

For Him, For Her: The Effects of Gender Stereotypes in Advertising on Gift  
Giving Behaviour and Social Attitudes

by

Catherine Norlaine Thomas

A Thesis submitted to the Faculty of Graduate Studies of  
The University of Manitoba  
in partial fulfilment of the requirements of the degree of

DOCTOR OF PHILOSOPHY

Department of Marketing  
University of Manitoba  
Winnipeg

Copyright © 2008 by Catherine Norlaine Thomas

**THE UNIVERSITY OF MANITOBA**  
**FACULTY OF GRADUATE STUDIES**  
\*\*\*\*\*  
**COPYRIGHT PERMISSION**

**For Him, For Her: The Effects of Gender Stereotypes in Advertising on Gift-Giving  
Behaviour and Social Attitudes**

**BY**

**Catherine Norlaine Thomas**

**A Thesis/Practicum submitted to the Faculty of Graduate Studies of The University of  
Manitoba in partial fulfillment of the requirement of the degree**

**Of**

**Doctor of Philosophy**

**Catherine Norlaine Thomas © 2008**

**Permission has been granted to the University of Manitoba Libraries to lend a copy of this  
thesis/practicum, to Library and Archives Canada (LAC) to lend a copy of this  
thesis/practicum, and to LAC's agent (UMI/ProQuest) to microfilm, sell copies and to  
publish an abstract of this thesis/practicum.**

**This reproduction or copy of this thesis has been made available by authority of the  
copyright owner solely for the purpose of private study and research, and may only be  
reproduced and copied as permitted by copyright laws or with express written  
authorization from the copyright owner.**

## **Abstract**

For him, for her: The effects of gender stereotypes in advertising on gift giving behaviour and social attitudes.

By Catherine Norlaine Thomas

Gift exchanges carry powerful symbolism. Gift value and selection can reinforce or alter relational ties and complex power relationship dynamics between the exchange partners. Relational dependencies or domination can evolve out of felt obligations based on a need for reciprocity and inherent status imbalances. This proposal explores the impact of negative female stereotyping in ads, giver gender and perceived product gender and type on people's preferences for gender appropriate gifts. It also looks at the prevalence of gender stereotyped attitudes and the impact of exposure to gender stereotyped stimuli on those attitudes. It is expected, based on an understanding of prevailing sex-role stereotypes, that negative stereotype ads will significantly impact stereotype congruent choices. The results suggest that male givers are more inclined toward gender stereotyping in gift selection than females, and gender stereotyped ads increase the likelihood of selecting hedonic gifts for male recipients.

## **Acknowledgements**

I would like to thank my co-chairs, Dr. Rajesh Manchanda and Dr. Namita Bhatnagar, for their support, direction, enthusiasm, encouragement and reassurance in the research and preparation of this dissertation. I would also like to thank the rest of my committee, Dr. Sergio Carvalho, Dr. Marian Morry and Dr. Barbara J. Phillips for their contributions of wisdom, experience and the all-important feedback they provided.

I would also like to thank Dr. Sridhar Samu, my advisor for the coursework portion of my PhD program, for his support and advice. A special thanks to Michele Bowring who took the time to talk and who encouraged me to embark on this great adventure known as doctoral studies.

I would like to thank the faculty and staff of the I.H. Asper School of Business who have provided instruction and support and encouragement (and a special thanks to the support staff for their patience and frequent unjamming of the photocopiers for me).

Finally, I would like to thank the University of Manitoba for giving me the opportunity to pursue a dream.



## **Dedication**

I would like to thank and dedicate this work to my husband, Jeff, and our three children, Heather, Garnet and Katherine, for being so patient and so supportive during this long process. They put up with me during exam stress, all-night work on papers, and everything else that comes with doing a PhD. And they provided me with encouragement, love and joy throughout this experience. I just cannot thank them all enough...

I would also like to dedicate this work to my parents who fostered a deep sense of the importance of education and whom I know would have been proud.

## Table of Contents

Abstract	ii
Acknowledgements	iii
Dedication	iv
Table of Contents	v
List of Tables	ix
List of Figures	xiii
List of Appendices	xiv
Introduction	1
An Overview of Gift Giving	1
Research Questions	2
Gift Giving, Stereotype Activation and Cultivation Theory	5
Stereotypes	5
Seeing is Believing	9
Prevalence of Sex-Role Stereotyping in Television	10
Cultivation Theory	13
Advertising and Media Influence	13
Media Genres and Stereotypes	15
Gift Giving	18
Stages of Gift Giving	19
Relationships and Gift Giving	20
Gender Issues in Gift Giving	21
Gift Selection	22

Evolutionary Perspective	23
Self-Gifting	26
Gift Giving Strategies	26
Types of Gift Givers	27
Overview of the Studies	29
Hypotheses	31
Study 1	35
Overview	35
Independent Variable	36
Dependent Variables	38
Hostile and Benevolent Sexism	38
Likelihood of Purchase	38
Overall Product Selection	38
Covariates	39
Television Use Patterns	39
Demographics	39
Results	40
Additional Findings	50
General Discussion	53
Study 2	55
Overview	55
Independent Variables	56
Dependent Variables	58

Hostile and Benevolent Sexism	58
Likelihood of Purchase	58
Thought Measures	58
Overall Product Selections	59
Covariates	59
Television Use Patterns	59
Demographics	59
Results	59
Additional Findings	73
Thought Measures	77
General Discussion	89
Study 3	91
Overview	92
Independent Variables	93
Products	95
Dependent Variables	99
Hostile and Benevolent Sexism	99
Likelihood of Purchase	99
Overall Product Selections	99
Covariates	100
Television Use Patterns	100
Demographics	100
Results	100

General Discussion	124
Study 4	127
Overview	127
Independent Variables	128
Products	129
Dependent Variables	129
Hostile and Benevolent Sexism	129
Likelihood of Purchase	129
Overall Product Selections	130
Covariates	130
Television Use Patterns	130
Demographics	130
Results	130
Thought Measures	142
General Discussion	155
Overall Discussion	158
Implications	160
Limitations and Future Research	161
References	163
Appendices	175

## List of Tables

Table 1.1: Product Categorization by Gender and Type in Study 1	38
Table 1.2: ANOVA Results for Purchase Likelihood for Study 1	40
Table 1.3: ANOVA Results for Media Covariates and Overall Sexism in Study 1	45
Table 1.4: ANOVA Results for Media Covariates and Benevolent Sexism in Study 1	46
Table 1.5: Regression for Benevolent Sexism and Media Covariates	47
Table 1.6: ANOVA Results for Media Covariates and Hostile Sexism in Study 1	48
Table 1.7: Regression for media co-variates and hostile sexism in Study 1	48
Table 1.8: ANOVA results for media covariates, sexism scores and likelihood to purchase in Study 1	49
Table 2.1: Categorization of Gift Items for Study 2	58
Table 2.2: ANOVA Results of Manipulation Check for Study 2	60
Table 2.3: ANOVA Results for Purchase Likelihood for Study 2	61
Table 2.4: Sexism Scores by Giver Gender for Study 2	64
Table 2.5: ANOVA Results for Sexism Measures for Study 2	65
Table 2.6: ANOVA Results for Media Covariates in Study Two	69
Table 2.7: Regression Results for Media Covariates for Study Two	71
Table 3.1 Product Pretest Means for Hedonic and Utilitarian Ad Texts for Study 3	98
Table 3.2: ANOVA Results of Manipulation Check 1 for Study 3	101
Table 3.3: ANOVA Results of Manipulation Check 2 for Study 3	102
Table 3.4: Masculine/Feminine and Hedonic/Utilitarian Means for Products used in Study 3	104

Table 3.5: ANOVA Results for Purchase Likelihood for Study 3 – Full Choice Set	105
Table 3.6 ANOVA Results for Gender Matching of Gifts for Study 3	107
Table 3.7 Likelihood of Purchase Means for Product Gender and Target Recipient by Giver Gender for Study 3	108
Table 3.8 Effects of Ad Condition, Giver Gender, aaand Product Gender on the Likelihood of Purchase for Study 3	109
Table 3.9 Means for Female Givers' Likelihood to Purchase Masculine or Feminine Products by Ad Condition for Study 3	110
Table 3.10 Influence of Ad Condition on Likelihood of Purchase by Product Type and Recipient Gender for Study 3	111
Table 3.11 Means For Time One Sexism Measures by Giver Gender for Study 3	112
Table 3.12: ANOVA Results for Time 1 and Time 2 Measures of Sexist Attitudes for Study 3	113
Table 3.13: ANOVA Results for Media Patterns and Sexist Attitudes for Study 3	115
Table 3.14 Regression Analysis of TV Viewership and Sexism Scores for Study 3	117
Table 3.15: ANOVA Results for Purchase Likelihood of Masculine or Feminine Products as Self-Gifts in Different Social Situations for Study 3	118
Table 3.16: Influence of Social Condition on the Likelihood of Purchasing Masculine or Feminine Products as Self-Gifts in Study 3	119
Table 3.17: ANOVA Results for Purchase Likelihood of Hedonic or Utilitarian Products as Self-Gifts in Different Social Situations for Study 3	120
Table 3.18: Influence of Social Condition on the Likelihood of Purchasing Hedonic or Utilitarian Products as Self-Gifts	121

Table 4.1: Product Matrix for Study 4	129
Table 4.2: ANOVA Results for Purchase Likelihood for Study 4	132
Table 4.3: The Influence of Social Relationship Condition and Giver Gender on the Likelihood of Purchasing Either Masculine or Feminine Products in Study 4	134
Table 4.4: Means of Likelihood of Purchase by Male Givers to Opposite Sex Co-Workers in Study 4	139
Table 4.5: The Influence of Social Relationship Condition, Giver Gender and Product Gender / Type on Likelihood of Purchase in Study 4	140
Table 4.6: The Effect of Giver Gender, Product Gender and Type, and Social Relationship on the Frequency of Reported Socialization Motivations in Study 4	153
Tables in Appendices	
Table A2.2.1 Summary of Product Utility Pre-Test For Study 2	153
Table A3.1: Ad Rating Pre-Test For Study 3	249
Table A3.3.1: Means for Adjective Pre-Test for Study 3	266
Table A3.4.1: Utilitarian and Hedonic Adjectives as Determined Through Pre-Test in Study 3	283
Table A3.5: Total Means on Utility from Study 3	284
Table A3.6.1: Total Means on Hedonic from Study 3	285
Table A3.7.1: Product Gender Pre-Test – Agenda	286
Table A3.7.2: Product Gender Pre-Test – Chocolates	287
Table A3.7.3: Product Gender Pre-Test – Barware	287
Table A3.7.4: Product Gender Pre-Test – Pen and Pencil	288
Table A3.7.5: Product Gender Pre-Test – Coffee Break Basket	288



Table A3.7.6: Product Gender Pre-Test – Business Card Case	289
Table A3.7.7: Product Gender Pre-Test – Inca Chess Set	289
Table A3.7.8: Product Gender Pre-Test – BlueTooth Car Accessory	290
Table A3.7.9: Product Gender Pre-Test – Picnic Set	290
Table A3.7.10: Product Gender Pre-Test – Sonic Boom Alarm Clock	291
Table A3.7.11: Product Gender Pre-Test – ThinCam Digital Camera	291
Table A3.7.12: Product Gender Pre-Test – Wine Carrying Case	292
Table A3.7.13: Product Gender Pre-Test – Lunch Set	292
Table A3.7.14: Product Gender Pre-Test – MP3 Player	293
Table A3.8.1: Total Means of Desirability for Products for Study 3	293
Table A4.2: Manipulation Check 1 for Study 4	372
Table A4.3: Manipulation Check 2 for Study 4	373
Table A5.1: Effect of Ad Condition for Study 1	374
Table A5.2: Self-Gifting by Ad Condition for Study 3	374
Table A5.3: Gender Matching in Self-Gifts for Study 3	375
Table A5.4: Gender Matching With Romantic Partners for Study 4	375

## List of Figures

Figure 1.1 Likelihood of Purchase based on Recipient Gender and Product Gender in Study 1	42
.Figure 1.2.1 Purchase Likelihood for Male Givers based on Product Gender and Recipient Gender in Study 1	51
Figure 1.2.2 Purchase Likelihood for Female Givers based on Product Gender and Recipient Gender in Study 1	52
Figure 2.1: The Influence of Product Gender and Recipient Gender on Purchase Likelihood for Study 2	62
Figure 2.2: The Influence of Giver Gender, Product Type, Product Gender and Recipient Gender on Purchase Likelihood in Male Recipients for Study 2	74
Figure 2.3.1: The Influence of Giver Gender with Male Recipients on Benevolent Sexism Measure for Study 2	76
Figure 2.3.2: The Influence of Giver Gender with Female Recipients on Benevolent Sexism Measure for Study 2	76
Figure 3.1: Influence of Ad Condition on ASI for Study 3	114
Figure 4.1: The Influence of Giver Gender on the Likelihood of Purchasing a Gender Stereotyped Product for a Romantic Partner in Study 4	137
Figure 4.2: The Influence of Giver Gender on the Likelihood of Purchasing Gender Stereotyped Products as Gifts for Opposite Sex Co-Workers in Study 4	138

## **List of Appendices**

Appendix 1.1: Table of Hypothesis	175
Appendix 1.2: Print Advertisements Used in Study 1	177
Appendix 1.3: Ambivalent Sexism Inventory	180
Appendix 1.4: Gift Survey from Study 1	183
Appendix 2.1: Print Advertisements Used in Study 2	194
Appendix 2.2: Product Pretest Scores for Study 2	197
Appendix 2.3: Desirability Pretest for Study 2	215
Appendix 2.4: Catalogue for Study 2	217
Appendix 2.5: Questionnaire for Study 2	230
Appendix 3.1: Ad Rating Questionnaire for Study 3	247
Appendix 3.2: TV Ads Used in Studies 3 and 4	251
Appendix 3.3: Pretest Questionnaire and Results for Study 3	253
Appendix 3.4: Product Pretest for Study 3	270
Appendix 3.5: Product Utility Pretest for Study 3	283
Appendix 3.6: Product Hedonic Pretest for Study 3	285
Appendix 3.7: Product Gender Pretest for Study 3	286
Appendix 3.8: Product Desirability Pretest for Study 3	294
Appendix 3.9.1: Product Text Pretest for Study 3 – Version 1	295
Appendix 3.9.2: Product Text Pretest for Study 3 – Version 2	302
Appendix 3.10: Questionnaire for Study 3	309
Appendix 4.1: Questionnaire for Study 4	341
Appendix 4.2: Manipulation Check 1 for Study 4	372

Appendix 4.3: Manipulation Check 2 for Study 4	373
Appendix 5: Data Clarifications	374

## **Introduction**

### **An Overview of Gift-Giving**

Researchers in the fields of archaeology and anthropology have demonstrated a historical (and pre-historical) practice of gift-giving within human societies. The giving of gifts carried immense symbolic weight in the past. It was used to signify relationships between individuals, clans or communities, to appease deities, and to exert control. In the pre-industrial age, gifts were more likely to be objects or services fashioned or produced by the giver. In some cases, the lines between gift and commercial transaction are blurred, such as in the “dowry” or “bride-price” where a gift of an agreed-upon value would be bestowed upon a woman’s family in exchange for the right to marry the woman, or on the husband in exchange for taking the woman as part of his household (Zhang & Chan 1999).

Gift-giving was often part of an elaborate ritual and social groups developed strong rules regarding when, where, and what kinds of gifts could be given to whom. This is no less the case today, although the rules may have become less obviously formalized in our multi-cultural, highly mobile and commercialized society.

Otnes and Beltramini (1996) pointed out that gift giving “has become one of the primary exemplars of symbolic consumer behaviour in postindustrial society”. The literature on gift-giving has demonstrated how gift value and selection reinforces or alters relational ties, as well as illuminating the complex power relationship dynamics between giver and recipient (e.g., Belk 1976, 1979, 1982; Mauss 1954; Larson and Watson 2001; Sherry 1983). The state of obligation or indebtedness created by the need for reciprocity

has many implications for the nature of relationships and the relative status of the individuals involved. .

In developing an understanding of relationships and status positions, it has been found that individuals may draw upon stereotypes to simplify their search for comprehension (Banaji et al., 1993). It has been suggested that stereotypes are socially and culturally imbedded to some extent, to the point that even those who do not believe in or behave in accordance with stereotypes still carry a latent knowledge of stereotypes, which can be activated under certain conditions. Furthermore, many studies have demonstrated how this activation is manifested through behaviour change, albeit usually a temporary change (e.g., Aronson et al. 1999; Bargh, Chen & Burrows 1996; Levy, 1996; Shih 1999; Steel & Aronson 1995; Walsh, Hickey & Duffy 1999).

### **Research Questions**

The purpose of the present research is to investigate the impact of stereotype activating and reinforcing messages in advertising on gift-giving behaviour. Specifically, this dissertation proposes to investigate the impact of exposure to such messages on attitudes about gift-giving as well as gift selection. This is considered to be an appropriate choice of consumer context for several reasons. Among these reasons is the huge impact gift spending has on the economy. While there is limited information available for annual spending on gifts, we anticipate such spending to be substantial and global. For example, data from 2 of the largest gift giving holidays (Christmas and Valentine's day) underscore the amount of money spent on gifts. Christmas spending on a single day (December 21, 2002) in Canada was reported by VISA at \$475 million CDN (\$461 million USD) while in 2003, British on-line shoppers spent £2.5 billion (\$5 billion

USD) during the Christmas season according to Interactive Media in Retail Group (IMRG). A study by accounting firm Deloitte and Touche, revealed that in 2006 the average Irish household spent 824 euros (\$1,120 USD) on Christmas gifts. Valentine's day spending, according to a poll by the National Retail Federation (NRF) was suggested to be around \$13.7 billion USD in 2007, up from a 2001 Garnet Group estimate of \$2 billion USD..

These extremely high levels of spending associated with gift-giving occasions are tied into the cultural obligations people feel with respect to gifts. Consumers are under considerable pressure from this industry as well as from other popular media sources both to purchase and give gifts and to make appropriate selections. Hollywood movies, television serials and novels abound with stories and cautionary tales regarding the critical importance of gifts. This is especially true in those with romantic themes. Furthermore, the gift, and greeting card industry have launched an ever-increasing number of gift-giving occasions. Secretaries' Day and Grandparents' Day are examples of attempts to foster additional obligations to purchase and give gifts.

This research explores how our gift giving patterns interact with the evolution of our culture and the changing roles of men and women. Our Western society is in a state of flux. Women are rejecting traditional roles and increasingly assuming positions of power in society and business. Gender lines are no longer clearly defined in the public consciousness. Stereotypes related to gender are being ever more challenged in the real world. However, these stereotypes still exist in the advertising lexicon and are frequently utilized to evoke responses in consumers. In my research I activate stereotypes by exposing participants in the experimental group to a series of advertisements, some of which contain common female stereotypes. The control groups were exposed to a series

of neutral advertisements that contained no stereotyping primes. Gift product choice sets containing items that were pre-tested as being masculine or feminine, utilitarian or hedonic, were used to measure differences in gift selection behaviour.

Because other factors besides stereotypes have an impact on gift choices, this research also explores the nature and proximity of the relationship between the giver and the recipient. Research has shown this to impact the types of gifts that might be selected as well as the motivations of the giver (Otnes et al., 1993; Rugimbana et al., 2003). The gender of the giver and the recipient may also have an impact on gift choices made, as suggested in research by Webster and Nottingham (2000). The aforementioned ad exposure condition and the nature of the gift (masculine or feminine, utilitarian or hedonic) are independent variables, while level of sexism (measured using Glick and Fiske's (1996) Ambivalent Sexism Inventory (ASI)) and likelihood of purchasing any of a set of products in a given situation are dependent variables that will be examined in this research.



## **Gift-Giving, Stereotype Activation and Cultivation Theory**

### **Stereotypes**

In developing an understanding of relationships and status positions, individuals may draw upon stereotypes to simplify their search for comprehension (Bruner, 1957). It has been suggested that stereotypes are socially and culturally embedded (Kunda & Spencer, 2003; Lyons & Kashima, 2003; Rudman & Fairchild, 2004) to some extent, to the point that even those who do not believe in or behave in accordance with stereotypes still carry a latent knowledge of stereotypes, which can be activated under certain conditions. Furthermore, many studies have demonstrated how this activation is manifested through behaviour change, albeit usually a temporary change (Aronson et al. 1999; Bargh, et al., 1996; Levy 1996; Shih 1999; Steele & Aronson 1995; Walsh, et al., 1999). Even products can be stereotyped by factors such as gender. Lyer and Debevec (1986a, 1986b, 1989) and Milner and Fodness (1996) explored the association of products with a particular gender and found that consumers do imbue products with gender tags. While Lyer and Debevec (1986a, 1986b, 1989) suggest that the promoter of the product has a strong influence on how the product is viewed, Milner and Fodness (1996) found that the perceived primary user of a product was at least as influential in determining what gender associations would be attached to it. Some products were seen to be gender-neutral, such as credit cards, but these are relatively few. Culture may also play a role in the gender identity of products. For example, researchers found that in Greece wine is gender-neutral, while in the United States wine is generally identified as feminine (Lyer & Debevec, 1986a; Milner et al., 1990). If many products are perceived as gendered, it seems reasonable to expect that, as predicted in Hypothesis 1 (*Gift givers will engage in*

*stereotyped gift selection, gender of product to gender of recipient, when making a gift selection.*), people will be more inclined to select “gender-appropriate” products when making gift selections.

Past studies have implied that two types of stereotype activations occur which bring about behavioural manifestations. The first is a self-stereotype activation, where the stimuli cause the activation of a stereotype related to oneself (e.g., An Asian individual is exposed to some form of Asian stereotype stimuli). This can cause stereotype threat if the stereotype that has been activated challenges or seems to undermine the individual’s self-image. This is sometimes referred to as a “hot” motivational factor. (Wheeler & Petty 2001)

Alternatively, the individual may be exposed to a stereotype that pertains to an “other” group (e.g., a Caucasian individual is exposed to stimuli pertaining to stereotype Asian characteristics). In this other-stereotype two types of responses have been observed. In an assimilation effect, the participants may adopt the characteristics of the stereotype of the other group. This is a “cold” cognitive motivation captured in the concept of the ideomotor theory. According to ideomotor theory (first suggested by Carpenter in 1852 to explain paranormal phenomena such as ouija boards and pendulum scrying), behaviour is affected by whatever state or concept is most recently primed. An example of this is the Bargh, Chen and Burrows (1996) study which found that undergraduates exposed to stimuli that invoked an elderly stereotype moved more slowly immediately following exposure. Conversely, when a contrast effect occurs, the participant will distance themselves from the other group using behaviours that emphasize that this is not who they are. This contrast effect may be more likely to occur in conditions in which the difference between groups is quite strong, such as in the male /

female binary.

Much of the research on stereotype activation and its impact on behaviour has been conducted in the realm of academic performance. However, if it is manifested in academic performance, it is reasonable to suppose that it may be manifested in other aspects of life. As gift-giving is a meaningful and symbolic ritual, giving expression to the nature of relationships between groups and individuals, it seems valid to explore whether there is any demonstration of stereotype activation that manifests itself in the gift-giving process. Based on the stereotyping activation literature (Aronson et al., 1999; Bargh et al., 1996; Tajfel and Turner, 1979; etc.) the awareness of the distinction between two groups (such as male and female) primed by viewing stereotyped advertising messages, should serve to enhance the entire schema of the stereotype, affecting individuals' behaviour in various realms, including gift giving. This is explored through Hypothesis 2 (*Exposure to stereotyped advertising will increase the tendency to engage in stereotyped gift selection over a control group that is not exposed to the stereotype stimuli*).

Jost and Kay (2005) explored how male and female stereotypes were seen as complementary and thus effective at justifying the status quo. Men are stereotypically seen as agentic, but not very communal, while women are seen as communal, but not particularly agentic. The two types can be seen as complementary or balancing each other. Women are seen as warm, but not competent achievers, while men are seen as achievers but lacking in relationship-orientation. Therefore, the stereotypes reinforce a system in which women are perceived as less competent in certain spheres (such as business or construction). Men, of course, are also seen as less able or inclined to succeed in certain areas as well (such as child care and elder care). Jost and Kay (2005)

not only found that their participants did, in fact, perceive men as agentic and women as communal, they also found that male participants' attitudes that supported the status quo were consistently high, regardless of experimental condition. The duality of perception of males as agentic and females as communal leads to Hypotheses 3A (*Exposure to stereotyped ad stimuli will increase the likelihood that gift givers will select hedonic products for female recipients*) and 3B (*Exposure to stereotyped ad stimuli will increase the likelihood that gift givers will select utilitarian products for male recipients.*).

The idea that males are more invested in supporting the status quo suggests that males are more likely to hold sexist attitudes, in addition to the simple gender binary which identifies “us” and “them”. Hypothesis 4 (*Male participants will have higher initial sexism scores than female participants*) suggests that this difference will be manifested in initial measurements of sexism prior to any experimental activities.

Wheeler and Petty (2001) compiled a list of major academic works in the area of stereotype activation. They found that researchers had used a variety of means to activate stereotypes, including having participants generate lists of words to describe a typical group member, directly telling participants a “fact” about a particular group (e.g., women do not do as well on math tests as men), subliminal exposure of participants to words or images, grouping participants along stereotype or in-group lines (e.g., all men in one group, all women in another), and so on. Other researchers have used exposure to stereotypes in media to test various gender and stereotype activation theories (Carsky & Zuckerman 1991; Debevec & Lyre 1986; Garst & Bodenhausen 1997; MacKay & Covell 1997; Meyers-Levy 1988; Swzn & Wyer 1997; Wright 1975). To understand why media messages can activate stereotypes and affect behaviour, it is necessary to understand the relationship between the media and the audience.

## Seeing is Believing

The rise of photography forever altered the way people viewed representations of the world. Portraits could be “doctored” to suit the purposes of those who commissioned them, but for a long time it was believed that photographic pictures could not lie. The advent of moving pictures captivated audiences everywhere they were shown. Eventually audience sophistication rose to the point where people acknowledged and wondered at the special effects achieved by filmmakers.

People, for the most part, seem to understand to some degree by adulthood that what they see on the screen, large or small, can be altered or created through technology. But seeing is only part of the television experience. It is no accident that the very first thing invading armies seek to control is the media facilities. Whoever controls what people see on TV and hear on the radio has the power to direct the hearts and minds of the general populace. But why is this so?

Sight is a primary sense. For the majority of people, sight is what allows them to make sense of the physical world. In television and cinema, sight and sound bring to life the contexts and intricacies of relationships among the players, raising the hierarchical states and the personal attributes to a level that makes them “real”. Television audiences can become so involved in a television series that the characters in it become as real to them as members of their own families. TV series have sparked avid fan followings. One need only search any popular show on the Internet to find hundreds or thousands of fan web pages, fan fiction, and fan web rings. People converse about the characters on their favourite shows in terms that, to an outsider, sound as though they are speaking about mutual friends. Children emulate television and movie characters at Halloween, and often in play. Both children and adults model the speech idioms and slang

vocabulary used in television shows and even commercials. “Where’s the beef?” and “Wazzup?” are classic example of advertising tag lines that have made their way into common conversation.

Feilitzen and Linne (1975) reviewed the existing Scandinavian literature on child and adolescent identification with television characters. They make several interesting points: Children who are not strongly connected with their family and peers are more likely to seek models in mass media and are more likely to be influenced by what they see; Children who watch a lot of television are more likely to identify with television characters; Children tend to identify most with characters that are in some way similar to themselves (age, gender, socioeconomic class); Older children (age 8+) may tend to identify with characters slightly older than themselves and may engage in “wishful” identification – choosing a character who is better-looking, smarter, wealthier, and/or more adventurous than they are; Older children, being more socially aware and less egocentric than younger children, look to television for an understanding of right and wrong, and for ways to make sense of the world.

If these findings are accurate, it is not difficult to see how stereotypes in children’s programming may influence their future perceptions about “appropriate” roles for males and females in society. If this identification process continues through adulthood, it is clear that sex-role stereotypes may be perpetuated through the power of representational media.

### **Prevalence of Sex-role Stereotyping in Television**

How pervasive is sex-role stereotyping in television? Macklin and Kolbe (1984) examined sex role stereotyping in children’s advertising. Although 60% of the ads they screened portrayed boys and girls together, of these the male children dominated the ad in

almost 64% of cases. In addition, the male-oriented ads (those portraying just boys) were significantly more active than the ads featuring girls. All aggressive acts shown in the ads were in the male-oriented ads. Almost 70% of the voice-overs in the ads with both boys and girls were male. Female voice-overs were used in less than half of the female ads.

Browne (1998) did a content analysis of children's television advertising in Australia and the US in 1995. Children's advertising was similar in both countries although Australian ads had somewhat more equal depictions of boys and girls. In general, for both countries, there were more boys in the ads and the boys tended to be in leader or dominant positions. Girls were frequently portrayed as shy and giggly, while boys tended to be more aggressive and directive. Apart from pace and loudness, Browne's findings did not differ substantially from those of previous studies, including Macklin and Kolbe (1984). Pace and loudness, particularly in commercials targeting boys, appears to have increased since the earlier study. Browne also found boys in ads were often very aggressive, citing mock battles, making faces and throwing things or hitting others. These behaviours were not present in the girl-oriented commercials.

Gilly (1988) examined sex roles in adult advertising in three countries; Australia, Mexico and the United States. She expected to find more traditional male and female roles portrayed in the more masculine countries, such as Mexico. She found that in the US ads, women were more likely to be portrayed in the home, while men were more likely to be portrayed at work. This was not the case in the other two countries. Male voice-overs dominated in all three countries, and women were significantly more often portrayed as young. In Mexico and the US, women were less likely to be shown as employed, and if they were employed, it was not in a professional occupation. In the Mexican and American commercials women were often portrayed as the recipients of

help or advice, while the men were the providers of help or advice.

A 1998 study looked at gender roles as depicted in Japanese magazine ads (Ford et al. 1998). Many previously documented traditional gender traits in Japanese advertising had been replaced by more western role-typing. Women were not demure or fearful, and men were not shown as autocratic or severe. They did find female models tended to be younger than male models, and were more often shown as product users and presenters, with men primarily cast as product authorities.

Oderken-Schroder, De Wulf and Hofstee (2002) examined the comparative prevalence of gender stereotyping in masculine versus feminine cultures. They compared print advertisements in the Netherlands (classified by Hofstede as a feminine country) and in Great Britain (classified as a masculine country). In examining 600 UK advertisements and 346 Dutch advertisements, they found advertising in the Netherlands appears to have more women in working roles while UK ads have more female characters in the role of sex object. Across the board, however, it appears that sex-role stereotyping is pervasive regardless of Hofstede's classification scheme.

The attitudes towards women portrayed in television programming and commercials have drawn the attention of the CRTC, Canada's media watchdog. In a 1988 study of Canadian English language advertising, the CRTC found a significant imbalance in the treatment of male and female characters. There are fewer female characters in the ads, and these females tend to be younger than the males, suggestive of an inferior status. Women over the age of 50 were almost nonexistent in the advertising reviewed.

Signorielli (1989) has conducted many studies on gender roles in media and sums up the findings of her content analyses:

Women are seen less often than men and in many respects may



be considered less important. When women appear they are usually younger than men, more attractive and nurturing, portrayed in the context of romantic interests, home and family, and are more likely to be victimized.

There remains little doubt that a significant portion of the portrayals of female characters in television advertising is based on stereotypes.

### **Cultivation Theory**

Gerbner (1973) sought to understand how media exposure affects people in our society. His theory is that heavy exposure to mass media, particularly television, creates and cultivates attitudes more consistent with a media version of reality than with actual reality. This is in line with the findings described by Feilitzen and Linne (1975) with respect to children and adolescents. Gerbner's work has sparked further research into the impact of media on people's perception of the world.

Eron et al. (1972, 1986) found correlations between television viewing and aggression in longitudinal studies following children from age 8 to age 30. Gerbner (1993) found correlations between television viewing and negative attitudes toward women and minorities.

### **Advertising and Media Influence**

The impact of advertising on how and what people think, believe and feel has been widely researched, both in psychology and marketing. Billions of dollars each year are spent internationally to create and distribute advertising messages promoting their products or ideas.

Advertising messages are designed to elicit a particular response in the viewer. Images, text and, in the case of electronic advertising, sounds and motion, are blended in

carefully orchestrated combinations to trigger certain feelings (such as fear, joy, nostalgia), memories (summer camp, or childhood experiences), and desires (sweets, sex, power, etc.). One way this is accomplished is by invoking archetypes – cultural icons so deeply embedded that most people are not clearly aware that they are carrying them around.

For example, while selling a new brand of orange juice, the mother archetype is activated. Mom in an apron, cheerfully making a hot breakfast for husband and children while sunlight pours into the immaculate kitchen may evoke happy feelings about orange juice, but it may also reinforce latent ideas about appropriate roles for women.

Many gift-giving occasions, such as Christmas, Mother's Day, Father's Day, and Valentine's day, receive intense focus from organizations using advertising to promote the purchase of their products as gifts. In some cases, organizations have deemed the traditional gifting occasions inadequate opportunities to move merchandise, and a slew of "invented" gifting occasions has arisen – Grandparents' Day, Secretaries' Day and so on. Not only do these advertisements promote products, they enhance the pressure on the consumer to give, invoking the "obligation to give" documented by Mauss (1954). It only makes sense, given the close relationship in Western society between gift-giving and advertising, to explore the effects of advertising stimuli on stereotype activation and subsequent behaviour.

Davies et al. (2003) found in three experiments that women who had demonstrated proficiency at mathematics and who were interested in pursuing a career in science, were negatively influenced in terms of their abilities and goals by viewing advertisements that featured women behaving in silly ways. The experimental groups' exposure to female stereotype ads resulted in significantly lower scores on math tests than

the control group, as well as a temporary reduction in interest in following science as a career. This was in spite of the fact that the ads themselves made no mention of math or science, but simply activated a whole bundle of female stereotypes, of which lack of numeric ability was one component.

If such stereotype activation functions as suggested by the research of Davies et al. (2003), then it is reasonable to suppose that exposure to advertising containing female stereotypes will activate latent sexist attitudes as well as impact behaviour. This is explored in Hypothesis 5 (*Participants exposed to stereotyped stimuli will show higher levels of sexism in time 2 ASI tests*).

