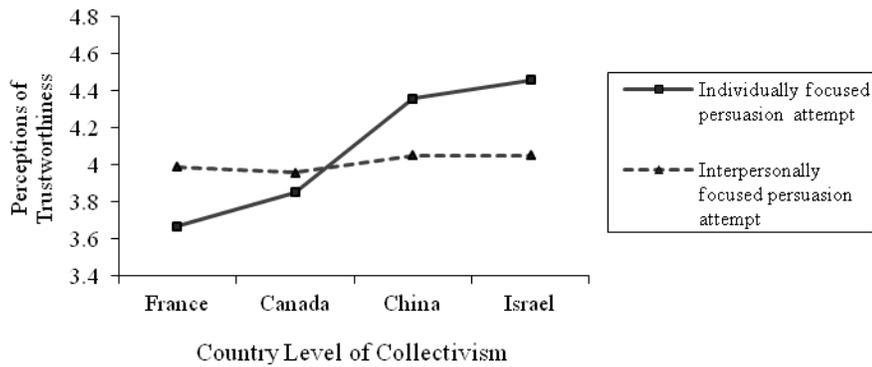
Discussion

The results of Study 5 provide evidence for the effect observed in prior studies from a chronic self-construal perspective. In particular, people high in interdependent self-construal tend to trust salespeople more when they provide an individually focused persuasion attempt. However, the level of interdependent self-construal does not influence their impressions of salespeople who use interpersonally focused persuasion attempts. That is, an incompatible effect was observed in retailing contexts.

CHAPTER EIGHT

GENERAL DISCUSSION

Overall Findings

The present research explores the effect of persuasion attempts in a retailing context across cultures. In particular, the influence of self-construal (interdependent versus independent) is examined. Five studies conducted in different settings (e.g., laboratory, field, and different countries) provide robust support for the propositions. The current work reveals that individually focused persuasion attempts result in more positive perceptions of trustworthiness than interpersonally focused persuasion attempts for participants with a salient interdependent self-construal. However, persuasion attempts that are either individually (i.e. uniqueness) or interpersonally focused (i.e. connectedness) have no influence on perceptions of trustworthiness towards salesclerks for participants with a salient independent self-construal. That is, a salient independent self-construal is influenced by manipulations which are considered as situational factors (Choi and Nisbett 1998).

This finding suggests that interdependent self-construal tends to integrate objects or people into the whole context when processing information, whereas independent self-construal likely direct to a person rather than to the whole context (the context including salesclerks and different persuasion attempts). This result supports two types of processing styles identified from past studies (e.g., Trafimow, et al. 1991; Nisbett et al. 2001). Moreover, from the country perspective (France, Canada, China, and Israel), the level of interdependent self-construal (collectivism) is positively correlated with perceptions of trustworthiness when processing individually rather than interpersonally focused persuasion attempts.

Further, the current work shows that participants tend to have a higher need for uniqueness with a situationally activated interdependent self-construal, but this effect is moderated by the type of persuasion attempt. Specifically, the results demonstrate that consumers with a salient interdependent self-construal are more sensitive to the threat of uniqueness. This is evidenced by a higher desire for uniqueness (Study 2) when processing individually focused persuasion attempts which may help them rebuild a sense of uniqueness. This finding is further supported by measuring self-construal as an individual difference and changing the product from a camera to clothing (Study 3, a field study). The robust results across the studies provide evidence that people may implicitly have more concern for the sense of unique self, especially when the level of interdependence is high.

Finally, the present paper indicates that the incompatible effect between persuasion attempts and perceptions of trustworthiness toward salesclerks is only held under low cognitive load and is mediated by persuasion knowledge. However, under high cognitive load, there is a compatible effect which states that persuasion attempts matching with salient self-construal at the moment lead to more positive impressions of salesclerks.

Contributions

The current work contributes to the literature in three ways. The first contribution is in the cross-cultural literature by showing the different effects of self-construal in a retailing context from those in an advertising context. Previous

research on culture shows that persuasion appeals in advertising that are compatible with a salient self-identity lead to more favorable attitudes and judgments relative to incompatible persuasion appeals (e.g., Martenson 1987; Hong, Muderrisoglu, and Zinkhan 1987). However, the effect of interdependent versus independent self-construal proposed by the current research is inconsistent with previous findings. The results demonstrate that in a retailing context, the effect of compatibility does not hold. Conversely, the opposite effect appears when activating an interdependent self-construal. Specifically, consumers with a salient interdependent self-construal tend to form more positive impressions when processing individually focused persuasion attempts than when processing interpersonally focused persuasion attempts. Therefore, the current research contributes to the culture literature by showing that the effect of culture varies across different consumer related contexts. For instance, a compatible effect between self-construal and advertising appeals usually occurs in advertising contexts, whereas an incompatible effect between interdependent self-construal and salesclerks' persuasion attempts appears in retailing settings as evidenced in the current research

In terms of resolving the dilemma between the different contexts, the current research demonstrates that the incompatible effect (versus compatible effect) in persuasion occurs through personal persuasion knowledge (versus cultural knowledge). According to Briley and Aaker (2006), an incompatible effect tends to occur with personal knowledge, while a compatible effect usually appears with cultural knowledge. The finding confirms these two different effects. In particular, under low cognitive load, an incompatible effect shows through the mediation of persuasion knowledge; under high cognitive load, a compatible effect appears.

Secondly, this research contributes to the consumer literature by integrating cultural influences into the Persuasion Knowledge Model (Friestad and Wright 1994). Specifically, it is the first research to explore the influence of culture on interactions with salesclerks in a retail context. Literature on the Persuasion Knowledge Model has shown the influence of sales tactics (i.e. flattery) on impressions of salesclerks (Campbell and Kirmani 2000; Main et al. 2007) and the impact of a sale on interest in featured sales items (Brown and Krishna 2004). The findings across five studies demonstrate that culture does indeed have an influence on consumers' perceptions of salesclerks by examining one cultural related concept, self-construal. However, regardless of whether the self-construal is formed in a collectivist culture (i.e. China) or an individualist culture (i.e. Canada), it seems that an interdependent self-construal is more sensitive to incoming persuasion attempts as compared to an independent self-construal. The incompatible effect found in the current research occurs through the mediation of persuasion knowledge, in particular, under low cognitive load. That is, persuasion knowledge may be responsible for the different response patterns toward salesclerks.

In addition, the current research introduces one way of delineating persuasion attempts through their focus on unique versus commonality. Previous literature on salesclerks' persuasion attempts focuses on the type of tactics such as flattery (Main et al. 2007; Cialdini 1993) and doing a favor (Gordon, 1996). This research extends the use of persuasion attempts beyond the use of ingratiation on consumers. Previous research indicates that consumers tend to be defensive in response to a persuasion attempt with the use of ingratiation tactics, as consumers are highly suspicious of the use of ingratiation (DePaulo and Bella 1989). The present research may provide an alternative way to make

persuasion attempts effective by focusing on targets such as separatedness (Wang, Bristol, Mowen, and Chakraborty 2000).

Lastly, the current paper contributes to the psychological literature by demonstrating that interdependent (versus independent) self-construal have different influences on consumers' demand for uniqueness. This is evidenced by a higher desire for uniqueness for an interdependent self-construal when processing individually than processing interpersonally focused persuasion attempts. As distinctiveness is a fundamental human need (Snyder and Fromkin 1980), a salient interdependent self-construal may have a higher desire for distinctiveness or uniqueness. Consequently, individually focused persuasion attempts can meet the threatened need and, in turn, may have an influence on the interaction in a social context.

Brewer (1991) stated that people have desires for both uniqueness and belonging and most people arrive at the optimal balance. When the balance is broken, people may not feel comfortable and, in turn, try to find ways to rebuild that balance. The findings of this paper not only confirm this theory but also extends it by showing that the feeling of uniqueness may be more sensitive to a threat. That is, even subtle changes in distinctiveness such as priming an interdependent self-construal may threaten people's feelings of uniqueness. As a result, people have a high desire for uniqueness, especially when incoming messages (individually focused persuasion attempts) can provide this need. In contrast, subtle changes in commonality may not threaten people's feeling of belonging. Priming individuals with independence may decrease the level of belonging, but this slight change may not influence people's information processing.

Results indicate that a primed interdependent self-construal leads to a higher need for uniqueness than a primed independent self-construal when processing individually focused persuasion attempts. However, in this dissertation, consumer's need for uniqueness is measured after both the priming and the scenario are provided. It is not clear whether priming alone or priming together with the scenario produces the high need for uniqueness when making an interdependent self-construal salient. In future research, the effect of priming alone on consumers' need for uniqueness will need to be examined.

Limitation and Future Research Directions

One of the limitations of this dissertation is the sample. Participants across five studies are all student samples. Future research may need to recruit non-student samples for generalizability purposes. In addition, this research only tests the effect of primed interdependent versus independent self-construal on persuasion attempts. Future studies may consider the situation in which a primed self-construal contradicts an individual's chronic self-construal and can result in different perceptions of trustworthiness in two different cultures. In other words, people from individualist cultures primed with an interdependent self-construal and people from collectivist cultures primed with an independent self-construal will differently process persuasion attempts. If this phenomenon occurs, the cultural effect will be obvious. That is, when priming a self that contradicts the default self, people may implicitly increase their desire to rebuild their chronic selves. As a result, persuasion attempts that are compatible with the default self rather than the primed self will lead to more positive effects than persuasion attempts that

are incompatible with the default self. Moreover, as people who have experience living in two cultures (biculturals) react favorably toward both individually and interpersonally persuasion appeals (Lau-Gesk, 2003), in the future, it is also of interest to investigate the different responses between biculturals and those who only have experience of living in one culture (monoculturals).

In addition, it is of interest to examine the influence of product conspicuousness (e.g. public vs. private product, Bearden and Etzel 1982) on perceptions of trustworthiness toward salesclerks. Mandel (2003) shows that people primed with an interdependent self-construal are less willing to take social risks, an outcome resulting in either embarrassment or approval from others (e.g. paying a truth or dare, a game is likely to cause embarrassment among participants in public) and more likely to take financial risks, an outcome related to a monetary gain or loss (i.e. paying a parking ticket). Accordingly, it is expected that persuasion attempts from salesclerks may produce more suspicion for consumers with a salient interdependent self-construal when purchasing a highly conspicuous product (e.g. high-speed bike) than when purchasing a less conspicuous product (e.g. TV for own room).