### **Media Genres and Stereotypes**

The concept of genre is vague at best, even within the world of literary criticism and analysis. William Shakespeare (c. 1600) mocked those who would attempt to classify literary forms, “tragedy, comedy, history, pastoral, pastoral-comical, historical-pastoral, tragical-historical, tragical-comical-historical-pastoral...” (Hamlet, II, ii). The difficulty lies in identifying what criteria should be used for defining genres and how texts should be assigned membership status in one genre but not another. In spite of the difficulty in defining genre, research has been done concerning the level and types of stereotypes that are prevalent in various media genres.

George, Hartley and Paris (2001) explored the representation of female athletes in the media. Looking at both newspaper and television coverage they found that female athletes were often referred to as “girls” rather than “women”, while male athletes are uniformly referred to as “men”. Female athletes are often referred to by their first names, while references to male athletes more often include first name and surname, or surname only, a feature which places the female athletes in a perceived subordinate state. Male

athletes were more often photographed in action while female athletes were more often posed. Also, they noted that media coverage of female athletes often emphasised physical characteristics (eg. long legs, nice smile) and personal attributes which relate to femininity and sexual attractiveness. Even in the naming of events, there are gender distinctions (e.g. hockey vs. women's hockey). Finally, they also pointed out that overall coverage of female sport is significantly less than the coverage of male events.

Lemon (1977) compared the treatment of blacks and women in prime-time television, specifically, situation comedies and crime dramas. She found that the situation comedy provides a much more egalitarian treatment of individuals on both racial and gender grounds. In crime dramas males were shown dominating females in 47% of interactions in Lemon's sample (as opposed to the 53% where males and females were on an even level), while this occurred in only 23% of interactions in the situation comedies. A more recent investigation of prime-time television (Holbert, Shah & Kwak 2003) found that situation comedies and what the authors called progressive dramas (e.g. Law and Order, ER – shows that present gender in a progressive or liberal way) offer positive representations of women and gender equality. However, they also found that traditional dramas (e.g. Walker, Texas Ranger, Touched by an Angel) foster more conservative views of gender roles.

Downing (1974) looked at women in soap operas and found that women are outnumbered by male characters and are more likely to be employed in "service" roles than males. However, older females are more prevalent in this genre than the television norm and older women often hold positions of respect – matriarchal roles. Downing found that women in daytime serials tend to be better-rounded human characters than their female counterparts in other television genres. Conversely, Stern, Russell and

Russell (2007) found that habitual soap opera viewers tend to accept the lives and situations of soap opera characters as “real”, sometimes more real than their own lives. This carries with it a bundle of often stereotypical relationships, neurotic female characters and unrealistic socio-economic situations.

Matthews (2002), in her review of *Fantasy Girls: Gender in the New Universe of Science Fiction and Fantasy*, explores the mixed messages in contemporary female science fiction characters. Xena, the warrior princess, Buffy the Vampire Slayer, Scully (of X-Files), and others can be described as women of action. They are tough, fit, determined, they don’t need a man to rescue them and they’re not afraid to “kick some demon butt”. However, they are also cast and dressed to conform to a Hollywood ideal of young womanhood, offering a model of female beauty difficult for mere mortal women to attain.

Even news broadcasting has been criticised for gender imbalances. Rakow and Kranich (1991) found that women appear less often as newscasters than men, and far less often as newsmakers. Women, according to their report, are used in the news sphere primarily to add a human face to news event, interviewed as victims of natural disasters, for example, and are far less often featured as the focus of the news story. This may have been a reflection of the era in which they did their research and things may have changed since the 1980s in this respect. As more women hold political office and positions of responsibility in industry, they may become more often the newsmaker rather than only seen as reacting to events.

Music videos have been studied (Englis, Solomon & Ashmore 1994) and certain female looks have been found to be associated with particular genres of music with rap, hip hop and dance featuring an exotic non-white sensual look which contrasts with the

classical feminine beauty look of classic rock videos. The unifying feature is that many videos feature female actors as props designed to emphasise a male notion of sexuality.

The current wave of home decorating shows appear to foster a sense of empowerment in female viewers (Janning & Manard 2006). In spite of this, the targeting of such shows to a female audience reinforces the notion of domesticity and the home as the natural sphere of women's influence.

If we accept the premises that a) individuals' attitudes and perceptions can be affected by long-term exposure to media influences, and b) different genres carry more or less stereotyped messages, then it follows that people's level of sexism should be correlated with their media habits and genre preferences, as is explored in Hypothesis 6 (*Participants who are heavy viewers of sports, drama, soap operas or news will show higher initial ASI scores than participants who do not habitually watch these types of programming*). .

### ***Gift-Giving***

The subject of gift-giving has been explored in the spheres of anthropology, psychology, sociology and consumer behaviour. In 1954, Mauss identified 3 types of obligations that perpetuate gift-giving. These are the obligation to give, the obligation to receive and the obligation to repay. Mauss (1954) went on to explain that tension is created by gift-giving because it creates a dependence or obligation on the part of the receiver to reciprocate. Mauss (1967) also contributed the concept of the *hau*, the spirit of the gift. This is a two-part concept. There is the spirit of the object itself, but there is also the spirit of the giver imbued in the gift. The idea of *hau* captures the notion of giving something of oneself in a gift. It is the aspect of sacrificing some part of oneself in giving that carries the obligation to reciprocate.

Anthropologist Levi-Strauss expanded the thinking on gift-giving when he wrote in 1965 that cultural norms as well as perceptions of the value of the gift have a profound impact on both the giver's and the receiver's impressions of when this reciprocal state of tension has been satisfied. In 1963 Leeds noted that there are certain situations in which altruistic or self-less giving is more appropriate than the norm of reciprocity. Ekeh (1974) distinguished between economic exchanges which focus on the market value of an item, and social exchanges in which the symbolism of the exchange is of greater importance than its financial value. In 1976 Russell Belk made the point that there are few examples of true altruistic giving emerging in gift-giving research.

### **Stages of Gift-Giving**

Sherry (1983) identified three stages of gift-giving. In the first stage, called "gestation", the giver experiences some motivation to search for a gift. This motivation can be caused by either a "structural" event, such as a birthday, anniversary or Christmas, or by an "emergent" event, such as an argument, illness, or misdeed. The giver at this stage decides to give a gift or, in the case of structural events, becomes aware of the approaching need to have a gift to offer. Certain decisions must be made regarding the nature of the gift, the cost, and the meaning it should convey.

The "prestation" stage (Sherry, 1983) involves the actual gift exchange and the response of the recipient to the gift. In this stage the recipient strives to understand the meaning of the gift, its value and an appropriate response to show the giver. The giver, meanwhile, may be attempting to judge whether or not the gift has been appropriately received. The outcome of these assessments leads to affective states for both the giver and the recipient which can range from satisfaction to disappointment.

The affective state arrived at in the prestation stage impacts the course of the “reformulation” stage (Sherry, 1983) in which the social relationship between giver and recipient is redefined in light of the success of the gift exchange.

### **Relationships and Gift-Giving**

Joy (2001) explored another aspect of gift-giving, that of relationship reinforcement. Joy (2001) found that gifts are given as part of ritual relationship formation in Hong Kong. Joy (2001) describes a stratified gifting culture where the rules of gift-giving and reciprocity vary depending on level of intimacy, relative status, and gender. In gift giving there is the risk of losing face if the gift one gives is not appropriate, if one refuses another’s gift offer, or if a gift is not appropriately reciprocated. Socially inappropriate gift behaviour is a sufficiently serious matter in this culture to cause family rifts or the dissolution of relationships. Although the practice of calculating and comparing the value of gifts given and received is frowned upon, it is not considered uncommon according to Joy (2001). Apart from major gift-giving occasions such as birthdays, “token” gifts are given between intimate others and between very good friends as symbols of the ongoing connection between those involved. Particularly in dating relationships, as the link between the couple strengthens, it is seen to be appropriate for the male to give increasingly personal and valuable gifts as a signal to the female that he recognizes the level of the connection between them. However, once the couple has made the transition from being friends to being family or “like family”, the need for this type of gift-giving ceases.

Unlike the situation in Western cultures, Joy (2001) found that in Hong Kong the selection of the right gift is of such paramount importance that a token gift may be given



on a gift-giving occasion to allow the giver more time to search. In Western cultures such a delaying tactic may create tension between the two parties, but in Hong Kong it is seen as good luck to receive a belated gift.

Green and Alden (1988) make the case that in many Western societies gifts are given to enhance the image or status of the giver at least as much as to bring pleasure to the receiver. Through focus group interviews they found that Japanese students expressed gift-giving attitudes and behaviours that appear to enhance a self-identity closely related to group membership. Their American focus group participants, on the other hand, showed attitudes and described behaviours that suggest a link between gift-giving and individualistic identity construction.

### **Gender Issues in Gift Giving**

Areni, Kieker and Palan (1998) found that, despite earlier research (Caplow, 1982, 1984; Fischer & Arnold, 1990; McGrath 1995; Otnes & McGrath 1994) suggesting that females are socialized into a gift-giving role as part of being maintainers of kinships and social ties, the majority of their female participants described being the recipient of gifts, rather than the giver. Webster and Nottingham (2000) looked at gender differences in motivation for gift giving. They found that females articulated more experiential satisfaction in gift-giving, whereas their male subjects expressed more practical motivation in selecting and giving gifts. A practical motivation might be to repay an obligation in the form of a reciprocal gift. Another practical motivation could be to obligate the gift recipient.

With respect to gender issues, this varying focus in gifting intentions may resonate in the way gifts are selected and received in different cultures. The implication of the

gender assumptions about gift-giving, combined with Hofstede's (1985) national value systems is that in Eastern or collective cultures gifts may have more to do with belonging and serve as measures of the closeness of a relationship. In Western or individualist cultures gifts may be a manifestation of the giver's power, status, or identity. Such considerations need to be taken into account in surveying an ethnically diverse sample.

Belk and Coon (1993) suggest another dimension to gift-giving as part of courtship. While many of their respondents viewed the gift as part of an exchange in the early stages of the relationship, most rejected that view as the relationship progressed. Instead, gifting may move into an expression of altruistic or agapic love, motivated by genuine concern for the happiness of the other. Of course, it may be argued that this, in itself, can be self-serving. Once one is bound to another, life is certainly more pleasant if that other is happy.

### **Gift Selection**

Regardless of the motivation behind the gift, a selection process must be undertaken to find the *right* gift. In Otnes, Lowrey and Kim (1993) the type of gift selected is driven, in part, by the type of giver. Pleasers, providers, compensators, socializers, acknowledgers, and avoiders all have fairly specific goals for the symbolism of the gift chosen. In some cases, such as socializers, the gift may be evident from the goal. If the giver feels the recipient needs to improve their cooking skills, for example, a cookbook or enrolment in a cooking class are fairly obvious choices.

If, however, the goal is more vague, such as to please the recipient, or compensate for some loss, the choice set may be much broader. Selection of a gift can be based on an in-depth knowledge of the recipient's interests and tastes. But, particularly early in a

relationship of any kind, knowledge of these preferences may not be immediately available to the giver. Gifts in such a situation (and in the absence of a knowledgeable accomplice) must be selected based on some assumptions about what the recipient might like. But what are these assumptions based on?

In this situation people may be inclined to return to heuristics cues such as gender stereotypes, which may be used as a quick and easy guide to gift selection. It is, therefore, expected that social proximity will be a factor in determining the degree to which gender stereotyping is used in gift choices, as is explored in Hypothesis 7 (*Stereotyped gift selection (gender of gift to gender of recipient) will be observed to a greater degree in the participants selecting gifts for co-workers or acquaintances than in the participants selecting gifts for close family or friends*). However, while knowing a person's likes and dislikes may be a more salient guide in gift choice in the case of friends and family, there is another dynamic that enters into selecting gifts for romantic partners.

### **Evolutionary Perspective – A Look at Gender Issues in a Romantic / Sexual Context**

Psychologists and anthropologists studying the evolution of reproductive behaviour believe that males have a physiological imperative to impregnate as many females as possible, so as to secure the continuation of their genetic makeup. Females, conversely, seek to mate with males that offer the resources necessary to raise offspring. Proponents of the evolutionary psychology model (e.g., Bailey et al. 1994; Buss 1998; Gill & Saad, 2000, 2003; Kanazawa, 2001; Saad, 2004; Schwartz & Rubel, 2005; Talflinger, 1996) suggest that while males seek out mates on the basis of their childbearing potential (youth, health, hip-to-waist ratio, and so on), females have a different set of criteria. Because the raising of offspring is a resource-intensive

endeavour, females will look for mates that have resources, the ability to accrue more resources and the willingness to share resources. Power or status may play a part in this, as may strength, health, social position, attitudes, prestige, religious or political convictions, depending on the culture and what that culture dictates in terms of resource success.

Because resources are inevitably limited, females tend to seek mates that will commit to them exclusively (Bailey et al. 1994), to avoid either sharing or loss of the resources should the male move on to another female. To this end, evolutionary psychology suggests that women have developed complex social behaviours to ensure that prior to accepting a mate, he will have invested sufficiently in her that he is less able to begin again seeking a new mate. Part of these social behaviours, or courtship rituals, involves gift-giving. Saad and Gill (2003) suggest that males are more likely to bestow gifts on their female romantic partners as tactical manoeuvres. These gifts are designed to show off the male's resources and his willingness to share. The level of giving a male will indulge in is related to how much he wishes to be involved with the female as well as her level of standards or criteria. Talflinger (1996) and others suggest that if a male simply wishes sex but has no interest in a longer-term relationship, he will be less forthcoming with gifts. In the contemporary situation, a man may be willing to invest the cost of dinner and a movie, in the hope that he may have sex with a woman he does not desire a long-term association with. He will use some judgement to determine how much investment might be required and compare that with his interest in the woman in question. If the interest in a long-term relationship (i.e. the attraction) is high, and the woman's criteria are also high, the man will give many gifts and engage in a long-term courtship and/or social bonding (marriage) in order to secure sex with her.

The female, on the other hand, may not be in possession of resources (as was historically the case). The only exchange she could offer was sex. This idea is carried through in gift-giving literature. Rugimbana, Dohay, Neal and Polonsky (2003) examined Valentine's Day gift giving and found that such gift giving was part of a complex social power exchange. The female in the relationship held power over her procreative abilities. In giving a gift, the male takes on some of that power through the reciprocity aspect of gift-giving, hoping for either an immediate or cumulative debt that will be repaid sexually. Rugimbana et al. (2004) look to the historical status and power inequality between the sexes for a deeper understanding of the implications of this form of gift-giving ritual. Since women were traditionally lower in economic standing and power than men (indeed, in many cultures women could not / can not own property, exercise political franchise or conduct business transactions), females were (and still are in some places) forced to be dependent on males for their own survival and the well-being of any children they may have. In order to ensure her own survival and that of her children, a woman needed to maximize the commitment potential of a male she deemed satisfactory. Of course, another aspect of the Valentine's Day gift, as with other structural gift-giving events, is that in order for continuation of the relationship, there is an obligation for a gift to be given.

It is anticipated that the gender of the significant other will be a key consideration in selecting gifts for romantic partners because the purpose of the gift is related to the continuation and furtherance of the romantic relationship. The gender of the significant other will be a salient point in this goal. This expectation is explored in Hypothesis 8 (*Stereotyped gift selection will be observed among those selecting gifts for romantic partners*).

## **Self-Gifting**

What about the gifts we select for ourselves? Terms like “retail therapy” have been bandied about in recent years, suggesting that as consumers we self-medicate or self-treat with consumerism. How does this fit with what research has suggested about the symbolic and ritualistic aspects of giving to others? David Mick and other researchers have looked closely at self-gifts and have linked the phenomenon of self-gifting to attribution theory (Wiener, 1986). The research (Mick & Faure, 1998) suggests that people are more likely to buy themselves things when they have achieved something in a situation where they feel the achievement was the direct result of their own behaviour (internal attribution for success). Following this line of reasoning, Hypothesis 9 (*Selecting gifts for others will increase the likelihood of selecting a gift for oneself*) postulates that gift-givers will be more inclined to reward themselves with a gift for themselves, than those who are only buying for themselves and no one else.

## **Gift-Giving Strategies**

Lowrey, Otnes and Ruth (2004) explored the impact of others in gift selection. They identified 10 ways in which gift givers allow or solicit third party participation in gift selection. Of relevance to this research is the strategy, “Adhering to Group Norms”, occurs when a giver is influenced by a set of relational rules in choosing a gift. The giver uses social norms to gauge the appropriateness of a gift choice for a member of the social network. Office colleagues, for example, may have an agreed-upon price limit for inter-office gifts, or a group of friends may always exchange a certain type of gifts, such as bottles of wine. The agreement or rules may be either tacit or specified. By observing the rules and using them in selecting a gift, the giver maintains the social norms and

relationship structure within the group. It might be extrapolated that violation of the relational rules would upset the social balance within the group, causing tension or possibly animosity. This was not formally tested as a hypothesis, but was explored through gathering of thought protocols during the research sessions.

### **Types of Gift-Givers**

Otnes, Lowrey and Kim (1993) described six distinct types of gift-givers. Classification is based on behaviour and motivation. “Pleasers” go to great lengths to select gifts that will please the recipients. Upon occasion they will even purchase items that run counter to their own tastes and preferences. “Providers” give what they feel the recipients need. They select functional items, for instance, socks. The “Compensator” seeks to make up for a loss experienced by the recipient. This is not a guilt present, because the giver is seldom the cause of the loss. The compensator wants to console. The “Acknowledger” gives out of obligation. This may be typical of an office party gift, a gift for a distant relative who will happen to be present at a gift-giving occasion, and so on. The acknowledger gives a token item to acknowledge the recipient. “Avoiders” make their statement by not giving a gift when one might be appropriate. They send a message of displeasure to the would-be recipient by not giving a gift. In extreme cases this non-giving could indicate a complete severing of the relationship between the parties. “Socializers” give gifts imbued with meaning. They choose items to instruct the recipient in some aspect of life that the giver feels needs improvement. Parents often assume this role in selecting gifts for their children. Social proximity may be a factor in determining whether or not socialization plays a role in gift selection. Hypothesis 10 (*Socialization motivation will be exhibited to a greater degree among those selecting gifts for close*

*friends / family than among those selecting gifts for acquaintances regardless of the stimuli*) explores this aspect of gift-giving behaviour.



## Overview of the Studies

Four studies were conducted using student samples from first year marketing classes. The first study explored five hypotheses (specifically H<sub>1</sub> through H<sub>3</sub>, H<sub>5</sub> and H<sub>7</sub>) to explore the degree to which gift givers would engage in matching product gender to recipient gender to conform to stereotypes, leading from the literature on stereotype activation. Please see Appendix 1.1 for a table indicating hypothesis tests in each study. Female stereotypes were activated through the use of print advertisements for one group of participants, while the other group of participants saw neutral advertising. The scenario had the participants then look at various gift products and rate them in terms of the likelihood that they would select the product as a gift for a co-worker who was described as either male or female and around the same age as the participant. In addition, this study looked at the participants' levels of overall, hostile and benevolent sexism and media viewing patterns to see if there is any connection between long-term media habits and sexist attitudes.

The second study built on the first, testing the same five hypotheses. The scenario was the same, and the primary difference was that a time 1 sexism measure was taken prior to the main study which allows comparison between pre-stimuli and post-stimuli sexism scores.

The third study expanded on the first and second in several ways. It tested the first 7 hypotheses and used television advertising instead of print ads. This study had participants selecting a gift for themselves from a set of products, or choosing to save the money. There was one group of participants who also were selecting gifts for both a male and a female friend, rating the likelihood of purchasing each of a number of products for each recipient. In this way, the idea of self-gifting was explored, as well as the tendency

to make stereotyped gift selections to match product gender to recipient gender.

The fourth study looks at the last 3 hypotheses ( $H_8$ ,  $H_9$  and  $H_{10}$ ) examining the role of social distance in the tendency to make stereotyped gift selections. One set of participants rated the likelihood of purchasing products for a romantic partner, another group “shopped” for a close opposite-sex friend, and the third group selected gifts for an unknown opposite-sex co-worker. Opposite-sex recipients were used in Study 4 because the previous studies demonstrated a consistent effect of the match or mismatch between giver and recipient gender. To simplify the analysis and maintain focus on the relationship distance aspect of each duo, it was decided to use only opposite-sex recipients.

## Hypotheses

As discussed previously, there is evidence to suggest that consumers perceive products as gendered and that perception is based in large part on who is expected to use the product. This gender label attached to products may even be used as an heuristic cue for gift shoppers to determine the appropriateness of an item for a given recipient. It seems reasonable to conclude that gift shoppers will try to match the perceived gender of a product to the gender of the recipient.

**H<sub>1</sub>:** Gift givers will engage in stereotyped gift selection, gender of product to gender of recipient, when making a gift selection.

It also would appear reasonable that, if exposure to stereotyped advertising activated stereotyped schemas in individuals, then viewing stereotyped ad stimuli should cause a higher tendency to differentiate on gender lines and thus result in an enhanced emphasis on gender stereotyped gift selection.

**H<sub>2</sub>:** Exposure to stereotyped advertising will increase the tendency to engage in stereotyped gift selection over a control group that is not exposed to the stereotype stimuli.

Since stereotypes of women include an element of “the objectified woman (or woman as ornament or woman on a pedestal, or woman as helpless, etc.)” and stereotypes of men include “the agentic man ( or man of action, or man the hunter, or man the builder, etc.)” component, it may be expected that exposure to stereotypes images in advertising that activate stereotyped thinking will increase the tendency to select hedonic items for female recipients and utilitarian items for male recipients.

**H<sub>3A</sub>:** Exposure to stereotyped ad stimuli will increase the likelihood that gift givers will select hedonic products for female recipients.

**H<sub>3B</sub>:** Exposure to stereotyped ad stimuli will increase the likelihood that gift givers will select utilitarian products for male recipients.

As Jost and Kay (2005) found, it is likely that male participants will have significantly higher initial overall ASI, benevolent sexism and hostile sexism scores than female participants. Because in many ways the “system” maintained by the gender stereotype schema offers advantage to men, many men may feel a vested interest in perpetuating this advantage and the mechanism that facilitates it, whether or not they have ever consciously considered the matter.

**H<sub>4</sub>:** Male participants will have higher initial sexism scores than female participants.

It is expected that the exposure to stereotyped advertising messages will activate latent sexist attitudes in both male and female participants and therefore subsequent scores for participants in the experimental (stereotyped) condition will be higher than for initial ASI tests and for those in the control (neutral) group.

**H<sub>5</sub>:** Participants exposed to stereotyped stimuli will show higher levels of sexism in time 2 ASI tests.

Based on the literature regarding media genres and stereotyping it can be expected that heavy viewers of certain types of programming can be expected to exhibit stronger stereotyped or sexist views than non-viewers.

**H<sub>6</sub>:** Participants who are heavy viewers of sports, drama, soap operas or news will show higher initial ASI scores than participants who do not habitually watch these types of programming.

Social proximity may have an effect on the degree to which people rely on heuristics such as gender stereotypes when selecting gifts versus using the personal information

they have about the gift recipient to guide their choice. For example, if a person is buying a gift for a close friend, they will be more inclined to use what they know about the person's interests, likes and dislikes to select a gift, whereas if they do not know the person they may be more inclined to use gender stereotypes and match the product gender to the recipient's gender.

**H<sub>7</sub>:** Stereotyped gift selection (gender of gift to gender of recipient) will be observed to a greater degree in the participants selecting gifts for co-workers or acquaintances than in the participants selecting gifts for close family or friends.

However, in the case of romantic partners, the evolutionary perspective suggests that the primacy of the significant other's gender will override any stimuli effect and stereotyped gift selection will take precedence over other considerations.

**H<sub>8</sub>:** Stereotyped gift selection will be observed among those selecting gifts for romantic partners,

Along the lines of Mick and Faure's (1998) finding that consumers will select a gift for themselves when they feel they have achieved something and that this achievement was due to their own efforts, it seems reasonable to conclude that consumers who also select gifts for friends will feel a sense of accomplishment and may wish to reward themselves. Indeed, after selecting significant gifts for others, an individual may feel a sense of deservingness not experienced by those who have no particular accomplishment or act of generosity to celebrate.

**H<sub>9</sub>:** Selecting gifts for others will increase the likelihood of selecting a gift for oneself.

Finally, it can be expected that socialization motivation in gift selection will be

stronger the closer the intimacy level. Because of the level of knowledge about the individual, gift givers to close friends are more likely to be motivated to select gifts which they feel will help or “improve” their friend.

**H<sub>10</sub>:** Socialization motivation will be exhibited to a greater degree among those selecting gifts for close friends / family than among those selecting gifts for acquaintances regardless of the stimuli.

## Study 1

This study was designed to explore the degree to which gift givers would engage in matching product gender to recipient gender to conform to stereotypes, leading from the literature on stereotype activation. Hypotheses H<sub>1</sub> through H<sub>4</sub>, and H<sub>6</sub> were tested using a 2 (gift giver gender: male, female) by 2 (gift receiver gender: male, female) by 2 (stereotype ad: neutral ad, stereotype ad) by 2 (product gender: male, female) by 2 (product type: hedonic, utilitarian) mixed experimental design where the gift giver gender, gift recipient gender and stereotype activation were between-subjects factors and product gender and product type were repeated measures. Two hundred and fifty-five undergraduate business students at a major mid-western university in North America participated in the study in exchange for course credit and were randomly assigned to each of the eight conditions. Of the 255 participants, 122 were female and 133 were male. Their ages ranged from 18 to 35, with a mean age of 20. The entire task took approximately 15 minutes to complete.

### Overview

Within the main study, participants were shown a series of print advertisements and were told that the purpose was to understand how people recall ads over time. After seeing the print ads, participants were asked to imagine that they had to pick out a gift for either a male or female co-worker for a holiday gift exchange office party. The co-worker was described as someone that was of a similar age in order to control for any biases that may arise due to age differentials. Participants were then told that a hypothetical company was testing a gift-catalogue concept targeted toward people that are too busy to make a shopping trip and were asked to rate a series of products contained within the catalogue. Participants rated the likelihood of purchasing each product in the catalogue as a gift for a

co-worker. Responses to final product choice were then measured. In apparently separate exercises, participants were asked to fill out Glick and Fiske's (1996) Ambivalent Sexism Inventory (ASI) that measures benevolent and hostile sexism levels, product recall measures (related to the cover story), and various covariate measures.

### **Independent variables**

Gender typed stereotypes were activated by showing participants a series of eight print ads. The ads that were used in the final study were chosen from a pool of potential ads that were generated by requesting students from an unrelated undergraduate marketing class to bring in samples of ads that illustrated concepts that were being discussed in class. One of the topics under discussion was related to the issue of gender based stereotyping. In the no stereotype condition (neutral ad condition), these print ads contained neutral imagery ads for Porche cars, the National Education Association, Opera Web Browser software, Bank Mutual, Advil pain reliever and Metal Work Pneumatic. In the stereotype ad condition, participants saw 4 ads with neutral imagery (Porsche, Coca-cola, Bank Mutual, Metal Work Pneumatic) and 4 ads that depicted women in objectified roles for products that included: Imagos Institute of Plastic Surgery, Warner Bra, Michelob Ultra beer, and Skyy Vodka (pool ad). Please see Appendix 1.2 for detailed ad stimuli. Neutral as well as stereotyped ads were used in the stereotype ad condition in order to avoid potential demand effects if participants guessed the link between the stereotyped ads and stereotype specific questions that followed. This is a common practise followed by previous researchers in this area (e.g., Davies et al 2003). It was decided to use only female stereotypes because it was felt males would respond to these (contrast effect of seeing the female as "other") and females would respond (either activating stereotypes as assimilation or contrast). It was felt that too many types of



activation, which might occur if male stereotypes were also included, might cloud the results. Male stereotype activation, however, is planned for future research.

Each of the 8 products in the catalogue was categorized as either masculine or feminine, and hedonic or utilitarian in nature. Prior to the main study a mock-up catalogue of 10 gift items was shown to students in an unrelated business class. Subjects were asked to rate each gift item on an eight-point Likert-type scale with Very Masculine at one end and Very Feminine at the other. Twenty-six surveys were completed and the means were calculated. Two items with mean scores between 3.5 and 4.5 were dropped, leaving four “masculine” gift items (specifically a golf basket, Jim Beam bourbon, a Manitoba Moose hockey jersey, and a cordless drill) and four “feminine” gift items (specifically a gardening basket, a decorative bird house, two bottles of liqueur, and a reading lamp) that were used in the main study.

These eight products were subsequently rated on a 7-point scale where 1 indicated the product was very utilitarian and 7 indicated the product was very hedonic in nature. This resulted in the division of products into hedonic and utilitarian types. Among the feminine products the most hedonic were the liqueurs and the birdhouse, and the most utilitarian were the reading lamp and the gardening basket. Among the masculine products the more hedonic were the Jim Beam and the Manitoba Moose hockey jersey, and the more utilitarian were the golf basket and the cordless drill set. Product categorizations on the basis of product gender and product type are detailed in Table 1.1 below.

**Table 1.1: Product Categorization by Gender and Type in Study 1**

	<b>Masculine</b>	<b>Feminine</b>
<b>Hedonic</b>	Hockey Jersey	Liqueurs
	Jim Beam Bourbon	Bird House
<b>Utilitarian</b>	Golf Basket	Gardening Basket
	Drill Set	Reading Lamp

**Dependent variables.**

**Hostile and Benevolent Sexism.** Glick and Fiske's (1996) Ambivalent Sexism Inventory (ASI) was used to measure hostile and benevolent sexist attitudes. The inventory consists of 22 Likert-type items (anchored by 0 = Disagree strongly and 5 = Agree strongly). Eleven of these constitute the measure for hostile sexism. Please see Appendix 1.3 for a complete list of index items. These 11 items were averaged (Cronbach's  $\alpha = .88$ ) to yield a hostile sexism score. Similarly, benevolent sexism was measured via responses to 11 other items in the inventory. These 11 items were averaged (Cronbach's  $\alpha = .86$ ) to yield a benevolent sexism score.

**Likelihood of Purchase.** The study measured the likelihood that a subject would purchase any given gift item for the hypothetical recipient. Participants' likelihood of purchasing any in the series of products for the male and female recipients was measured by responses to an 8-point scale (where 1 = very unlikely and 8 = very likely): "How likely is it that you would purchase this item for the (male co-worker/female co-worker)."

**Overall Product Selection.** After rating and providing thought listings for each product,

gift choice from the catalogue was measured by creating dummy variables (0 = not chosen, 1 = chosen) for each product based on responses to a 12-point categorical scale: “Of all the items you saw, which gift item do you feel you are most likely to choose for this (woman/man) as an office gift?” (where 1 = Gardening Basket, 2 = Golf Basket, 3 = Jim Beam, 4 = Moose Jersey, 5 = Liqueurs, 6 = Drill, 7 = Bird House, 8 = Reading Lamp).

### **Covariates.**

**Television Use Patterns.** Participants were asked a number of questions regarding their television viewing habits, since various studies (Gerbner & Gross, 1976; O’Guinn & Shrum, 1997; Segrin & Nabi, 2002; Shrum, 1995; Shrum, Wyer & O’Guinn, 1998; Shrum, 2003, Volgy & Schwartz, 1980, etc.) have found strong correlations between viewing habits and skewed socio-cultural perceptions and attitudes. Television viewing habits may provide a foundation for an individual’s tendency to hold sexist attitudes. These questions included a self-report of heavy versus light television viewing and an estimate of actual average viewing hours. In addition, participants were asked to indicate which types from a list of 21 genres they were likely to watch (Please see Appendix 1.4 for the complete questionnaire, including the list of genres).

**Demographics.** Finally, participants were asked basic demographic questions, including age and gender.

## Results

The significant results of an analysis of a 2 (gift giver gender: male, female) by 2 (gift receiver gender: male, female) by 2 (stereotype ad: neutral ad, stereotype ad) by 2 (product gender: male, female) by 2 (product type: hedonic, utilitarian) mixed experimental design where the gift giver gender, gift recipient gender and stereotype activation were between-subjects factors and product gender and product type were repeated measures in study 1 are presented in Table 1.2 below.

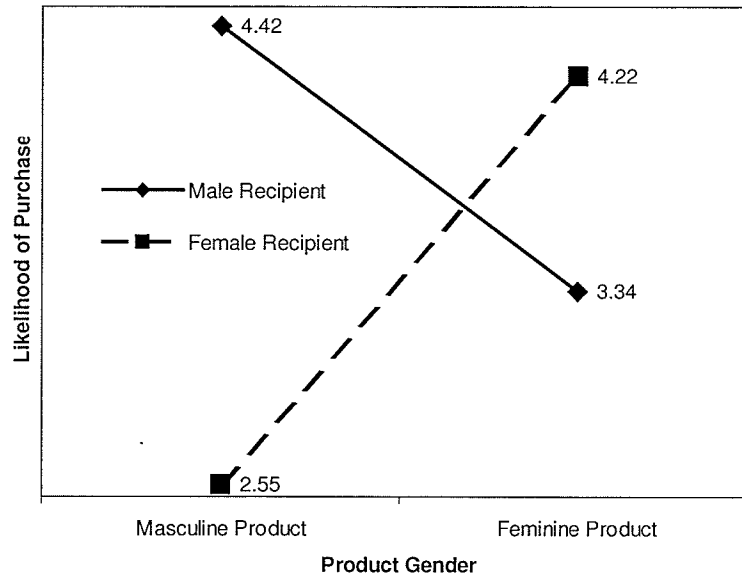
**Table 1.2: ANOVA Results for Purchase Likelihood for Study 1**

Effects	Wilks Lambda Value	F (1, 240)	P- Value	Partial eta Squared
<b>Within Subjects Effects</b>				
Product Gender	.96	9.65	.002	.02
Product Gender * Recipient				
Gender	.54	202.15	.000	.48
Product Gender * Recipient				
Gender * Giver Gender	.96	10.18	.002	.04
Product Type * Recipient				
Gender	.98	6.09	.014	.03
Product Type * Recipient				
Gender * Ad Condition	.99	2.92	.089	.01
Product Gender * Recipient				
Gender * Product Type	.95	13.51	.000	.47

Between-Subjects Effects	F (1, 240)	P-Value	Partial eta Squared
Ad Condition	3.26	.072	.01
Recipient Gender	16.16	.000	.06
Giver Gender * Recipient Gender			
Gender	7.73	.006	.03
Ad Condition * Recipient Gender			
Gender	3.57	.060	.02

Hypothesis 1 (*gift givers will engage in stereotyped gift selection, gender of product to gender of recipient, when making a gift selection*) was tested using a 2 (recipient gender) by 2 (product gender) analysis as a follow-up to the findings of the major ANOVA in which recipient gender and product gender showed a significant interaction. In this analysis, product gender again interacts significantly with recipient gender. Planned contrasts within the two recipient gender conditions yielded significant effects of product gender in both the male recipient condition ( $F(1,240) = 54.50, p < .000$ ) and the female recipient condition ( $F(1,240) = 173.06, p < .000$ ). Consistent with hypothesis one, for a female recipient, participants tended to select feminine products as gifts and for a male recipient, participants tended to select perceived masculine products. Please see figure 1.1 for means.