Finally, future studies may need to explore other culturally related factors, such as uncertainty avoidance. According to Hofstede (1980) and Hofstede and Bond (1984), uncertainty avoidance refers to the extent to which people in a culture feel threatened by uncertain or unpredictable situations. Individuals from high uncertainty avoidance cultures such as Japan are relatively less tolerant to ambiguity and are security-seeking, whereas individuals from low uncertainty avoidance cultures such as North America are more tolerant to uncertainty and are risk-accepting. Consequently, salesclerks may

provide distinct persuasion attempts according to differences in uncertainty avoidance. For example, for customers with low uncertainty avoidance, salesclerks may focus on the attractiveness of products. In contrast, for customers with high uncertainty avoidance, salesclerks may focus their persuasion on attractive warranty policies.

Managerial Implications

Financial crisis makes it difficult for some retailers to survive. For example, Sears decided to close hundreds of stores in the U.S. On the other hand, some companies, especially those which own luxury brands, are planning to open retail stores in emerging markets such as China. The findings of this dissertation may provide potential applications for those international companies that are planning to open retail stores in different cultures. In particular, for stores opened in a relatively collective culture, the company may need to train their salesclerks to provide individually focused persuasion attempts (e.g., focus on uniqueness) to their consumers during interactions.

In addition, priming consumers with interdependent self-construal may make people more sensitive to the messages focused on distinctiveness. Retailers may be able to use some techniques (e.g., store design) to activate consumers' interdependent self-construal and then may use uniqueness focused persuasion attempts. Consequently, consumers may be more likely to choose products that may help build a sense of uniqueness. The challenge for managers is to identify the difference between the product that is perceived as unique or common.

Finally, the compatible effect under high cognitive load and the incompatible effect under low cognitive load may have applications in tourism industries. For tourists who are shopping with a busy mind, the salespeople in tourist stores may try to attract them by using persuasion matching with their cultural values. However, for tourists who are shopping with a less cognitively busy mind, the salespeople in tourist stores may attempt to persuade them by using persuasion that does not match cultural values.

Conclusions

In sum, this research finds that the type of persuasion attempts from a salesclerk has no influence on an individual with an activated independent self-construal when forming judgments of trustworthiness toward salesclerks, whereas an individual with an activated interdependent self-construal has higher perceptions of trustworthiness when encountering individually focused persuasion attempts than when encountering interpersonally focused persuasion attempts through different techniques—priming (Study 1 and 2), measuring (Study 3), and chronic country level (Study 5). Further, results show that a salient interdependent self-construal leads to higher consumers' need for uniqueness for individually focused persuasion attempts as compared to salient independent self-construal. Moreover, Study 4 demonstrates that the mechanism of the incompatible effect of persuasion attempts on perceptions of trustworthiness is due to the activation of persuasion knowledge, which is evidenced by the moderating effect of cognitive load on the mediation of persuasion knowledge. In addition, under high cognitive load, a culturally related compatible effect is displayed.

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APPENDIX Consent Form

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Ph.d Candidate

INFORMED CONSENT FORM

We would like to invite you to participate in a research study which is a part of the Ph.D thesis conducted by Wenxia Guo of the I. H. Asper School of Business at the University of Manitoba, who can be reached at 474-8953.

In this study, we will provide you with a scenario about shopping for a digital camera in a store. You will be asked to imagine yourself in this shopping scenario. And then we will ask you to answer a number of questions relating to this purchase experience. This is a paper and pencil based questionnaire. In total, this study will take no longer than 30 minutes. There is no risk to participating in this study. If you feel uncomfortable when answering the questionnaire, you are free to withdraw at any time without any penalty.

Your signature on this form indicates that you have understood to your satisfaction the information regarding participation in the research product and agree to participate as a subject. In no way does this waive your legal rights nor release researches, sponsors, or involved institutions form their legal and professional responsibilities. You are free to withdraw from the study at any time, and / or refrain from answering any questions you prefer to omit, without prejudice or consequence. Your continued participation should be informed as your initial consent, so you should feel free to ask for clarification or new information throughout your participation.

Please be assured that your responses to all questions will remain completely confidential. There is absolutely no way to trace your responses back to you. At the end of the term (or after finishing the questionnaire—for other countries), we will provide you with brief description of the study. If you would like to learn more information about the results, please feel free to contact me or my thesis advisor Dr. Kelley Main. For your participation in this research, you will receive credit towards your research participation in MKT2210 (or class bonus for Chinese version, or $100 gift card through lottery as compensation—for French and Israel version).

The Joint-Faculty Research Ethics Board at the University of Manitoba has approved this research. Should you have any complaints you may contact the Human Ethics Secretariat at 474-7122.
Thank you for taking the time to consider being part of this research activity.

_____
Participant's Print Name   Participant's Signature   Date
_____ I confirm that I am over 18 years of age.

APPENDIX 1.1 (Interdependent Self-Construal Priming in Study 1)
You will receive a series of five words in a randomized order. Please create a meaningful and grammatically correct sentence with four out of five words.

1. help, like, group, I, to
2. respect, partnership, others', I, opinions
3. I, together, team, my, support
4. my, family, important, are, cooperation
5. enjoy, being, I, interdependent, similar
6. harmony, group's, admire, I, join
7. others'; I, opinion, agree, friendship
8. team, inseparable, is, our, attached
9. close, stay, family, my, union
10. important, is, my friendship, group
11. overlap, I, cooperative, am, person
12. parents, connect, I, always, alike

13. to, go, work, we, I
14. study, I, to, have, we
15. for, prepare, exam, I, we

16. Reading, life, like, books, I
17. Forgettable, tasks, avoid, boring, I
18. Really, love, I, nice, nature

APPENDIX 1.2 (Independent Self-Construal Priming in Study 1)

You will receive a series of five words in a randomized order. Please create a meaningful and grammatically correct sentence with four out of five words.

1. Unique, like, being, dissociate, I
2. Impressional, I, not, am, assertive
3. I, ideas, have, unusual, autonomy
4. Distinct, being, enjoy, I, competitive
5. Being, I, independent, like, free
6. I, different, being, like, alone,
7. Individual, unique, am, I, dissociate
8. Situation, I, competitive, split, like
9. Respect, I, independence, very, freedom
10. Autonomous, I, environments, like, dissimilar
11. Personally, I, freedom, admire, competition
12. I, independence, highly, respect, uniqueness

13.   to, go, work, we, I
14.   study, I, to, have, we
15.   for, prepare, exam, I, we

16. Reading, life, like, books, I
17. Forgettable, tasks, avoid, boring, I
18. Really, love, I, nice, nature

APPENDIX 1.3 (Interpersonally Focused Persuasion Attempt in Study 1)

**<u>Please spend a few minutes visualizing the following scenario. Read carefully
through each sentence, then close your eyes and imagine that you are in this
situation. Take your time and imagine the following situation.</u>**

Imagine that you are planning to buy a digital camera. You spend some time searching
for information about features of digital cameras such as, memory, flash type, digital
zoom, color, and size, etc. After looking at several digital cameras on Internet and
comparing their features, you narrow it down to three brands that you like in terms of
memory, color and size of the camera. With these three brands in mind, you head to an
electronic store.

Picture yourself walking into the section of the store with digital cameras and seeing a
wide array of choices. A salesclerk named Pat walks up to you and says, "Hi, may I help
you find something?" Imagine yourself responding—you shake your head and reply,
"Maybe later, right now I'm just looking".

Imagine that you have carefully checked memory, color, and size of two digital cameras
and when you are checking the third one, the salesclerk approaches you and says, "That's
a great camera. It is easy to carry and has a big memory. Whenever you are together with
family and friends, you can take pictures with them. And, the color of this camera is
common. I think you make a right choice." After this, Pat says "if you need anything
later, please let me know," and walks to another customer.

Please spend a few minutes visualizing the following scenario. Read carefully through each sentence, then close your eyes and imagine that you are in this situation. Take your time and imagine the following situation.

Imagine that you are planning to buy a digital camera. You spend some time searching for information about features of digital cameras such as, memory, flash type, digital zoom, color, and size, etc. After looking at several digital cameras on Internet and comparing their features, you narrow it down to three brands that you like in terms of memory, color and size of the camera. With these three brands in mind, you head to an electronic store.

Picture yourself walking into the section of the store with digital cameras and seeing a wide array of choices. A salesclerk named Pat walks up to you and says, "Hi, may I help you find something?" Imagine yourself responding—you shake your head and reply, "Maybe later, right now I'm just looking".

Imagine that you have carefully checked memory, color, and size of two digital cameras and when you are checking the third one, the salesclerk approaches you and says, "That's a great camera. It is easy to carry and has a big memory. Whenever you go for a trip, you can take those impressive and unique pictures. And, the color of this camera will also make you unique and different. I think you make a right choice." After this, Pat says "if you need anything later, please let me know," and walks to another customer.

APPENDIX 1.5 (Questionnaire for Study 1)

1. **Overall, this salesclerk is**

Insincere	1	2	3	4	5	6	7	Sincere
Not fake	1	2	3	4	5	6	7	Fake
Dishonest	1	2	3	4	5	6	7	Honest
Inexpert	1	2	3	4	5	6	7	Expert
Not phony	1	2	3	4	5	6	7	Phony
Untrustworthy	1	2	3	4	5	6	7	Trustworthy
Unknowledgeable	1	2	3	4	5	6	7	Knowledgeable
Not manipulative	1	2	3	4	5	6	7	Manipulative
Not pushy	1	2	3	4	5	6	7	Pushy
Unhelpful	1	2	3	4	5	6	7	Helpful
Incompetent	1	2	3	4	5	6	7	Competent

2. **Based on the scenario, how would you evaluate your experience at the store? Were you:**

Unsatisfied	1	2	3	4	5	6	7	Satisfied
Displeased	1	2	3	4	5	6	7	Pleased
Unhappy	1	2	3	4	5	6	7	Happy
Disappointed	1	2	3	4	5	6	7	Delighted
Indifferent	1	2	3	4	5	6	7	Excited

3. I think that the camera was:

Bad	1	2	3	4	5	6	7	Good
Unappealing	1	2	3	4	5	6	7	Appealing
Not favorable	1	2	3	4	5	6	7	Favorable
Negative	1	2	3	4	5	6	7	Positive

4. When thinking about the camera you are about to purchase, to what extent did that purchase emphasize-Fitting in with others?

Not at all   1   2   3   4   5   6   7   **Very much**

5. Have you been worked as a salesclerk before? Please check one.

No _____   **Yes**____   If yes, how long have you worked as a salesclerk _____ years

        If yes, did you work on commission? Yes No

6. Have you had the similar shopping experience as described in the scenario with a salesclerk before?

No_____   **Yes** _____

Please indicate your age: **_____years**

Please indicate your gender by circling one: **Male/Female**

What language do you speak at home? Please circle one: **English/Other** ____

If you do not speak English at home, how long have you been speaking English?   **____years**

What is your nationality? Please circle one: **Canadian/Other___**

APPENDIX 2.1 (Interdependent Self-Construal Priming in Study 2)

请认真阅读下一页中的短文，将文章中所有代名词圈出。这些代名词可以是单数（比如"我"，"我的"，等等），也可以是复数（比如"我们"，"我们的"，等等）。

我们不常外出吃饭，但每当我们外出吃饭时我们总是很难决定应该选择哪间餐厅。泰国菜，墨西哥菜和印度菜都很美味，但我们一向最爱的还是中国菜。我们家附近有一家中国餐厅供应我们尝过最棒的菜式。每当我们走进去，香气都立即扑鼻而来。这一股香甜而辛辣的气味常令我们不禁饥肠辘辘。而当我们坐下来点菜，菜单上的每一道菜都吸引着我们。 我们知道无论我们点什么都会令我们愉快。那些事物都很漂亮，令我们仿佛为了吃掉他们而感到内疚。整顿饭最棒的地方是在当我们精心挑选的甜点摆放在我们面前的时候。在我们最喜爱的餐厅里，无论我们点任何菜式，都不会出问题。

APPENDIX 2.2 (Independent Self-Construal Priming in Study 2)

请认真阅读下一页中的短文，将文章中所有代名词圈出。这些代名词可以是单数（比如"他"，"他的"，等等），也可以是复数（比如"他们"，"他们的"，等等）。

我不常外出吃饭，但每当我外出吃饭时我总是很难决定应该选择哪间餐厅。泰国菜，墨西哥菜和印度菜都很美味，但我一向最爱的还是中国菜。我家附近有一家中国餐厅供应我尝过最棒的菜式。每当我走进去，香气都立即扑鼻而来。这一股香甜而辛辣的气味常令我不禁饥肠辘辘。而当我坐下来点菜，菜单上的每一道菜都吸引着我。我知道无论我点什么都会令我愉快。那些事物都很漂亮，令我仿佛为了吃掉他们而感到内疚。整顿饭最棒的地方是在当我精心挑选的甜点摆放在我面前的时候。在我最喜爱的餐厅里，无论我点任何菜式，都不会出问题。

APPENDIX 2.3 (Interpersonally Focused Persuasion Attempt in Study 2)

请花几分钟时间仔细阅读下面的情景，想像一下你自己身处其中。

设想一下你计划买一个数码相机。你花了一些时间搜寻数码相机的性能，例如记忆，闪光，影像扩大与缩小，颜色和大小，等等。你在网上搜寻并且比较了几款数码相机的性能。根据你喜欢的相机的记忆，颜色，和大小等，你选择了三个品牌。揣着这事先准备好的三个品牌在心里，你去了一家电器商店。

想像你走进这家电器商店并且看到了很多不同的数码相机。一个销售员向你走来说："你好，您需要帮忙吗？"想象一下你的答复 - 你摇了摇头说，"或许过一会儿，现在我正在搜寻。"

想像你仔细的查看了两个品牌数码相机的记忆，颜色，和大小。当你正查看第三个品牌时，你想了解更多关于第三个品牌的功能，所以你走近销售员。销售员说："这是一款很好的相机。它便于携带并且有很大记忆功能。当你和家里人或者朋友聚会时，你可以拍下与他们在一起的场景。而且，这款相机的颜色现在也很流行。我觉得你的选择是对的。"然后，这个销售员说："如果你需要更多的帮助，请让我知道。"说完这些，这个销售员走向另一个顾客。

请花几分钟时间仔细阅读下面的情景，想像一下你自己身处其中。

设想一下你计划买一个数码相机。你花了一些时间搜寻数码相机的性能,例如记忆，闪光，影像扩大与缩小， 颜色和大小，等等。你在网上搜寻并且比较了几款数码相机的性能。根据你喜欢的相机的记忆，颜色，和大小等，你选择了三个品牌。揣着这事先准备好的三个品牌在心里，你去了一家电器商店。

想像你走进这家电器商店并且看到了很多不同的数码相机。一个销售员向你走来说："你好，您需要帮忙吗？"想象一下你的答复--你摇了摇头，说，"或许过一会儿，现在我正在搜寻。"

想像你仔细的查看了两个品牌数码相机的记忆，颜色，和大小。当你正查看第三个品牌时，你想了解更多关于第三个品牌的功能，所以你走近销售员。销售员说："这是一款很好的相机。它便于携带并且有很大记忆功能。不管你到哪里去旅游，你都可以拍下那些令你印象深刻并且独特的景色。而且，这款相机的颜色也会显示你的独特性和与众不同。我觉得你的选择是对的。"然后，这个销售员说："如果你需要更多的帮助，请让我知道。"说完这些，这个销售员走向另一个顾客。

1. 总体来说，你觉得这个销售员是

不诚心的	1	2	3	4	5	6	7	诚心的
不佯装的	1	2	3	4	5	6	7	佯装的
不真诚的	1	2	3	4	5	6	7	真诚的
不专业的	1	2	3	4	5	6	7	专业的
不谎骗的	1	2	3	4	5	6	7	谎骗的
不可信的	1	2	3	4	5	6	7	可信的
知识不丰富的	1	2	3	4	5	6	7	知识丰富的
不操纵的	1	2	3	4	5	6	7	操纵的
不咄咄逼人的	1	2	3	4	5	6	7	咄咄逼人的
没有帮助的	1	2	3	4	5	6	7	有帮助的
没有能力的	1	2	3	4	5	6	7	有能力的

2. 根据你所读的上面购买数码相机的情景，你是怎么评估你在商店的经历的?你是

不满意的	1	2	3	4	5	6	7	满意的
不高兴的	1	2	3	4	5	6	7	高兴的
不开心的	1	2	3	4	5	6	7	开心的
不欣喜的	1	2	3	4	5	6	7	欣喜的
不兴奋的	1	2	3	4	5	6	7	兴奋的

3. 我认为这个数码相机是：

不好的	1	2	3	4	5	6	7	好的

不好的　1　2　3　4　5　6　7　好的

没有吸引力的　1　2　3　4　5　6　7　有吸引力的

不令人喜爱的　1　2　3　4　5　6　7　令人喜爱的

消极的　1　2　3　4　5　6　7　积极的

4. 当你回想购买数码相机的情景，在什么程度上这个销售员注重于数码相机的：

　　　　　　　　强烈不同意　　　　　　　　　　**强烈同意**

与众不同？　　　1　2　3　4　5　6　7

5. 你曾有过做销售员的经历吗？

没有 _____　　有_____　　如果有，做了多长时间 _____

　　　　如果有，你拿佣金吗？是　　不是

6. 你曾有过相似的购物经历吗？

没有_____　　有 _____

7．请表明你有多大程度同意或不同意下列的声明。

我尊重和我交往的有权威的人。
强烈不同意 1　2　3　4　5　6　7 **强烈同意**
与我的团体保持和谐对我来说非常重要。
强烈不同意 1　2　3　4　5　6　7 **强烈同意**