**Figure 1.1 Likelihood of Purchase based on Recipient Gender and Product Gender in Study 1**



Hypothesis two was tested using a 2 (ad condition) by 2(recipient gender) by 2 (product gender) repeated measures analysis. ANOVA results indicate that the between subjects interaction effect of ad condition, product gender and recipient gender on purchase likelihood is significant ( $F(1,251) = 13.64, p < .009$ , partial eta squared = .027). Planned contrasts show a significant interaction in the stereotyped ad condition ( $F(1,251) = 112.81, p < .001$ ). Interestingly, there is an increased likelihood of purchasing a gift for a male recipient after exposure to stereotyped advertising ( $M_{\text{neutral}} = 3.25$  vs.  $M_{\text{stereotyped}} = 3.78$ ) and a decreased likelihood of purchasing a gift for a female recipient ( $M_{\text{neutral}} = 3.45$  vs.  $M_{\text{stereotyped}} = 3.33$ ). However, contrasts did not reveal a significant interaction with ad condition, recipient gender and product gender. Thus Hypothesis 2 is only partially supported. (For a discussion of means, please see Appendix 5.0)

Hypothesis 3 (*Exposure to stereotyped ad stimuli will increase the likelihood that gift givers will select hedonic products for female recipients, and exposure to stereotyped*

*ad stimuli will increase the likelihood that gift givers will select utilitarian products for male recipients*) was tested using a 2 (recipient gender) by 2 (product type) by 2 (ad condition) repeated measures analysis. While the repeated measures ANOVA shows no significant main effect for product type ( $F > .1$ ), a marginally significant interaction between product type, recipient gender and ad condition was found ( $F(1,251) = 3.43$ ,  $p = .065$ ,  $\eta^2 = .013$ ).

Product type interacts with recipient gender such that there is some tendency to give hedonic gifts in the case of male recipients ( $M_{\text{hedonic}} = 3.97$  vs.  $M_{\text{utilitarian}} = 3.80$ ) and utilitarian gifts in the case of female recipients ( $M_{\text{hedonic}} = 3.27$  vs.  $M_{\text{utilitarian}} = 3.45$ ). Planned contrasts show the interaction to be significant in the case of both hedonic products ( $F(1,240) = 44.50$ ,  $p < .001$ ) and utilitarian products ( $F(1,240) = 6.04$ ,  $p < .01$ ).

This relationship between product type and recipient gender is modified by a marginally significant three-way interaction between product type, recipient gender and ad condition ( $F(1,240) = 2.92$ ,  $p < .10$ ). Contrasts reveal that while the interaction is non-significant for female recipients, it is significant for male recipients with respect to utilitarian products ( $F(1,240) = 17.64$ ,  $p < .001$ ) and marginally significant in the case of hedonic products ( $F(1,240) = 3.30$ ,  $p < .10$ ).

Additional contrasts decomposing by product type show significant interactions between recipient gender and the stereotype ad condition and both the hedonic ( $F(1,240) = 32.87$ ,  $p < .001$ ) and the utilitarian ( $F(1,240) = 24.45$ ,  $p < .001$ ) product types. There was also a significant interaction between recipient gender and the neutral ad condition and the hedonic product ratings ( $F(1,240) = 14.33$ ,  $p < .001$ ). There appears to be a strong inclination to select hedonic products for males rather than females in the stereotyped condition ( $M_{\text{male}} = 4.10$  vs.  $M_{\text{female}} = 3.32$ ) as well as a stronger tendency to select hedonic

products for male recipients in the stereotype condition than in the neutral condition ( $M_{\text{stereotyped}} = 4.10$  vs.  $M_{\text{neutral}} = 3.83$ ). There is a greater tendency to select hedonic products for males rather than females in the neutral condition ( $M_{\text{male}} = 3.83$  vs.  $M_{\text{female}} = 3.27$ ). Thus Hypothesis 3A and 3B are not supported in this study. However, this may represent a different gender archetype than that conceived of in the hypotheses. There seems to be a suggestion that the results relate to a stereotype of “boys and their toys” and women doing all the work. This may be more salient to the young sample used in this study.

This lack of support for Hypothesis 3A and 3B may be related to the nature of the relationship between giver and recipient. As the recipient is not a member of the givers' social circle, there is no basis for the giver to evoke most of the roles of gift-givers (provider, compensator, socializer, acknowledger, etc. - Otnes et al., 1993). The giver may try to please the recipient, or may be driven by an urge to select a gift that will improve their own social standing in the eyes of third party observers. This may account for the stronger tendency to select more hedonic products, particularly for male recipients.

The results show another significant three-way interaction between recipient gender, product type and product gender ( $F(1,240) = 13.51$ ,  $p < .001$ ). Planned contrasts show this interaction to be highly significant in the case of product type ( $F(1,240) = 212.41$ ,  $p < .001$ ) and female recipients ( $F(1,240) = 15.50$ ,  $p < .001$ ) and marginally significant in the case of product gender ( $F(1,240) = 3.433$ ,  $p < .100$ ). Female recipients are more likely to receive feminine utilitarian products than feminine hedonic products ( $M_{\text{utilitarian}} = 4.49$  vs.  $M_{\text{hedonic}} = 3.96$ ).

Hypothesis 4 (*Male participants will have higher initial sexism scores than female participants*) was tested using a 1+2 (sexism scores: overall; hostile, benevolent) by 2



(giver gender) by 2 (ad condition) repeated measures analysis. An overall look at the Ambivalent Sexism Inventory (ASI – with all 22 items averaged, Cronbach's  $\alpha = .89$ ) shows no significant effect of any variable other than gender of giver ( $F(1, 249) = 14.04$ ,  $p < .001$ ). Male givers tend to have higher levels of both benevolent ( $M_{\text{male}} = 2.58$  vs.  $M_{\text{female}} = 4.48$ ) and hostile ( $M_{\text{male}} = 2.89$  vs.  $M_{\text{female}} = 2.29$ ) sexism, which results in a higher overall sexism score ( $M_{\text{male}} = 2.74$  vs.  $M_{\text{female}} = 2.38$ ). Hypothesis 4 is supported. Broken down into benevolent and hostile sexism, none of the independent variables measured showed any effect on benevolent sexism, while giver gender had a significant main effect on hostile sexism ( $F(1,258) = 30.83$ ,  $p < .001$ ,  $M_{\text{male}} = 2.89$  vs.  $M_{\text{female}} = 2.29$ ).

Based on the cultivation theory regarding how media exposure affects individuals' perception of the world, the sexism ratings were compared with the genres of television programming participants reported viewing to test hypothesis 6 (*Participants who are heavy viewers of sports, drama, soap operas or news will show higher initial ASI scores than participants who do not habitually watch these types of programming*). Please see Table 1.3.

**Table 1.3 - ANOVA Results for Media Covariates and Overall Sexism – Study**

1

Test of Between-Subjects Effects	F (2, 257)	P-Value	Partial Eta Squared
Drama	16.29	.000	.065
Movies	4.61	.003	.038

Fashion	3.32	.070	.014
Giver Gender	5.21	.023	.022

As can be seen in Table 1.3 above, it appears that participants' overall sexism scores are affected by their viewing habits, particularly their propensity to view drama ( $M_{\text{don't watch}} = 2.73$  vs.  $M_{\text{watch}} = 2.29$ ), movies ( $M_{\text{don't watch}} = 2.35$  vs.  $M_{\text{watch}} = 2.67$ ) and fashion ( $M_{\text{don't watch}} = 2.39$  vs.  $M_{\text{watch}} = 2.63$ ) television programming. These means suggest that while watching drama is correlated with lower sexist attitudes, regular viewing of movies and fashion programming is associated with higher levels of sexist attitudes.

**Table 1.4- ANOVA Results for Media Covariates and Benevolent Sexism in Study 1**

Test of Between-Subjects Effects	F (1, 257)	P-Value	Partial Eta Squared
Drama	12.18	.001	.049
Movies	8.50	.004	.035
Fashion	4.20	.021	.022
Music / Variety	2.51	.075	.013

In addition to giver gender, benevolent sexism scores were impacted by participants' tendency to watch drama ( $M_{\text{don't watch}} = 2.73$  vs.  $M_{\text{watch}} = 2.26$ ), movies ( $M_{\text{don't watch}} = 2.30$  vs.  $M_{\text{watch}} = 2.70$ ), fashion ( $M_{\text{don't watch}} = 2.30$  vs.  $M_{\text{watch}} = 2.68$ ), and music and variety ( $M_{\text{don't watch}} = 2.37$  vs.  $M_{\text{watch}} = 2.61$ ). Benevolent sexism, where the sexism takes

the form of placing women on a pedestal or viewing them paternalistically appears to be higher among those that report viewing movies, fashion, and music programming, but lower among those who watch drama. Please see Table 1.4.

A forward regression was performed to verify the contributions these viewing patterns have on the benevolent sexist attitudes reported by participants. All TV genres were entered. Drama, movies, fashion and music and variety programming were found to contribute to the participants' benevolent sexism score ( $F(4,256) = 9.69, p < .00$ ). Drama shows an inverse relationship, suggesting that those that watch drama have lower levels of benevolent sexism, as is also suggested by the means.

**Table 1.5 - Regression for Benevolent Sexism and Media Covariates**

Effects	Standardized $\beta$	t	p-value
Drama	-.25	-3.56	.000
Movies	.19	2.90	.004
Fashion	.17	2.24	.026
Music/Variety	.13	1.91	.057
$R = .42, R^2 = .17$			

A univariate analysis of hostile sexism scores reveals a similar pattern of media influence. Drama viewership appears to have an impact on participants' hostile sexist attitudes ( $M_{\text{don't watch}} = 2.76$  vs.  $M_{\text{watch}} = 2.37$ ) with higher hostile sexism scores appearing among those that do not watch drama. Interestingly, spy/thriller programming also seems to have some sort of relationship with levels of hostile sexism ( $M_{\text{don't watch}} = 2.41$  vs.  $M_{\text{watch}} = 2.72$ ). Gender of the giver remains the key determinant of hostile sexism levels,

however. Hypothesis 7 is partially supported, at least to the extent that the data shows a significant relationship between choice of television programming and sexist attitudes.

Please see Table 1.6.

**Table 1.6 - ANOVA Results for Media Covariates and Hostile Sexism – Study**

**1**

Test of Between-Subjects Effects	F (1, 256)	P-Value	Partial Eta Squared
Drama	9.44	.002	.039
Giver Gender	8.01	.005	.033
Fashion	2.55	.081	.022
Movies	4.62	.011	.038

Again a forward regression was used to confirm the relationship ( $F(3,255) = 15.77$ ,  $p < .00$ ). Results can be found in Table 1.7.

**Table 1.7: Regression for media co-variates and hostile sexism in Study 1**

Effects	Standardized $\beta$	t	p-value
Giver Gender	.22	3.50	.001
Drama	-.22	-3.49	.001
Spy/Thriller	.12	2.13	.034

$R = .40$ ,  $R^2 = .16$

Confirmatory regressions (backward and step-wise) were performed to double-check these finding, with the same results. Finally, a repeated measures ANOVA including the media covariates and sexism scores was performed. Please see Table 1.8.

**Table 1.8: ANOVA results for media covariates, sexism scores and likelihood to purchase in Study 1**

<b>Effects</b>	<b>Wilks Lambda Value</b>	<b>F (1, 209)</b>	<b>Within Subjects Effects</b>	
Product Gender * Recipient				
Gender * Giver Gender	.93	14.97	.000	.067
Product Gender * Recipient				
Gender	.53	186.59	.000	.472
Product Gender * Recipient				
Gender * Product Type	.95	11.02	.001	.050
Product Type * Recipient				
Gender	.97	5.85	.016	.027
Product Gender * Westerns viewing	.98	5.08	.025	.024
Product Gender * soap opera viewing	.98	4.72	.031	.022
Product Type * Hostile	.98	3.76	.054	.018
Product Type * Product				
Gender * Sports viewing	.99	3.23	.074	.015
Product Type * Recipient				
Gender * Ad Condition	.99	3.15	.077	.015

	Wilks Lambda Value	F (1, 209)	P-Value	Partial Eta Squared
<hr/>				
Product Type * Product				
Gender * sitcom viewing	.99	2.86	.092	.013
<hr/>				
<b>Between-Subjects Effects</b>				
Recipient Gender		13.18	.000	.059
Fashion viewing		9.67	.002	.044
Talk show viewing		9.02	.003	.041
Home/car/yard program viewing		5.46	.020	.025
Sports viewing		4.37	.038	.020
News Viewing		3.56	.060	.017
Westerns viewing		3.41	.066	.016
Ad Condition		3.37	.068	.016
<hr/>				

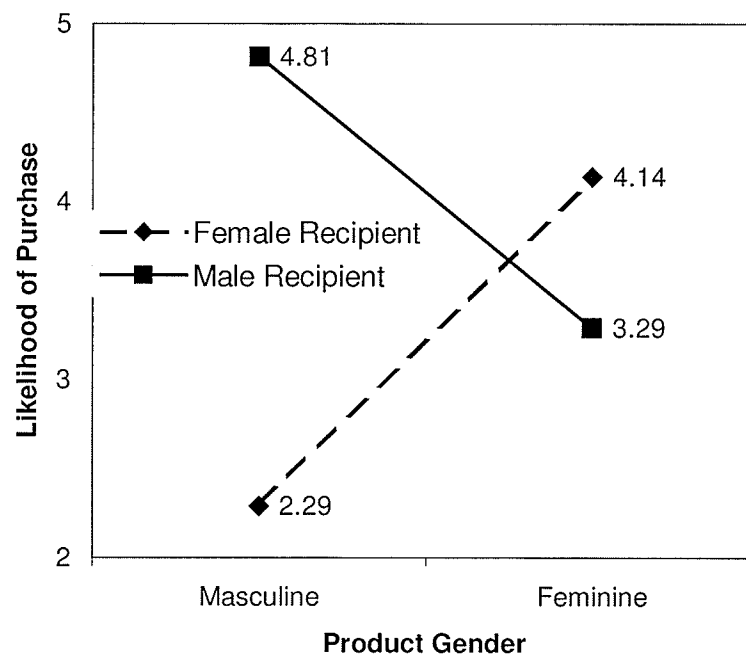
Apart from the addition of interactions with covariates, the results remain much the same as in the initial analysis.

### **Additional Findings**

In testing the hypotheses for Study one, several additional interesting findings were observed. Further to the analysis of Hypothesis 1, additional contrasts revealed significant effects of recipient gender for both masculine ( $F(1,240)= 93.37, p < .001$ ) and feminine products ( $F(1,240) = 60.94, p < .001$ ). Thus Hypothesis 1 is supported and it is clear that gift givers attempt to match the gender of the product with the gender of the recipient.

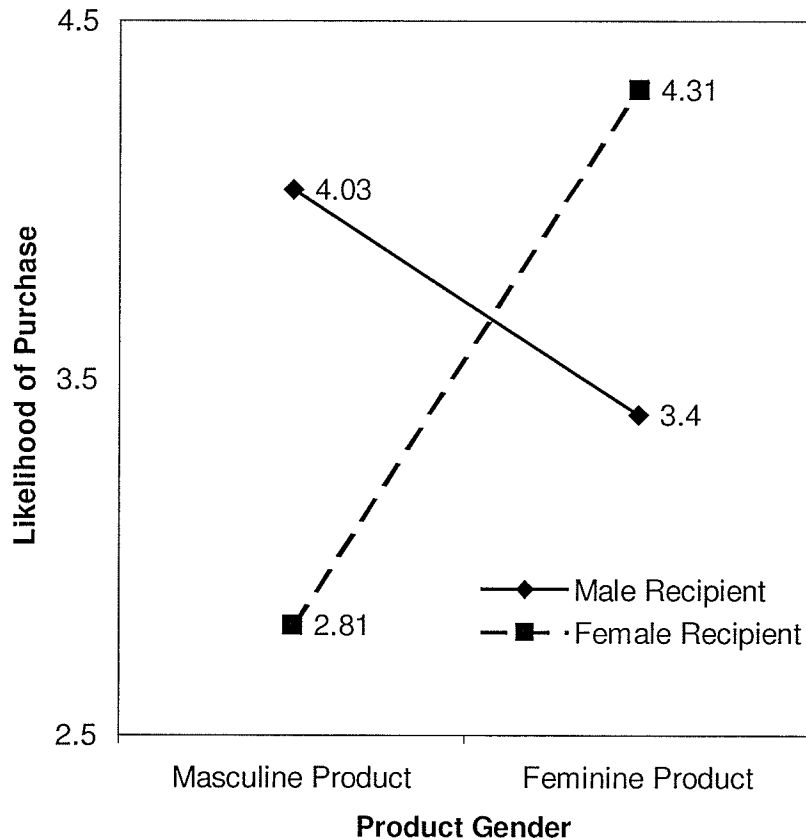
There was also a significant three-way interaction between product gender, recipient gender and giver gender. Contrasts show that for male givers there is a significant interaction between gift gender and recipient gender ( $F(1, 240) = 9.33, p < .01$ ). In the case of male givers, there appears to be an enhanced tendency to select gender-matched products as gift items. For a female recipient, male givers were more likely to select a feminine product, and in the case of a male recipient, male givers were more likely select to a masculine product. Please see Figure 1.2.1

**Figure 1.2.1 Purchase Likelihood for Male Givers based on Product Gender and Recipient Gender in Study 1**



For female givers the pattern is the same, with a tendency to select masculine products for male recipients and feminine products for female recipients, however, it is not as pronounced as among the male participants. Please see figure 1.2.2.

**Figure 1.2.2 Purchase Likelihood for Female Givers based on Product Gender and Recipient Gender in Study 1**



Additional contrasts show that the product gender interacts with recipient gender and giver gender whether the giver was male or female. Female givers responded significantly to the recipient's gender for both feminine products ( $F(1,240) = 25.08, p < .001$ ) and masculine products ( $F(1,240) = 18.99, p < .001$ ) and male givers responded significantly to the recipient's gender when considering both feminine products ( $F(1,240) = 37.00, p < .001$ ) and masculine products ( $F(1,240) = 88.90, p < .001$ ). However, the giver's gender is only significant when considering masculine products for either a female recipient ( $F(1,240) = 4.11, p < .05$ ) or a male recipient ( $F(1,240) = 7.45, p < .01$ ). Both



male and female givers differentiate between masculine and feminine products depending on the gender of the recipient, but that differentiation is stronger with masculine products and stronger in male givers. Therefore, it appears that gender stereotyped gift selection applies to both male and female gift givers and both male and female recipients. However, the effect of the recipient's gender is largest with respect to masculine products.

### **General Discussion**

As was anticipated, the results show that gift selection is closely tied to congruence between the perceived gender of the gift and the gender of the recipient. To a lesser extent, the gift type, whether it is hedonic or utilitarian, plays a role in gift selection for a recipient of a particular gender, with this study suggesting there may be some tendency to be more likely to select hedonic products for males and utilitarian products for females.

An interesting effect found is that there appears to be greater concern among male givers to practice this gender-matching of gifts with recipients. Female givers are somewhat more likely to consider “feminine” items as potential gifts for male recipients and “masculine” items as potential gifts for female recipients. In particular, male givers appear to be especially concerned about “masculine” products, and in giving such products to male recipients rather than female recipients.

Exposure to stereotyped advertising appears to have limited effect on female givers or female recipients. Exposure to gender stereotyped advertising appears to increase the likelihood of purchasing a gift for a male recipient and increasing the likelihood that any such gift will be a hedonic product.

Sexist attitudes, overall and divided into hostile and benevolent, appear to be

stronger among male participants. It appears that television viewing has some impact on the strength of these attitudes. Among this sample, viewing drama was correlated with lower sexist attitudes, while viewing fashion television, movies and music and variety format television was correlated with heightened benevolent sexism. Similarly, viewing spy or thriller programs and movies was correlated with higher hostile sexism scores.

It seems that gender stereotyped media representations of women, such as those used in the stereotyped ad condition serve more to define a masculine identity than a feminine one. Surprisingly, it was the treatment of male recipients and the disposition of “masculine” products that was impacted by exposure to these stimuli. The stereotype exposure appears to have activated a sense of “us” and “them”, causing a sharper delineation of the boundary between male and female, particularly in terms of defining the male.

## Study 2

Study 2 expands upon Study 1 by adding in a time 1 ASI score taken prior to the study, thus allowing comparison between a baseline ASI and a post stimuli ASI.

Furthermore, Study 2 uses a different choice set of products, facilitating confirmation of the results of Study 1 as a function of product type and gender and not specific to the product choices offered in the first study.

Hypotheses 1 through 6 were tested using a 2 (gift giver gender: male, female) by 2 (gift receiver gender: male, female) by 2 (stereotype ad: neutral ad, stereotype ad) by 2 (product type: utilitarian, hedonic) by 2 (product gender: male, female) mixed experimental design where the gift giver gender, gift recipient gender and stereotype activation were between-subjects factors and product type and product gender were repeated measures. Two hundred and seventy three undergraduate business students at a major mid-western university in North America (120 females and 153 males) participated in the study in exchange for course credit and were randomly assigned to each of the eight conditions. The participants ranged in age from 18 to 30, with a mean age of 20. The entire task took approximately 15 minutes to complete.

**Overview.** Participant responses to Glick and Fiske's (1996) Ambivalent Sexism Inventory that measures benevolent and hostile sexism levels were measured six weeks prior to the main study. Within the main study, participants were shown a series of print advertisements and were told that the purpose was to understand how people recall ads over time. After seeing the print ads, participants were asked to imagine that they had to pick out a Christmas gift for either a male or female co-worker for a secret Santa office party. The co-worker was described as someone that was of a similar age in order to control for any biases that may arise due to age differentials. Participants were then told

that a hypothetical company was testing a “Shop at your desk” gift-catalogue concept targeted toward people that are too busy to make a shopping trip and were asked to rate a series of products contained within the catalogue. Participants rated the likelihood of purchasing each product in the catalogue and provided open-ended thought listings pertaining to these ratings. Responses to final product choice were then measured. In apparently separate exercises, participants were asked to once again fill out responses related to the Ambivalent Sexism Inventory measure, provide product recall measures (related to the cover story), and covariates.

**Independent variables.** The same methods and procedures were used as in Study 1 with the following changes: a) additional products were used and b) a time 1 ASI score was obtained for each participant. The same ads were used as in Study 1 with the exception of a substitution of the original Skyy Vodka ad for a different Skyy Vodka ad. Please see Appendix 2.1 for the new ad.

Each of the 12 products in the catalogue was categorized as hedonic and utilitarian as well as masculine and feminine in nature. The products used in the main study were chosen from a set of 24 potential gift objects that were pre-tested using an independent sample from the same population. Two groups amongst 64 students from unrelated undergraduate business classes rated the gender of two sets of products (with 12 products in each set) on 8 point Likert type scales anchored by: “very masculine” / “very feminine”. For a product to qualify as a masculine product, it needed to score below 3.00 on the product gender scale. Similarly, for a product to qualify as a feminine one, it needed to score above 5.00 on the product gender scale. A subset of 10 feminine products and 10 masculine products was created by using these criteria. Detailed mean scores for each product are presented in Appendix 2.2. Product type was measured via responses to

an 8-point Likert type scale. Relative utilitarian versus hedonic levels were assessed using a scale anchored at 1 by “functional” and 8 by “hedonic”. Those items scoring a mean of less than 3.80 were designated as utilitarian and those items scoring a mean of greater than 3.80 were designated as hedonic. This resulted in a further subset of 9 utilitarian and 15 hedonic products. The overall desirability of each product was also gauged in order to ensure that the final choice set was compatible with the tastes of the target sample. This was done by measuring responses to an 8 point Likert scale anchored on each end by: “desirable/undesirable”. Mean scores over 4.00 were regarded as potentially desirable. Seventeen of the 24 products had means over 4.0 on this dimension. Please see Appendix 2.3 for detailed results.

A final subset of 12 potential gift items was arrived at by adhering to the criteria defined first for overall desirability and then for product type and product gender. This was done to avoid potential biases caused by automatic discounting of undesirable gift items. Thus the products that scored poorly on the overall desirability index were the first to be eliminated. Table 2.1 illustrates the final product set and categorizations arrived at. All the products in the catalogue developed for the main study were listed at \$25 in order to control for variations in perceived gift value. A sample catalogue is presented in Appendix 2.4.

**Table 2.1: Categorization of Gift Items for Study 2**

	<b>Hedonic products</b>	<b>Utilitarian products</b>
<b>Masculine products</b>	Jim Beam Flask Poker Dealer Shoe	Cordless Drill Computer tools Barbecue Apron
<b>Feminine products</b>	Foot Spa Chocolate Truffles Spa Basket	Pink Tool Kit Travel Tea Mug Espresso Set

**Dependent variables.**

**Hostile and Benevolent Sexism.** As in study one, participants' hostile and benevolent sexist attitudes were measured via the Ambivalent Sexism Inventory (ASI, Glick and Fiske, 1996). However, in this study these attitudes were measured at a time one approximately six weeks prior to the study, and again using the same instrument, at time two during the study and after exposure to the ad stimuli. Depending on whether they were exposed to the neutral ad condition or the stereotyped ad condition, changes in their levels of sexism were measured between time 1 and time 2 as a repeated measure.

**Likelihood of Purchase.** The study measured the likelihood that a subject would purchase any given gift item for the hypothetical recipient. Participants' likelihood of purchasing any in the series of products for the male and female recipients was measured by responses to 8-point scales (1 = very unlikely and 8 = very likely): "How likely is it that you would purchase this item for (male co-worker/female co-worker)."

**Thought Measures.** Respondents' thoughts related to each product and the ratings they

gave to them were collected via open-ended responses to the following statements: “What is the first thing that this product makes you think of?” and “Why did you rate this product as you did”.

**Overall Product Selection.** After rating and providing thought listings for each product, gift choice from the catalogue was measured by creating dummy variables (0 = not chosen, 1 = chosen) for each product based on responses to a 12-point categorical scale: “Of all the items you saw, which gift item do you feel you are most likely to choose for this (woman/man) as an office gift?” (where 1 = BBQ Apron, 2 = Foot Spa, 3 = Tea Tumbler, 4 = Poker Dealer, 5 = Computer Tool Set, 6 = Truffles, 7 = Spa Basket, 8 = Jim Beam, 9 = Drill, 10 = Flask, 11 = Pink Tool Kit, and 12 = Espresso Set).

#### **Covariates.**

**Television Use Patterns.** Please refer to the measures of television use patterns in Study 1. Please see Appendix 2.5 for the complete questionnaire, including the list of genres.

**Demographics.** Finally, participants were asked a series of basic demographic questions, including age, and language spoken at home (as a measure of ethnicity).

#### **Results**

**Manipulation Check:** Participants were asked at the end of the study to identify which ads they had seen at the beginning. This was done in both an open unprompted exercise and in a prompted form. The prompted form had the participants check mark those ads they recalled. An ANOVA of results (see Table 2.2 below) shows that the ads that were specific to one condition or the other are significantly predicted by ad condition.

However, in the case of those ads that were common to both conditions, the prediction is non-significant.

**Table 2.2: ANOVA Results of Manipulation Check for Study 2**

<b>Ad Recall</b>	<b>F (1, 77)</b>	<b>p-value</b>
Warner Bra	86.24	.000
*Coke	.05	.825
Michelob Beer	25.03	.000
Advil	130.90	.000
Imagos Plastic Surgery	157.36	.000
*Bank Mutual	1.71	.193
NEA	61.34	.000
*Porsche	.31	.578
Opera Software	76.22	.000
*Metal Pneumatic	.24	.623
Skyy Vodka	137.20	.000
Perrier Water	118.49	.000

---

\* Ads included in both the stereotyped and neutral ad sets.

An overall ANOVA was conducted for main effects and interactions with likelihood of purchase by product gender and product type as dependent variables and recipient gender, giver gender and ad condition as independent variables. The significant results of Study Two are presented in Table 2.3 below.



**Table 2.3: ANOVA Results for Purchase Likelihood for Study 2**

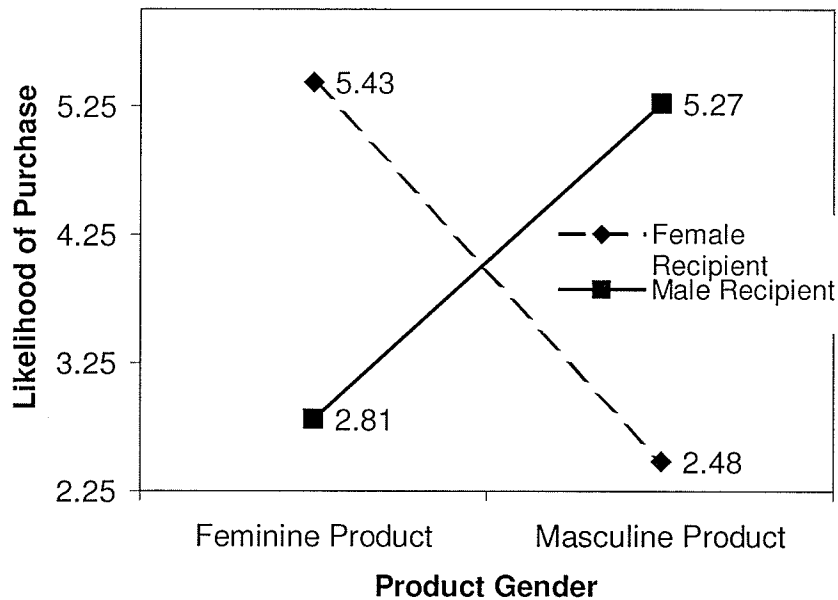
<b>Within Subjects Effects</b>	<b>Wilks Lambda Value</b>	<b>F (1, 153)</b>	<b>P-Value</b>	<b>Partial Eta Squared</b>
Product Gender	.98	3.60	.060	.023
Product Gender * Recipient				
Gender	.26	443.25	.000	.743
Product Gender * Product				
Type * Recipient Gender	.89	19.01	.000	.111
Product Type * Recipient	.95	8.76	.004	.054
Gender				
Product Type	.71	61.42	.000	.286
Product Gender * Recipient				
Gender * Product Type *				
Giver Gender	.96	7.09	.009	.044

**Product Type and Gender** Main effects were found for both product type and for product gender. There were also a number of interactions found involving product type and product gender. As was found in Study One, recipient gender interacts with product type, product gender and recipient gender.

To test hypothesis 1 (*Gift givers will engage in stereotyped gift selection, gender of product to gender of recipient, when making a gift selection*) a 2 (product gender) by 2 (recipient gender) repeated measures analysis was used. Product gender interacts

significantly with recipient gender. Overwhelmingly participants selected feminine products for female recipients and masculine products for male recipients. Figure 2.1 below illustrates this interaction.

**Figure 2.1: The Influence of Product Gender and Recipient Gender on Purchase Likelihood for Study 2**



Planned contrasts show that both female ( $F(1,153) = 122.91, p < .001$ ) and male ( $F(1,153) = 65.87, p < .001$ ) recipients' selected gifts are impacted by the product gender. Additional contrasts indicate that the gender of the recipient has a very significant impact on the perceived gender of the gift chosen, feminine ( $F(1,153) = 104.93, p < .001$ ) or masculine ( $F(1,153) = 121.71, p < .001$ ). Therefore, Hypothesis 1 is once again supported.

As can be seen in Table 2.3, ad condition did not play a significant role in gift selection. Therefore, Hypothesis 2 (*Exposure to stereotyped advertising will increase the*

*tendency to engage in stereotyped gift selection over a control group that is not exposed to the stereotype stimuli*) was not supported.

Hypothesis 3 (*Exposure to stereotyped ad stimuli will increase the likelihood that gift givers will select hedonic products for female recipients and exposure to stereotyped ad stimuli will increase the likelihood that gift givers will select utilitarian products for male recipients*) was tested using a 2 (recipient gender) by 2 (ad condition) by 2 (product type) repeated measures analysis. Ad condition again does not interact significantly with the other factors. Hypothesis 3 is not supported. It is interesting to note that product type interacts significantly with recipient gender ( $F(1,199) = 19.47, p < .001$ , partial eta squared = .089) with somewhat greater tendency to give male recipients utilitarian items ( $M_{\text{male}} = 3.96$  vs.  $M_{\text{female}} = 3.46$ ), and a somewhat greater tendency to select hedonic items for female recipients ( $M_{\text{male}} = 4.19$  vs.  $M_{\text{female}} = 4.45$ ). This supports the underlying understanding of stereotypes which led to Hypotheses 3A and 3B, however, similar to study 1, ad type was not found to have a significant impact. Contrasts showed that the interaction with recipient gender and product type was significant for both male recipients ( $F(1,153) = 11.74, p < .001$ ) and female recipients ( $F(1,153) = 59.00, p < .001$ ). Additional contrasts revealed that while the interaction of product type with recipient gender was not significant for hedonic products, it was significant for utilitarian products ( $F(1,153) = 5.94, p < .05$ ). As in Study 1, Hypothesis 3 is not supported.

## Hostile and Benevolent Sexism

Hypothesis 4 (*Male participants will have higher initial sexism scores than female participants*) was tested using a 2 (giver gender) by 1+2(ASI: overall; hostile, benevolent) ANOVA. Please see Table 2.4 for results.

**Table 2.4: Time 1 Sexism Scores by Giver Gender for Study 2**

Effect	Wilk's Lambda	F (2,76)	p- Value	Partial Eta Squared	Male Means	Female Means
Giver Gender *	.92	3.172	.048	.077		
Sexism						
Giver gender *		1.12	.293	.014	2.78	2.56
Benevolent Sexism						
Giver Gender *		6.39	.014	.077	2.97	2.49
Hostile Sexism						
Giver Gender *		4.63	.035	.057	2.88	2.52
Overall ASI						

The interactions with gender and sexism, hostile sexism and overall ASI scores are significant with males reporting higher sexism scores than females. The interaction with benevolent sexism and gender was non-significant, although the means also show males with slightly higher scores. Therefore, hypothesis 4 is supported.