我的快乐依赖于我周围人的快乐。

强烈不同意 1 2 3 4 5 6 7 **强烈同意**

我愿意在公共汽车上给我的教授让出我的座位。

强烈不同意 1 2 3 4 5 6 7 **强烈同意**

我喜欢谦虚的人。

强烈不同意 1 2 3 4 5 6 7 **强烈同意**

我会为了我所在团体的利益牺牲我个人爱好。

强烈不同意 1 2 3 4 5 6 7 **强烈同意**

我经常觉得我与别人的关系比我自己的成就更重要。

强烈不同意 1 2 3 4 5 6 7 **强烈同意**

当做出教育和择业的决定时，我愿意考虑我父母的建议。

强烈不同意 1 2 3 4 5 6 7 **强烈同意**

尊重团体做出的决定对我来说很重要。

强烈不同意 1 2 3 4 5 6 7 **强烈同意**

即使我在团体里不高兴，如果他们需要我，我也会呆在团体里。

强烈不同意 1 2 3 4 5 6 7 **强烈同意**

如果我的兄弟姐妹失败了，我会负一定责任。

强烈不同意 1 2 3 4 5 6 7 **强烈同意**

即使我强烈的不同意团体成员的观点，我也会避免争吵。

强烈不同意 1 2 3 4 5 6 7 **强烈同意**

(Ind) 我宁愿直接说'不'，也不愿冒险被误解。

强烈不同意 1 2 3 4 5 6 7 **强烈同意**

在班上发言对我来说不是问题。

强烈不同意 1 2 3 4 5 6 7 **强烈同意**

有一个生动的想象力对我来说很重要。

强烈不同意 1 2 3 4 5 6 7 **强烈同意**

当被单独选出表扬或奖赏时，我感觉很自在。

强烈不同意 1 2 3 4 5 6 7 **强烈同意**

不管在学校还是在家里，我就是我自己。

强烈不同意 1 2 3 4 5 6 7 **强烈同意**

我最关注的是能照顾好我自己。

强烈不同意 1 2 3 4 5 6 7 **强烈同意**

不管我与谁在一起，我的做事方式是一样的。

强烈不同意 1 2 3 4 5 6 7 **强烈同意**

叫刚认识人的名字我觉得很自在，即使他们比我大很多。

强烈不同意 1 2 3 4 5 6 7 **强烈同意**

我喜欢直接了当的与刚认识的人相处。

强烈不同意 1 2 3 4 5 6 7 **强烈同意**

在许多方面，我喜欢独特和与众不同。

强烈不同意 1 2 3 4 5 6 7 **强烈同意**

拥有独立的个性对我来说很重要。

强烈不同意 1 2 3 4 5 6 7 **强烈同意**

我注重健康胜于任何一切。

强烈不同意 1 2 3 4 5 6 7 **强烈同意**

8．请表明你有多大程度同意或不同意下列的声明。

(Cch)　我通过不寻常的物品告诉人们我是与总不同的。 **强烈不同意**　　1　　　2　　　3　　　4　　　5　　**强烈同意**
有时，我会买不寻常的物品或品牌来创造自己独特的个人形象。 **强烈不同意**　　1　　　2　　　3　　　4　　　5　　**强烈同意**
我经常搜寻物品或品牌来创造我自己的风格。 **强烈不同意**　　1　　　2　　　3　　　4　　　5　　**强烈同意**
通常购物时，一个重要目的是找到物品来表达我的独特性。 **强烈不同意**　　1　　　2　　　3　　　4　　　5　　**强烈同意**
我经常搭配我的个人物品来创造我的个人形象，别人不能复制。 **强烈不同意**　　1　　　2　　　3　　　4　　　5　　**强烈同意**
我经常试图找到更有趣的而不是平庸的物品，因为我喜欢原版的。 **强烈不同意**　　1　　　2　　　3　　　4　　　5　　**强烈同意**
通过购买特殊的物品或品牌，我积极的寻求我个人的独特性。 **强烈不同意**　　1　　　2　　　3　　　4　　　5　　**强烈同意**
寻求有趣和不寻常的物品可以帮助我建立我独特的个人形象。 **强烈不同意**　　1　　　2　　　3　　　4　　　5　　**强烈同意**
我喜欢可以表达我独立性的物品和品牌。 **强烈不同意**　　1　　　2　　　3　　　4　　　5　　**强烈同意**
我经常想着如何能用我买的物品或我做的事来塑造一个更不寻常的个人形象。 **强烈不同意**　　1　　　2　　　3　　　4　　　5　　**强烈同意**
我经常搜寻新物品或品牌来增加我的个人独特性。

强烈不同意	1	2	3	4	5	**强烈同意**

(CCon) 在穿衣服上，我有时敢于穿的与众不同以至于别人不认同。

强烈不同意	1	2	3	4	5	**强烈同意**

就我所关心，当关系到我所买的物品或被用的场合，标准是可以打破的。

强烈不同意	1	2	3	4	5	**强烈同意**

我经常不以传统的方式穿衣，即使这种方式可能使别人不舒服。

强烈不同意	1	2	3	4	5	**强烈同意**

我很少按照别人认为是对的方式去买东西。

强烈不同意	1	2	3	4	5	**强烈同意**

有关穿衣不适当的顾虑不会阻止我穿我想穿的衣服。

强烈不同意	1	2	3	4	5	**强烈同意**

当关系到我所买的物品或被用的场合，我经常打破传统和规则。

强烈不同意	1	2	3	4	5	**强烈同意**

有关我所买或拥有的东西，我经常违背大众所理解的规则。

强烈不同意	1	2	3	4	5	**强烈同意**

有关什么时候和如何适当的用某些物品，我经常打破大众所理解的规则。

强烈不同意	1	2	3	4	5	**强烈同意**

我喜欢通过购买我所知道人们所不接受的物品来挑战他们的流行品位。

强烈不同意	1	2	3	4	5	**强烈同意**

如果有人提醒我，我的着装在某个社交场合不合适，我依然会以同样的方式穿戴。

强烈不同意	1	2	3	4	5	**强烈同意**

当我的穿戴与众不同时，我经常意识到别人认为我是独特的，但是我不在意。

强烈不同意	1	2	3	4	5	**强烈同意**

(Asim) 当我喜欢的物品或品牌变的非常流行时，我就会失去对它们的兴趣。
强烈不同意　　1　　2　　3　　4　　5　**强烈同意**

我避免购买那些已经被大多数人所接受和购买的物品或品牌。
强烈不同意　　1　　2　　3　　4　　5　**强烈同意**

当我所拥有的物品在大众中变得很普遍时，我开始少用它们。
强烈不同意　　1　　2　　3　　4　　5　**强烈同意**

我经常试图避免购买被大众已购买的物品或品牌
强烈不同意　　1　　2　　3　　4　　5　**强烈同意**

作为原则，我不喜欢被每一个人所购买的物品或品牌。
强烈不同意　　1　　2　　3　　4　　5　**强烈同意**

一旦我所购买的流行服装在大众中变的流行，我就放弃穿它。
强烈不同意　　1　　2　　3　　4　　5　**强烈同意**

越普遍的物品或品牌，我越没有兴趣购买它。
强烈不同意　　1　　2　　3　　4　　5　**强烈同意**

当一个物品被每个人购买时，它对我来说就没有价值。
强烈不同意　　1　　2　　3　　4　　5　**强烈同意**

当我拥有的一件衣服的款式变得普遍时，我经常放弃穿它。
强烈不同意　　1　　2　　3　　4　　5　**强烈同意**

请写下你的年纪：　　　　　　　　　　　　　　　　———

请表明你的性别：　　　　　　　　　　　　　　**男/女**

你在家里说什么语言：　　　　　　　　　　　**中文/其它**

We don't go out to eat very often, but when we do we have a hard time choosing where we want to go. Thai food, Mexican food, and Indian food are all delicious, but our all time favourite is Chinese. There is a Chinese restaurant near our house that serves the best food we have ever eaten. When we enter, the aroma fills our nostrils. It's a sweet and spicy smell and it makes us hungry. We sit down and order the food. Everything on the menu appeals to us. We know whatever we order will delight us. The food is so pretty, it almost makes us feel bad about eating it. The best part of the meal is when we get my choice of dessert. We can't go wrong with anything. We order at my favourite restaurant.

<u>I</u> don't go out to eat very often, but when <u>I</u> do <u>I</u> have a hard time choosing where <u>I</u> want to go. Thai food, Mexican food, and Indian food are all delicious, but <u>my</u> all time favourite is Chinese. There is a Chinese restaurant near <u>my</u> house that serves the best food <u>I</u> have ever eaten. When <u>I</u> enter, the aroma fills <u>my</u> nostrils. It's a sweet and spicy smell and it makes <u>me</u> hungry. <u>I</u> sit down and order the food. Everything on the menu appeals to <u>me</u>. <u>I</u> know whatever <u>I</u> order will delight <u>me</u>. The food is so pretty, it almost makes <u>me</u> feel bad about eating it. The best part of the meal is when <u>I</u> get my choice of dessert. <u>I</u> can't go wrong with anything <u>I</u> order at my favourite restaurant.

APPENDIX 2.8 (Questionnaire for Testing the Effectiveness of Self-Construal Priming)

Please indicate how much you agree or disagree with the following statements.

I have respect for the authority figures with whom I interact. **Strongly disagree** 1 2 3 4 5 6 7 **Strongly agree**	

It is important for me to maintain harmony within my group. **Strongly disagree** 1 2 3 4 5 6 7 **Strongly agree**	

My happiness depends on the happiness of those around me. **Strongly disagree** 1 2 3 4 5 6 7 **Strongly agree**	

I would offer my seat in a bus to my professor. **Strongly disagree** 1 2 3 4 5 6 7 **Strongly agree**	

I respect people who are modest about themselves. **Strongly disagree** 1 2 3 4 5 6 7 **Strongly agree**	

I will sacrifice my self-interest for the benefit of the group I am in. **Strongly disagree** 1 2 3 4 5 6 7 **Strongly agree**	

I often have the feeling that my relationships with others are more important than my own accomplishments. **Strongly disagree** 1 2 3 4 5 6 7 **Strongly agree**	

I should take into consideration my parents' advice when making education/career plans. **Strongly disagree** 1 2 3 4 5 6 7 **Strongly agree**	

It is important to me to respect decisions made by the group. **Strongly disagree** 1 2 3 4 5 6 7 **Strongly agree**	

I will stay in a group if they need me, even when I am not happy with the group. **Strongly disagree** 1 2 3 4 5 6 7 **Strongly agree**	

If my brother or sister fails, I feel responsible.	

Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

Even when I strongly disagree with group members, I avoid an argument.

Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

I would rather say "No" directly, than risk being misunderstood.

Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

Speaking up during a class is not a problem for me.

Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

Having a lively imagination is important to me.

Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

I am comfortable with being singled out for praise or rewards.

Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

I am the same person at home that I am at school.

Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

Being able to take care of myself is primary concern for me.

Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

I act the same way no matter who I am with.

Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

I feel comfortable using someone's first name soon after I meet them, even when they are much older than I am.

Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

I prefer to be direct and forthright when dealing with people I have just met.

Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

I enjoy being unique and different from others in many respects.

Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

My personal identity independent of others, is very important to me.

Strongly disagree   1   2   3   4   5   6   7   **Strongly agree**

I value being in good health above everything.

Strongly disagree   1   2   3   4   5   6   7   **Strongly agree**

APPENDIX 3.1 (Experimenter Script)

1) Have student sign consent form.
2) Give instructions.

> The experiment today is conducting marketing research for the company that produces promotional products for the Asper School Commerce Store. They would like to evaluate student responses to a new line of products that they are interested in producing. We are going to have you go check out the new product offerings in the Asper School Commerce Store to evaluate some of the options available. When you go shopping, the company representative may provide some information on the product offerings. While you are at the store, please look at at least three T-shirts that are from the new product line before returning to me to complete the questionnaire assessing your perceptions of the products.

> Please do not tell the company representative that you are part of the study. After you have evaluated some of the product offerings, please come back here to complete a short questionnaire. In total, the experiment should take about 20 minutes or so and you will be paid $7.

> Please don't stop anywhere else on your way to and from the store. Also try not to talk to anyone besides the person working in the store. This helps us ensure that the shopping experience is the same for everyone. Any questions?

3) Upon their return, hand them the experimental questionnaire and ask them to complete it. When they are finished, take the consent form and questionnaire. Then hand them the debriefing statement.

APPENDIX 3.2 (Scales to Measure Self-Construal in Field Study 3)

We would like to ask you a few questions about yourself.
Please indicate how much you agree or disagree with the following statements.

I have respect for the authority figures with whom I interact.							
Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

It is important for me to maintain harmony within my group.							
Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

My happiness depends on the happiness of those around me.							
Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

I would offer my seat in a bus to my professor.							
Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

I respect people who are modest about themselves.							
Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

I will sacrifice my self-interest for the benefit of the group I am in.							
Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

I often have the feeling that my relationships with others are more important than my own accomplishments.							
Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

I should take into consideration my parents' advice when making education/career plans.							
Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

It is important to me to respect decisions made by the group.							
Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

I will stay in a group if they need me, even when I am not happy with the group.							
Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

If my brother or sister fails, I feel responsible.

Strongly disagree 1 2 3 4 5 6 7 **Strongly agree**

Even when I strongly disagree with group members, I avoid an argument.

Strongly disagree 1 2 3 4 5 6 7 **Strongly agree**

I would rather say "No" directly, than risk being misunderstood.

Strongly disagree 1 2 3 4 5 6 7 **Strongly agree**

Speaking up during a class is not a problem for me.

Strongly disagree 1 2 3 4 5 6 7 **Strongly agree**

Having a lively imagination is important to me.

Strongly disagree 1 2 3 4 5 6 7 **Strongly agree**

I am comfortable with being singled out for praise or rewards.

Strongly disagree 1 2 3 4 5 6 7 **Strongly agree**

I am the same person at home that I am at school.

Strongly disagree 1 2 3 4 5 6 7 **Strongly agree**

Being able to take care of myself is primary concern for me.

Strongly disagree 1 2 3 4 5 6 7 **Strongly agree**

I act the same way no matter who I am with.

Strongly disagree 1 2 3 4 5 6 7 **Strongly agree**

I feel comfortable using someone's first name soon after I meet them, even when they are much older than I am.

Strongly disagree 1 2 3 4 5 6 7 **Strongly agree**

I prefer to be direct and forthright when dealing with people I have just met.

Strongly disagree 1 2 3 4 5 6 7 **Strongly agree**

I enjoy being unique and different from others in many respects.

Strongly disagree 1 2 3 4 5 6 7 **Strongly agree**

My personal identity independent of others, is very important to me.
Strongly disagree 1   2   3   4   5   6   7 **Strongly agree**
I value being in good health above everything.
Strongly disagree 1   2   3   4   5   6   7 **Strongly agree**

APPENDIX 3.3 (Two-lines of T-Shirts)

Picture of T-shirts (Small Asper Logo and Big Heart)

It is important to stay as close to the script as possible while still keeping things realistic. Keep notes on anything that happens during the interaction with the participant that varies from the script on the attached log.   If there are other people while the participant is there, make a note of that as well.

When participants approach the rack with the product samples, stay close enough that you can see the items they evaluate. Once they have looked at 2 shirts say the following line on an alternating basis.

UNIQUE- "**That's a great T-shirt. The logo on this T-shirt will make you look unique and different. Its color and design are also impressive and distinct, it is a great choice."** After this**, you say "If you have anything about the products, please let me know,"** and walk away to another part of the store.

POPULAR- "**That's a great T-shirt. The logo on this T-shirt will make you look like you are part of the Asper community. Its color and design are also common and popular, it is a great choice." After this, you say "If you have anything about the products, please let me know,"** and walk away to another part of the store.
.

After the participant has left the store, record what condition participants were in (unique vs. popular) and the details of the shirt you commented on in addition to anything unusual that may have happens and get ready for the next person. You can arrange merchandise in other sections, once a person approaches assume they are a participant and follow the script.

APPENDIX 3.5 (Confederate Log)

Date	Time	Gender	Condition (U vs P)	Notes (which item did you comment on?)
Monday 10th				

APPENDIX 3.6 (Experimenter Log)

Date	Time	Gender	Notes
Monday 10th			

(Questionnaire for Field Study 3)

In the questionnaire, we are going to ask you questions about the store, the products you evaluated and the staff you encountered as all of these can influence your perceptions of the products.

Staff Evaluations

1. At what point did you first encounter someone working in the store? Who was this person?

_____

_____

2. How would you evaluate this person?

Insincere	1	2	3	4	5	6	7	Sincere
Not fake	1	2	3	4	5	6	7	Fake
Dishonest	1	2	3	4	5	6	7	Honest
Inexpert	1	2	3	4	5	6	7	Expert
Not phony	1	2	3	4	5	6	7	Phony
Untrustworthy	1	2	3	4	5	6	7	Trustworthy
Unknowledgeable	1	2	3	4	5	6	7	Knowledgeable
Not manipulative	1	2	3	4	5	6	7	Manipulative
Not pushy	1	2	3	4	5	6	7	Pushy
Unhelpful	1	2	3	4	5	6	7	Helpful
Incompetent	1	2	3	4	5	6	7	Competent

Store Evaluations

Based on your experience, how would you evaluate your experience at the store? Were you:

Unsatisfied	1	2	3	4	5	6	7	Satisfied
Displeased	1	2	3	4	5	6	7	Pleased
Unhappy	1	2	3	4	5	6	7	Happy
Disappointed	1	2	3	4	5	6	7	Delighted
Indifferent	1	2	3	4	5	6	7	Excited

Product Evaluations

I think that the product selection was:

Bad	1	2	3	4	5	6	7	Good
Unappealing	1	2	3	4	5	6	7	Appealing
Not favorable	1	2	3	4	5	6	7	Favorable
Negative	1	2	3	4	5	6	7	Positive

Please describe the basic look of the three t-shirts you evaluated (i.e. color, logo, short/long sleeve, etc.):

1._____

2. _____

3. _____

What did you like about these t-shirts?

_____

_____

What did you NOT like about these t-shirts?

_____

_____

1. I thought it was pretty obvious that the person's behavior was trying to persuade me

Strongly disagree   *1   2   3   4   5   6   7*   **Strongly agree**

2. I though the primary goal of the person in the store was to satisfy the customer.

Strongly disagree   *1   2   3   4   5   6   7*   **Strongly agree**

3. When thinking about your interaction with the person in the store, to what extent did the information they provided about the T-shirt emphasize

	Strongly disagree						**Strongly agree**
Feeling unique?	1	2	3	4	5	6	7
Standing out?	1	2	3	4	5	6	7
Being distinctive?	1	2	3	4	5	6	7

	Strongly disagree						**Strongly agree**
Fitting in with others?	1	2	3	4	5	6	7
Being popular?	1	2	3	4	5	6	7
Have something in common?	1	2	3	4	5	6	7

4. Have you been worked as a salesclerk before? Please check one. Yes___ No ___
                    If yes, how long have you worked as a salesclerk _____ years

5. Have you had the similar shopping experience with a salesclerk before? Yes___ No __

Please indicate how much you agree or disagree with the following statements about yourself

1. Uniqueness Choice (11 items)

I collect unusual products as a way of telling people I am different.   Strongly disagree   1   2   3   4   5   Strongly agree
I have sometimes purchased unusual products or brands as a way to create a more distinctive personal image.   Strongly disagree   1   2   3   4   5   Strongly agree
I often look for one-of-a-kind products or brands so that I create a style that is all my own.   Strongly disagree   1   2   3   4   5   Strongly agree
Often when buying merchandise, an important goal is to find something that communicates my uniqueness.   Strongly disagree   1   2   3   4   5   Strongly agree
I often combine possessions in such a way that I create a personal image for myself that can not be duplicated.   Strongly disagree   1   2   3   4   5   Strongly agree
I often try to find a more interesting version of run-of-the-mill products because I enjoy being original.   Strongly disagree   1   2   3   4   5   Strongly agree
I actively seek to develop my personal uniqueness by buying special products or brands.   Strongly disagree   1   2   3   4   5   Strongly agree
Having an eye for products that are interesting and unusual assists me in establishing a distinctive image.   Strongly disagree   1   2   3   4   5   Strongly agree
The products and brands that I like best are the ones that express my individuality.   Strongly disagree   1   2   3   4   5   Strongly agree

I often think of the things I buy and do in terms of how I can use them to shape a more unusual personal image.   Strongly disagree   1   2   3   4   5   Strongly agree
I am often on the lookout for new products or brands that will add to my personal uniqueness.   Strongly disagree   1   2   3   4   5   Strongly agree

2. Counter Conformity (11 items)

(Counter Conformity) When dressing, I have sometimes dared to be different in ways that others are likely to disapprove.   **Strongly disagree**   1   2   3   4   5   **Strongly agree**
As far as I am concerned, when it comes to the products I buy and the situations in which I use them, rules are made to be broken.   **Strongly disagree**   1   2   3   4   5   **Strongly agree**
I often dress unconventionally even when it is likely to offend others.   **Strongly disagree**   1   2   3   4   5   **Strongly agree**
I rarely act in agreement with what others think are the right things to buy.   **Strongly disagree**   1   2   3   4   5   **Strongly agree**
Concern for being out of place does not prevent me from wearing what I want to wear.   **Strongly disagree**   1   2   3   4   5   **Strongly agree**
When it comes to be products I buy and the situations in which I use them, I have often broken customs and rules.   **Strongly disagree**   1   2   3   4   5   **Strongly agree**
I have often violated the understood rules of my social group regarding what to buy or own.   **Strongly disagree**   1   2   3   4   5   **Strongly agree**
I have often gone against the understood rules of my social group regarding when and how certain products are properly used.

Strongly disagree	1	2	3	4	5	Strongly agree

I enjoy challenging the prevailing taste of people I know by buying something they would not seem to accept.

Strongly disagree	1	2	3	4	5	Strongly agree

If someone hinted that I had been dressing inappropriately for a social situation, I would continue dressing in the same manner.

Strongly disagree	1	2	3	4	5	Strongly agree

When I dress differently, I am often aware that others think I am peculiar, but I don't care.

Strongly disagree	1	2	3	4	5	Strongly agree

3. Avoidance of Similarity (9 items)

(Asimilarity) When products or brands I like become extremely popular, I lose interest in them.

Strongly disagree	1	2	3	4	5	Strongly agree

I avoid products or brands that have already been accepted and purchased by the average consumer.

Strongly disagree	1	2	3	4	5	Strongly agree

When a product I own becomes popular among the general population, I begin using it less.

Strongly disagree	1	2	3	4	5	Strongly agree

I often try to avoid products or brands that I know are bought by the general population.

Strongly disagree	1	2	3	4	5	Strongly agree

As a rule, I dislike products or brands that are purchased by everyone.

Strongly disagree	1	2	3	4	5	Strongly agree

I give up wearing fashions I have purchased once they become popular among the

general public.