Hypothesis 5 (*Participants exposed to stereotyped stimuli will show higher levels of sexism in time 2 ASI tests*) was first tested using a 1+2(ASI time 2: overall; hostile, benevolent) by 2(ad condition) by 2(giver gender) ANOVA where ad condition and giver

gender were independent variables. Ad condition was found to have a marginally significant main effect ( $F(2,158) = 2.38, p < .10$ , partial eta squared = .029, Overall ASI -  $M_{\text{neutral}} = 2.66$  vs.  $M_{\text{stereotyped}} = 2.88$ , Benevolent sexism -  $M_{\text{neutral}} = 2.69$  vs.  $M_{\text{stereotyped}} = 2.82$ , hostile sexism -  $M_{\text{neutral}} = 2.64$  vs.  $M_{\text{stereotyped}} = 2.94$ ) demonstrating that scores after viewing the stereotypes stimuli were higher. Subsequently, Hypothesis 5 was retested tested using a 1+2(ASI: overall; hostile, benevolent) by 2 (giver gender) by 2 (ad condition) by 2 (time: one, two) by 2 (recipient gender) repeated measures analysis where time and sexism scores were repeated measures and giver gender, ad condition and recipient gender were independent variables. Recipient gender was added because the recipient gender was an additional gender-related prime to which participants were exposed prior to the time 2 ASI measure. Table 2.5 presents ANOVA results for sexism scores.

**Table 2.5: ANOVA Results for Sexism Measures for Study 2**

Effects	Wilk's Lambda Value	F (1,67)	p-value	Partial Eta Squared
<b>Within Subjects Effects</b>				
Overall ASI	.86	10.93	.002	.140
Overall ASI * Giver Gender *				
Recipient Gender	.95	3.80	.056	.054
Overall ASI * Recipient				
Gender * Ad Condition	.90	7.71	.007	.103

Effects	Wilk's Lambda Value	F (1,67)	p-value	Partial Eta Squared
Benevolent Sexism	.92	5.54	.022	.076
Benevolent Sexism * Ad Condition				
Condition * Recipient Gender	.92	5.50	.022	.076
Benevolent Sexism * Recipient Gender				
Gender * Giver Gender	.93	4.91	.030	.068
Hostile Sexism	.90	7.59	.008	.102
Hostile Sexism * Ad Condition				.054
* Recipient Gender	.95	3.85	.054	
<b>Between Subjects Effects</b>				
Overall ASI * Giver Gender		7.16	.009	.096
Hostile Sexism * Giver Gender		8.07	.006	.107
Hostile Sexism * Ad Condition		3.51	.065	.050

Overall time 2 ASI results, reported after seeing either the stereotyped or neutral ad stimuli and compared with pre-stimuli results (Cronbach's  $\alpha = .87$ ), show a significant main effect with giver gender, a marginally significant interaction with giver gender and recipient gender ( $F(1,67) = 3.80$ ,  $p < .1$ ), and a significant interaction with recipient gender and ad condition ( $F(1,67) = 7.71$ ,  $p < .001$ ).

The interaction with overall ASI, giver gender and recipient gender suggests that

while male givers score higher on sexist attitudes ( $F(1,67) = 7.16, p < .001, M_{\text{male}} = 2.97$  vs.  $M_{\text{female}} = 2.55$ , confirming Hypothesis 4), female givers' attitudes vary slightly in the presence of a recipient gender prime ( $M_{\text{female}} = 2.49$  vs.  $M_{\text{male}} = 2.77$ ). Planned contrasts showed a marginally significant effect for female givers ( $F(1,67) = 3.25, p < .1$ ). Additional contrasts showed nothing of further significance.

Results show an interaction with overall ASI scores, ad condition and recipient gender. In the stereotyped condition there was an increase in overall sexism in the case of female recipients ( $M_{\text{neutral}} = 2.67$  vs.  $M_{\text{stereotyped}} = 2.81$ ) and male recipients ( $M_{\text{neutral}} = 2.80$  vs.  $M_{\text{stereotyped}} = 3.08$ ). Planned contrasts show a significant effect of male recipients ( $F(1,67) = 23.42, p < .001$ ). Additional contrasts show a significant effect for the stereotyped ad condition ( $F(1,67) = 8.63, p < .01$ ).

Benevolent sexism results (Cronbach's  $\alpha = .82$ ) show a significant interaction with ad condition and recipient gender ( $F(1,67) = 5.50, p < .05$ ) and another with recipient gender and giver gender ( $F(1,67) = 4.91, p < .05$ ). When benevolent sexism, ad condition and recipient gender interact, the data shows that in the stereotyped condition, benevolent sexism scores increase for both female recipients ( $M_{\text{time1}} = 2.42$  vs.  $M_{\text{time2}} = 2.70$ ) and male recipients ( $M_{\text{time1}} = 2.96$  vs.  $M_{\text{time2}} = 2.98$ ). In the neutral condition, benevolent sexism scores increase if the recipient is male ( $M_{\text{time1}} = 2.64$  vs.  $M_{\text{time2}} = 2.91$ ), but decrease where the recipient is female ( $M_{\text{time1}} = 2.71$  vs.  $M_{\text{time2}} = 2.69$ ). Benevolent sexism scores appear to be higher for those giving to male recipients in the stereotyped condition than in the neutral condition ( $M_{\text{neutral}} = 2.91$  vs.  $M_{\text{stereotyped}} = 2.98$ ).

Planned contrasts reveal that interacting with recipient gender there is a significant effect of the stereotyped ad condition on benevolent sexism ( $F(1,67) = 8.95, p < .01$ ). There was no significant effect for the neutral condition ( $F > .1$ ). Additional contrasts

show that male recipients significantly interact with the ad condition to effect benevolent sexism scores ( $F(1,67) = 8.68, p < .01$ ). Therefore, Hypothesis 5 is supported in the case of benevolent sexism.

An interaction was found between hostile sexism, ad condition and recipient gender ( $F(1,67) = 3.85, p < .1$ , Cronbach's  $\alpha = .86$ ) as well as main effects for giver gender ( $F(1,67) = 8.07, p < .01$ ) and ad condition ( $F(1,67) = 3.51, p < .1$ ). Hostile sexism was higher in the stereotyped ad condition than in the neutral ad condition ( $M_{\text{stereotyped}} = 2.95$  vs.  $M_{\text{neutral}} = 2.59$ ), and hostile sexism scores were higher for male givers than for female givers ( $M_{\text{male}} = 3.05$  vs.  $M_{\text{female}} = 2.50$ ), supporting both hypothesis 4 and hypothesis 5.

In general, hostile sexism scores were higher in the stereotyped condition, both where the recipients were male ( $M_{\text{neutral}} = 2.67$  vs.  $M_{\text{stereotyped}} = 3.19$ ) and where the recipients were female ( $M_{\text{neutral}} = 2.65$  vs.  $M_{\text{stereotyped}} = 2.92$ ). Also, hostile sexism scores were higher when the recipient prime was male rather than female in both the neutral condition ( $M_{\text{male}} = 2.67$  vs.  $M_{\text{female}} = 2.65$ ) and in the stereotyped condition ( $M_{\text{male}} = 3.19$  vs.  $M_{\text{female}} = 2.92$ ). Planned contrasts indicate that male recipients significantly interact with ad condition and hostile sexism ( $F(1,67) = 20.48, p < .00$ ). Female recipients also significantly interact with ad condition and hostile sexism, although not as highly as male recipients ( $F(1,67) = 6.29, p < .05$ ). Additional contrasts yielded a marginally significant effect of ad condition ( $F(1,67) = 3.65, p < .1$ ). Hypothesis 5 is supported in the case of hostile sexism.



## Media Covariates

As in Study One, television viewership was reported by participants and analyzed as covariates to test hypothesis 7 (*Participants who are heavy viewers of sports, drama, soap operas or news will show higher initial ASI scores than participants who do not habitually watch these types of programming*). Results are presented in Table 2.6 below.

**Table 2.6: ANOVA Results for Media Covariates – Study Two**

	Wilk's Lambda Value	F (1,137)	p-value	Partial Eta Squared
<b>Within Subjects Effects</b>				
Product Gender * Comedy	.96	4.94	.031	.034
Product Type * Sports	.97	4.52	.030	.035
Product Gender * Talk Shows	.97	4.30	.046	.029
Product Type * Product Gender * Drama	.98	3.71	.056	.027
Product Type * Product Gender * Thriller	.96	5.05	.026	.036
<b>Between Subjects Effects</b>				
Sports		4.93	.031	
<b>Overall ASI</b>				
Sports		6.40	.014	.101

	Wilk's Lambda Value	F (1,137)	p-value	Partial Eta Squared
Drama		3.82	.056	.063
<b>Benevolent Sexism</b>				
Sports		5.00	.029	.081
Cartoons		6.01	.017	.095
Business		4.94	.030	.080
Talk Shows		2.96	.091	.049
Reality		3.17	.080	.053
Science Fiction		3.01	.084	.051
<b>Hostile Sexism</b>				
Sports		3.57	.064	.059

It appears that participants' sexist attitudes may be related in some way to television viewing patterns. Participants who reported watching sports also registered a higher overall ASI score than those who do not watch sports ( $M_{\text{watch}} = 2.94$  vs.  $M_{\text{don't watch}} = 2.45$ ). Conversely, those who do not watch drama programming have a higher overall ASI score than those who reported being drama viewers ( $M_{\text{watch}} = 2.49$  vs.  $M_{\text{don't watch}} = 2.90$ ).

Those participants who reported watching sports also have a higher benevolent

sexism score that those who do not watch sports ( $M_{\text{watch}} = 3.39$  vs.  $M_{\text{don't watch}} = 2.88$ ). This is also the case with business program viewers ( $M_{\text{watch}} = 3.55$  vs.  $M_{\text{don't watch}} = 2.72$ ) and talk show viewers ( $M_{\text{watch}} = 3.42$  vs.  $M_{\text{don't watch}} = 2.86$ ). The opposite is the case with cartoons, where viewership is correlated with lower benevolent sexism scores ( $M_{\text{watch}} = 2.82$  vs.  $M_{\text{don't watch}} = 3.45$ ).

Sports is the only genre that has a marginally significant correlation with hostile sexism. Sports viewership appears to be related in some way to higher levels of hostile sexist attitudes ( $M_{\text{watch}} = 2.50$  vs.  $M_{\text{don't watch}} = 2.02$ ).

Forward regression was performed to verify the relationships found through univariate analysis. Table 2.7 below details the results.

**Table 2.7: Regression Results for Media Covariates for Study Two**

Effects	Standardized $\beta$	t	p-value
<b>Overall ASI</b>			
Sports	.30	2.80	.006
Drama	-.23	-2.16	.034
	$F(1,76) = 7.02$	$R=.40, R^2=.16$	$P < .01$
<b>Benevolent Sexism</b>			
Cartoons	-.39	-3.68	.000
Business	.29	2.72	.008
Sports	.26	2.51	.014
	$F(1,78) = 7.34$	$R=.29, R^2=.08$	$P < .001$

Effects	Standardized $\beta$	t	p-value
<b>Hostile Sexism</b>			
Sports	.31	2.87	.005
	F(1,78) = 8.24	R=.31, R <sup>2</sup> =.10	P<.01

<b>Likelihood of Gifting...</b>			
---------------------------------	--	--	--

<b>A Masculine Hedonic Item</b>			
Sports	.18	2.32	.022
	F(1,158)= 5.38	R=.18, R <sup>2</sup> =.03	P<.05

<b>A Feminine Hedonic Item</b>			
News	.20	2.61	.010
Sitcoms	.19	2.46	.015
Comedy	-.17	-2.26	.025
Science Fiction	.17	2.18	.030
	F(1,158)=5.72	R=.36, R <sup>2</sup> =.13	P<.001

<b>A Masculine Utilitarian Item</b>			
Sitcoms	-.17	-2.260	.025
Cartoons	.17	2.21	.029

Effects	Standardized $\beta$	t	p-value
Science Fiction	-.15	-2.01	.046
	F(1,158)=4.67	R=.29, R <sup>2</sup> =.08	P< .01
<b>A Feminine Utilitarian Item</b>			
Comedy	-.20	-2.60	.010
	F(1,158) = 6.74	R=.20, R <sup>2</sup> =.04	P=.01

Therefore, Hypothesis 7 is again supported.

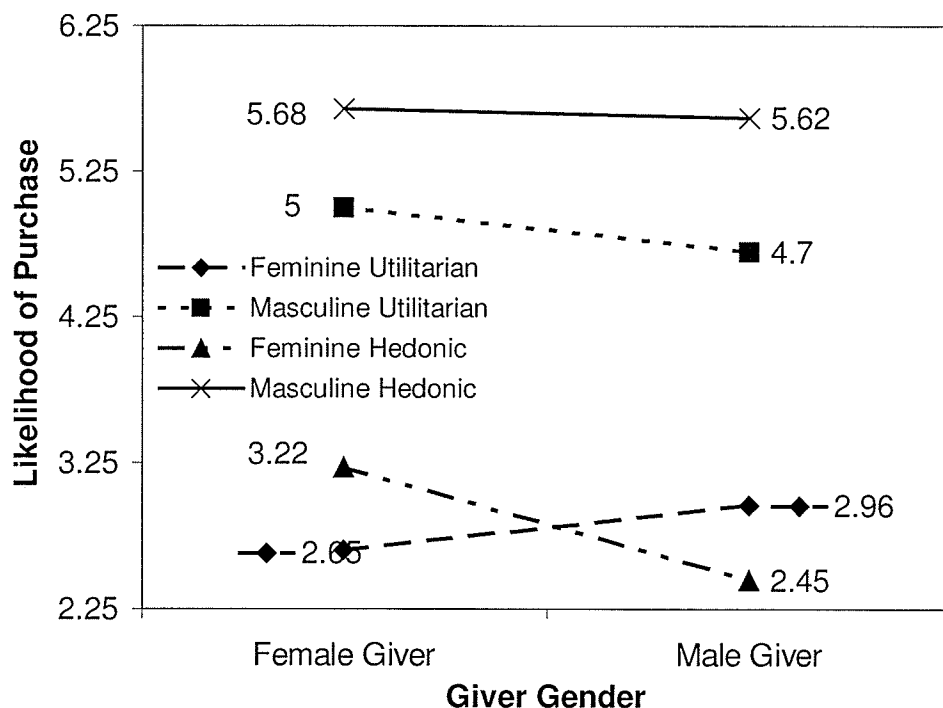
### **Additional Findings**

In analyzing hypothesis three, some interesting additional findings emerged. ANOVA results show a significant interaction of product type, product gender and recipient gender ( $F(1,153) = 19.01, p < .00$ ). As has been discussed, for female recipients there is preference to choose feminine over masculine products. Within that gender preference, however, it appears there is also a preference to choose feminine hedonic over feminine utilitarian products ( $M_{\text{hedonic}} = 6.02$  vs.  $M_{\text{utilitarian}} = 4.85$ ). Similarly, while masculine products are preferred for male recipients, there is a tendency toward masculine hedonic products over masculine utilitarian products ( $M_{\text{hedonic}} = 5.68$  vs.  $M_{\text{utilitarian}} = 4.87$ ). Additional contrasts revealed that this interaction was significant for both male recipients ( $F(1,153) = 13.80, p < .001$ ) and female recipients ( $F(1,153) = 5.97, p < .05$ ). Additional contrasts show that recipient gender interacts significantly with both masculine products ( $F(1,153) = 364.54, p < .001$ ) and feminine products ( $F(1,153) = 314.29, p < .001$ ). Recipient gender also interacts significantly with utilitarian products

( $F(1,153) = 7.76, P < .001$ ), but does not interact significantly with hedonic products ( $F(1,153) = 1.40, p$  non-significant).

The ANOVA results also show a four-way interaction of product type, product gender, recipient gender and giver gender ( $F(1,153) = 7.09, p < .01$ ). As expected, participants generally preferred masculine items over feminine items. However, it appears there is a difference between male and female givers with respect to the perceived appropriateness of feminine items. Female givers are more inclined to give a male recipient a feminine hedonic product than a feminine utilitarian product ( $M_{\text{hedonic}} = 3.07$  vs.  $M_{\text{utilitarian}} = 2.68$ ), while male givers are slightly more likely to give a male recipient a feminine utilitarian product than a feminine hedonic product ( $M_{\text{hedonic}} = 2.56$  vs.  $M_{\text{utilitarian}} = 2.91$ ). Figure 2.2 below illustrates the interaction with respect to male recipients.

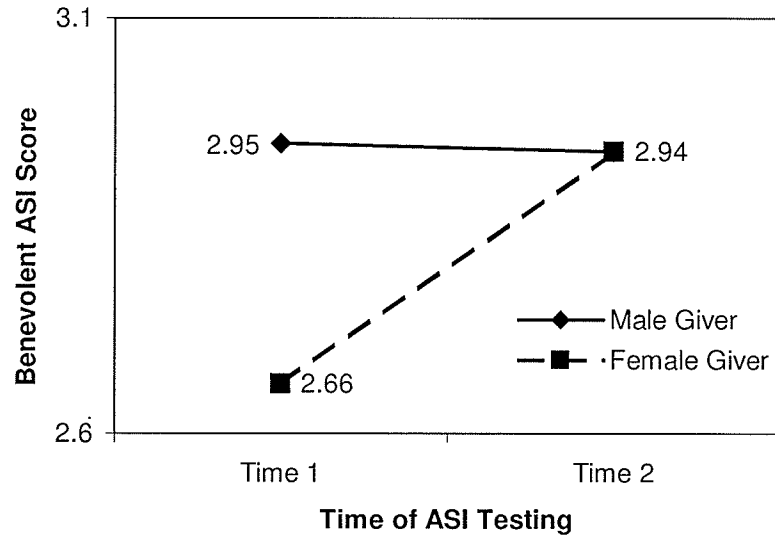
**Figure 2.2: The Influence of Giver Gender, Product Type, Product Gender and Recipient Gender on Purchase Likelihood in Male Recipients for Study 2**



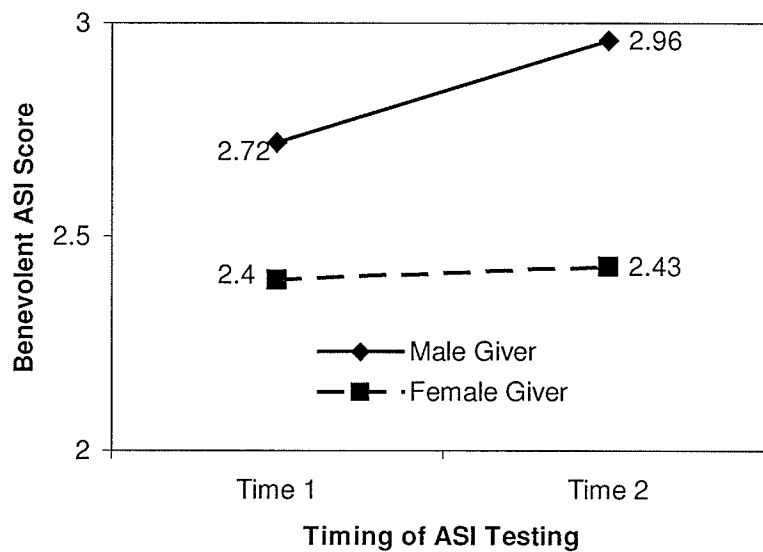
For male givers, contrasts show a significant interaction among recipient gender, product type and product gender ( $F(1,153) = 28.19, p < .001$ ). There is no significant interaction with female givers. Additional contrasts reveal a significant interaction with male recipients, product type, product gender and giver gender ( $F(1,153) = 7.52, p < .01$ ). There is a strong preference for masculine over feminine products among male givers when the recipient is male with both hedonic ( $M_{\text{masculine}} = 5.74$  vs.  $M_{\text{feminine}} = 2.56$ ) and utilitarian ( $M_{\text{masculine}} = 4.72$  vs.  $M_{\text{feminine}} = 2.91$ ) products. Within masculine products, there is a strong tendency for male givers to select hedonic over utilitarian products for male recipients ( $M_{\text{hedonic}} = 5.74$  vs.  $M_{\text{utilitarian}} = 4.72$ ). Both male and female givers do exhibit a significant tendency toward gender-matching in product choice, although this tendency appears somewhat stronger among male givers ( $F(1,153) = 382.79, p < .001$ ) than among female givers ( $F(1,153) = 304.85, p < .001$ ). There were no significant between subjects effects with respect to likelihood to purchase.

In the analysis of hypothesis 5 some interesting findings emerged with respect to benevolent sexism and recipient primes. The gender of the recipient, gender of the giver and benevolent sexism interact such that benevolent sexism increases in male givers in cases where the recipient is female ( $M_{\text{time1}} = 2.72$  vs.  $M_{\text{time2}} = 2.96$ ). However, benevolent sexism scores remain stable where both the giver and the recipient are male ( $M_{\text{time1}} = 2.95$  vs.  $M_{\text{time2}} = 2.94$ ). Benevolent sexism scores also increase when the giver is female and the recipient is male ( $M_{\text{time1}} = 2.66$  vs.  $M_{\text{time2}} = 2.94$ ). There is little change in the benevolent sexism scores if both the giver and the recipient are female ( $M_{\text{time1}} = 2.40$  vs.  $M_{\text{time2}} = 2.43$ ). Figures 2.3.1 and 2.3.2 below illustrate the interaction of giver gender, recipient gender and benevolent sexism.

**Figure 2.3.1: The Influence of Giver Gender with Male Recipients on Benevolent Sexism Measure for Study 2**



**Figure 2.3.2: The Influence of Giver Gender with Female Recipients on Benevolent Sexism Measure for Study 2**





## Thought Measures

Thought measures were collected for each product. Participants were asked what the product made them think of and why they would or would not consider it as a gift for the recipient for whom they were “shopping”.

This qualitative portion was intended to enhance the depth of the quantitative findings by probing the underlying thoughts and attitudes behind the choice selections made. The thought protocols gathered were reviewed by two independent reviewers who looked for emerging themes. Disagreements between the reviewers were settled through discussion. It was expected that there would be comments related to the gender-appropriateness of the products for the recipient. These comments often reflected the product genders that were determined in the pretest and outline in Table 2.1. The following are a sample of the comments received. Most responses either commented on the product itself as good or bad value, or made a gender stereotyped assumption. For example, with respect to the barbecue apron and tools, participants responded both to the football theme of the design, “It doesn't really seem an appropriate gift for a woman. They aren't as interested in football as men are so the odds are she's a fan of the game are lower” and to the function as a barbecue apron, “men tend to bbq more than women and they would enjoy it more”. Some questioned the “masculinity” of the product as well, “It is a good gift for a man since most men enjoy football however I don't think too many men enjoy wearing aprons”.

Some participants did point out that while barbecuing is an equal-opportunity task, female recipients may not be pleased with receiving cooking utensils, “why do women always get kitchen stuff when everyone eats and uses these tools. This isn't a gift, it's something needed”. All in all, 38% of participants made comments about the Barbecue

apron that were deemed sexist in nature by the independent coders.

Another 12.5% of participants made comments related to how the product might influence the recipient (socialization), “it is not something that will be used for his work, I’d prefer to give him something that is office-used”. The appropriateness of the product was also questioned, “I think it’s good, very useful, worth the price but I won’t choose it as a gift for co-workers”.

The foot spa was largely identified as a feminine product, with “men are usually not concerned with how their feet look, not a practical gift”, “I think it is a feminine product, not one you would buy for a man” and “men wouldn’t usually enjoy such a “girly” gift and may be embarrassed to receive it” among the comments of the 33% who felt that way. Some participants expressed appreciation for the product. Participants said, “a job can be high-stress so this would be a nice gift to help with that stress...it is something I would like to receive” and “I think it’s good because everyone needs to relax. The product doesn’t seem to be indicating any sort of gender bias and the idea of relaxing is universal”. Approximately 41% of participants made comments related to socialization issues such as the importance of being able to relax.

Some questioned the appropriateness of this product as an office gift as well, “it’s weird to give this kind of gift to someone whom I barely know”. Several male participants were dismayed by the idea of giving the foot spa to a male colleague, stating “weird gift for a heterosexual man to be giving to another man, effeminate” and “although a man may enjoy a foot massage, it is not a gift one man should give another”.

The travel tea mug was also identified as more feminine than masculine, tied in to the North American perception of coffee as a masculine beverage and tea as a feminine beverage. “Men tend to drink coffee, I’m not sure if he’s a tea drinker, new employee.”

“Not the ideal gift for a guy, not tea drinkers”. One participant pointed out a cultural difference in the gender perception of tea, “unless he's Asian this guy is not going to use it”.

Some participants did perceive the tea mug as unisex, “It is a good gift because it is casual, fits well with an office-party. Might be a little too simple if I intend to make a very good impression”, “Practical especially for the office, classy gift, something that most people would enjoy”. But at least one male participant was concerned about the impression the gift would give about himself, “my image is important not to be “girly””. However, the tea mug elicited sexist comments from only 13% of participants. Another 23% commented on how helpful it would be for an office worker on the go (socialization motivation).

Some participants just did not like the product. “It doesn't look trendy or unique. It looks like a tacky gift from someone who doesn't know you well. My co-worker might not like tea either and it doesn't say it can be used for coffee or not”.

The reviews on the poker shoe were somewhat mixed, but the majority opinion appears to be that poker is regarded as masculine. Almost 32% of the participants made comments regarded as sexist about the poker shoe. “Girls generally don't play poker”, “I don't think too many women play cards, otherwise good gift for a man”, “this doesn't suit a woman. They are not as interested in poker”, “women rarely play cards / poker, it would be a useless gift”.

Some participants did feel this gift could be suitable for women, “This gift may be suitable for some women. Poker has been associated with men for a long time but lots of women like it”, “it's good for parties, many of my female friends love playing cards”.

There were also some socializers (18% of participants) who cited moral grounds

for not selecting this as a gift for anyone, "Because I don't like gambling I think it's not a good thing for people", "gambling is harmful". And others were concerned about the moral impression they would give if they gave such a gift, "Some guys like poker, but because I don't know this guy I don't know if his religion or background would make him offended at this gift. I know almost nothing about cards or poker", "not something I would buy for a woman at an office party, by buying it I immediately assume she likes poker, which I don't know, poker is also seen by many as dirty, because gambling is usually involved".

Still others were concerned about what others would think regarding the appropriateness of the gift, "not appropriate for a office atmosphere" commented one participant.

Several attitudes and beliefs came into play in discussion of the computer tool set. Twenty-one percent felt it was not an appropriate gift for a woman, "generally, I'm assuming that most women would not be interested in tools", "women don't need to fix computers themselves", "I don't think any female would know how to work the tools or what they are", "because women don't usually appreciate tools like a man does". Quite a few of the comments made reference to the idea of males as agentic and females as communal, "women don't like hands on work", "seems to be men that do labour activities such as this", "tools are often for a man, and not a woman, because the man is to take care of the woman, and use the tools", "computers, tools, 2 things women in general don't use much".

Another debate surrounded the usefulness of the computer tool kit for a male, and whether or not such tools were only for computer professionals, "more for a geek - depends on the guy", "fixing computers is a good time but not for that many people. I

love it, but most people wouldn't be able to use them", "not too many guys would really want this, small % of population would even open up their computer", "make me look like a nerd", "I don't think this is a practical gift, I doubt the guy would know how to fix a computer or use these kinds of tools anyways", "We use computers everyday but not all of us know how to fix it. This kit is for professionals I think". Thirty percent of participants made comments that revealed a bias either for or against what they termed "nerds" and "geeks".

The chocolates were overwhelmingly deemed to be a feminine gift item. Twenty-seven percent made comments deemed to be sexist. "Girls like chocolates", "women have more chocolate cravings than men", "women like chocolate because it can makes them happy", "men don't eat a lot chocolate". This had several implications for people's selection thought processes. Males were very reluctant to choose chocolates for a male co-worker, "normally men don't buy other men chocolates", "guys don't buy chocolate for other guys", "man giving this to man = gay". Another 27% of participants made comments related to how giving chocolates to their recipient might be interpreted. Female participants were generally somewhat reluctant to choose chocolates for a male co-worker because they did not want their intentions misunderstood, "it's not a good idea to give a box of chocolates to a male co-worker", "chocolates are for girls and lovers, I won't pick up a box of chocolates for a man I've just seen a few times", "chocolate is something between lovers, so I don't want to make any confusion". The romantic overtones of a gift of chocolate were not lost on several of the other participants as well, "I won't give her a first impression of love, she will take it as lust", "I want to impress the girl".

Some participants did view the chocolates very positively, "would buy this because most people like chocolate. Seems to be handmade/homemade so it's extra

special. A lot of thought would be put into this gift”, “it's generic, you can give it to anyone, and it's good to give to someone you don't really know”, “Almost everybody likes chocolate so it is usually a safe bet for a gift. Simple for the buyer/gift giver and gift receiver”. However, several also raised various, non-gender concerns over chocolates as a gift, “it's a gift that wouldn't stand out. Chocolate is boring as a gift”, “most people like chocolate but so many people have allergies/different tastes”, “If I failed to determine what I should buy, I would only then go and buy a chocolate box”. It appears that while some participants viewed chocolates as too personal to give in a work-related context, others felt it represented a last resort unimaginative and impersonal gift.

The spa basket was seen to be a feminine product with nearly 42% making comments related to this product that were classified as sexist. Those purchasing for a female co-worker generally felt it was a fairly good choice, “anything to do with pampering a woman is awesome”, “the gift basket features all natural spa products including bath soak foaming bath salts and hand lotion herbal teas tasty cookies”, “women love shower products”, “women more likely to use relaxing items like bath soaps”, “women like to indulge in these sorts of activities: spas, massages, etc. The gift makes sense”, “women love those - forever taking baths. It would be a 100% female gift”, “perfect gift for all women”, “girls love to make themselves feel good and get toned up”.

There were a few who hesitated because they felt the product was not particularly special, “it has everything that a woman needs to unwind by. Spa gifts are a little typical. Especially baskets. I may buy this for her because she is new and I don't know her as well. It's a safe bet she would enjoy it”.

Participants purchasing for male co-workers were, by and large, not enthusiastic about this product, particularly male participants, “I do not want to look gay in front of

everyone at my office”, “not masculine, a guy wouldn't want this”, “a woman would appreciate this more than a man, I wouldn't want to embarrass him and give him this gift because it might seem feminine”, “Again, he's a man. I don't want everybody in the office to think I'm weird”, “NO guy is going to like this, they'll be offended”, “come on, I would have to be the gayest guy or the most ignorant guy ever to buy this for a male coworker”, “men who use these products are usually considered weak”, “he might think that I think he's homosexual or that I'm insulting him. The spa basket is much too controversial to give to a man you don't know”, “man giving this to man = gayer than the chocolate”, and “men don't relax in bubble baths or set up home spas”.

A few did go against the grain, however, “characteristic of man and woman are changed somehow, men might like it”. Twenty-six percent commented on the benefits of relaxing after a hard day at work, regardless of gender.

The Jim Beam was fairly controversial and was seen by most to be a masculine product with 19.5% making sexist comments. “Bourbon not a girls drink”, “no girl wants booze, especially whiskey/bourbon”, “men tend to drink and it's a bourbon-men's drink”, “men like a good bourbon”, “most women don't really drink whiskey”, “Bourbon is a manly drink”, “women don't drink hard liquor”, “the guys like to shoot Jim Beam, masculine drink”, “this alcohol is very strong and not really a women's drink”.

Some, however, did think it would be appropriate for a female co-worker, “everyone likes to drink, if they don't, it can be served at parties”, “alcohol is appropriate as a gift for everyone”, “girls drink same as men - so they might want this too”.

The fact that it is an alcohol brought out socialization motivations in 44% of participants, “I don't drink and don't endorse it, thus I couldn't buy it for her”, “I do not like women to drink”, “alcohol is not healthy for the body”, “I do not drink so I would

not support or encourage drinking”. Others were concerned about the impression this gift would give to others or about the appropriateness at an office event. “Not sure if this is appropriate for a work gift exchange”, “this is a work setting, buying wine maybe, not hard liquor”, “buying booze for a co-worker is unprofessional and can be interpreted the wrong way”, “giving liquor to people is not acceptable anymore”, “alcohol to an office party? Not gonna happen, especially not hard scotch, especially not for a woman”, “I wouldn't get this mostly because of the impression he might get of me. I wouldn't want to give him a reason to judge me if he doesn't know me”.

Finally, there were differences of opinion about the product itself with some in favour, “Jim Bean a bourbon of great finesse”, and those opposed, “would never give a bottle of bourbon as a gift to anyone. Not really classy”.

The cordless drill brought out some strong reactions, particularly with respect to female recipients with 31% making gender biased remarks. “Bad gift for a girl”, “women wouldn't use it. Doesn't fit into what women enjoy”, “cordless drills not for females, only males”, “It's safe to say no chicks want a drill”, “most men are in charge of things around the house especially when it comes to hardware”, “way too manly, women don't need fancy drills”, “many women may feel uncomfortable with this power”, “manly duties, men tend to fix stuff not girls”, “not a gift for a woman - what would she want with a drill?”, “this is a definite no. what would a woman do with this? Fix their own kitchen?”, “Women should never use the tools like this”, “this gift is a bit useless for giving to a woman”, “Men = Tools, Women = not using tools”, “tools are not a very good gift for women, not feminine”, “females my age do not usually use cordless drills, therefore they do not care about the special features like torque or RPM”, “women aren't really into fixing things”, “most women refuse to do household maintenance”. These selected



comments suggest a strong adherence among some participants to attitudes that classify men as agentic and women as communal, or at least, not agentic. For male recipients, however, there was a mostly positive reaction, “this is every man's dream gift, also a ridiculously good price”, “hell yeah, cordless drill for 25 bucks, I'll buy him one and 2 for myself”, “seems the easiest choice, all guys like tools, in general, it's not embarrassing and it might be good”, “men usually enjoy building objects/products”, “men like trying to fix things”, “all guys usually love to play with power tools”.

These views were not held by all participants. About 25% felt the drill would be useful to anyone, regardless of gender, “everyone needs a cordless drill”, “It is a good tool that any guy or girl could probably use”. A few questioned the appropriateness of the cordless drill for an office gift exchange, or questioned the quality of such an inexpensive power tool.

The flask was also commented on as masculine by 21% of participants. “I don't think a woman would appreciate this”, “good for guys not girls”, “not a good gift to impress a woman”, “very elegant, but manly”, “men drink often and this is a good gift!”, “very nice but I don't think women like carrying alcohol around, doesn't suit their nature”, “many men enjoy having their alcohol accessible”, “a flask is a manly gift”, “women don't drink as much as men”, “girls don't seem to carry flasks”, “a lot of very wealthy men are seen w/flasks not many women!”. There were a few who did not distinguish based on gender, “every man or woman needs a nice flask”.