Strongly disagree   1   2   3   4   5   **Strongly agree**

The more commonplace a product or brand is among the general population, the less interested I am in buying it.

Strongly disagree   1   2   3   4   5   **Strongly agree**

Products do not seem to hold much value for me when they are purchased regularly by everyone.

Strongly disagree   1   2   3   4   5   **Strongly agree**

When a style of clothing I own becomes too commonplace, I usually quit wearing it.

Strongly disagree   1   2   3   4   5   **Strongly agree**

Age: _____years Male_____   Female_____
Gender: **Nationality:** Canadian/Other

What language do you speak at home? **English**/**Other** _____

If you do not speak English at home, how long have you been speaking English? _____years

APPENDIX 4.1 (Interdependent Self-Construal Priming in Study 4)

Please recall something nice that you recently purchased for others (e.g. a team that you belong) and describe how the team benefited from this product, as well as how you felt about purchasing it.

Please recall something nice that you recently purchased for yourself and describe how you benefited from this product, as well as how you felt about purchasing it.

Please spend a few minutes visualizing the following scenario. Read carefully through each sentence, then close your eyes and imagine that you are in this situation. Take your time and imagine the following situation. <u>Please remember any numbers presented in the scenario, you will be asked to recall them later.</u>

Imagine that you are planning to buy a digital camera. You spend some time searching for information about features of digital cameras such as, memory, flash type, digital zoom, color, and size, etc. After reviewing at least <u>six</u> digital cameras on the Internet and comparing their features, you narrow it down to <u>three</u> brands that you like in terms of memory, color and size of the camera. With these three brands in mind, you head to an electronics store located at <u>5097</u> Angelus Ave.

Picture yourself walking into the section of the store with digital cameras and seeing a wide array of choices. A salesclerk named Pat walks up to you and says, "Hi, may I help you find something?" Imagine yourself responding—you shake your head and reply, "Maybe later, right now I'm just looking".

Imagine that you have carefully checked memory, color, and size of <u>two</u> digital cameras and when you are checking the <u>third</u> one, you have some questions about the functionality of the third one, so you approach the salesclerk. The salesclerk says, "That's a great camera. It is easy to carry and has a large memory. Whenever you go for a trip, you can take those impressive and unique pictures. And, the color of this camera will also make you unique and different. I think you made a great choice." After this, Pat says "if you need anything later, please let me know," and walks to another customer.

Please spend a few minutes visualizing the following scenario. Read carefully through each sentence, then close your eyes and imagine that you are in this situation. Take your time and imagine the following situation.

Imagine that you are planning to buy a digital camera. You spend some time searching for information about features of digital cameras such as, memory, flash type, digital zoom, color, and size, etc. After reviewing at least six digital cameras on the Internet and comparing their features, you narrow it down to three brands that you like in terms of memory, color and size of the camera. With these three brands in mind, you head to an electronics store located at 5097 Angelus Ave.

Picture yourself walking into the section of the store with digital cameras and seeing a wide array of choices. A salesclerk named Pat walks up to you and says, "Hi, may I help you find something?" Imagine yourself responding—you shake your head and reply, "Maybe later, right now I'm just looking".

Imagine that you have carefully checked memory, color, and size of two digital cameras and when you are checking the third one, you have questions about the functionality of the third one, so you approach the salesclerk. The salesclerk says, "That's a great camera. It is easy to carry and has a large memory. Whenever you are together with family and friends, you can take pictures with them. And, the color of this camera is common. I think you made a great choice." After this, Pat says "if you need anything later, please let me know," and walks to another customer.

APPENDIX 4.5 (Scenario for High Cognitive Load & Individually Focused Persuasion Attempt in Study 4)

Please spend a few minutes visualizing the following scenario. Read carefully through each sentence, then close your eyes and imagine that you are in this situation. Take your time and imagine the following situation. Please remember any numbers presented in the scenario, you will be asked to recall them later.

Imagine that you are planning to buy a digital camera. You spend some time searching for information about features of digital cameras such as, memory, flash type, digital zoom, color, and size, etc. After reviewing at least six digital cameras on the Internet and comparing their features, you narrow it down to three brands that you like in terms of memory, color and size of the camera. With these three brands in mind, you head to an electronics store located at 5097 Angelus Ave.

Picture yourself walking into the section of the store with digital cameras and seeing a wide array of choices. A salesclerk named Pat walks up to you and says, "Hi, may I help you find something?" Imagine yourself responding—you shake your head and reply, "Maybe later, right now I'm just looking".

Imagine that you have carefully checked memory, color, and size of two digital cameras and when you are checking the third one, you have some questions about the functionality of the third one, so you approach the salesclerk. The salesclerk says, "That's a great camera. It is easy to carry and has a large memory. Whenever you go for a trip, you can take those impressive and unique pictures. And, the color of this camera will also make you unique and different. I think you made a great choice." After this, Pat says "if you need anything later, please let me know," and walks to another customer.

Please spend a few minutes visualizing the following scenario. Read carefully through each sentence, then close your eyes and imagine that you are in this situation. Take your time and imagine the following situation.

Imagine that you are planning to buy a digital camera. You spend some time searching for information about features of digital cameras such as, memory, flash type, digital zoom, color, and size, etc. After reviewing at least six digital cameras on the Internet and comparing their features, you narrow it down to three brands that you like in terms of memory, color and size of the camera. With these three brands in mind, you head to an electronics store located at 5097 Angelus Ave.

Picture yourself walking into the section of the store with digital cameras and seeing a wide array of choices. A salesclerk named Pat walks up to you and says, "Hi, may I help you find something?" Imagine yourself responding—you shake your head and reply, "Maybe later, right now I'm just looking".

Imagine that you have carefully checked memory, color, and size of two digital cameras and when you are checking the third one, you have some questions about the functionality of the third one, so you approach the salesclerk. The salesclerk says, "That's a great camera. It is easy to carry and has a large memory. Whenever you go for a trip, you can take those impressive and unique pictures. And, the color of this camera will also make you unique and different. I think you made a great choice." After this, Pat says "if you need anything later, please let me know," and walks to another customer.

Were you asked to remember the numbers in the scenario? Yes__   No__
If yes, please write them down_____

Please list any thoughts/feelings you had while reading the scenario.

1. **Overall, this salesclerk is**

Insincere	1	2	3	4	5	6	7	Sincere
Not fake	1	2	3	4	5	6	7	Fake
Dishonest	1	2	3	4	5	6	7	Honest
Inexpert	1	2	3	4	5	6	7	Expert
Not phony	1	2	3	4	5	6	7	Phony
Untrustworthy	1	2	3	4	5	6	7	Trustworthy
Unknowledgeable	1	2	3	4	5	6	7	Knowledgeable
Not manipulative	1	2	3	4	5	6	7	Manipulative
Not pushy	1	2	3	4	5	6	7	Pushy
Unhelpful	1	2	3	4	5	6	7	Helpful
Incompetent	1	2	3	4	5	6	7	Competent

2. Please indicate how much you agree or disagree with the following statements.

I feel that people are generally reliable.
Strongly disagree   1   2   3   4   5   6   7   **Strongly agree**
I feel that people are generally dependable.
Strongly disagree   1   2   3   4   5   6   7   **Strongly agree**
I feel that people are generally trustworthy.
Strongly disagree   1   2   3   4   5   6   7   **Strongly agree**
I generally trust other people unless they give me a reason not to.
Strongly disagree   1   2   3   4   5   6   7   **Strongly agree**

3. I thought it was pretty obvious that the salesperson was trying to persuade the customer.

Strongly disagree   *1*   *2*   *3*   *4*   *5*   *6*   *7*   *Strongly agree*

4. I thought the primary goal of the salesclerk was to make a sale.

Strongly disagree   *1*   *2*   *3*   *4*   *5*   *6*   *7*   *Strongly agree*

5. I thought the primary goal of the salesclerk was to earn a commission.

Strongly disagree   *1*   *2*   *3*   *4*   *5*   *6*   *7*   *Strongly agree*

6. I though the primary goal of the salesclerk was to satisfy the customer

Strongly disagree   *1*   *2*   *3*   *4*   *5*   *6*   *7*   *Strongly agree*

7. Based on the scenario, how would you evaluate your experience at the store? Were you:

Unsatisfied	1	2	3	4	5	6	7	Satisfied
Displeased	1	2	3	4	5	6	7	Pleased
Unhappy	1	2	3	4	5	6	7	Happy
Disappointed	1	2	3	4	5	6	7	Delighted
Indifferent	1	2	3	4	5	6	7	Excited

8. I think that the camera was:

Bad	1	2	3	4	5	6	7	Good
Unappealing	1	2	3	4	5	6	7	Appealing
Not favorable	1	2	3	4	5	6	7	Favorable
Negative	1	2	3	4	5	6	7	Positive

9. When thinking about the camera you are about to purchase, to what extent did that purchase emphasize

	Strongly disagree						**Strongly agree**
Feeling unique?	1	2	3	4	5	6	7
Standing out?	1	2	3	4	5	6	7
Being distinctive?	1	2	3	4	5	6	7
	Strongly disagree						**Strongly agree**
Fitting in with others?	1	2	3	4	5	6	7
Being popular?	1	2	3	4	5	6	7
Have something in common?	1	2	3	4	5	6	7

10. To what extent do you try to remember the numbers in the scenario?

Not at all   1   2   3   4   5   6   7   **Very much**

11. While you were reading the scenario, you put effort into remembering the store address.

Strongly disagree   1   2   3   4   5   6   7   **Strongly agree**

12. While you were reading the scenario, you paid attention to remembering the numbers.

Strongly disagree 1   2   3   4   5   6   7   **Strongly agree**

13. To what extent did the salesclerk tell you that you could take pictures with family and friends?

Not at all   1   2   3   4   5   6   7   **Very much**

14. To what extent did the salesclerk tell you that you could take impressive and unique pictures on your trips?

Not at all   1   2   3   4   5   6   7   **Very much**

15. In the shopping study,

To what extent do you think the salesclerk was giving their honest opinion of the camera that you were looking for?

Not at all   1   2   3   4   5   6   7   **Very much**

In the scenario, the salesclerk made sincere compliments on the camera that you were looking for.

Strongly disagree 1   2   3   4   5   6   7   **Strongly agree**

In the scenario, the salesclerk made an obviously flattering remark on the camera that you were looking for.