Being used for alcohol, this product resulted in 31% of participants making socialization comments, “This gift would promote drinking and I wouldn't buy it for her for that reason”, “way too provocative. I would not want to be the reason for an alcohol problem. It might provoke him to use it more often and show it off”. Again, some

participants were inclined to deselect this gift because they wished to exert influence over the behaviour of the recipient.

The pink tool kit was presented as a fund-raiser for breast cancer research. It might be thought that the “good cause” could dampen the feminine effect of the colour given participants’ attitudes about tools being masculine. For about 17% this did work, “only would purchase because it’s for a good cause. She may use it around the house or if she has a car it may come in handy”, “pink makes it 100% OK, maybe girls might need a tool if they live on their own”, “although tools, looks more feminine because of pink colour-it’s cute!”, “I would buy it because it’s unusual, and it supports breast cancer research, and I wouldn’t mind getting a gift like this”, “they are tools, which are more likely male products, but it seems like a good set of useful tools to have around and they are for a good cause”, “even though it’s hot pink - it is a tool kit. It is my assumption that guys use tools and pink is totally the new red”. However, 35% of participants expressed very strong views about pink being for females and tools being for males and the mix of the two caused consternation. “It’s girly but a girl probably wouldn’t want it as a gift”, “never seen a pink tool set even though it’s pink highly unlikely she would use it”, “It’s pink - kinda weak and girly”, “just ‘cause it’s pink wouldn’t make a girl want a box of tools”, “I would never buy this for a man”, “it looks like a good idea but some men would feel their masculinity was being harmed”, “although the pink makes it look girly women usually aren’t happy getting tools for presents”, “because it looks like barbie’s tool kit - a gift for the little girl with aspirations of becoming a tool woman”, “it’s nice that it’s in pink, I guess the thought is there but it’s still a tool kit and that’s a no-no”, “unless it’s the same type of guy who would enjoy the spas, then they would not want pink tools”, “It’s pink. It might be funny seeing as I’m a girl giving a guy a pink toolbox, but I wouldn’t do

it”, “even though a 'real man wears pink' it might imply that you think he's gay”, “women aren't into tools, although the pink does give it a more feminine edge”.

Finally, the espresso set was generally viewed as feminine and 27% commented on the gender issues. “Colours are just too bright, others might think he's gay or something”, “depends on which way the guy swung I guess”, “guys don't have colourful tea parties”, “very girly and not colours for a man”, “women love nice colourful fancy tea cups for coffee or tea, they always like to have that nice set for company or dinner parties”. “men don't want this, EVER!!!”, “even if the man liked espresso this is not a good set because of the way it looks”, “men in general wouldn't use such a bright and attractive cup”, “it's too colourful. Men don't like bright colours like that”. “This is for women! Colourful, good design, cute, and attracting. For office gift, this is a very good choice”. The flamboyance of the design seems to override the belief expressed in discussing the tea mug that coffee is a man's drink. The striking design of the set of mugs was also a source of both enthusiasm and concern for potential gift-givers with 20% of participants commenting on this issue. “Wouldn't buy it unless I knew she had a love of espresso. Also, don't really like the patterns. Too bold”, “It gives me feeling that it is warm and cute, especially the design and especially the colour”, “It's colourful and looks nice, very useful at events”, “too many colours, too bold a statement as people usually don't like kitchenware that doesn't match their kitchen”, “this would be the perfect gift, it is unique, predictable, appropriate and nice”, “the whole set looks trendy, and pretty, useful and not too personal, pretty good to buy for a co-worker”.

In exploring the thoughts recorded by participants it appears that gender is a primary cue in selecting or deselecting a gift for a co-worker. Other gift selection concerns were raised, including a desire to suit the person's tastes or needs as well as a

strong desire to maintain or enhance one's own image. Some participants expressed a wish to influence the behaviour of the recipient, mostly away from alcohol and gambling. The most overwhelming message that is repeated again and again throughout the participants' thought reports is that stereotyped attitudes about gender roles are still firmly entrenched in many individuals' schemas and these attitudes may be manifested in their behaviour in many arenas, including gift-giving.

## General Discussion

As in Study One, it was found that the gender of the gift recipient was a key factor in determining how likely it was that any particular gift would be given. Participants clearly made an effort to match the perceived gender of the product with the gender of the participant. While there is some tendency to favour hedonic products overall, utilitarian products seem to be more acceptable for male recipients than for female recipients. There are differences based on the gender of the giver as well. Female givers appear to be more comfortable giving a male recipient a feminine item than are male givers. Male givers appear to be much more concerned about gender stereotyped gift matching than are female givers.

Having both a time one and time two (pre and post ad stimuli exposure) Ambivalent Sexism Inventory (Glick & Fiske, 1996) scores, it is possible in Study 2 to observe a baseline of sexist attitude and any changes which may occur due to ad exposure or recipient priming. Finding ASI effects in the presence of stereotyped ad stimuli confirms the efficacy of the prime in temporarily affecting participants' attitudes. As in Study 1, male givers return higher overall sexism scores than female givers. Female givers, however, react somewhat to the priming effect of recipient gender, with scores increasing in the presence of a male recipient. Ad exposure resulted in an increase of overall sexism among those who had seen the stereotyped ads, regardless of recipient gender priming or giver gender

Benevolent sexism scores increase in the presence of the stereotyped ads. This holds for both recipient gender conditions. In the neutral ad condition, however, the recipient gender prime is effective and we observe benevolent sexism scores increasing if the recipient is male, but not if the recipient is female.

Gender of the giver and gender of the recipient interact in cases where these are not the same. Males giving to males and female giving to females show little effect on the benevolent sexism scores. Males giving to females and females giving to males do show an effect in the form of the benevolent sexism scores increasing.

Hostile sexism was also found to be higher among those who had been exposed to the stereotyped ad stimuli, as well as being generally higher for male participants than for female participants. While both genders of participants reacted to the ad condition, the reaction was more significant among male participants. Interestingly, hostile sexism scores were higher in both ad conditions when the recipient prime was male.

Exploring media influences, sports viewership appears to have a close relationship with higher overall ASI scores, higher benevolent sexism scores and higher hostile sexism scores. As in Study 1, it appears that watching drama correlates with somewhat lower ASI scores. Watching cartoons seems to be correlated with lower benevolent sexism, while watching business programming appears to be related to higher benevolent sexism.

Sports viewers were more likely to give a masculine hedonic gift, while news viewers, sitcom viewers and science fiction fans were more likely to give a feminine hedonic gift. Cartoon watchers were more likely to give a masculine utilitarian gift but less likely than others to give a feminine utilitarian gift. Sitcom fans and science fiction fans are less likely to give masculine utilitarian gifts. This relates to the idea that woven into the stereotype schema is the concept of the agentic male and the hedonic female. The sports viewer may have a strong male bias which is manifested in higher hostile sexism scores and the likelihood of selecting hedonic masculine gifts for male recipients.

### Study 3

This study expands on the first and second in several ways. It tested the first 6 hypotheses and Hypothesis 9 and used television advertising instead of print ads to see if the media carrying the stereotyped prime would have any impact. Study 3 also had three gift recipient possibilities. In one scenario, I had participants selecting a gift for themselves from a set of products, or choosing to save the money. A second group of participants selected gifts for themselves and for both a male and a female friend, rating the likelihood of purchasing each of a number of products for each recipient. In this way, the idea of self-gifting was explored, as well investigating the tendency to make stereotyped gift selections to match product gender to recipient gender as a within-subject design. Finally, the scenarios involving gifts for two others specify imagined friends as opposed to relatively unknown co-workers. While participants in this study were not encouraged to think of a specific friend, they were encouraged to evoke the set of thoughts and emotions associated with buying gifts for close friends.

Hypotheses 1 through 6 were tested using a 2 (gift giver gender: male, female) by 2 (gift receiver gender: male, female) by 2 (stereotype ad condition: neutral ads, stereotyped ads) by 2 (product type: hedonic, utilitarian) by 2 (social nature of gift: for self, for self and others) mixed experimental design where gift giver gender, gift recipient gender, stereotype ad condition and social nature of the gift were between-subject factors and the product type was a repeated measure. Two hundred and fifty-nine undergraduate business students, 124 female and 135 male, at a major mid-western university in North America participated in the study in exchange for course credit and were randomly assigned to each of the sixteen conditions. The participants ranged in age from 15 to 61 with a mean age of 20. Seventy-five percent of the participants indicated English was

their first language and just over half (54.3%) were born in Canada. The entire task took approximately 20 minutes.

**Overview.** Participant responses to Glick and Fiske's (1996) Ambivalent Sexism Inventory that measures benevolent and hostile sexism levels were measured six weeks prior to the main study. Within the main study, participants were shown a set of 5 television ads and were told that the purpose was to better understand how people recall ads over time. This was both to separate the ad content from the subsequent surveys and to increase involvement in their observation of the ads. Following ad exposure, participants were asked to imagine that they had just received some unexpected money totalling either \$100 (in the self-gift scenario) or \$300 (in the self and others gift scenario), and had decided to use the money to get something for themselves (in the self gift scenario) or had decided to also use \$100 for birthday presents for each of two friends (Mary and David). They received a binder containing 4 gift items in one of two possible combinations of product description format. The display of these items was manipulated to change the product type. These were either BlueTooth car device (Utilitarian), ThinCam(Hedonic), iPod speakers (Utilitarian), Nintendo DS Lite (Hedonic), or BlueTooth car device (Hedonic), ThinCam (Utilitarian), iPod speakers (Hedonic), Nintendo DS Lite (Utilitarian) This configuration of stimuli was used as a covariate in the analysis. The participants were asked to rate each gift in terms of how likely they would be to give this item to each of their friends (Mary and David – in the multiple recipient condition) and to themselves. Finally, they were asked to select the gift they felt they were most likely to purchase for each gift recipient from the choices offered. In apparently separate exercises, participants were asked to once again complete the



Ambivalent Sexism Inventory, answer questions about their own television viewing habits and to provide product recall measures related to the cover story.

**Independent Variables.** Gift giver gender, gift recipient gender, social nature of the gift and stereotype ad condition were between-participants factors, while product type was a repeated measure. Gender typed stereotypes were activated by showing participants a series of five television commercials. In the no stereotype condition (neutral condition), these television ads contained neutral imagery ads for General Electric, Ikea, Saturn, Smart Car, and anti-speeding. In the stereotyped ad condition, participants saw 2 ads with neutral imagery ( General Electric, Ikea) and 3 ads that depicted women in objectified roles, for Tag Body Shots, Troegg Beer, and a Panasonic MP3 Player. The ads that were used in the study were selected and pre-tested as follows. It was noted in compiling a collection of potential stereotyped ads that there are at least 3 types of stereotyped portrayals of women that dominate. First is the sex object stereotype in which very attractive women are displayed as “eye-candy” to get the viewer’s attention. These may or may not be accompanied by sexual innuendo, but these women are seldom the “expert” or depicted as having uses other than sexual or ornamental. Secondly, there is the “ditzzy” woman. She may be portrayed in either a domestic or other environment, but she is not there as an expert. In many cases she exhibits child-like characteristics and a simpleness of mind. The third type of stereotyping identified was the matron or drudge. These women are often seen in ads for domestic products. They live to serve their families and apparently have no interests beyond the shine in their bathtubs. It was decided in preparing to do this study to limit the ad stereotypes to one type. The sex object stereotype was chosen, partly because example ads are readily available and

because this stereotype may resonate more with the student sample demographic. This is also a stereotype that is commonly used in popular media.

Fourteen television ads were pretested in a media class in the Faculty of Arts. The pretest asked participants to rate their feelings on each ad's depiction of women and men, whether these depictions were realistic, whether they were traditional or stereotyped and whether the subject identified with any of the characters in the ad. The pretest survey used 7-point Likert-type scales. Please see Appendix 3.1 for the complete instrument and means. The resulting data was analysed and five ads were chosen based on the neutrality of the representations of males and females (indeed, most of these did not have any people in them). These became the neutral ad set. The three most biased and stereotyped ads were selected and, added to two of the neutral ads, became the stereotype ad stimuli. Please see Appendix 3.2 for the television ads used in the study.

Because distinct differences were found between choices of hedonic and utilitarian products in Studies 1 and 2, it was decided to focus on manipulating a number of fairly neutral products through the ad presentations and text so as to make the same product appear either hedonic or utilitarian. Fairly neutral (not strongly hedonic or utilitarian) were sought, with the intention of creating two sets of product presentations, one which would emphasize hedonic aspects of the product and one which would emphasize utilitarian aspects. In order to do this a set of adjectives was developed through a review of existing advertising from a wide range of sources. One hundred and three adjectives used to promote products were compiled and these were tested to arrive at a set of hedonic adjectives and a set of utilitarian adjectives for use in the study.

Sixty-nine participants in two 4<sup>th</sup> year marketing classes ( $n = 37$  and  $n = 32$ ) rated the adjectives on a 7 point scale where 1 indicated a very utilitarian associated word and 7

indicated a very hedonic associated word. In seeking the most utilitarian and hedonic words we eliminated the middle ground, in this case those words that were rated between 3 and 5. Please see Appendix 3.3 for the pretest questionnaire form and summary of results.

SPSS was used to compare means and generate ANOVA tables with the rating of each word as the DV and the gender of the participant, and the participant's primary language (English/Other) as IVs. This process, yielded a preliminary list of adjectives. There were a number of words that were viewed significantly differently by males and females. There were also certain terms that have a significantly different interpretation by Anglophones than by those whose first language is something other than English. Adjectives with significant issues of this type were eliminated from the list. Those remaining adjectives that rated as significantly hedonic were used in the hedonic version of ad texts and those that were rated significantly utilitarian were used in developing the utilitarian ad text. For a complete list, please see Appendix 3.4.

**Products:** Fourteen products were selected from internet shopping sites based on their online promotion as gift items within the desired price range. Furthermore, the items were selected as potentially being gender neutral and potentially either hedonic or utilitarian. These included a Motorola hands-free car phone set, an alarm clock, a Cross Pen and Pencil set, a barware set, a leather agenda, a digital camera, an MP3 player, an office lunch set, a business card case, a picnic set, a basket with coffee and goodies, a two bottle wine carrying case, an Inca chess set, and chocolates. These items were selected in an effort to be gender neutral. They were then pretested with forty participants in a 4<sup>th</sup> year marketing class using a 12-item questionnaire for each product. This instrument is presented as Appendix 3.5.

To determine the extent to which participants found the test items utilitarian, responses to three seven-point scale items (where 1 = "Not at all" and 7 = "very much") were averaged (Cronbach's  $\alpha = .84$ ). The items were: "How useful is this item?"; "Would this item help a person be more effective?"; and "Does this item seem like a practical gift?".

The Wireless hands-free car set was considered the most useful ( $M_{\text{wireless BlueTooth Set}} = 5.55$ ), while the chocolates were seen as the least useful ( $M_{\text{chocolates}} = 3.18$ ). For the full means please see Appendix 3.6.

The hedonic element was arrived at by averaging 3 three seven-point scale items (where 1 = "Not at all" and 7 = "very much", Cronbach's  $\alpha = .88$ ). These items were: "How pleasurable is this item?"; "Would owning this item add to a person's happiness?"; and "Does this seem like a fun gift?".

The MP3 player was regarded as the most hedonic ( $M_{\text{MP3 Player}} = 5.45$ ), and the business card case as the least hedonic product ( $M_{\text{Business Card Holder}} = 2.73$ ). For the full means please see Appendix 3.7.

To explore the gender of the gift, repeated measures analysis was conducted, product-by-product, looking at 2 seven-point scale (where 1 = "Not at all" and 7 = "very much") gender-related items (Cronbach's  $\alpha = .69$ ). These two items were: "Would this item be a good gift for a man?" and "Would this item be a good gift for a woman?". For a complete discussion of the results and a list of the means please see Appendix 3.8.

The desirability of each item was determined by collapsing four seven-point scale items (where 1 was a negative anchor and 7 was a positive anchor, Cronbach's  $\alpha = .78$ ) related to wanting the item. These were: "How desirable is this item?"; "Would you buy this item for yourself?"; "Would you buy this item as a gift for someone else?"; and "How

much would someone enjoy owning this product??".

The most desirable item was the MP3 player ( $M_{\text{MP3Player}} = 5.32$ ), followed by chocolates ( $M_{\text{chocolates}} = 5.31$ ) and the camera ( $M_{\text{camera}} = 4.92$ ). The least desirable items were the pen and pencil set ( $M_{\text{pen and pencil}} = 3.58$ ), the agenda ( $M_{\text{agenda}} = 3.51$ ), and the wine case ( $M_{\text{wine case}} = 2.99$ ). Please see Appendix 3.9 for a complete table of means.

Based on this analysis, the decision was made to remove the pen and pencil set, the agenda and the wine case. Because of strong gender associations, the chocolates, barware set, coffee basket, chess set, lunch set, picnic set, and card case were removed from consideration. This left the MP3 player, the hands-free car set, the camera, and the clock. It was felt that this was not a large enough selection. In the absence of time to do another formal pretest an informal poll led to the selection of an iPod docking station and the Nintendo DS Lite to bring the product set to 6.

***Product Description Copy:*** Having selected the most gender neutral items, the intention was to manipulate the ad copy accompanying each product so there would be one version that would emphasize the utilitarian aspects of the product and one version that would emphasise the hedonic aspects in order to see if exposure to gender stereotyped advertising would have an impact on participants' tendency to select either hedonic or utilitarian gifts for males or females. Hedonic and utilitarian ad copy for each product was developed using the previously pretested lexicon of adjectives.

The ad copy was pretested to determine if the ad text influenced the impression of a product as either hedonic or utilitarian. Please see the product description pretest in Appendices 3.10.1 and 3.10.2.

The pretest showed that there was a significant or marginally significant difference in the participants' perception of the hedonic or utilitarian nature of each ad

depending which version of the ad text they saw, with the exception of the clock and the MP3 player (BlueTooth car accessory:  $F(1,38) = 5.38, p < 0.05$ ; ThinCam camera:  $F(1,38) = 4.05, p < 0.05$ ; Sonic Boom alarm clock:  $F(1,39) = 2.28, p < 0.15$ ; MP3 player:  $F(1,39) = 0.17, p < 0.7$ ; iPod Speakers:  $F(1,39) = 2.88, p < 0.10$ ; Nintendo DS Lite:  $F(1,39) = 10.65, p < 0.00$ ). The clock and the MP3 player were subsequently dropped. Please see Table 3.1 for the product matrix.

**Table 3.1 Product Pretest Means for Hedonic and Utilitarian Ad Texts for Study 3**

	BlueTooth Car Accessory	Camera	Clock	MP3 Player	Ipod Speakers	Nintendo
Hedonic						
Text	4.00	5.10	3.15	5.24	6.55	6.95
Utilitarian						
Text	3.76	4.75	2.33	5.30	5.38	5.90

## **Dependent Variables**

**Hostile and Benevolent Sexism.** As in study one and two, participants' hostile and benevolent sexist attitudes were measured via the Ambivalent Sexism Inventory (ASI, Glick and Fiske, 1996). As in Study Two, these attitudes were measured at a time one approximately six weeks prior to the study, and again using the same instrument, at time two during the study and after exposure to the ad stimuli. Changes in their levels of sexism were measured between time 1 and time 2 as a repeated measure.

**Likelihood of Purchase.** The study measured the likelihood that a subject would purchase any given gift item for one or more hypothetical recipients (self, or self and David and Mary). Participants' likelihood of purchasing any in the series of products for themselves and the male and female recipients was measured by responses to 8-point scales (1 = very unlikely and 8 = very likely): "How likely are you to buy this item as a gift for (yourself / David / Mary)." Please see Appendix 3.11 for the complete questionnaire.

**Overall Product Selection.** After rating each product for each gift recipient, gift choice from the catalogue was measured by creating dummy variables (0 = not chosen, 1 = chosen) for each product based on responses to a 6-point categorical scale: "Thinking about all the products you have just looked at, please think about which you would choose as a gift for (Mary, David, yourself)" (where 1 = Car Accessory, 2 = Digital Camera, 3 = Sonic Boom Alarm Clock, 4 = MP3 Player, 5 = iPod Speakers, 6 = Nintendo DS Lite). Additionally, when asked which item they would select for themselves, participants had an additional seventh option, "none". They were also asked, "How likely are you to spend the \$100 on a gift for yourself, or save the money?" (where 1 = very likely to save it, and 8 = very likely to spend it).

## **Covariates.**

**Television Use Patterns.** Please refer to the measures of television use patterns in Study

1. Please see Appendix 3.11 for the complete questionnaire, including the list of genres.

**Demographics.** Finally, participants were asked a series of basic demographic questions, including age and language spoken at home.

**Manipulation checks.** In the main gift questionnaire, participants were asked a number of questions about each product and the product description they had seen in order to test whether the product type manipulation was effective. Please see Appendix 3.11 for the complete questionnaire.

Participants were again asked to recall the advertising they had seen and, for the first time in this study, respond to questions regarding the depiction of men and women in the ads.

Please see Appendix 3.11 for the complete questionnaire.

## **Results**

**Manipulation Check:** Participants were asked at the end of the study to identify which ads they had seen at the beginning. This was done in both an open unprompted exercise and in a prompted form. The prompted form had the participants check mark those ads they recalled. An ANOVA of results (see Table 3.2 below) shows that the ads that were specific to one condition or the other are significantly predicted by ad condition.

However, in the case of those ads that were common to both conditions, the prediction is non-significant in the case of the IKEA ad and less significant in the case of the GE ad.

Unfortunately, during the sessions the sound for the GE ad did not play very well and the verbal mention of GE was not clear, which may be why some participants had difficulty being sure whether or not they had seen it when presented with the names of the



organizations being advertised. In the unprompted write-in part many were able to describe the dancing elephant from the ad without being able to name the company.

**Table 3.2: ANOVA Results of Manipulation Check 1 for Study 3**

Ad Recall	F (1,262)	p- value	Partial Eta Squared	Neutral Mean	Stereotyped Mean
*IKEA	1.89	.17	.01	.98	.95
Panasonic MP3 Player	449.51	.00	.63	.03	.81
Troeg Beer	1036.60	.00	.80	.04	.93
*GE	4.54	.03	.02	.63	.50
Tag Body Shots	610.14	.00	.70	.03	.86
Smart Car	453.76	.00	.64	.07	.87
Saturn Vu	697.54	.00	.73	.87	.02
Anti-Speeding Public Service Announcement	559.41	.00	.68	.84	.02

---

\* Ads included in both the stereotyped and neutral ad sets.

In addition to having the participants try to recall the ads they had seen, they were asked to comment on the way in which women were portrayed in the ads. Whether they had seen the stereotyped or neutral ads had a significant effect on the responses to each of the questions. The gender of the participant was also used as an independent variable in this analysis. Please see Table 3.3 for results.

**Table 3.3: ANOVA Results of Manipulation Check 2 for Study 3**

	F(1,252)	p-value	Partial Eta Squared	Neutral	Stereotyped
Do you feel the ads you saw showed women in a way that was bad or good?	26.69	.00	.11	4.71	3.70
Do you feel the ads you saw showed women in a way that was unfavourable or favourable?	8.09	.00	.04	4.63	4.06
In the ads you saw, how realistic was the depiction of men?	30.20	.00	.11	4.43	3.49
In the ads you saw, how realistic was the depiction of women?	78.20	.00	.26	4.44	2.97
In the ads you saw, did you relate to the female character?	12.86	.00	.05	3.37	2.68
In watching the ads, how did you feel? (not good – very good)	21.70	.00	.09	5.11	4.40
In watching the ads, how did you feel? (not happy – very happy)	12.18	.00	.05	5.05	4.53
In watching the ads, how did you feel? (irritated - amused)	2.85	.09	.01	5.04	4.68

Participant responses vary significantly based on whether they saw the stereotyped ads or the neutral ads, with the exception of the final question. It was found that participant gender was a significant factor in their response to “In watching the ads, how did you feel?” ( $F(1, 243) = 5.02, p < .05$ ) with males being more amused ( $M_{\text{males}} = 5.07$  vs.  $M_{\text{females}} = 4.64$ ).

Finally, the manipulation of the advertising text was analyzed. It was found that, unlike in the pre-test, in actual study conditions the format of the ad copy to describe each product as utilitarian or hedonic was not a significant factor in their declared purchase intentions. Possibly the time constraints and cognitive fatigue from the study process prevented participants from fully reading and absorbing the ad copy. The inherent nature of each product appears to over-ride any manipulation of the ad copy.

A post-hoc test of the products selected, without any descriptive ad copy, was done with an unrelated sample of 15 student subjects in order to validate the late inclusion of the Nintendo and iPod docking station. Participants were asked, “Would you say this item is more utilitarian (useful) or hedonic (fun)?” (anchored with 1 = very useful and with 7 = very fun). They were also asked “Would you describe this product as:” (anchored with 1 = very masculine and 7 = very feminine). For the analysis, the overall gift choice set will be analyzed followed by various pairings of products.

The overall choice set (based on the post-hoc product test) is comprised of a feminine/hedonic product (the iPod docking station), a feminine/utilitarian product (the camera), a masculine/hedonic product (the Nintendo DS Lite) and a masculine/utilitarian product (the BlueTooth car accessory). Please see Table 3.4 below for the relevant means.

**Table 3.4: Masculine/Feminine and Hedonic/Utilitarian Means for Products used in Study 3**

<b>Product</b>	<b>Masculine – Feminine Rating (1 = very masculine, 7 = very feminine)</b>	<b>Hedonic – Utilitarian Rating (1 = very utilitarian, 7 = very hedonic)</b>
BlueTooth Car Accessory	3.47	2.40
Nintendo DS Lite	3.27	6.40
iPod Docking Station	4.00	4.87
SlimCam Digital Camera	4.40	4.40

It was determined that the Nintendo was the most masculine product, while the camera was the most feminine. The Nintendo was also rated as hedonic, while the camera was rated as somewhat utilitarian. The Nintendo and the Motorola BlueTooth device were paired for another round of analysis. Both were rated as masculine, but the Nintendo was highly hedonic while the car accessory was utilitarian. The iPod speakers and camera were both rated as feminine, but the iPod speakers were seen to be more hedonic and the camera was seen to be more utilitarian. The camera and the BlueTooth car accessory were both seen as utilitarian, but one was rated as masculine and one as feminine. The iPod docking station and the Nintendo DS were both rated as hedonic, but the iPod speakers were seen as feminine and the Nintendo was seen as masculine. Finally, the BlueTooth car accessory was seen as masculine and utilitarian, while the iPod docking station was seen as feminine and hedonic. The full choice set of the four

products is examined initially through a 2 (Ad Condition) by 2 (Giver Gender) by 3 (Target Recipient: Mary, David, self) repeated measures analysis, followed by a detailed examination of the comparative pairs of product types and genders. The significant results of Study 3 are presented in Table 3.5 below. For a detailed product by product pair-wise comparison, please see Appendix 3.12.

**Table 3.5: ANOVA Results for Purchase Likelihood for Study 3 – Full Choice Set**

<b>Effects – Full Choice Set</b>	<b>Wilks Lambda Value</b>	<b>F(3,95)</b>	<b>P-Value</b>	<b>Partial Eta Squared</b>
<b>Within Subjects</b>				
<b>Effects</b>				
Product	.65	16.85	.00	.35
Product * Ad				
Condition* Giver	.94	1.99	.12	.06
Gender				
Target	.68	22.46	.00	.32
Product * Target	.56	12.05	.00	.44
Product * Target *	.84	2.95	.01	.16
Giver Gender				
<b>Between Subjects</b>				
<b>Effects</b>				
Giver Gender		4.66	.03	.05

## Full Choice Set

Main effects were found in the full choice set for product and target. Overall, the greatest inclination was to purchase the iPod docking station, followed by the camera, the BlueTooth device and finally, the Nintendo ( $M_{\text{iPod}} = 5.20$  vs  $M_{\text{camera}} = 4.42$  vs  $M_{\text{bluetooth}} = 4.33$  vs.  $M_{\text{nintendo}} = 3.68$ ). It is interesting that participants appeared least likely to purchase the product that was deemed most fun and desirable.

Participants seemed more inclined to purchase a gift for David than either of the other two potential targets ( $M_{\text{david}} = 4.85$  vs.  $M_{\text{mary}} = 4.32$  vs.  $M_{\text{self}} = 4.06$ ).

Hypothesis 1 (*Gift givers will engage in stereotyped gift selection, gender of product to gender of recipient, when making a gift selection*) was tested using a 2 (product gender) by 3 (target recipient) by 2 (giver gender) repeated measures analysis where product gender and target recipient are repeated measures and giver gender is a fixed factor. In the interaction with product and target, gift choices appear to involve gender-matching, supporting Hypothesis 1. Please see Table 3.6.

**Table 3.6 ANOVA Results for Gender Matching of Gifts for Study 3**

Effects	Wilk's Lambda	F(1,99)	P-Value	Partial Eta Squared
Product Gender	.78	28.63	.00	.22
Product Gender				
* Giver Gender	.95	5.44	.02	.05
Target Recipient	.69	22.52	.00	.32
Product Gender				
* Target	.633	28.41	.00	.37
Product Gender				
* Target * Giver	.866	7.58	.00	.13
Gender				

Planned contrasts reveal a significant interaction between the product choices and each of the target recipients: Mary ( $F(3, 582) = 19.51, p < .001$ ), David ( $F(3,582) = 14.42, p < .001$ ), and self ( $F(3,582) = 19.51, p < .001$ ). For Mary there is a heightened interest in giving her feminine products over masculine products ( $M_{\text{feminine}} = 5.16$  vs.  $M_{\text{masculine}} = 3.48$ ). For David, there was little difference ( $M_{\text{feminine}} = 4.82$  vs.  $M_{\text{masculine}} = 4.88$ ). Gifts for oneself also emphasize the feminine products ( $M_{\text{feminine}} = 4.48$  vs.  $M_{\text{masculine}} = 3.64$ ) however, this does not take into account the gender of the self the gift was chosen for.

Broken down by gender of giver, shown in Table 3.7, a clearer picture emerges. Here we see that both male and female givers are more inclined to give Mary feminine

products than masculine products and to give David masculine products over feminine products. It is the self-gift where there is the least distinction.

**Table 3.7 Likelihood of Purchase Means for Product Gender and Target Recipient by Giver Gender for Study 3**

Giver Gender	Target	Feminine Products	Masculine Products
<b>Female</b>	Mary	4.98	3.31
	David	4.74	4.90
	Self	4.59	4.38
<b>Male</b>	Mary	5.35	3.64
	David	4.90	5.26
	Self	4.38	4.33

Planned contrasts show significant differences between female givers' choices of masculine and feminine products for Mary ( $F(2,198) = 129.71, p < .001$ ), for David ( $F(2,198) = 133.88, p < .001$ ) and for themselves ( $F(2,198) = 162.47, p < .001$ ). For male givers there is a significant difference in choosing a gift for Mary ( $F(2,198) = 69.48, p < .001$ ), a marginally significant difference in choosing a gift for David ( $F(2,198) = 3.05, p < .1$ ) but no significant difference in choosing between masculine and feminine products in selecting a gift for themselves. Thus Hypothesis 1 is partially supported.

Hypothesis 2 (*Exposure to stereotyped advertising will increase the tendency to engage in stereotyped gift selection over a control group that is not exposed to the stereotype stimuli*) was tested using a 2 (ad condition) by 2(product gender) by 2(recipient



gender) by 2 (giver gender) repeated measures analysis where product gender and target recipient are repeated measures and ad condition and giver gender are fixed factors. Table 3.8 shows the significant effects.

**Table 3.8 Effects of Ad Condition, Giver Gender, Target Recipient and Product Gender on Likelihood of Purchase for Study 3**

Effect	Wilk's Lamda	F (2,96)	P - value	Partial Eta Squared
Target	.68	22.46	.00	.32
Product Gender	.78	27.87	.00	.22
Product Gender * Giver Gender	.95	5.21	.03	.05
Product Gender * Giver Gender * Ad Condition	.96	3.86	.05	.04
Target * Product Gender	.63	27.75	.00	.37
Target * Product Gender * Giver	.87	7.31	.00	.13
Gender				

There is a marginally significant interaction between product gender, giver gender and ad condition. There appears to be a gender difference in the effect of the ad condition.

Female givers in the neutral condition are more likely to select feminine products than in the stereotyped condition ( $M_{\text{neutral}} = 4.92$  vs  $M_{\text{stereotyped}} = 4.60$ ) and more likely to select masculine products in the stereotyped condition than in the neutral condition ( $M_{\text{neutral}} = 3.29$  vs.  $M_{\text{stereotyped}} = 3.93$ ). Male givers are more likely to select feminine products in the stereotyped condition ( $M_{\text{neutral}} = 4.60$  vs.  $M_{\text{stereotyped}} = 5.11$ ) but also more likely to select masculine products in the stereotyped condition ( $M_{\text{neutral}} = 4.27$  vs.  $M_{\text{stereotyped}} = 4.53$ ). It appears that exposure to stereotyped advertising increases enthusiasm about purchasing among male givers. Female givers, however, show a decrease in likelihood to purchase feminine products in the stereotyped condition for all recipients and an increased likelihood of purchasing masculine products for all participants. This may be a contrast or distancing effect caused by the activation of stereotype threat. Please see Table 3.9 for means.

**Table 3.9 Means for Female Givers' Likelihood to Purchase Masculine or Feminine Products by Ad Condition for Study 3**

	Target	Neutral	Stereotyped
<b>Feminine Products</b>	Mary	5.17	4.76
	David	4.88	4.60
	Self	4.71	4.45
<b>Masculine Products</b>	Mary	3.06	3.60
	David	4.15	4.91
	Self	2.67	3.29

Additional contrasts show that the effect of ad condition on product gender choice is marginally significant for female givers ( $F(1,97) = 4.41, p = .038$ ) but is not significant for male givers. Hypothesis two is partially supported but requires further investigation into the mechanism behind this effect.

Hypothesis three (*Exposure to stereotyped ad stimuli will increase the likelihood that gift givers will select hedonic products for female recipients AND Exposure to stereotyped ad stimuli will increase the likelihood that gift givers will select utilitarian products for male recipients*) was tested using a 2 (product type) by 2 (ad condition) by 2 (giver gender) by 3 (target recipient) repeated measures analysis where target recipient and product type were repeated measures and ad condition and giver gender were fixed factors. Table 3.10 contains the significant effects.

**Table 3.10 Influence of Ad Condition on Likelihood of Purchase by Product Type and Recipient Gender for Study 3**

Effect	Wilks' Lambda	F (2,98)	p-Value	Partial Eta Squared
Target	.69	22.52	.00	.32
Product Type *				
Target	.67	23.94	.00	.33

While givers distinguish between targets in choosing product type, ad condition has no effect. Hypothesis 3 is not supported.

Hypothesis 4 (*Male participants will have higher initial sexism scores than female participants*) was tested using a 2 (Giver Gender) by 1+2 (ASI measures: Overall;

Benevolent, Hostile) MANOVA where giver gender was the independent variable and the sexism measures were dependent variables. Hypothesis four is supported. Results are reported in Table 3.11.

**Table 3.11 Means For Time One Sexism Measures by Giver Gender for Study 3**

	Overall ASI	Benevolent ASI	Hostile ASI
<b>Male Givers</b>	2.91	2.99	2.79
<b>Female Givers</b>	2.43	2.56	2.37

---

$F(3, 128) = 5.13, p = .002, \text{partial eta squared} = .107$

Hypothesis five (*Participants exposed to stereotyped stimuli will show higher levels of sexism in time 2 ASI tests*) was tested using a 2 (ad condition) by 2 (time) by 3 (sexism measures) by 2 (giver gender) repeated measures analysis where time and sexism measures were repeated measures and ad condition and gender were independent variables. Repeated measures analysis revealed a number of main effects and interactions as shown in Table 3.12.

**Table 3.12: ANOVA Results for Time 1 and Time 2 Measures of Sexist Attitudes for**

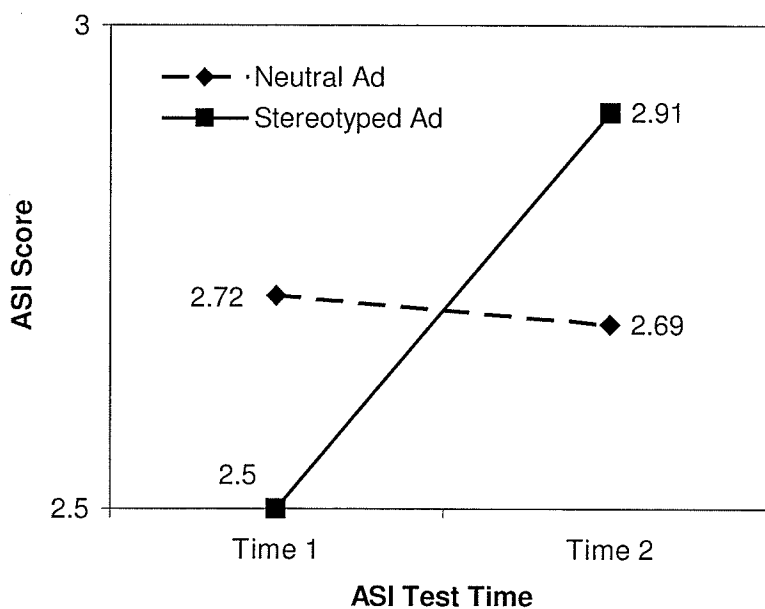
**Study 3**

<b>Effects – Overall ASI</b>	<b>Wilks Lambda</b>	<b>F(2,109)</b>	<b>P-</b>	<b>Partial Eta</b>
	<b>Value</b>		<b>Value</b>	<b>Squared</b>
<b>Within Subjects Effects</b>				
Sexism * Ad Condition	.97	3.09	.08	.03
Sexism * Ad Condition *				
Giver Gender	.95	3.02	.05	.05
<b>Effects – Overall ASI</b>	<b>Wilks Lambda</b>	<b>F(2,109)</b>	<b>P-</b>	<b>Partial Eta</b>
	<b>Value</b>		<b>Value</b>	<b>Squared</b>
<b>Between Subjects</b>				
<b>Effects</b>				
Giver Gender		15.30	.00	.12
<b>Effects – Overall Sexism</b>		<b>F (1,</b>	<b>P-</b>	
		<b>110)</b>	<b>Value</b>	
<b>Between Subjects</b>				
<b>Effects</b>				
Giver Gender		8.45	.00	
<b>Effects – Hostile Sexism</b>		<b>F (1,</b>	<b>P-</b>	
		<b>110)</b>	<b>Value</b>	

Effects – Overall ASI	Wilks Lambda Value	F(2,109)	P-Value	Partial Eta Squared
<b>Between-Subjects</b>				
<b>Effects</b>				
Giver Gender		11.23	.00	

Analyzing the overall ASI scores (Cronbach's  $\alpha = .86$  and  $.91$  respectively), Benevolent Sexism scores (Cronbach's  $\alpha = .84$  and  $.89$  respectively) and Hostile Sexism scores (Cronbach's  $\alpha = .83$  and  $.90$  respectively) interactions between ad conditions and time one and two overall sexism were observed in the stereotyped condition. The ASI scores for those in the neutral ad condition go down slightly from time one to time two ( $M_{\text{time1}} = 2.72$  vs.  $M_{\text{time2}} = 2.69$ ) while those in the stereotyped ad condition go up ( $M_{\text{time1}} = 2.50$  vs.  $M_{\text{time2}} = 2.91$ ) as can be seen in Figure 3.1.

**Figure 3.1: Influence of Ad Condition on ASI for Study 3**



Thus, Hypothesis 5 is supported. Planned contrasts showed a marginally significant interaction of ASI score and the stereotyped ad condition ( $F(1,220) = 1.65, p < .10$ ).

### Media Covariates

In testing hypothesis 6, participants were asked to indicate which of 21 television genres they watch. Analysis of these viewing patterns was conducted to determine if there is any relationship between the ASI, benevolent sexism and hostile sexism scores they returned in time 1, prior to any experimental exposure. In other words, the analysis sought any correlation between their normal viewing habits and the attitudes they brought with them to the session. This analysis was conducted using a multivariate ANOVA where sexism measures (overall ASI, benevolent sexism and hostile sexism) were dependent variables and gender and genre were independent variables. Table 3.13 shows the effects found in a series of univariate analyses of media covariates.

**Table 3.13: ANOVA Results for Media Patterns and Sexist Attitudes for Study 3**

Effects – Overall ASI	F(1,206)	P-Value	Partial Eta Squared	Don't Watch	Watch
<b>Between Subjects Effects</b>					
Giver Gender	6.80	.01	.03	F 2.37	M 2.70
Sports	6.47	.01	.03	2.39	2.68
Science Fiction	4.41	.04	.02	2.70	2.37
Home and Garden and Car	7.57	.01	.04	2.53	2.54
Science	4.68	.03	.02	2.54	2.52
Sitcoms	2.90	.09	.01	2.54	2.52

<b>Effects – Benevolent Sexism</b>	<b>F (1, 206)</b>	<b>P-Value</b>			
Between Subjects Effects					
Giver Gender	4.45	.04	.02	F 2.56	M 2.91
News	3.75	.05	.02	2.61	2.86

---

<b>Effects – Hostile Sexism</b>	<b>F (1, 206)</b>	<b>P-Value</b>			
<b>Between-Subjects Effects</b>					
Giver Gender	4.30	.04	.02	F 2.17	M 2.49
Sports	7.69	.00	.04	2.14	2.52
Home/Garden/Car	4.45	.04	.02	2.18	2.48
Reality	4.45	.04	.02	2.20	2.46
Science Fiction	7.12	.01	.03	2.58	2.08

---

As in Study 2, we see some correlation between sports viewership and elevated overall sexist attitudes as well as a correlation between sports viewership and elevated hostile sexist attitudes, supporting Hypothesis 6. There also appears to be some correlation between viewing other genres and both overall ASI scores and hostile sexism scores. Interestingly, viewing science fiction appears to correlate with lower sexism scores.

A step-wise regression analysis was done on overall ASI scores as well as on benevolent and hostile scores to confirm the findings of the ANOVA. Table 3.14 shows the results of this analysis. At the conclusion of each analysis the optimum models did not completely agree with the ANOVA findings. However, for overall ASI, sports, gender



and science fiction viewing remain, for benevolent sexism gender and sit-com viewing have the strongest correlations, and for hostile sexism sports, science fiction and science viewing contribute most to the scores.

**Table 3.14 Regression Analysis of TV Viewership and Sexism Scores for Study 3**

	Effects	Standardized $\beta$	t	p-value
<b>Overall ASI :</b>	Sports	.20	2.71	.01
R2 = .151	Gender	.24	3.23	.00
	Science Fiction	-.16	-2.63	.01
<b>Benevolent ASI:</b>	Gender	.27	3.14	.00
R2 = .099	Sit-coms	-.18	-2.09	.04
<b>Hostile ASI</b>	Sports	.30	3.71	.00
R2 = .216	Science Fiction	-.28	-3.46	.00
	Science	.25	3.07	.00

#### **Social Situation: Self VS. Self and Others**

To test Hypothesis 9 (*Selecting gifts for others will increase the likelihood of selecting a gift for oneself*) the data was analyzed again using a 2 (social condition: buy for self only, buy for self and others) by 2 (ad condition) by 2 (giver gender) by 2 (product gender) repeated measures model where the participants' likelihood of purchasing either product gender as a gift for themselves are repeated measures. Ad

condition, giver gender and social condition are independent variables. Significant effects are illustrated in Table 3.15.

**Table 3.15: ANOVA Results for Purchase Likelihood of Masculine or Feminine Products as Self-Gifts in Different Social Situations for Study 3**

Effects	Wilks Lambda Value	F (1,231)	P- Value	Partial Eta Squared
<b>Within Subjects Effects</b>				
Product Gender	.96	9.67	.00	.04
Product Gender * Giver Gender	.91	22.09	.00	.09
Product Gender * Social Condition	.98	4.42	.04	.02
<b>Between-Subjects Effects</b>				
		F (1,231)	P- Value	Partial Eta Squared
Social Condition		4.79	.03	.02

A main within subjects effect was found for product gender and a main between subjects effect was found for social condition. There were also interactions with product gender and giver gender and product gender and social condition. Table 3.16 gives the means for these main effects and interactions.

**Table 3.16: Influence of Social Condition on the Likelihood of Purchasing Masculine or Feminine Products as Self-Gifts**

Effect		Means		Means
Product Gender	Feminine	4.16	Masculine Product	3.73
	Product			
Product Gender * Giver	Female Giver *		Male Giver * Feminine	
Gender	Feminine	4.35	Product	3.96
	Product			
	Female Giver *		Male Giver * Masculine	
	Masculine	3.27	Product	4.19
	Product			
Effect		Means		Means
Product Gender * Social	Self & Others *		Self Only * Feminine	
Condition	Feminine	3.83	Product	4.49
	Product			
	Self & Others *		Self Only * Masculine	
	Masculine	3.69	Product	3.77
	Product			
Social Condition	Self & Others	4.13	Self Only	3.76

Overall it appears that there is a greater likelihood to purchase a self-gift when purchasing gifts for others. It also appears that there is a tendency for females to select feminine products as gifts for themselves and for males to select masculine gifts as self-gifts.

A second analysis was performed to test the effects of product type in combination with social condition. A 2 (product type: hedonic, utilitarian) by 2 (social condition) by 2 (ad condition) by 2 (giver gender) repeated measures analysis was performed where product type was the repeated measure and social condition, ad condition and giver gender were independent variables. The significant effects are reported in Table 3.17.

**Table 3.17: ANOVA Results for Purchase Likelihood of Hedonic or Utilitarian Products as Self-Gifts in Different Social Situations for Study 3**

Effects	Wilks Lambda Value	F (1,231)	P- Value	Partial Eta Squared
<b>Within Subjects Effects</b>				
Product Type * Giver Gender	.98	4.74	.03	.02
Product Type * Social Condition * Ad Condition	.99	3.41	.07	.02
Product Type * Social Condition * Ad Condition * Giver Gender	.99	2.94	.09	.01
<b>Between-Subjects Effects</b>				
Social Condition		4.79	.03	.02

There was a main between subjects effect for social condition as well as interactions with product type and giver gender, product type and marginally significant interactions with social condition and ad condition and with product type, social condition, ad condition and giver gender. Table 3.18 shows the means for these effects.

**Table 3.18: Influence of Social Condition on the Likelihood of Purchasing Hedonic or Utilitarian Products as Self-Gifts**

<b>Effect</b>				
Product Type * Giver Gender	Female * Hedonic	3.74	Male * Hedonic	4.29
	Female * Utilitarian	3.88	Male Utilitarian	3.86
Product Type * Social Condition	Self & Others * Neutral	4.18	Self Only * Neutral *	3.94
	* Hedonic		Hedonic	
* Ad Condition	Self & Others * Neutral	3.80	Self & Others *	3.83
	* Utilitarian		Neutral * Utilitarian	
	Self & Others *	4.12	Self Only *	3.83
	Stereotyped		stereotyped *	
	* Hedonic		Hedonic	
	Self & Others *	4.42	Self Only *	3.43
	Stereotyped		Stereotyped *	
	* Utilitarian		Utilitarian	

Product Type * Social	Female * Self & Others	3.85	Female * Self Only *	4.00
Condition	* Neutral * Hedonic		Neutral * Hedonic	
* Ad Condition * Giver				
Gender				
	Male * Self & Others	4.50	Male * Self Only *	3.88
	* Neutral * Hedonic		Neutral * Hedonic	
	Female * Self & Others	3.64	Female * Self Only *	3.47
	* Stereotyped * Hedonic		Stereotyped *	
			Hedonic	
	Male * Self & Others *	4.60	Male * Self Only *	4.19
	Stereotyped * Hedonic		Stereotyped *	
			Hedonic	
	Female * Self & Others	3.85	Female * Self Only *	3.68
	* Neutral * Utilitarian		Neutral * Utilitarian	
	Male * Self & Others *	3.74	Male * Self Only *	3.99
	Neutral * Utilitarian		Neutral * Utilitarian	
	Female * Self & Others	4.28	Female * Self Only *	3.72
	* Stereotyped *		Stereotyped *	
	Utilitarian		Utilitarian	

Male * Self & Others *	4.57	Male * Self Only *	3.14
Stereotyped * Utilitarian		Stereotyped *	
		Utilitarian	

---

With the exceptions of female givers with hedonic products in the stereotyped condition and male givers with utilitarian products in the neutral condition, the means indicate that the tendency is for an increased likelihood to purchase a gift for oneself if one is also buying for others. Hypothesis 9 is supported. (For more detailed means regarding self-gifting and ad condition, and self-gifting and gender please see Appendix 5.0)

## General Discussion

This study was intended to extend the exploration of the effects of media on consumer choice in the realm of gift-giving. It does so in a number of ways. The use of television commercials instead of print was intended to test whether audio-visual stimuli had a greater or lesser effect than print stimuli. There may have been some enhancement of the effect, but it is difficult to compare directly as other variables, such as target recipients were also different from study one and two to study three. The participants also chose gifts for either themselves or for themselves and both a male and female recipient to examine the social ramifications of gift-giving, including self-gifting, as well as to allow for a within subjects assessment of the impact of recipient gender on gift choice.

Hypothesis 1 was supported once again, with participants tending to engage in gender-matching product to recipient. Female participants were inclined to gender-match products for all target recipients. Male participants engaged in gender-matching for gifts for Mary and David, but were less likely to do so for self-gifting. This could be because in choosing a product for themselves they felt less constrained by gender norms.

Hypothesis 2 was partially supported. The stereotyped ad condition did produce effects on the participants' likelihood to purchase. These effects, however, differed by giver gender with males showing an increased likelihood to purchase across all product categories. Female participants reversed their inclination in the stereotyped condition. Whereas in the neutral condition, female participants favoured feminine products, in the stereotyped condition they favoured masculine products. This may be evidence of a contrast effect resulting from stereotype threat activation. To distance themselves from what they perceived as a negative female stereotype, they aligned themselves with more



masculine products. The differences in response between male and female participants may be the subject of future research.

Although there was a tendency to match product type with recipient gender in the directions predicted (hedonic to females and utilitarian to males), hypothesis 3 was once again unsupported. Ad condition was not found to impact this tendency.

With respect to the sexism measures, hypothesis 4 and hypothesis 5 were supported. Males had higher initial sexism scores than females and exposure to stereotyped advertising significantly increased those sexism scores.

Sports viewing was seen to be correlated with higher sexism scores, while science fiction viewing was correlated with lower sexism scores. It is unclear whether these media genres actually affect individuals' attitudes by implanting or reinforcing sexist schema, or whether individuals with extant attitudes gravitate towards certain media genres.

Analysis of the impact of social condition shows participants as less likely to purchase a gift for themselves if they are not purchasing for others as well. This "one for you and one for me" condition appears to give permission to purchase for oneself. In the stereotyped ad condition it was found that self-gifting was more readily accepted when buying for others as well and less accepted in the absence of gifts for others. Also, in the stereotyped condition self-gift choices were less varied. In the neutral condition participants were more or less equally inclined toward all four products. In the stereotyped ad condition there was a marked preference for the iPod speakers (feminine, hedonic) and the BlueTooth car phone accessory (masculine, utilitarian).

Overall males are more likely to purchase hedonic gifts for themselves regardless of whether the item is perceived as feminine or masculine, while females are more likely

to select feminine items, regardless of utility. Participants in general were more inclined to purchase a gift for David, the male target recipient, than for Mary, the female target recipient, or for themselves. It is unclear why this should be so, but possibly it relates to the power dynamic inherent in gift exchanges. By giving a gift to the male recipient, the giver may subconsciously be exerting or expressing power over the individual who is stereotypically (and historically) perceived to be the stronger of the two non-self gift recipients. Givers may be interested in creating the situation of indebtedness in interacting with one who may potentially have more power than they do.

## Study 4

Study 4 expands on the preceding three studies by examining the effects of social proximity on the stereotyped gift selection already observed. Hypotheses 8 through 10 were tested using a 2 (gift giver gender: male, female) by 2 (stereotype ad condition: neutral ads, stereotyped ads) by 2 (product type: hedonic, utilitarian) by 2 (product gender: feminine products, masculine products) by 3 (social nature of gift: for romantic partner, for close opposite sex friend or relative, for opposite sex unknown co-worker) mixed experimental design where gift giver gender, stereotype ad condition and social relationship condition between-subject factors and the product type was a repeated measure. Because specific gender stereotyped responses were discovered in cross-gender gift-giving situations in studies 1 through 3, this study was designed to ensure only cross-gender pairings of giver (participant) and gift recipient. Two hundred and ninety-two undergraduate business students at a major mid-western university in North America participated in the study in exchange for course credit and were randomly assigned to each of the twelve conditions. There were 128 female participants and 164 male participants ranging in age from 17 to 31 years of age, but with a mean age of 20. Almost 80% (79.5%) indicated their first language was English. The entire task took approximately 20 minutes.

**Overview.** The procedure followed was the same as in Study 3, with the following exceptions. In the romantic partner social condition, they were first asked to think of either their current romantic partner or, if they did not have one, someone with whom they had been or would like to be romantically involved. They were asked to write down the person's first name in order to help them focus on that particular individual. Only one male participant indicated a same-sex relationship. They were then asked to imagine that

this romantic partner's birthday was approaching and they had decided to select their free gift from the catalogue to give to this person. In the close friend or relative social condition participants were asked to think of a close friend or relative of the opposite sex, someone they felt close to but who was not a romantic partner. They were encouraged to think of someone close to their own age and write that person's name down to enhance their focus on that individual. They were then asked to imagine that this close friend's birthday was approaching and that they had decided to select their free gift from the catalogue for this person. Finally, in the co-worker social condition participants were asked to imagine that they were working for an organization where the culture encouraged the exchange of gifts between co-workers. They were asked to imagine that they had to select a gift for a co-worker of the opposite sex about whom they knew little other than the person was an age similar to their own. They again were to imagine that they were selecting their free gift from the catalogue for this unknown person.

They received a binder containing 8 gift items. The participants were asked to rate each gift in terms of how likely they would be to give this item to their intended gift recipient. Finally, they were asked to select the gift they felt they were most likely to purchase for the recipient from the choices offered. In apparently separate exercises, participants were asked to once again complete the Ambivalent Sexism Inventory, answer questions about their own television viewing habits and to provide product recall measures related to the cover story. Due to scheduling difficulties, the time 1 ASI measures were collected at the start of the study session instead of several weeks in advance.

**Independent Variables.** Gift giver gender, gift recipient gender, social nature of the gift and stereotype ad condition were between-participants factors, while product type was a

repeated measure. The same sets of neutral and stereotyped television ads were used as in study three.

**Products:** In study three products were selected for their neutrality in terms of being hedonic or utilitarian so that those aspects could be manipulated through the accompanying ad text. Using the same product pre-test from study three, eight products were selected for study four on the basis of being defined by the pre-test participants as distinctly masculine or feminine. These products were also rated in the pre-test as either hedonic or utilitarian, as seen below in Table 4.1.

**Table 4.1: Product Matrix for Study 4**

	Masculine	Feminine
Hedonic	Nintendo DS (H=5.45, U = 3.03, masculine = 5.76 )	Godiva chocolates (H = 5.33, U = 3.18, feminine = 5.93)
	Inca Chess Set (H=4.53, U = 3.36, masculine = 5.05)	Coffee Break Basket (H = 4.87, U = 3.70, feminine = 5.48)
Utilitarian	Hands free car phone accessory (H = 4.68, U = 5.55, masculine = 5.85)	Sonic Boom Alarm clock (H = 3.30, U = 5.15, feminine = 4.45)
	Barware set (H = 4.11, U = 4.90, masculine = 5.83)	Leather Agenda (H = 2.93, U = 4.88, feminine = 4.33)

### **Dependent Variables**

**Hostile and Benevolent Sexism.** As in study one and two, participants' hostile and benevolent sexist attitudes were measured via the Ambivalent Sexism Inventory (ASI, Glick and Fiske, 1996). As in study two, these attitudes were measured at the beginning of the study (time 1), and again using the same instrument, toward the end of the study (time 2) after exposure to the ad stimuli. Changes in their levels of sexism were measured between time 1 and time 2 as a repeated measure.

**Likelihood of Purchase.** The study measured the likelihood that a subject would purchase any given gift item for their recipient (romantic partner, close opposite sex

friend, or unknown opposite sex co-worker). Participants' likelihood of purchasing any in the series of products was measured by responses to the following 8-point scales (1 = very unlikely and 8 = very likely): "How likely are you to buy this item as a gift for your (romantic partner/friend/co-worker)." Please see Appendix 4.1 for the complete questionnaire.

**Overall Product Selection.** After rating each product for each gift recipient, gift choice from the catalogue was measured by creating dummy variables (0 = not chosen, 1 = chosen) for each product based on responses to a 6-point categorical scale: "Thinking about all the products you have just looked at, please think about which you would choose as a gift for (your romantic partner/friend/co-worker)" (where 1 = Car Accessory, 2 = Coffee Break Basket, 3 = Sonic Boom Alarm Clock, 4 = Inca Chess Set, 5 = Deluxe Barware Set, 6 = Nintendo DS Lite, 7 = Godiva Chocolates and 8 = Leather Agenda).

#### **Covariates.**

Television use patterns, demographics, and manipulation checks were performed as in study three. Please see Appendix 4.1 for the complete questionnaire.

## **Results**

**Manipulation Check:** Participants were asked at the end of the study to identify which ads they had seen at the beginning. This was done in both an open unprompted exercise and in a prompted form. The prompted form had the participants check mark those ads they recalled. An ANOVA of results shows that the ads specific to one condition or the other were encoded as intended. However, in the case of those ads that were common to both conditions, the prediction is non-significant in the case of the IKEA ad and marginally less significant in the case of the GE ad. The connection between the ad and

the sponsoring company, GE, was not as clear as it might have been due to some audio problems in the ad itself, which may be why some participants had difficulty being sure whether or not they had seen it. In the unprompted write-in part many were able to describe the dancing elephant from the ad without being able to name the company.

Please see Appendix 4.2.

In addition to having the participants try to recall the ads they had seen, they were asked to comment on the way in which women were portrayed in the ads. Whether they had seen the stereotyped or neutral ads had a significant effect on the responses to each of the questions. The gender of the participant was also used as an independent variable in this analysis. The scale had a Chronbach's alpha of 0.83 and two factors emerged, issues pertaining to female image stereotypes and issues pertaining to male image stereotypes.

Please see Appendix 4.3.

The full choice set is examined initially, followed by a detailed examination by product gender and product type. In the initial overall analysis, a 2(product gender) by 2(product type) by 2(giver gender) by 2 (ad condition) by 3(social relationship condition: romantic partner, close friend, co-worker) repeated measures design was used with product gender and product type as repeated measures. The significant results of study four are presented in Table 4.2 below.

**Table 4.2: ANOVA Results for Purchase Likelihood for Study 4**

<b>Effects – Full Choice Set</b>	<b>Wilks Lambda Value</b>	<b>F(1,276)</b>	<b>P-Value</b>	<b>Partial Eta Squared</b>
<b>Within Subjects</b>				
<b>Effects</b>				
Product Gender	.96	12.87	.000	.04
Product Gender *	.97	4.31	.014	.03
Social Condition				
Product Gender *	.74	100.00	.000	.27
Giver Gender				
Product Gender*	.96	4.84	.009	.03
Social Condition *				
Giver Gender				
Product Type *	.97	4.87	.008	.03
Social Condition				
Product Type *	.85	49.77	.000	.15
Giver Gender				
Product Gender *	.77	82.48	.000	.23
Product Type				



Effects – Full Choice Set	Wilks Lambda Value	F(1,276)	P-Value	Partial Eta Squared
Product Gender *	.89	35.16	.000	.11
Product Type *				
Giver Gender				
Product Gender *	.99	3.31.	.070	.01
Product Type *				
Social Condition *				
Giver Gender * Ad Condition				

### Social Relationship Condition

There was a significant three-way interaction effect for product gender, giver gender and social condition ( $F(1,282) = 4.84, p < 0.01$ , partial eta squared = .034). Additional contrasts show that social relationship condition is significant in female givers' choices across the three social conditions ( $F(2,282) = 8.46, p < .001$ ), but is not significant in male givers' choices ( $F(2,282) = 0.94, p < .10$ ). A closer examination of this through additional contrasts reveals that product gender matching to recipient gender is consistent with male givers across all social relationship conditions. For female givers, however, gender matching of product with recipient is not significant in the case of co-workers. Please see Table 4.3 for means.

**Table 4.3: The Influence of Social Relationship Condition and Giver Gender on the Likelihood of Purchasing Either Masculine or Feminine Products in Study 4**

Social Relationship Condition	Giver Gender	Masculine Products	Feminine Products
Romantic	Male	2.81	4.16
	$F(1,282) = 49.37, p < .001$		
	Female	4.14	3.02
	$F(1,282) = 25.60, p < .001$		
Friend	Male	2.91	3.89
	$F(1,282) = 24.64, p < .001$		
	Female	3.81	3.09
	$F(1,282) = 9.77, p = .002$		

Social Relationship	Giver Gender	Masculine	Feminine
Condition		Products	Products
<hr/>			
Co-Worker	Male	3.52	4.76
	F(1,282) = 35.44, p < .001		
	Female	4.22	4.38
	F(1,282) = 0.49, p > .10		

Hypothesis 8 (*Stereotyped gift selection (gender of gift to gender of recipient) will be observed to a greater degree in the participants selecting gifts for co-workers or acquaintances than in the participants selecting gifts for close family or friends*) was tested via a 2(giver gender) by 2(product gender) by 3 (social relationship condition) repeated measures ANOVA. In the interaction with product gender and social condition, gift choices appear to involve stereotyped gift selection, supporting Hypothesis 8.

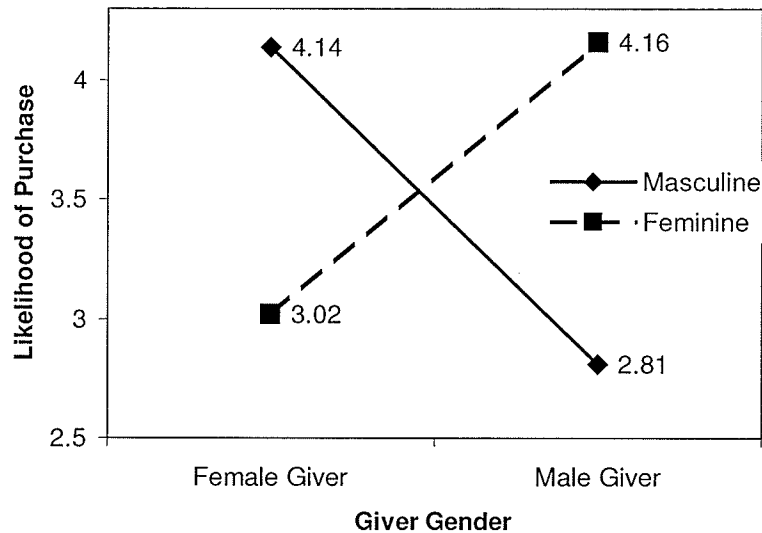
A significant interaction effect of product gender and social relationship condition was found ( $F(1,282) = 4.74, p < 0.01$ , partial eta squared = .033). In addition, there is a significant three-way interaction with product gender, social condition and giver gender ( $F(2,282) = 4.84, p < .01$ , partial eta squared = .034). As the design uses only opposite sex recipients, giver gender is a proxy for recipient gender. Planned contrasts show that product gender is significant for the female givers in the friends condition ( $F(1,122) = 9.48, p = .003$ , Female Giver/Male Recipient:  $M_{\text{masculine}} = 3.81, M_{\text{feminine}} = 3.09$ ) and for male givers in the friends condition ( $F(1,160) = 25.22, p < .001$ , Male Giver/Female Recipient:  $M_{\text{masculine}} = 2.91, M_{\text{feminine}} = 3.89$ ) For the co-worker condition product gender is significant for male givers ( $F(1,160) = 36.28, p = < .001$ , Male Giver/Female

Recipient:  $M_{\text{masculine}} = 3.52$ ,  $M_{\text{feminine}} = 4.76$ ) but not significant for female givers in the co-worker condition ( $F(1,120) = 0.48$ ,  $p > .10$ , Female Giver/Male Recipient:  $M_{\text{masculine}} = 4.22$ ,  $M_{\text{feminine}} = 4.38$ ). Decomposing the data another way, it can be seen through contrasts that female givers differentiate significantly in their choice to gender-match or not based on relationship condition ( $F(2,282) = 9.28$ ,  $p < .001$ ), but males do not differentiate significantly ( $F(2,282) = .94$ ,  $p > .10$ ). Interestingly, female givers are more likely to gender match when selecting gifts for opposite sex friends than for opposite sex co-workers, directly contrary to hypothesis 8. Males, however, are more inclined to use gender matching when selecting gifts for opposite sex co-workers over opposite sex friends. Hypothesis 8 is unsupported for female givers, but supported for male givers.

Hypothesis 9 (*Stereotyped gift selection will be observed among those selecting gifts for romantic partners*) was tested by using a 2(product gender) by 2(giver gender) repeated measures ANOVA on the romantic relationship cells only. Product gender was the repeated measure while giver gender (proxy for recipient gender) was the independent variable. Again a significant interaction effect of product gender and social relationship condition was found ( $F(1,282) = 90.71$ ,  $p < 0.001$ , partial eta squared = .473). Planned contrasts reveal that product gender was significant for those selecting gifts for romantic partners ( $F(1,282) = 49.37$ ,  $p < .001$ , Male Giver/Female Recipient:  $M_{\text{masculine}} = 2.81$ ,  $M_{\text{feminine}} = 4.16$ , Female Giver/Male Recipient:  $M_{\text{masculine}} = 4.14$ ,  $M_{\text{feminine}} = 3.02$ ). This tendency toward matching product gender with recipient gender for romantic partners is seen with both male and female givers. (Please see Appendix 5.0 for detailed means). Additional contrasts find the differences in means significant for male givers ( $F(1,282) = 49.37$ ,  $p < .001$ ) and for female givers ( $F(1,282)$

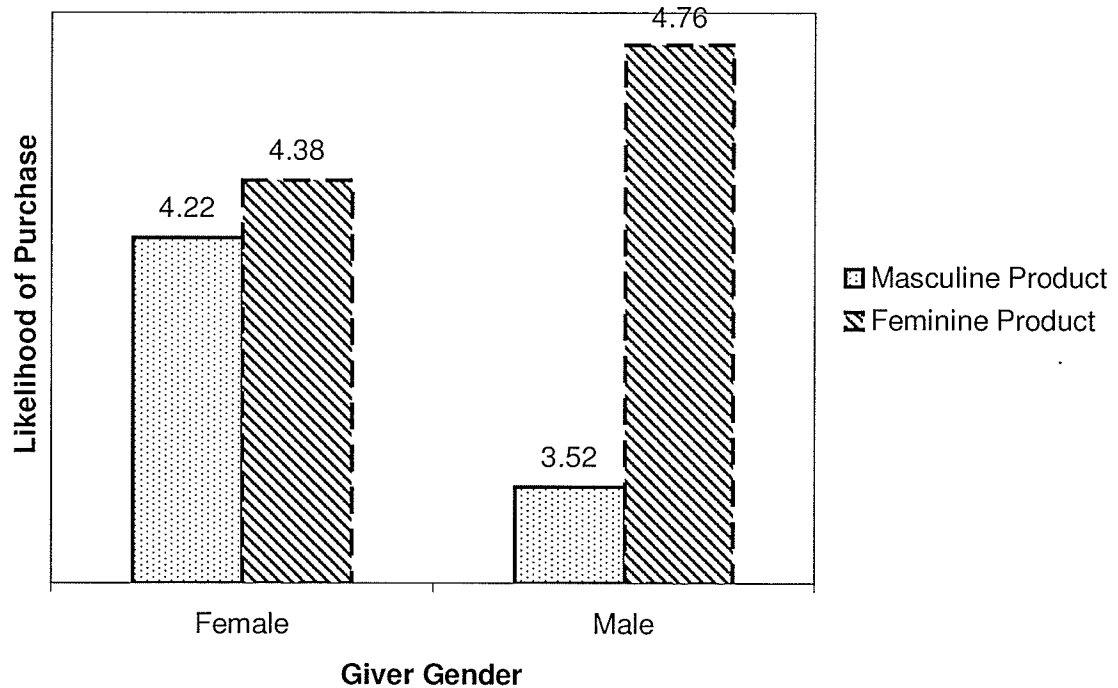
= 25.60,  $p < .001$ ) Therefore, Hypothesis 9 is supported. Please see Figure 4.1 for a graphic representation.

**Figure 4.1: The Influence of Giver Gender on the Likelihood of Purchasing a Gender Stereotyped Product for a Romantic Partner in Study**



While both males and females gender match gift product to recipient when the recipient is a romantic partner, and both do this matching to a lesser degree when the recipient is a friend, males choose gender stereotyped gifts to a greater degree than do females when choosing for an opposite sex co-worker. Female participants appear to be equally likely to purchase a masculine or a feminine gift for a male co-worker. Figure 4.2 shows the differences in male and female tendencies to employ stereotyped gift selection in choosing gifts for co-workers of the opposite sex.