Strongly disagree 1   2   3   4   5   6   7   **Strongly agree**

16. Have you been worked as a salesclerk before? Please check one.

No _____   **Yes**____   If yes, how long have you worked as a salesclerk _____ years

      If yes, did you work on commission? Yes   No

17. Have you had the similar shopping experience as described in the scenario with a salesclerk before?

No_____   **Yes** _____

18. Please indicate how much you agree or disagree with the following statements.

I have respect for the authority figures with whom I interact.   **Strongly disagree**   1   2   3   4   5   6   7   **Strongly agree**
It is important for me to maintain harmony within my group.   **Strongly disagree**   1   2   3   4   5   6   7   **Strongly agree**
My happiness depends on the happiness of those around me.   **Strongly disagree**   1   2   3   4   5   6   7   **Strongly agree**
I would offer my seat in a bus to my professor.   **Strongly disagree**   1   2   3   4   5   6   7   **Strongly agree**
I respect people who are modest about themselves.

| | **Strongly disagree** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | **Strongly agree** |

I will sacrifice my self-interest for the benefit of the group I am in.

| | **Strongly disagree** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | **Strongly agree** |

I often have the feeling that my relationships with others are more important than my own accomplishments.

| | **Strongly disagree** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | **Strongly agree** |

I should take into consideration my parents' advice when making education/career plans.

| | **Strongly disagree** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | **Strongly agree** |

It is important to me to respect decisions made by the group.

| | **Strongly disagree** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | **Strongly agree** |

I will stay in a group if they need me, even when I am not happy with the group.

| | **Strongly disagree** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | **Strongly agree** |

If my brother or sister fails, I feel responsible.

| | **Strongly disagree** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | **Strongly agree** |

Even when I strongly disagree with group members, I avoid an argument.

| | **Strongly disagree** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | **Strongly agree** |

(Ind) I would rather say "No" directly, than risk being misunderstood.

| | **Strongly disagree** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | **Strongly agree** |

Speaking up during a class is not a problem for me.

| | **Strongly disagree** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | **Strongly agree** |

Having a lively imagination is important to me.

| | **Strongly disagree** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | **Strongly agree** |

I am comfortable with being singled out for praise or rewards.

Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

I am the same person at home that I am at school.

Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

Being able to take care of myself is primary concern for me.

Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

I act the same way no matter who I am with.

Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

I feel comfortable using someone's first name soon after I meet them, even when they are much older than I am.

Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

I prefer to be direct and forthright when dealing with people I have just met.

Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

I enjoy being unique and different from others in many respects.

Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

My personal identity independent of others, is very important to me.

Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

I value being in good health above everything.

Strongly disagree	1	2	3	4	5	6	7	**Strongly agree**

(CC)I collect unusual products as a way of telling people I am different.

Strongly disagree	1	2	3	4	5	Strongly agree

I have sometimes purchased unusual products or brands as a way to create a more distinctive personal image.

| Strongly disagree | 1 | 2 | 3 | 4 | 5 | Strongly agree |

I often look for one-of-a-kind products or brands so that I create a style that is all my own.

| Strongly disagree | 1 | 2 | 3 | 4 | 5 | Strongly agree |

Often when buying merchandise, an important goal is to find something that communicates my uniqueness.

| Strongly disagree | 1 | 2 | 3 | 4 | 5 | Strongly agree |

I often combine possessions in such a way that I create a personal image for myself that can not be duplicated.

| Strongly disagree | 1 | 2 | 3 | 4 | 5 | Strongly agree |

I often try to find a more interesting version of run-of-the-mill products because I enjoy being original.

| Strongly disagree | 1 | 2 | 3 | 4 | 5 | Strongly agree |

I actively seek to develop my personal uniqueness by buying special products or brands.

| Strongly disagree | 1 | 2 | 3 | 4 | 5 | Strongly agree |

Having an eye for products that are interesting and unusual assists me in establishing a distinctive image.

| Strongly disagree | 1 | 2 | 3 | 4 | 5 | Strongly agree |

The products and brands that I like best are the ones that express my individuality.

| Strongly disagree | 1 | 2 | 3 | 4 | 5 | Strongly agree |

I often think of the things I buy and do in terms of how I can use them to shape a more unusual personal image.

| Strongly disagree | 1 | 2 | 3 | 4 | 5 | Strongly agree |

I am often on the lookout for new products or brands that will add to my personal uniqueness.

| Strongly disagree | 1 | 2 | 3 | 4 | 5 | Strongly agree |

(CCM)   When dressing, I have sometimes dared to be different in ways that others are likely to disapprove.

Strongly disagree   1   2   3   4   5   **Strongly agree**
As far as I am concerned, when it comes to the products I buy and the situations in which I use them, rules are made to be broken.
Strongly disagree   1   2   3   4   5   **Strongly agree**
I often dress unconventionally even when it is likely to offend others.
Strongly disagree   1   2   3   4   5   **Strongly agree**
I rarely act in agreement with what others think are the right things to buy.
Strongly disagree   1   2   3   4   5   **Strongly agree**
Concern for being out of place does not prevent me from wearing what I want to wear.
Strongly disagree   1   2   3   4   5   **Strongly agree**
When it comes to be products I buy and the situations in which I use them, I have often broken customs and rules.
Strongly disagree   1   2   3   4   5   **Strongly agree**
I have often violated the understood rules of my social group regarding what to buy or own.
Strongly disagree   1   2   3   4   5   **Strongly agree**
I have often gone against the understood rules of my social group regarding when and how certain products are properly used.
Strongly disagree   1   2   3   4   5   **Strongly agree**
I enjoy challenging the prevailing taste of people I know by buying something they would not seem to accept.
Strongly disagree   1   2   3   4   5   **Strongly agree**
If someone hinted that I had been dressing inappropriately for a social situation, I would continue dressing in the same manner.
Strongly disagree   1   2   3   4   5   **Strongly agree**
When I dress differently, I am often aware that others think I am peculiar, but I don't care.

Strongly disagree   1   2   3   4   5   **Strongly agree**
(AS) When products or brands I like become extremely popular, I lose interest in them.   **Strongly disagree**   1   2   3   4   5   **Strongly agree**
I avoid products or brands that have already been accepted and purchased by the average consumer.   **Strongly disagree**   1   2   3   4   5   **Strongly agree**
When a product I own becomes popular among the general population, I begin using it less.   **Strongly disagree**   1   2   3   4   5   **Strongly agree**
I often try to avoid products or brands that I know are bought by the general population.   **Strongly disagree**   1   2   3   4   5   **Strongly agree**
As a rule, I dislike products or brands that are purchased by everyone.   **Strongly disagree**   1   2   3   4   5   **Strongly agree**
I give up wearing fashions I have purchased once they become popular among the general public.   **Strongly disagree**   1   2   3   4   5   **Strongly agree**
The more commonplace a product or brand is among the general population, the less interested I am in buying it.   **Strongly disagree**   1   2   3   4   5   **Strongly agree**
Products do not seem to hold much value for me when they are purchased regularly by everyone.   **Strongly disagree**   1   2   3   4   5   **Strongly agree**
When a style of clothing I own becomes too commonplace, I usually quit wearing it.   **Strongly disagree**   1   2   3   4   5   **Strongly agree**

19. Please indicate how much you agree or disagree with the following statements.

Please indicate your age: **_____years**

Please indicate your gender by circling one: **Male/Female**

What language do you speak at home? Please circle one: **English/Other ___**

If you do not speak English at home, how long have you been speaking English?   **____years**

What is your nationality? Please circle one: **Canadian/Other___**

APPENDIX 5.1 (Interpersonally Focused Persuasion Attempt in Study 5)

Please spend a few minutes visualizing the following scenario. Read carefully through each sentence, then close your eyes and imagine that you are in this situation. Take your time and imagine the following situation.

Imagine that you are planning to buy a digital camera. You spend some time searching for information about features of digital cameras such as, memory, flash type, digital zoom, color, and size, etc. After looking at several digital cameras on the Internet and comparing their features, you narrow it down to three brands that you like in terms of memory, color and size of the camera. With these three brands in mind, you head to an electronic store.

Picture yourself walking into the section of the store with digital cameras and seeing a wide array of choices. A salesclerk named Pat walks up to you and says, "Hi, may I help you find something?" Imagine yourself responding—you shake your head and reply, "Maybe later, right now I'm just looking".

Imagine that you have carefully checked memory, color, and size of two digital cameras and when you are checking the third one, you have questions about the functionality of the third one, so you approach the salesclerk. The salesclerk says, "That's a great camera. It is easy to carry and has a large memory. Whenever you are together with family and friends, you can take pictures with them. And, the color of this camera is common. I think you made a great choice." After this, Pat says "if you need anything later, please let me know," and walks to another customer.

Please spend a few minutes visualizing the following scenario. Read carefully through each sentence, then close your eyes and imagine that you are in this situation. Take your time and imagine the following situation.

Imagine that you are planning to buy a digital camera. You spend some time searching for information about features of digital cameras such as, memory, flash type, digital zoom, color, and size, etc. After looking at several digital cameras on the Internet and comparing their features, you narrow it down to three brands that you like in terms of memory, color and size of the camera. With these three brands in mind, you head to an electronic store.

Picture yourself walking into the section of the store with digital cameras and seeing a wide array of choices. A salesclerk named Pat walks up to you and says, "Hi, may I help you find something?" Imagine yourself responding—you shake your head and reply, "Maybe later, right now I'm just looking"

Imagine that you have carefully checked memory, color, and size of two digital cameras and when you are checking the third one, you want to know about its functionality, so you approach the salesclerk. The salesclerk says, "That's a great camera. It is easy to carry and has a large memory. Whenever you go on a trip, you can take those impressive and unique pictures. And, the color of this camera will also make you unique and different. You are a knowledgeable consumer." After this, Pat says "if you need anything later, please let me know," and walks towards another customer.