**Figure 4.2: The Influence of Giver Gender on the Likelihood of Purchasing Gender Stereotyped Products as Gifts for Opposite Sex Co-Workers in Study 4**



Contrasts: Male givers ( $F(1,282) = 35.44, p < 0.000$ ; Female givers ( $F(1,282) = 0.49, p > 0.1$ )

In the case of opposite sex co-workers particularly, female givers appear to be “gender-blind” while male givers are highly focussed on the gender of the recipient in selecting a gift.

As males uniformly favoured feminine gifts, regardless of social condition, it may be informative to explore how each feminine product was viewed. Additional contrasts found that the chocolates were a significant preference among male givers, with a mean likelihood of giving to co-workers of 6.62 ( $F(7,552) = 24.78, p < 0.000$ ). Please see Table 4.4.

**Table 4.4: Means of Likelihood of Purchase by Male Givers to Opposite Sex Co-Workers in Study 4**

<b>Product</b>	<b>Mean</b>
Chocolates	6.62
Coffee Basket	5.40
Bar Tools	4.62
Agenda	4.06
Car Phone Accessory	3.72
Chess Set	3.12
Clock	2.94
Nintendo	2.62

The thought protocols collected in the survey offer some further insight into the reasoning behind this overwhelming preference. When asked why they felt they would or would not purchase this item as a gift for their declared recipient, many male participants responded with a version of “women love chocolate”. Some went further to equate chocolate with sex. One commented, “chocolate is an aphrodisiac, so I would buy it”. Another commented, “When the good feeling of eating chocolate happens, think of me”. Several made comments on the power of chocolate as a peace offering. One wrote, “chocolates...get me out of trouble”.

Interestingly, an examination of product gender and type (hedonic, utilitarian) supports the idea that stereotypes of females as communal and males as agentic persists. Table 4.5 shows that male givers strongly prefer to give their female gift recipients

feminine hedonic products, and female givers prefer to give their male gift recipients utilitarian products, regardless of the product gender.

**Table 4.5: The Influence of Social Relationship Condition, Giver Gender and Product Gender / Type on Likelihood of Purchase in Study 4**

<b>Social Relationship Condition</b>	<b>Giver Gender</b>	<b>Masculine Hedonic Products</b>	<b>Masculine Utilitarian Products</b>	<b>Feminine Hedonic Products</b>	<b>Feminine Utilitarian Products</b>
<b>Romantic</b>	Male F(3,280) = 40.53, p < 0.000	2.74	2.86	5.25	3.08
	Female F(3,280) = 8.74, p < 0.000	3.72	4.30	3.11	2.92
<b>Friend</b>	Male F(3,280) = 21.93, p < 0.000	2.82	3.08	4.77	3.00
	Female F(3,280) = 6.14, p < 0.001	3.56	4.25	2.99	3.19
<b>Social Relationship Condition</b>	<b>Giver Gender</b>	<b>Masculine Hedonic Products</b>	<b>Masculine Utilitarian Products</b>	<b>Feminine Hedonic Products</b>	<b>Feminine Utilitarian Products</b>
<b>Co-Worker</b>	Male F(3,280) = 30.91, p < 0.000	2.87	4.17	6.01	3.50
	Female F(3,280) = 2.80, p > 0.01	4.65	4.90	4.04	4.73



Additional contrasts show the relationship between product type and giver gender was significant for both males ( $F(3,280)=101.61, p = 0.000$ ) and females ( $F(3,280) = 11.71, p = 0.000$ ). However, variation in choice related to social condition was significant for female participants ( $F(6,560) = 3.75, p = 0.001$ ) but only marginally significant for male participants ( $F(6,560) = 2.57, p = 0.018$ ), suggesting again that female givers are more inclined to be “gender-blind” as the level of intimacy with the recipient diminishes.

## Thought Measures

Participants were asked to write out their thoughts about and their reasons for choosing or not choosing each of the products. Each product was categorized by gender and utility in a pretest, as reported in Table 4.1. This qualitative portion of the data was approached as a form of grounded theory research (Rennie et al., 1988; Martin and Turner, 1986; Turner, 1983). In asking participants their thoughts on each product followed by their reasons for their states choices, it was hoped that a deeper understanding of the phenomena revealed empirically might be attained. It was expected that there would appear comments based on gender stereotypes as well as comments based on socialization motivations, as has been hypothesised. All of the thought reports were reviewed by 2 independent reviewers for other emerging themes which might be relevant to the participants' motivations and thought processes in making their selections. Such themes discovered included ageist stereotypes, product specific comments, anecdotal information about participants and some random stream-of-consciousness. The commentary that follows addresses the various themes that emerged through the process of content analysis and categorization. In addition, the reviewers coded the appearance of gender-stereotyped comments and socialization comments for use in subsequent analysis for Hypothesis 10 (*Socialization motivation will be exhibited to a greater degree among those selecting gifts for close friends / family than among those selecting gifts for acquaintances regardless of the stimuli*). Any disagreements between the reviewers were settled through discussion.

The hands free car accessory was considered masculine by some participants and 7% of participants made comments that were regarded as sexist by the coders. "Don't generally think about giving electronics to females", "female friends + technology =

disaster”, “I don’t think females like this kind of product as a gift”, “if I knew they did a lot of driving I would consider this, but females like products that help them relax”, “it’s not a girl’s thing”, it may be an alright idea, the thing holding me back is generally females don’t like technically advanced items that may be difficult to use”, “it is more of a male product”, and one participant selecting a gift for a female co-worker commented, “I’d have to show her how to set it up”.

Many participants did consider the safety aspects (socialization – 30% of participants) of the product and suggested they would purchase the product to keep a loved one safe. “He drives on the highway a lot so I would consider buying this. He also has a standard.”, “I would, she is always on the phone, this would make her more safe”, “better for him because it allows safe driving, allows more control over the vehicle, he is on the phone a lot”, and one pointed directly at the socializer motivation for this type of gift, “something my parents would want me to use instead of holding my cell phone and talking while driving.” Others took a different socialization approach, indicating they would not buy the product because they do not wish to encourage cell phone use while driving, “I would not consider this item because it could distract the driver while driving”, “Hands free or not, I think it's still a distraction while driving and the ad suggests that this is its intended period of use”, “Rather her just stay off the phone”.

Some participants commented about the product itself, “I would consider this gift because it's very useful, small and can be used anywhere”, “I think they are dorky. Wouldn't buy it”, “It looks unattractive on men and women”, “A flying saucer. It looks useless and unappealing”, “I would like it but I don't want my friends to know because it is nerdy”, “Seeing someone you pull up to at a red light talking to themselves but actually talking to a speaker phone”. A few had concerns about the appropriateness of this

product as a gift for their recipient. "I would because it's an awesome gift. I wouldn't because it's a strange gift for someone I hardly know – a little over the top. However, it's generic in that no matter what her lifestyle she'd have a use for it", "It's not personal enough to express personal feelings", "It doesn't exactly say romance", "Who buys a speaker phone as a gift for their girlfriend?", "Not something someone young should have".

The coffee break basket was generally regarded as a feminine product, and 27.5% of participants made gender stereotyped comments about it "Women tend to like chocolate, women eat whenever they want, snacks on the go, tasty and delicious", "A gift for a woman", "Too feminine almost. Don't know much about him, if he likes coffee. I want it though", "Women love chocolate and coffee so they would most likely love something in the basket", "He doesn't drink tea/coffee. Desirable for women, not men", "not consider because it is girlish. Would fit for a female co-worker", "I would not because it seems like too much of a girly gift then a man would typically enjoy", "He isn't gay", "because it isn't catered to a man's liking, it is more feminine, something a woman would rather have as comfort".

Socialization motivations appeared with regard to this gift as well, in 10% of the comments. "I would like to give her a tasty gift but wouldn't want to make her gain weight", "Too sweet, unhealthy, no go", "Glucose overdose, too much wasted plastic in the packaging and a basket that will be thrown out". Some participants also pointed to how such a product would benefit the giver, "I would because she might leave it in the lunch room", "I would consider gifting it because most people appreciate chocolate, plus it is already wrapped", "I would not consider this item as a gift for Haris because I do not think he would get much use out of it and he would think I bought it so I can enjoy its

contents”.

Some participants did take the tastes of the recipients into account. “she is a vegan and a lot of those products she probably wouldn't eat”, “I will not consider this item as a gift for my romantic partner because he does not drink coffee much”, “I would consider this as a gift for my friend because she loves chocolate and sweets and doesn't have a problem with eating the entire basket because she is extremely active”.

Several participants questioned the age-appropriateness of the product. “A gift you would give to an old lady”, “Something I would give to my grandma”. And one male participant mentioned the romantic relationship implications of the product, “Chocolate, calories, fat. Aphrodisiacs, making up for doing something bad”.

The alarm clock was not particularly popular as a gift for a number of reasons. For those choosing a gift for a close friend or romantic partner, there was concern about the volume and the general unpleasantness of the waking experience. “Sleep disturbance, her negative reaction to the gift, unpleasantness”, “I would not consider this item because I prefer to give gifts that the receiver would enjoy”, “I won't. My partner will kill me”, “she is one of my roommates so this going off would likely wake me up as well”, “Maybe, if we weren't sleeping together”. There was an unforeseen cultural implication of a clock as a gift as well. Several participants commented about the symbolism of clocks as gifts. “I would not consider this item because in my culture giving a clock would mean “it is your time” as in it is your time to go/pass away”.

For those choosing a gift for an unknown co-worker, concerns were raised about the message such a gift might send. “Not really, would only be a good gift for someone you knew had trouble getting up. Could be taken as an insult”, “Implying he is always late. Rude. No”, “I wouldn't because she would get the sense that I think she doesn't wake

up on time”, “Hope she won't think I'm implying that she's late for work”. Some participants did favour the alarm clock. The reasons given all indicate a socialization motivation, in that the recipient is hard to wake up, or often late. “My boyfriend sleeping in lots cuz he doesn't hear the alarm go off”, “I would consider it, for my friend tends to be late often”, “I would, she doesn't wake up easily in the morning & would find the bed shaking funny”, “Because he is always late for things”, “I would consider this item because my boyfriend is always late”. One participant backed away from the alarm clock specifically because of the socialization message it carries, “No, I want something romantic-not something his parents would buy him”. Overall, 23% made socialization motivation comments and only 3% made gender stereotyped comments.

The chess set was identified as masculine by some participants, expressed by comments such as, “I would consider because it is masculine and not too personal, but gives a certain lifestyle”, “Girls do not like chess”, “She is a girl, this gift belongs to guys”, “This is not a female game, and the Inca scheme is not attractive or fun”, “No, women don't like chess”, “I would only because it seems like a man's sort of game”. Six percent of participants made gender-related comments about the chess set.

Furthermore, chess was seen by some as a gift more suitable for an older generation. Several participants referred to playing chess with their grandfather or (less often) their grandmother. “No, I would not buy this because it seems too young for him”, “Not for 50 years”.

Others saw the chess set as practical and/or decorative and 15% made comments indicating they felt the chess set would be a positive force in the recipient's life (socialization). “I would consider it because if she likes chess then great, if not it is still a good decoration”, “Maybe he has never tried chess and it would be interesting for him”,

“It's a good pastime and you can display it and it's also collectible”, “Because I feel everyone should have some art in their house”, “Yes, it's fun, also good brain exercise, an can play with another person, can get to know other people through this”, “Yes, I want to play it with her”, “learning chess is a needed skill”.

While some of the preceding remarks indicate a level of socialization motivation, suggesting that learning chess or acquiring art are desirable things to pass on to others, one participant had a socialization motivation that precluded choosing a chess set. “I would not because I would rather do physical activities with my partner rather than play chess.”

The barware set was also considered masculine by a number of participants and 9% made sexist comments. “I would consider it because it is the right range for a co-worker gift and it is masculine”, “I would not consider this item because it's simply not what a female would use”, “Yes, I would buy this, most men would enjoy this”, “More of a guy thing, hosting the bar”, “I would consider this gift because most men have a “mini bar” at home or an actual one that they take pride in. Plus it's useful for parties”, “I would not, this is more of a guy's gift”, “yes, it is very classy and manly, desirable for a young male”.

Not everyone made a gender distinction with respect to the appropriateness of the barware as a gift. “I would consider this item because it seems useful”, “I would because she loves cosmopolitans”, “Yes, I would because it's easy to buy and everyone can use one”.

Some socialization motivations were mentioned (9% of participants), both on the side of not encouraging drinking, “this gift looks like people who have a drinking habit”, and hoping for personally positive outcomes, “I would because it's very useful,

conservative and allows for us to get closer through use of it", "I would because I would like to share my passion for wine with my partner", "I would buy it for her because she would like it and she could use it to make me drinks!".

The Nintendo ran into dual stereotypes. First, it was considered masculine by many participants (13% of participants made gender-related comments). "This seems like a good gift for men but a bad gift for many women", "What boy / man wouldn't want a toy?", "No, females don't play video games generally", "Girls do not like video games", "Women don't play video games that much", "Girls don't play video games", "Wouldn't because most women don't like video games", "Girls are generally less into video games than guys", "Girls won't like it", "More of a guy thing, so no". But the Nintendo was also subject to age stereotypes and some participants felt it was age-inappropriate, "I would not because it seems childish", "More suited for little kids", "It is for children and would be unprofessional to give to a co-worker", "Immature childish gift". Some even paired the two stereotypes, "She is a grown woman, no".

There were also socialization motivations expressed by 30% of participants. Some participants were disinclined to condone video gaming, "could distract him while at work", "No, hate to promote video games", "No, I think video games in small doses is okay, but I think that it shouldn't be taken out of the house and he would rather be socializing, would get lost or broken", "would not, they're irritating and consuming, take up too much time, plus he's not that into video games to the extent he needs to carry them around with him", "Because he already has enough games at home", "It's too distracting and time consuming". One was ambivalent, "It would be fun as long as they put it away to hang out with me!".

A few had more positive socialization motivations, "I would so me and her could



play together”, “Lovers can play together to get more fun!”, “.Could be fun to play some of the games against each other”, “I would consider this item because I could play it too and it seems like a good thing to have when travelling and waiting in airports”.

Many participants seemed to feel that the Godiva chocolates were a feminine gift and 17% made gender stereotyped references. “Not a gift for a good guy friend”, “All women love chocolate, right?”, “This would be a good gift because women love chocolate”, “Men don't eat a lot of chocolate”, “I would because girls like chocolate”, “no, something males give females”, “I would. Every woman loves chocolate”, “I would definitely buy this product because females LOVE chocolate even more than anything”, “I would consider this because I think all girls/females like chocolates”, “Men don't like chocolate that much”, “Of course we all know girls love chocolate”, “Yup. Chicks dig the chocolate”, “no, chocolate is a woman's thing!”, “no, doesn't seem appropriate for a 20 year old male friend”, “Desirable for girls – men don't eat a lot of chocolate”.

The potential relationship message carried by chocolates was not lost on many participants. “Chocolates are seen socially as being romantic”, “I doubt you can strike out with chocolate on any playing field”, “Yes, it makes us feel romantic”, “Chocolate is an aphrodisiac, so yes”, “I would because it is a romantic gift”, “A box of chocolates just screams I love you”, “Yes – gives pleasurable moments”, “Yes. It's cute, you could share them, chocolates are romantic”, “It's a romantic gift and sweet chocolate can bring you happiness”, “Yes, I would. Sometimes sweet = romantic”, “Yes, definitely if I screwed up I would buy this for her”, “I think it's one of the best item to choose for one's romantic partner (for either man or woman)”. In addition, four male participants listed “sex” as what the box of chocolates made them think of.

Several female participants were also aware of the potential implications of giving

chocolates to a male. "He would have other thoughts like maybe I like him", "My best friend is not my boyfriend. Chocolates stand for further relationship", "I wouldn't because it's too romantic and that would probably give him the creeps", "Would consider to less extent as chocolate I think is more intimate, "I would not because it seems improper".

Some participants cited health or personal interest reasons for choosing or not choosing the Godiva chocolates, "I wouldn't because he's a health freak and he wouldn't like this that much", "Not consider because my friend doesn't like chocolates", "I wouldn't because he's allergic", considerations that reflect an understanding of the individual's preferences. Others offered more directive motivations. "It is not good for teeth", "No, guys usually don't have sweet tooth, plus too many chocolates make you fat", "It's unhealthy. I don't want a fat romantic partner. It looks delicious though", "again it's an enabling gift but if she doesn't gain weight..." Socialization motivations were expressed by 22% of participants.

The agenda was seen as feminine by some participants (3% of participants made sexist comments), "This seems like a gift for a female friend", "Most men I know don't have agendas", "Keeps you organized, females like to be organized", "I would because it's cheap and girls tend to use agendas more than guys". Others saw it as a useful tool for anyone, "Yes. Because it is appropriate for a co-worker. It is neither masculine nor feminine and is a safe choice".

The socialization motivations for giving an agenda were more pronounced, with 48% of participants expressing a socialization motivation for why they might choose an agenda as a gift. "I would because he's disorganized", "This would be good to give a woman co-worker because it will help them organize better their days", "Yes, everyone needs an agenda", "my friend is always behind and maybe if he had something like this

then he would make better use of his time”, “It would be a very good gift for her personally as she has lots of appointments and uses agendas frequently”, “She is always forgetting dates – might be useful”, “Yes, I love planning and being organized”, “I would because he needs to stay organized”, “I would because they have trouble organizing their events”, “Yes, I would because I use my day planner all the time – if I don't write it down I'll forget! I think everyone who is on the go needs one”.

A few had reservations about prompting others to be organized. “Never. I'm too disorganized so he should be also”, “I would not – giving it as a gift might send a message that I think they're disorganized”, “It's too impersonal, I'm not a parent giving to my child”, “No, too business-oriented, might come off as an insult to her organizational skills”.

With respect to their overall choices, many participants indicated some recognition of the recipient's personal preferences. With respect to chocolates, “best suited to Amanda's tastes”, “she loves making tea and coffee and absolutely loves chocolate, it's the most suitable product out of all the options that she would be most happy with”(coffee basket), “it seems like the best choice for a female co-worker because it has lots of different items (coffee basket), “he likes to entertain and he would find this useful, it's also stylish and goes well with his décor” (barware), “he likes video games, it would be used regularly” (Nintendo), “useful, high tech, which is what my friend is keen on” (car accessory), “he needs a new agenda and he made excellent use of his last one” (agenda), “because he loves playing games, he has many collections”(Nintendo).

Others expressed strong socialization motivations. “Because he is in the car a lot and drives standard” (car accessory), “this is because it's very useful and driving while talking on the phone is not a good idea” (car accessory), “needs some fun in her life”

(Nintendo), “it would be fun to have at parties and my friend is trying to get a job bartending” (barware), “because now we can pretend to be wine connoisseurs” (barware), “he is a bad driver, he needs to free his cell phone hand for the wheel” (car accessory), “Always a good thing to have (they need to schedule dates)” (agenda), “affordable and fun! We can have people over, so fun for all” (barware), “because I know he’d get good use out of it and I could talk to him while he’s driving” (car accessory).

Among the messages participants wished to send were a noticeable number pertaining to romance. “Relate with the idea of sweet to lover”, “for romantic”, “chocolates represent the love I feel to the person”, “sweet, romantic, good looking”, “chocolate can do it for a woman”, “everyone likes chocolate and it could develop a good connection between the two people, also make you look classy”, “they love chocolate and it is a somewhat romantic gift”, “girls love chocolate and it is more romantic”, “chocolates are romantic and females like romance”, “because it creates a positive experience – good chocolate – from me – thinking of me”, “because she loves chocolate and as a romantic gift it is more functional”. Of course, all of these participants are commenting on their reasons for choosing the Godiva chocolates.

As previously stated, the thought measures were coded by two independent coders who judged each thought item on the basis of sexism (0 = not sexist, 1 = sexist) and socialization motivation (0 = non-socialization, 1 = socialization) in order to test Hypotheses 10 (*Socialization motivation will be exhibited to a greater degree among those selecting gifts for close friends / family than among those selecting gifts for acquaintances* ). An example of a remark that was deemed to be sexist would be, “Girls do not like chess”, while a comment like “Probably not, have a chess set already” would be considered non-sexist. Socialization motivation was represented by remarks such as

“learning chess is a needed skill” while a comment like “I would because it seems like a safe, general gift most people would appreciate” would not be considered to exemplify a socialization motivation. A univariate analysis of the total suggests that there is no significant correlation between the number of socialization motivations expressed and the social relationship condition ( $F(2, 279) = 1.74, p > 0.1$ ). Therefore, Hypothesis 10 is unsupported. Giver gender, however, showed a significant effect on socialization remarks ( $F(2,279) = 4.25, p < 0.05$ ), with female givers making more frequent socialization comments than male givers ( $M_{\text{female}} = .15, M_{\text{male}} = .12$ ). Additional contrasts found that this difference in means is significant ( $F(2,278) = 300.89, p < .001$ ). This may be a manifestation of some “mothering” tendency. Furthermore, it was found that there were differences in the frequency of socialization remarks based on the gender and type of product and social relationship condition ( $F(1,204) = 2.68, p < .1$ , partial eta squared = .026). Table 4.5 demonstrates these differences.

**Table 4.6: The Effect of Giver Gender, Product Gender and Type, and Social Relationship on the Frequency of Reported Socialization Motivations**

Social Relationship Condition	Giver Gender	Masculine Hedonic Products	Masculine Utilitarian Products	Feminine Hedonic Products	Feminine Utilitarian Products
Romantic	Male	.05	.10	.13	.22
	$F(3,273)$				
	$= 10.77,$				
	$p < 0.000$				
	Female	.08	.10	.10	.23
	$F(3,273)$				

= 7.96,  
p < 0.000

<b>Friend</b>	Male	.07	.12	.08	.14
	F(3,273)				
	= 2.54				
	p > 0.05				
<b>Social</b>	<b>Giver</b>	<b>Masculine</b>	<b>Masculine</b>	<b>Feminine</b>	<b>Feminine</b>
<b>Relationship</b>	<b>Gender</b>	<b>Hedonic</b>	<b>Utilitarian</b>	<b>Hedonic</b>	<b>Utilitarian</b>
<b>Condition</b>		<b>Products</b>	<b>Products</b>	<b>Products</b>	<b>Products</b>
	Female	.04	.12	.09	.24
	F(3,273)				
	= 11.35,				
	p < 0.000				
<b>Co-Worker</b>	Male	.05	.14	.06	.22
	F(3,273)				
	= 12.46,				
	p < 0.000				
	Female	.07	.08	.08	.28
	F(3,273)				
	= 14.85,				
	p < 0.000				

It appears that the urge for male givers to send a message or change behaviours with a gift is strongest with romantic partners (0.13), followed by co-workers (0.13) and

friends (0.11). For female gives the desire to socialize co-workers is most pronounced (0.17), followed by friends (0.14) and romantic partners (0.13).

ASI metrics were collected. Unfortunately, because the time 1 and time 2 reporting both took place within the study, there was little difference found between time 1 and time 2 results. It may be that participants recalled their answers from time 1 when doing the time 2 survey and simply reiterated them. However, an ANOVA of time 1 data confirms the support for Hypothesis 5 (*Male participants will have higher initial sexism scores than female participants*) found in studies 1 through 3 ( $F(1,279) = 31.47, p < 0.000, M_{\text{male}} = 2.69, M_{\text{female}} = 2.17$ ).

Additionally, some support was found for Hypothesis 7 (*Participants who are heavy viewers of sports, drama, soap operas or news will show higher initial ASI scores than participants who do not habitually watch these types of programming*). Sports viewers were found to have a significantly higher hostile ASI average score than non-viewers ( $F(1,246) = 7.10, p < 0.01, M_{\text{viewer}} = 3.05, M_{\text{nonviewer}} = 2.70$ ).

## **General Discussion**

Consistent with observations from Study 1 through Study 3, stereotyped gift selection occurred in Study 4. Hypothesis 8 proposes that the use of gender stereotypes will be more prevalent among those choosing a gift for someone relatively distant socially. Lacking personal information about the individual's like and dislikes, people would tend to rely on generalizations such as gender stereotypes to select a product. In study 4 the highest level of stereotyped gift matching among male participants was observed in gifts to co-workers as opposed to gifts to friends. Thus Hypothesis 8 was

supported with respect to males, but not females. Female gift givers appear to become less likely to select gender stereotyped gifts as the social distance between giver and recipient broadens.

However, Hypothesis 9 suggested that although a romantic partner may be the most intimate other in a person's life, the gender of that individual may override their personal interests to some extent. This may be due, in part, to socially imposed conventions of appropriate "romantic" gifts (Rugimbana et al., 2004). Whatever the underlying reason, we found that gifts for romantic partners were more likely to be gender stereotyped than those for friends, thus supporting Hypothesis 9.

Hypothesis 10 advances the idea that the tendency to try to influence another's behaviour or attitude or send a specific message through a gift choice will become more pronounced the closer that individual is socially. In Study 4 it was found that this is true of romantic partners, but less the case with friends. However, surprisingly, the greatest influence or socialization motivation appeared with respect to co-workers, who were relatively distant socially. Other factors may be involved in this, such as the desire to make a positive first impression by appearing to select non-controversial gifts or gifts which fall in line with perceived social values such as punctuality and organization in the case of the agenda. In that case, the gift may be viewed as a representation of the giver, rather than focussed on the recipient (Green and Alden, 1988). On the other hand, the motivation may be adhering to group norms (Lowery et al., 2004), with the knowledge that in an office party gift exchange others will witness the gift. Therefore, Hypothesis 10 is not supported.

It is interesting that female participants made more remarks, both exhibiting stereotyped attitudes and socialization motivations than did male participants. The male



participants' comments were more likely to be overtly negative, such as "female friends + technology = disaster", while the female participants were more inclined to express caution, "I would not because it seems like too much of a girly gift than a man would typically enjoy". Female participants communicated more socialization motivations than the male participants. It is unclear whether this is because they have a stronger drive to communicate and influence through gift selection, or whether they were more inclined to take the time to write out their thoughts than the males.

## Overall Discussion

Throughout Studies 1 to 3, it was found that Hypothesis 1 was supported. Gift givers, especially males, engage in gender stereotyping when selecting gifts. In some cases Hypothesis 2 received some support. It does appear that exposure to the stereotyped ads does have an impact on gift choice, but the nature of this effect requires further examination.

While the underlying concept leading to Hypotheses 3A and 3B was demonstrated, that hedonic gifts are more likely to be selected for female recipients and utilitarian gifts are more likely to be chosen for male recipients, ad condition does not affect this stereotype in the way expected in this research. If anything, it appears that exposure to stereotyped advertising creates a greater sense of entitlement to hedonic products.

Selecting gifts for others increases the likelihood that one will select a gift for oneself, in accordance with Hypothesis 4. Furthermore, exposure to stereotyped advertising enhances this effect.

As predicted by Hypothesis 5, males generally exhibit higher levels of sexist attitudes across all four studies. In studies 2 and 3, both hostile and benevolent sexism scores increase in the sample that was exposed to stereotyped ads, with the male participants' scores increasing more than female participants'. An additional effect observed was an interaction with recipient gender. When the recipient gender and the giver gender are not the same, benevolent sexism increases.

Hypothesis 6 proposed that participants exposed to stereotyped stimuli report higher levels of sexism in time 2 tests. This was found to be supported, with an additional unexpected effect of recipient gender on sexism. The gender of the gift

recipient appears to prime the participant to express more sexist attitudes where the recipient and the giver were not the same gender.

Hypothesis 7 predicted that long-term media exposure would correlate with ASI scores. This was found to be the case. Additionally, viewers of certain types of genres reacted differently in choosing gifts than non-viewers of those genres. It can not be determined from the present study whether those attitudes are fostered by the media genres or whether individuals with pre-existing attitudes are more drawn to certain genres. Further exploration of this issue is needed.

In Study 4, Hypothesis 8 was supported for male participants but not for females, with the highest level of gender stereotyped gift selection taking place when males are choosing for a socially distant female co-worker. Hypothesis 9 was supported as gender stereotyped gifts were favoured when choosing for a romantic partner. Hypothesis 10 received partial support. Participants tended to express socialization motivations more often when choosing gifts for romantic partners than when choosing gifts for friends. However, the highest level of socialization motivation was seen among those choosing gifts for co-workers.

## **Implications**

This body of research extends the work of previous researchers in the areas of product gender perception and its implications for retailing in the gift market as well as in the impact of media messages on decision-making in gift-giving and attitudes in general. Among the most relevant marketing implications is the tendency for individuals to become more enthusiastic about purchasing gifts when in the presence of stereotyped advertising, and about purchasing something for themselves when purchasing for others. There is an opportunity to promote “add-on” self gifts during gift-giving seasons.

Conversely, the tendency to gender-match gift to recipient may be detrimental to retailers attempting to break gender barriers in consumer behaviour. Retailers and manufacturers wishing to promote non-traditional products (e.g. tools for women) should be very careful to avoid using female gender stereotyped messages in their communications to a male audience. As we observed, though, female shoppers tend toward a contrast effect response to female gender stereotypes and in messages targeted to female consumers this could be used to increase their interest in more masculine perceived products.

From a public policy standpoint, the correlation between sports viewership and high levels of sexist attitudes should raise concern. Organizations and governing bodies seeking to promote sports and active lifestyles to women and girls would be advised to examine more closely the impact of media coverage of sporting events on the inclusion and status of female athletes. Furthermore, the elevated levels of male sexist attitudes relative to female attitudes suggests there is still work to be done in socializing boys and men to avoid stereotypic responses to women.

## **Limitations and Future Research**

The use of a student sample limits the generalizability of the findings. In addition, ad stimuli effects could be specific to the selected stimuli, as could product choice effects be specific to the product choice set. By using different types of stimuli (television ads in study 3 compared with print ads in Studies 1 and 2) an attempt was made to reduce this limitation. Also, the product choice set changed with each study, which did result in fairly consistent findings with respect to Hypotheses 1, 4, 5 and 6. Further research is needed to establish these effects across a broad range of products and stimuli.

Several questions arise from this research. Investigation into the effects of male stereotyped stimuli, as well as expansion of the participant age range would be useful in developing a greater understanding of the factors at work in this area. It may be as people age they rely less, or more, on stereotyped cues in gift selection. It might be assumed that a couple married for several decades would have vastly different ideas and motivations in selecting gifts for their spouse than young dating couples. Other types of female stereotyped advertising (specifically those identified as either the “ditzy” woman or the crone, as opposed to the sex symbol) might be used to see if the stimuli creates the same effects stemming from an over-arching female stereotype, or if each manifestation of stereotyped woman archetype carries its own set of attributes and implications. Applying the same methodology but using male stereotyped stimuli would also be informative as to the similarities or differences in responses among males and females.

Cultural differences are also of great interest in this area. Further research should delve into whether or not the effects of gender stereotyping are similar across different cultures, particularly between fairly egalitarian cultures and more paternalistic cultures.

Different responses to several variables were observed between male and female participants. Specifically, the tendency of female participants in the stereotyped condition to be more inclined toward masculine products than those in the neutral condition, the influence of the recipient prime on female participants and the gender-blindness of female participants when selecting for more socially distant male recipients all require further exploration.

## References

- Areni, Charles S., Pamela Kieker and Kay M. Palan (1998), "Is It Better to Give than to Receive? Exploring Gender Differences in the Meaning of Memorable Gifts", *Psychology & Marketing*; Jan 1998; 15, 1pg. 81-110.
- Aristotle, Poetics. (650 BCE) Trans. S. H. Butcher. Rpt. The Great Critics, 3rd ed. Ed. J H. Smith and E. W. Parks. New York: Norton, 1951. pp. 25-61.
- Bailey, J. Michael, Steven Gaulin, Yvonne Agyei, and Brian A. Gladue (1994), "Effects of Gender and Sexual Orientation on Evolutionarily Relevant Aspects of Human Mating Psychology", *Journal of Personality and Social Psychology*, June 1994, 66, 6, pp. 1081 -1093.
- Banaji, Mahzarin R., Curtis Hardin and Alexander J. Rothman (1993), "Implicit Stereotyping in Person Judgement", *Journal of Personality and Social Psychology*, August 1993, 65, 2, pp. 272 – 281.
- Bargh, John A., Mark Chen and Lara Burrows (1996), "Automaticity of Social Behaviour: Direct Effects of Trait Construct and Stereotype Activation on Action", *Journal of Personality and Social Psychology*, August 1996, 71, 2, pp. 230 – 244.
- Belk, Russell W. (1976), "It's the Thought that counts: A Signed Digraph Analysis of Gift-Giving", *Journal of Consumer Research*, December 1976, 3, 3, pp. 155 – 162.
- Belk, Russell W., and Gregory S. Coon (1993), "Gift Giving as Agapic Love: An Alternative to the Exchange", *Journal of Consumer Research*, December 1993, 20, 3, pp.393 – 417.
- Browne, Beverly A. (1998), "Gender Stereotypes in Advertising on Children's Television in the 1990s: A Cross-National Analysis", *Journal of Advertising*, Spring 1998, 27,

1, pp. 83 – 96.

- Bruner, J. S. (1957). Going beyond the information given. In J. S. Bruner, E. Brunswik, L. Festinger, F. Heider, K. F. Muenzinger, C. E. Osgood, & D. Rapaport (Eds.), *Contemporary approaches to cognition* (pp. 41–69). Cambridge, MA: Harvard University Press.
- Buss, David M. and Todd K. Shackelford (1997), “From Vigilance to Violence: Mate Retention Tactics in Married Couples”, *Journal of Personality and Social Psychology*, 1997, 72, 2, pp. 346 – 361.
- Butler, Judith (1990), “Gender Trouble: feminism and the Subversion of Identity”, New York, Routledge, 1990.
- Caplow, Theodore (1982), “Christmas Gifts and Kin Networks”, *American Sociological Review*, 47 (June), pp. 383-392.
- Caplow, Theodore (1984), “Rule enforcement Without Visible Means: Christmas Gift Giving in Midletown”, *American Journal of Sociology*, 89 (6), pp. 1306-1323.
- Carpenter, William Benjamin, "On the Influence of Suggestion in Modifying and Directing Muscular Movement, Independently of Volition", *Royal Institution of Great Britain, (Proceedings)*, 1852, (12 March 1852), pp.147-153.
- Davies, Paul G., Steven J. Spenser, Diane M. Quinn and Rebecca Gerhardstein (2002), “Consuming Images: How Television Commercials That Elicit Stereotype Threat Can Restrain Women Academically and Professionally”, *Personality and Social Psychology Bulletin* 2002, 28, 12, pp. 1615 – 1628.
- Debevec, Kathleen and Easwar Iyer (1986), “The Influence of Spokesperson in Altering a Product's Gender Image: Implications for Advertising Effectiveness”, *Journal of Advertising*, 1986, 15, 4, pp. 12 – 21.