<div align="center">**APPENDIX 5.3** (Questionnaire for Study 5)</div>

1. Overall, this salesclerk is

Insincere	1	2	3	4	5	6	7	Sincere
Not fake	1	2	3	4	5	6	7	Fake
Dishonest	1	2	3	4	5	6	7	Honest
Inexpert	1	2	3	4	5	6	7	Expert
Not phony	1	2	3	4	5	6	7	Phony
Untrustworthy	1	2	3	4	5	6	7	Trustworthy
Unknowledgeable	1	2	3	4	5	6	7	Knowledgeable
Not manipulative	1	2	3	4	5	6	7	Manipulative
Not pushy	1	2	3	4	5	6	7	Pushy
Unhelpful	1	2	3	4	5	6	7	Helpful
Incompetent	1	2	3	4	5	6	7	Competent

2. Based on the scenario, how would you evaluate your experience at the store? Were you:

Unsatisfied	1	2	3	4	5	6	7	Satisfied
Displeased	1	2	3	4	5	6	7	Pleased
Unhappy	1	2	3	4	5	6	7	Happy
Disappointed	1	2	3	4	5	6	7	Delighted
Indifferent	1	2	3	4	5	6	7	Excited

3. When thinking about the camera you are about to purchase, to what extent did that purchase emphasize

	Strongly disagree					Strongly agree	
Feeling unique?	1	2	3	4	5	6	7
Standing out?	1	2	3	4	5	6	7
Being distinctive?	1	2	3	4	5	6	7

	Strongly disagree					Strongly agree	
Fitting in with others?	1	2	3	4	5	6	7
Being popular?	1	2	3	4	5	6	7
Have something in common?	1	2	3	4	5	6	7

4. I think that the product selection was:

Bad	1	2	3	4	5	6	7	Good
Unappealing	1	2	3	4	5	6	7	Appealing
Not favorable	1	2	3	4	5	6	7	Favorable
Negative	1	2	3	4	5	6	7	Positive

5. I thought it was pretty obvious that the salesperson was trying to persuade the customer.

Strongly disagree   *1*   *2*   *3*   *4*   *5*   *6*   *7*   *Strongly agree*

6. I thought the primary goal of the salesclerk was to make a sale.

Strongly disagree   *1*   *2*   *3*   *4*   *5*   *6*   *7*   *Strongly agree*

7. I thought the primary goal of the salesclerk was to earn a commission.

Strongly disagree   *1*   *2*   *3*   *4*   *5*   *6*   *7*   *Strongly agree*

8. I though the primary goal of the salesclerk was to satisfy the customer

Strongly disagree   *1*   *2*   *3*   *4*   *5*   *6*   *7*   *Strongly agree*

9. Have you been worked as a salesclerk before? Please check one. Yes___ No ___

If yes, how long have you worked as a salesclerk _____ years

10. Have you had the similar shopping experience with a salesclerk before? Yes___ No ___

Lastly, we would like to ask you a few questions about yourself.

Please indicate how much you agree or disagree with the following statements.

I have respect for the authority figures with whom I interact. **Strongly disagree**　1　　2　　3　　4　　5　　6　　7　**Strongly agree**	
It is important for me to maintain harmony within my group. **Strongly disagree**　1　　2　　3　　4　　5　　6　　7　**Strongly agree**	
My happiness depends on the happiness of those around me. **Strongly disagree**　1　　2　　3　　4　　5　　6　　7　**Strongly agree**	
I would offer my seat in a bus to my professor. **Strongly disagree**　1　　2　　3　　4　　5　　6　　7　**Strongly agree**	
I respect people who are modest about themselves. **Strongly disagree**　1　　2　　3　　4　　5　　6　　7　**Strongly agree**	
I will sacrifice my self-interest for the benefit of the group I am in. **Strongly disagree**　1　　2　　3　　4　　5　　6　　7　**Strongly agree**	
I often have the feeling that my relationships with others are more important than my own accomplishments. **Strongly disagree**　1　　2　　3　　4　　5　　6　　7　**Strongly agree**	
I should take into consideration my parents' advice when making education/career plans. **Strongly disagree**　1　　2　　3　　4　　5　　6　　7　**Strongly agree**	
It is important to me to respect decisions made by the group. **Strongly disagree**　1　　2　　3　　4　　5　　6　　7　**Strongly agree**	

I will stay in a group if they need me, even when I am not happy with the group.

Strongly disagree   1   2   3   4   5   6   7   **Strongly agree**

If my brother or sister fails, I feel responsible.

Strongly disagree   1   2   3   4   5   6   7   **Strongly agree**

Even when I strongly disagree with group members, I avoid an argument.

Strongly disagree   1   2   3   4   5   6   7   **Strongly agree**

I would rather say "No" directly, than risk being misunderstood.

Strongly disagree   1   2   3   4   5   6   7   **Strongly agree**

Speaking up during a class is not a problem for me.

Strongly disagree   1   2   3   4   5   6   7   **Strongly agree**

Having a lively imagination is important to me.

Strongly disagree   1   2   3   4   5   6   7   **Strongly agree**

I am comfortable with being singled out for praise or rewards.

Strongly disagree   1   2   3   4   5   6   7   **Strongly agree**

I am the same person at home that I am at school.

Strongly disagree   1   2   3   4   5   6   7   **Strongly agree**

Being able to take care of myself is primary concern for me.

Strongly disagree   1   2   3   4   5   6   7   **Strongly agree**

I act the same way no matter who I am with.

Strongly disagree   1   2   3   4   5   6   7   **Strongly agree**

I feel comfortable using someone's first name soon after I meet them, even when they are much older than I am.

Strongly disagree   1   2   3   4   5   6   7   **Strongly agree**

I prefer to be direct and forthright when dealing with people I have just met.

Strongly disagree   1   2   3   4   5   6   7   **Strongly agree**
I enjoy being unique and different from others in many respects.   **Strongly disagree**   1   2   3   4   5   6   7   **Strongly agree**
My personal identity independent of others, is very important to me.   **Strongly disagree**   1   2   3   4   5   6   7   **Strongly agree**
I value being in good health above everything.   **Strongly disagree**   1   2   3   4   5   6   7   **Strongly agree**

Please indicate how much you agree or disagree with the following statements about yourself

I collect unusual products as a way of telling people I am different.   Strongly disagree   1   2   3   4   5   Strongly agree
I have sometimes purchased unusual products or brands as a way to create a more distinctive personal image.   Strongly disagree   1   2   3   4   5   Strongly agree
I often look for one-of-a-kind products or brands so that I create a style that is all my own.   Strongly disagree   1   2   3   4   5   Strongly agree
Often when buying merchandise, an important goal is to find something that communicates my uniqueness.   Strongly disagree   1   2   3   4   5   Strongly agree
I often combine possessions in such a way that I create a personal image for myself that can not be duplicated.   Strongly disagree   1   2   3   4   5   Strongly agree
I often try to find a more interesting version of run-of-the-mill products because I enjoy being original.

Strongly disagree   1   2   3   4   5   Strongly agree
I actively seek to develop my personal uniqueness by buying special products or brands.   Strongly disagree   1   2   3   4   5   Strongly agree
Having an eye for products that are interesting and unusual assists me in establishing a distinctive image.   Strongly disagree   1   2   3   4   5   Strongly agree
The products and brands that I like best are the ones that express my individuality.   Strongly disagree   1   2   3   4   5   Strongly agree
I often think of the things I buy and do in terms of how I can use them to shape a more unusual personal image.   Strongly disagree   1   2   3   4   5   Strongly agree
I am often on the lookout for new products or brands that will add to my personal uniqueness.   Strongly disagree   1   2   3   4   5   Strongly agree
When dressing, I have sometimes dared to be different in ways that others are likely to disapprove.   **Strongly disagree**   1   2   3   4   5   **Strongly agree**
As far as I am concerned, when it comes to the products I buy and the situations in which I use them, rules are made to be broken.   **Strongly disagree**   1   2   3   4   5   **Strongly agree**
I often dress unconventionally even when it is likely to offend others.   **Strongly disagree**   1   2   3   4   5   **Strongly agree**
I rarely act in agreement with what others think are the right things to buy.   **Strongly disagree**   1   2   3   4   5   **Strongly agree**
Concern for being out of place does not prevent me from wearing what I want to wear.

Strongly disagree	1	2	3	4	5	**Strongly agree**

When it comes to be products I buy and the situations in which I use them, I have often broken customs and rules.

Strongly disagree	1	2	3	4	5	**Strongly agree**

I have often violated the understood rules of my social group regarding what to buy or own.

Strongly disagree	1	2	3	4	5	**Strongly agree**

I have often gone against the understood rules of my social group regarding when and how certain products are properly used.

Strongly disagree	1	2	3	4	5	**Strongly agree**

I enjoy challenging the prevailing taste of people I know by buying something they would not seem to accept.

Strongly disagree	1	2	3	4	5	**Strongly agree**

If someone hinted that I had been dressing inappropriately for a social situation, I would continue dressing in the same manner.

Strongly disagree	1	2	3	4	5	**Strongly agree**

When I dress differently, I am often aware that others think I am peculiar, but I don't care.

Strongly disagree	1	2	3	4	5	**Strongly agree**

When products or brands I like become extremely popular, I lose interest in them.

Strongly disagree	1	2	3	4	5	**Strongly agree**

I avoid products or brands that have already been accepted and purchased by the average consumer.

Strongly disagree	1	2	3	4	5	**Strongly agree**

When a product I own becomes popular among the general population, I begin using it less.

Strongly disagree	1	2	3	4	5	**Strongly agree**

I often try to avoid products or brands that I know are bought by the general population. **Strongly disagree**   1   2   3   4   5   **Strongly agree**
As a rule, I dislike products or brands that are purchased by everyone. **Strongly disagree**   1   2   3   4   5   **Strongly agree**
I give up wearing fashions I have purchased once they become popular among the general public. **Strongly disagree**   1   2   3   4   5   **Strongly agree**
The more commonplace a product or brand is among the general population, the less interested I am in buying it. **Strongly disagree**   1   2   3   4   5   **Strongly agree**
Products do not seem to hold much value for me when they are purchased regularly by everyone. **Strongly disagree**   1   2   3   4   5   **Strongly agree**
When a style of clothing I own becomes too commonplace, I usually quit wearing it. **Strongly disagree**   1   2   3   4   5   **Strongly agree**

Age: _____years   **Gender:** Male_____ Female_____

Please indicate where you grew up (i.e. a country)

How is the weather in the area where you are
studying now?

What language do you speak at home?   **English**/**Other** _____

If you do not speak English at home, how long have you been speaking English?
 _____years

Please enter your email address in a draw later.