- Downing, Mildred (1974), "Heroine of the Daytime Serial", *Journal of Communications*, Spring 1974, 24, 2, pp. 130 – 137.
- Ekeh, Peter. 1974. *Social Exchange Theory: The Two Traditions*. Cambridge, Mass: Harvard University Press.
- Englis, Basil G., Michael R. Solomon & Richard D. Ashmore (1994), "Beauty Before the Eyes of Beholders: The Cultural Encoding of Beauty Types in Magazine Advertising and Music Television", *Journal of Advertising*, June 1994, 23, 2, pp. 49 – 62.
- Eron, L.D., L. R. Huesmann, M. M. Lefkowitz, and L. O. Walder (1972), "Does television violence cause aggression?," *American Psychologist*, 27, 253-63.
- Eron, L. D. & Huesmann, L. R. (1986). "The role of television in the development of prosocial and antisocial behavior", In D. Olweus, J. Block, & M. Radke-Yarrow (eds.), *The Development Of Antisocial And Prosocial Behavior: Research, Theories, And Issues*. New York: Academic.
- Feilitzen, Cecilia v. And Olga Linne (1975), "The Effects of Television on Children and Adolescents Identifying With Television Characters", *Journal of Communication*, December 1975, 25, 4, pp. 51-55.
- Fischer, Eileen & Stephen J. Arnold (1990), "More than a Labor of Love: Gender Roles and Christmas Gift Shopping", *Journal of Consumer Research*; Dec 1990; 17, 3; pg. 333-345
- Ford, John B., Patricia Kramer, Earl D. Honeycutt Jr. & Susan L. Casey (1998), "Gender Role Portrayals in Japanese Advertising: A Magazine Content Analysis", *Journal of Advertising*, Spring 1998, 27, 1, pp. 113 – 124.
- Garst, J., & Bodenhausen, G. V. (1997). "Advertising's effects on men's gender role

- attitudes". *Sex Roles*, 36(9-10), 551-573.
- George, Christeen, Andrew Hartley & Jenny Paris (2001), "The Representation of Female Athletes in Textual and Visual Media", *Corporate Communications*, 2001, 6, 2, pp.94 – 101.
- Gerbner, George. (1973) "Cultural Indicators: The Third Voice." In George Gerbner, Larry Gross, and William H. Melody (eds.), *Communications Technology and Social Policy*. New York: John Wiley & Sons, 1973, pp. 555-573.
- Gerbner, George and Larry Gross (1976), "Living With television: The Violence Profile", *Journal of Communication*, June 1976, 26, 2, pp. 172-199.
- Gerbner, George. (1993) "Women and Minorities in Television: Casting and Fate." A Report to the Screen Actors Guild & the American Federation of Television and Radio Artists, June 1993. In K.E. Rosenblum & T. Travis (eds.), *The Meaning of the Difference*, McGraw-Hill.
- Gilly, Mary C. (1988), "Sex Roles in Advertising: A Comparison of Television Advertisements in Australia, Mexico, and the United States", *Journal of Marketing*, Apr 1988, 52, 2, pp. 75 – 85.
- Glick, Peter and Susan T. Fiske (1996), "The Ambivalent Sexism Inventory: Differentiating Hostile and Benevolent Sexism", *Journal of Personality and Social Psychology*, 1996, 70, 3, pp. 491 – 512.
- Gould, Stephen J. (1994), "Sexuality and Ethics in Advertising: A Research Agenda and Policy Guideline Perspective", *Journal of Advertising*, Sept 1994, 23, 3, pp. 73 – 80.
- Green, Robert T. And Dana L. Alden (1988), "Functional Equivalence in Cross-Cultural Consumer Behaviour: Gift-Giving in Japan and the United States", *Psychology &*

- Marketing*, summer 1988, 5, 2, pp. 155 – 168.
- Holbert, Lance, Dhavan V. Shah & Nojin Kwak (2003), "Political Implications of Prime-Time Drama and Sitcom Use: Genres of Representation and Opinions Concerning Women's Rights", *Journal of Communication*, March 2003, 53, 1, pp. 45 – 60.
- Hofstede, Geert (1985), "The Interaction Between National And Organizational Value Systems", *Journal of Management Studies* 22 (4), 347–357.
- Holbert, Lance, Dhavan V. Shah & Nojin Kwak (2003), "Political Implications of Prime-Time Drama and Sitcom Use: Genres of Representation and Opinions Concerning Women's Rights", *Journal of Communication*, March 2003, 53, 1, pp. 45 – 60.
- Janning, Michelle & Lindsey Menard (2006), "I Would Never Do That in My Own Home: Gender, Audience Reflexivity, and the Decorating Television Viewing Culture", *Electronic Journal of Sociology*, Available at [http://www.sociology.org/content/2006/tier1/janning\\_menard.html](http://www.sociology.org/content/2006/tier1/janning_menard.html) accessed May 2, 2007.
- Jost, John T. & Aaron C. Kay (2005), "Exposure to Benevolent Sexism and Complementary Gender Stereotypes: Consequences for Specific and Diffuse Forms of System Justification", *Journal of Personality and Social Psychology* 2005, Vol. 88, No.3, pp. 498-509.
- Joy, Annamma (2001), "Gift Giving in Hong Kong and the Continuum of Social Ties", *Journal of Consumer Research*, September 2001, 28, 2, pp.239 – 256.
- Kanazawa, Satoshi (2001), "Comment: why We Love Our Children", *American Journal of Sociology*, May 2001, 106,6, pp. 1761 – 1776.
- Kunda, Ziva and Steven J. Spencer (2003), "When Do Stereotypes Come to Mind and when Do They Colour Judgement? A Goal-Based Theoretical Framework fo

- Stereotype Activation and Application”, *Psychological Bulletin*, 2003, 129, 4, pp. 522-544.
- Larsen, Derek and John J. Watson (2001), “A Guide Map to the Terrain of Gift Value”, *Psychology & Marketing*, August 2001, 18, 8, pp. 889 – 906.
- Leeds, R. (1963), “Altruism and the Norm of Giving”, *Merrill-Palmer Quarterly* 9: pp. 229-240.
- Lemon, Judith (1977), “Woman and Blacks on Prime-Time Television”, *Journal of Communication*, Autumn, 1977, 27, 4, pp. 70 – 79.
- Levi-Strauss, Claude (1965), “The Structural Study of Myth” in *Myth: A Symposium*, ed. Thomas A. Sebeok, Bloomington, IN, Indiana University Press, pp. 81-106.
- Levy, B. (1996). “Improving Memory Without Awareness: Implicit Self-Stereotyping in Old Age”. *Journal of Personality and Social Psychology*, 71, pp. 1092-1107.
- Lowrey, Tina M., Cece C. Otnes and Julie A. Ruth (2004), “Social Influences on Dyadic Giving Over Time: A Taxonomy From the Giver's Perspective”, *Journal of Consumer Research*, March 2004, 30, 4, pp. 547 – 558.
- Lyer, E. & K. Debevec (1986a) “Gender Stereotyping of Products: Are Products Like People?” in Maholtra, N.K. And J.M. Hawes (eds), *Developments in Marketing Science*, Academy of Marketing Science, Atlanta, GA, Vol. IX, pp. 40 -45.
- Lyer, E & K. Debevec (1986b) “Sex Roles and Consumer Perceptions of Promotions, Products and Self: What Do We Know and Where Should We Be Headed?”, in Lutz, R.J. (Ed), *Advances in Consumer Research*, Vol. 13, Association for Consumer Research, Provo, UT, pp. 210-214.
- Lyer, E. & K. Debevec (1989) “Bases for the Formation of Product Gender Images”, in Hawes, J.M. And J. Thanopoulos (Eds), *Developments in Marketing Science*,

Academy of Marketing Science, Akron, Vol. XII.

- Lyons, Anthony and Yoshihisa Kashima (2003), "How Are Stereotypes Maintained Through Communication? The Influence of Stereotype Sharedness", *Journal of Personality and Social Psychology*, 2003, 85, 6, pp. 989-1005.
- MacKay, Natalie J. And Katherine Covell (1997), "The Impact of Women in Advertisements on Attitudes Toward Women", *Sex Roles*, 36 (9/10), pp. 573-583.
- Macklin, M. Carole & Richard H. Kolbe (1984), "Sex Role Stereotyping in Children's Advertising: Current and Past Trends", *Journal of Advertising*, 1984, 13, pp. 34 – 42.
- Matthews, Michelle (2002), "Fantasy Girls: gender in the New Universe of Science Fiction and Fantasy" [Review of the book Fantasy Girls: gender in the New Universe of Science Fiction and Fantasy], *Canadian Journal of Communication*, Toronto, 2002, 27, 4, pp. 561 – 567.
- Mauss, Marcel (2000), "The Gift" translated by W. Halls, WW Norton Press, August 2000.
- Meyers-Levy, Joan (1988), "The Influence of Sex Roles on Judgement", *Journal of Consumer Research*, March 1988, 14, 4, pp. 522-530.
- McGrath, Mary Ann (1995 ), "Gender Differences in Gift Exchanges: New Directions from Projections", *Psychology & Marketing*; Aug 1995; 12, 5;pp. 371- 394
- Mick, David Glen & Corinne Faure (1998), "Consumer Self-Gifts in Achievement Contexts: The Role of Outcomes, Attributions, Emotions and Deservingness", *International Journal of Research in Marketing*, 15, 1998, pp. 293-307.
- Milner, Laura M., M. Speece and J. Anderson (1990) "Product Gender Perception: The Case of Greeks," , 1990 Proceedings of the Symposium in Cross-Cultural

- Consumer and Business Studies, Honolulu, HI, pp. 404-414.
- Milner, Laura M. & Dale Fodness (1996), "Product Gender Perceptions: the Case of China", *International Marketing Review*, London, 1996, Vol. 13, Iss 4, pp. 40-50.
- Moschis, George P. And Roy L. Moore (1982), "A Longitudinal Study of Television Advertising Effects", *Journal of Consumer Research*, December 1982, 9, 3, pp. 279 – 286.
- Norris, Jeanne M. and Anne M. Wylie (1995), "Gender Stereotyping of the Managerial Role Among Students in Canada and the United States", *Group & Organization Studies*, June 1995, 20, 2, pp. 167-182.
- Oderkerken-Schroder, Gaby, Kristof De Wulf, and Natascha Hofstee (2002), "Is Gender Stereotyping in Advertising More Prevalent in Masculine Countries?", *International Marketing Review*, 2002, 19, 4/5, pp. 408-419.
- O'Guinn, Thomas C. And L.J. Shrum (1997), "The Role of Television in the Construction of Consumer Reality", *Journal of Consumer Research*, March 1997, 23, 4, pp. 278 – 294.
- O'Leary, V. (1974), "Some Attitudinal Barriers to Occupational Aspirations in Women", *Psychological Bulletin*, Vol. 29, 1974, pp.809-826.
- Orser, Barbera (1994), "Sex Role Stereotypes and Requisite Management Characteristics: An International Perspective", *Women in Management Review*, 1994, 9, 4, pp. 11–19.
- Otnes, Cele, Tina M. Lowrey and Young Chan Kim (1993), "Gift Selection for Easy and Difficult Recipients: A Social Roles Interpretation", *Journal of Consumer Research*, 20 (September), pp. 229-244.
- Otnes, Cele & Mary Ann McGrath (1994), "Ritual Socialization and the Children's

- Birthday Party: The Early emergence of Gender differences”, *Journal of Ritual Studies*, 8 (Winter), pp. 73-93.
- Otnes, Cele and Richard Beltamini (1996), *Gift Giving: A Research Anthology*, Bowling Green, OH, Bowling Green State University Popular Press, 1996.
- Rakow, Lana F. & Kimberlie Kranich (1991), “Woman as Sign in Television News”, *Journal of Communication*, Winter 1991, 41, 1, pp. 8 – 23.
- Rudman, Laurie A. And Kimberly Fairchild (2004), “Reactions to Counterstereotypic Behaviour: The Role of Backlash in Cultural Stereotype Maintenance”, *Journal of Personality and Social Psychology*, 2004, 87, 2, p. 157-176.
- Rugimbana, Robert, Brett Donahay, Christopher Neal and Michael Jay Polonsky (2003), “The role of social power relations in gift giving on Valentine's Day”, *Journal of Consumer Behaviour*; Sep 2003; 3, 1; pp. 63- 73
- Saad, Gad (2004), “Applying Evolutionary Psychology in Understanding the Representation of Women in Advertisements”, *Psychology & Marketing*, August 2004, 21, 8, pp. 593-612.
- Saad, Gad and Tripat Gill (2000), “Applications of Evolutionary Psychology in Marketing”, *Psychology & Marketing*, December 2000, 17, 2, pp. 1005 - 1034
- Saad, Gad and Tripat Gill (2003), “An Evolutionary Perspective on Gift Giving Among Young Adults”, *Psychology & Marketing*, September 2003, 20, 9, pp. 765 – 784.
- Schein, V.E. (1973), “The Relationship Between Sex-Role Stereotypes and Requisite Management Characteristics”, *Journal of Applied Psychology*, 57(2), pp. 95-100.
- Schein, V.E. (1975), “Relationships Between Sex Role Stereotypes and Requisite Management Characteristics Among Female Managers”, *Journal of Applied Psychology*, 60(3), pp. 340-344.

- Schein, V.E. and Ruediger Mueller (1992), "Sex Role Stereotyping and Requisite Management Characteristics: A Cross Cultural Look", *Journal of Organizational Behaviour*, Sept. 1992, 13, 15, pp. 439-447.
- Schwartz, Shalom H. And Tammy Rubel (2005), "Sex Differences in Value Priorities: Cross-Cultural and Multimethod Studies", *Journal of Personality and Social Psychology*, 89, 6, pp. 1010 – 1028.
- Segrin, Chris and Robin L. Nabi (2002), "Does Television Viewing Cultivate Unrealistic Expectations About Marriage?", *Journal of Communication*, June 2002, 52, 2, pp. 247-263.
- Sherry, John F. Jr. (1983), "Gift Giving in Anthropological Perspective", *The Journal of Consumer Research*, September 1983, 10, 2, pp. 157-168.
- Shih, Margaret, Nalini Ambady, Jennifer A. Richeson and Kentaro Fujita (2002), "Stereotype Performance Boosts: The Impact of Self-Relevance and the Manner of Stereotype Activation", *Journal of Personality and Social Psychology*, 2002, 83, 3, pp. 638-647.
- Shrum, L.J. (1995), "Assessing the Social Influence of Television: A Social Cognitive Perspective on Cultivation Effects", *Communications Research*, August 1995, 22, 4, pp. 402-429.
- Shrum, L.J., Robert S. Wyer Jr. and Thomas C. O'Guinn (1998), "The Effects of Television on Social Perceptions: The Use of Priming Procedures to Investigate Psychological Processes", *Journal of Consumer Research*, March 1998, 24, 4, pp. 447 – 458.
- Shrum, L.J. (2003), "Magnitude of Effects of Television Viewing on Social Perceptions Vary as a Function of Data Collection Method: Implications for Psychological



- Processes”, *Advances in Consumer Research*, ACR 2003 Proceedings, Urbana, 31, pp.511.
- Signorielli, Nancy (1989), “Television and Conceptions about Sex Roles: Maintaining Conventionality and the Status Quo”, *Sex Roles*, 1989, 21(5/6), 337-356
- Snipes, Robin L., Sharon L. Oswald, and Steven B. Caudill (1998), “Sex-Role Stereotyping, Gender Biases, and Job Selection: The Use of Ordinal Logit in Analyzing Likert Scale Data”, *Employee Responsibilities and Rights Journal*, June 1998, 11, 2, pp. 81-97.
- Steele, Claude M. And Joshua Aronson (1995), “Stereotype Threat and the Intellectual Test Performance of African Americans”, *Journal of Personality and Social Psychology*, 1995, 69, 5, pp. 797-811.
- Stern, Barbara B., Cristel Antonia Russell & Dale W. Russell (2007), “Hidden Persuasions in Soap Operas: Damaged Heroines and Negative Consumer Effects”, *International Journal of Advertising*, 26, 1, pp – 9 – 36.
- Tajfel, H. & J. Turner, (1979), “An Integrative Theory of Inter-group Conflict”, In E.G Austin & S. Worchel (Eds.) *The Social Psychology of Intergroup Relations*, pp. 33-47, Monterey, CA: Brooks/Cole, 1979.
- Walsh, M., Hickey, C., & Duffy, J. (1999). Influence of item content and stereotype situation on gender differences in mathematical problem solving. *Sex Roles*, 41, 219-240.
- Warner, Michael, (1991), “Introduction: Fear of a Queer Planet”, *Social Text*, 1991, 9(4[29]); pp. 3 – 17.
- Webster, Cynthia and Linda Nottingham (2000), “ Gender Differences in the Motivations for Gift Giving”*American Marketing Association. Conference Proceedings*; 2000;

11, pp. 272-278

Weiner, B. (1986), *An Attributional Theory of Motivation and Emotion*. Springer-Verlag, New York.

Wheeler, S. Christian and Richard E. Petty (2001), "The Effects of Stereotype Activation on Behaviour: A Review of Possible Mechanisms", *Psychological Bulletin* 2001, 127, 6, pp. 797-826.

Wyckham, Robert G. (1993), "Self-Regulation of Sex-Role Stereotyping: Educating the Advertising Industry", *Journal of Consumer Policy*, 1993, 16, 2, pp.235 – 253.

Zhang, Junsen & William Chan (1999), "Dowry and Wife's Welfare: A Theoretical and Empirical Analysis", *Journal of Political Economy*, Aug. 1999; 107, 4, pp. 786 – 808.

## Appendix 1.1 Table of Hypotheses

Hypothesis	Study
<b>H<sub>1</sub>:</b> Gift givers will engage in stereotyped gift selection, gender of product to gender of recipient, when making a gift selection.	1, 2, 3
<b>H<sub>2</sub>:</b> Exposure to stereotyped advertising will increase the tendency to engage in stereotyped gift selection over a control group that is not exposed to the stereotype stimuli.	1, 2, 3
<b>H<sub>3A</sub>:</b> Exposure to stereotyped ad stimuli will increase the likelihood that gift givers will select hedonic products for female recipients.	1, 2, 3
<b>H<sub>3B</sub>:</b> Exposure to stereotyped ad stimuli will increase the likelihood that gift givers will select utilitarian products for male recipients.	
<b>H<sub>4</sub>:</b> Male participants will have higher initial sexism scores than female participants.	1, 2, 3, 4
<b>H<sub>5</sub>:</b> Participants exposed to stereotyped stimuli will show higher levels of sexism in time 2 ASI tests.	2, 3, 4
<b>H<sub>6</sub>:</b> Participants who are heavy viewers of sports, drama, soap operas or news will show higher initial ASI scores than participants who do not habitually watch these types of programming.	1, 2, 3, 4
<b>H<sub>7</sub>:</b> Stereotyped gift selection (gender of gift to gender of recipient) will be observed to a greater degree in the participants selecting gifts for co-workers or acquaintances than in the participants selecting gifts for	4

## Appendix 1.1 Table of Hypotheses

close family or friends.

**H<sub>8</sub>:** Stereotyped gift selection will be observed among those selecting 4  
gifts for romantic partners,

**H<sub>9</sub>:** Selecting gifts for others will increase the likelihood of selecting a 3  
gift for oneself.

**H<sub>10</sub>:** Socialization motivation will be exhibited to a greater degree 4  
among those selecting gifts for close friends / family than among those  
selecting gifts for acquaintances regardless of the stimuli.

---

## Appendix 1.2 Print Advertisements Used in Study 1

Ad	Description
Neutral – Porsche *	This ad features a photo of a silver Porche Boxster with the heading “The car of your dreams deserves a lease to match” and goes on to explain the desirability of a Boxster and that it can be leased for \$549 per month
Neutral - NEA	This ad shows a child mostly hidden by a sweater that is much too big. The caption reads “One size does not fit all” and the text goes on to explain why the National Education Association opposes the US government's “No Child Left Behind” law
Neutral – Bank Mutual *	This ad shows a hand holding a photo of a house. The caption reads “Build Your Future, Fulfil Your Dream – Get a mortgage loan that lets you do both”
Neutral - Perrier	This ad has a photo of a stereotypical “hillbilly” type truck, rusty and dirty, with a long-haired couple in the cab. The bed of the truck is littered with bottles – Perrier bottles. The caption reads “Perrier – in America”
Neutral – Coke *	This ad shows a coke can bursting out of what appears to be a flaming bag. The caption reads “Have we got a taste for you”
Neutral – MetalWork Pneumatic	This ad has a photo of a swimmer doing the butterfly stroke. The caption reads “We bring you the technology of the future, stroke by stroke”

## Appendix 1.2 Print Advertisements Used in Study 1

Ad	Description
Neutral – Opera Software	This ad shows a windows screen in the palm of a hand. The caption reads “Feel Free – No ads, Better Browsing” and the text describes the new Opera browser
Neutral – Advil *	This ad shows a drill heating up and bending as it tries to drill into a bottle of Extra Strength Advil. The caption reads “Introducing Advil extra Strength. Seriously tough”
Stereotyped - Imagos	The ad shows a nude woman from the waist up partly turned away from the camera with her arms crossed over her breasts. The caption reads “rediscover the joys of summer...Unveil the New You at the beach” and the text goes on to describe the Imagos Institute of Plastic Surgery's breast enlargement procedures
Stereotyped – Warner Bra	The ad shows a woman wearing a Warner bra. Her hair flows goddess-like and her face looks rapturous. Her breasts are prominent. The caption reads “If nature didn't...Warners will”
Stereotyped – Michelob Ultra	The ad shows a woman in bare midriff workout clothing showing her flat stomach. In the background the same woman is shown working out with a male companion. The caption reads “This is your beer”

## Appendix 1.2 Print Advertisements Used in Study 1

Ad	Description
Stereotyped – Skyy Vodka	The ad shows a woman in a filmy white dress lying on a clear plastic inflatable pool raft in a swimming pool. A man in a suit is pouring vodka into a martini glass she is holding. A bottle of Skyy vodka is in the foreground. There is no caption.

---

\* denotes ads that are used in both the neutral and stereotyped ad sets

### Appendix 1.3: Ambivalent Sexism Inventory

Below is a series of statements concerning men and women and their relationships in contemporary society. Please indicate the degree to which you agree or disagree with each statement using the scale below:

**No matter how accomplished he is, a man is not truly complete as a person unless he has the love of a woman**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Many women are actually seeking special favours, such as hiring policies that favour them over men, under the guise of asking for "equality".**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**In a disaster, women ought to be rescued before men.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Most women interpret innocent remarks or acts as being sexist.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Women are too easily offended.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**People are not truly happy in life without being romantically involved with a member of the opposite sex.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Feminists are seeking for women to have more power than men.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly



### Appendix 1.3: Ambivalent Sexism Inventory

**Many women have a quality of purity that few men possess.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Women should be cherished and protected by men.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Most women fail to appreciate fully all that men do for them.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Women seek to gain power by getting control over men.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Every man ought to have a woman whom he adores.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Men are incomplete without women.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Women exaggerate problems they have at work.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Once a woman gets a man to commit to her, she usually tries to put him on a tight leash.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

### Appendix 1.3: Ambivalent Sexism Inventory

**When women lose to men in a fair competition, they typically complain about being discriminated against.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**A good woman should be set on a pedestal by her man.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Many women get a kick out of teasing men by seeming sexually available and then refusing male advances.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Women, compared to men, tend to have a superior moral sensibility.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Men should be willing to sacrifice their own well-being in order to provide financially for the women in their lives.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Feminists are making unreasonable demands of men.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Women, as compared to men, tend to have a more refined sense of culture and good taste.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

#### **Appendix 1.4: Gift Survey from Study 1**

A company is introducing a line of gifts that can be ordered for a variety of occasions. These are positioned as time-savers for busy business people. Please imagine that you are participating in a holiday gift exchange with your co-workers. You have drawn the name of a relatively new employee. All you know about her is that she is a woman close to your own age. You would like to make a good impression when the gifts are opened at the office party. Please consider the gift choices on the following pages and indicate for each how likely it is that you would select the item as a gift for her. Due to volume purchasing, all the items are priced within the parameters of the gift exchange rules. At the end you will be asked to select the item you would most likely choose for this co-worker.

#### Appendix 1.4: Gift Survey from Study 1

1. Spring is here! This gardening themed gift basket features all natural spa products including bath soak, foaming bath salts, and hand lotion. It also contains gourmet chocolate truffles, herbal teas, tasty cookies, Lindor Lindt chocolates, gardening gloves and a mini set of gardening tools. Perfect for relaxing after a day of gardening!

Photo of Gardening  
Basket

Very  
Unlikely

1

2

3

4

5

6

7

Very  
Likely

8

2. This golf themed gift would be great for a door prize or any golf fanatic. Stuffed with treats like seasoned pretzels, dried fruit and nut mix, creamy chocolate Rogers' fudge and some golf tees, it's perfect for the golf course!

Photo of Golf Basket

Very  
Unlikely

1

2

3

4

5

6

7

Very  
Likely

8

#### Appendix 1.4: Gift Survey from Study 1

3. Jim Beam is a bourbon of great finesse and subtle nuance, neither light nor heavy, but rather a mellow "baritone" of a spirit. It is distinctive not because it is different, but because it is perfect. Made from the highest quality ingredients, Jim Beam is the world's finest bourbon. To drink Jim Beam is not only to taste its full bourbon character, but its rich American heritage.

Photo of Jim Beam  
Bottle

Very  
Unlikely

1

2

3

4

5

6

7

Very  
Likely  
8

4. A Manitoba Moose jersey! Enjoy your next home game in this authentic Moose logo jersey!

Photo of Manitoba  
Moose Jersey

Very  
Unlikely

1

2

3

4

5

6

7

Very  
Likely  
8

#### Appendix 1.4: Gift Survey from Study 1

5. **Coffee and orange!** A scrumptious combination, perfect for after dinner, an evening by the fire or entertaining friends. This pairing of two classics, Khalua and Tia Maria, is sure to please anyone on your gift list.

Photo of Tia Maria bottle  
and Khalua bottle

Very  
Unlikely

1

2

3

4

5

6

7

Very  
Likely

8

6. **DEWALT Built High Torque Motor Delivers 450 in-lbs. Of Maximum Torque! Exclusive 3-Speed Transmission Features A Max 3rd Speed At 1,800 RPM! 1/2" Metal Ratcheting Chuck With Carbide Jaws Prevents Bits From Slipping! Comes with 1 hour charger, (2) 14.4V XRP™ batteries, double-ended screwdriver bit, and a heavy-duty kit box .**

Photo of Dewalt cordless  
drill

Very  
Unlikely

1

2

3

4

5

6

7

Very  
Likely

8

#### Appendix 1.4: Gift Survey from Study 1

7. There's nothing like the sound of birds in the garden! Choose from one of our quaint and whimsical birdhouses to help your favourite nature lover brighten up the yard.

Photos of 4 decorative  
bird houses

Very  
Unlikely

1

2

3

4

5

6

7

Very  
Likely

8

8. For that someone who has everything – their very own reading light. The chrome-topped 40 Watt bulb delivers sufficient light for bedtime reading, while the semi-translucent blue shade prevents glare. Designed by Britain's Black & Blum, this is sure to be a hit.

Photo of unusual lamp  
shaped like a stick  
person reading

Very  
Unlikely

1

2

3

4

5

6

7

Very  
Likely

8

The gift I would be most likely to give this woman is number \_\_\_\_\_

## Appendix 1.4: Gift Survey from Study 1

Below is a series of statements concerning men and women and their relationships in contemporary society. Please indicate the degree to which you agree or disagree with each statement using the scale below:

**No matter how accomplished he is, a man is not truly complete as a person unless he has the love of a woman**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Many women are actually seeking special favours, such as hiring policies that favour them over men, under the guise of asking for "equality".**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**In a disaster, women ought to be rescued before men.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Most women interpret innocent remarks or acts as being sexist.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Women are too easily offended.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**People are not truly happy in life without being romantically involved with a member of the opposite sex.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Feminists are seeking for women to have more power than men.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly



## Appendix 1.4: Gift Survey from Study 1

**Many women have a quality of purity that few men possess.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Women should be cherished and protected by men.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Most women fail to appreciate fully all that men do for them.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Women seek to gain power by getting control over men.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Every man ought to have a woman whom he adores.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Men are incomplete without women.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Women exaggerate problems they have at work.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Once a woman gets a man to commit to her, she usually tries to put him on a tight leash.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

## Appendix 1.4: Gift Survey from Study 1

**When women lose to men in a fair competition, they typically complain about being discriminated against.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**A good woman should be set on a pedestal by her man.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Many women get a kick out of teasing men by seeming sexually available and then refusing male advances.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Women, compared to men, tend to have a superior moral sensibility.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Men should be willing to sacrifice their own well-being in order to provide financially for the women in their lives.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Feminists are making unreasonable demands of men.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Women, as compared to men, tend to have a more refined sense of culture and good taste.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

## Appendix 1.4: Gift Survey from Study 1

### Ad Recall

At the beginning of the session you looked at some advertisements in a folder. Please remember what you can about them and answer the following questions

Please list the products you recall from the ads you saw at the very beginning of this study.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Do you remember any brand names? Please list all the brand names you recall seeing ads for.

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. How many ads were in the first folder you saw? Give us your best guess.

\_\_\_\_\_

Please continue to the next page.

#### Appendix 1.4: Gift Survey from Study 1

Please check off all the ads you remember seeing:

Warner Bra \_\_\_\_\_

Coke \_\_\_\_\_

Michelob \_\_\_\_\_

Advil \_\_\_\_\_

Imagos (Institute of Plastic Surgery) \_\_\_\_\_

Bank Mutual \_\_\_\_\_

NEA (National Education Association) \_\_\_\_\_

Porsche \_\_\_\_\_

Opera Software \_\_\_\_\_

Metal Work Pneumatic \_\_\_\_\_

Skyy Vodka \_\_\_\_\_

Perrier \_\_\_\_\_

Thank you very much for participating in this study!

## Appendix 1.4: Gift Survey from Study 1

Television viewing habits:

1. How would you rate your television viewing habits in an average week?

1	2	3	4	5	6	7
Watch little or no TV						Watch a lot of TV

2. How many hours would you estimate that you watch television in an average week?

1	2	3	4	5	6	7
0 – 5 hours	6 – 10 hours	11 – 15 hours	16 – 20 hours	21 – 25 hours	26 – 30 hours	More than 30

3. What time of day do you usually watch television? (circle as many as apply)

1	2	3	4	5	6	7
Weekend mornings	Weekend afternoons	Weekend evenings	Weekday mornings	Weekday daytime	Weekday prime time	Late night

3. What types of shows do you usually watch? (circle as many as apply)

1	2	3	4	5	6	7
Sports	News	Mystery	Home/car/yard	Drama	Reality	Science
8	9	10	11	12	13	14
Cartoons	Sitcoms	Movies	Music/Variety	History	Soaps	Talk
15	16	17	18	19	20	21
Science fiction	Biography	Western	Comedy	Business	Fashion	Spy/Thriller

4. What is your favourite show? \_\_\_\_\_

5. What is your least favourite? \_\_\_\_\_

Demographics

Are you:    Male    Female

Age: \_\_\_\_\_

Thank you for participating in this study!

## Appendix 2.1: Print Advertisements Used in Study 2

Ad	Description
Neutral – Porsche *	This ad features a photo of a silver Porche Boxster with the heading “The car of your dreams deserves a lease to match” and goes on to explain the desirability of a Boxster and that it can be leased for \$549 per month
Neutral - NEA	This ad shows a child mostly hidden by a sweater that is much too big. The caption reads “One size does not fit all” and the text goes on to explain why the National Education Association opposes the US government's “No Child Left Behind” law
Neutral – Bank Mutual *	This ad shows a hand holding a photo of a house. The caption reads “Build Your Future, Fulfil Your Dream – Get a mortgage loan that lets you do both”
Neutral - Perrier	This ad has a photo of a stereotypical “hillbilly” type truck, rusty and dirty, with a long-haired couple in the cab. The bed of the truck is littered with bottles – Perrier bottles. The caption reads “Perrier – in America”
Neutral – Coke *	This ad shows a coke can bursting out of what appears to be a flaming bag. The caption reads “Have we got a taste for you”
Neutral – MetalWork Pneumatic	This ad has a photo of a swimmer doing the butterfly stroke. The caption reads “We bring you the technology of the future, stroke by stroke”

### **Appendix 2.1: Print Advertisements Used in Study 2**

Neutral – Opera Software	This ad shows a windows screen in the palm of a hand. The caption reads “Feel Free – No ads, Better Browsing” and the text describes the new Opera browser
Neutral – Advil *	This ad shows a drill heating up and bending as it tries to drill into a bottle of Extra Strength Advil. The caption reads “Introducing Advil extra Strength. Seriously tough”
Stereotyped - Imagos	The ad shows a nude woman from the waist up partly turned away from the camera with her arms crossed over her breasts. The caption reads “rediscover the joys of summer...Unveil the New You at the beach” and the text goes on to describe the Imagos Institute of Plastic Surgery's breast enlargement procedures
Stereotyped – Warner Bra	The ad shows a woman wearing a Warner bra. Her hair flows goddess-like and her face looks rapturous. Her breasts are prominent. The caption reads “If nature didn't...Warners will”
Stereotyped – Michelob Ultra	The ad shows a woman in bare midriff workout clothing showing her flat stomach. In the background the same woman is shown working out with a male companion. The caption reads “This is your beer”
Stereotyped – Skyy Vodka	The ad shows a modernistic apartment looking over a city skyline. A man is seated in a spherical chair and all that can be seen of him is his legs in suit pants from the knees down and his

---

### **Appendix 2.1: Print Advertisements Used in Study 2**

hand below the cuffs of a white shirt (with cufflinks) and suit jacket holding a martini glass. A woman in a highly provocative black dress, slit to the hip, stands in front of him with a martini shaker in her hand. A bottle of Skyy vodka and a martini are on a table in the foreground. There is no caption.

---

\* denotes ads that are used in both the neutral and stereotyped ad sets



## Appendix 2.2 Product Pretest Scores for Study 2

The pretest was presented as a slide show of the products being tested. The participants completed a questionnaire page for each product. A sample questionnaire page is presented here, along with the resulting pretest scores

### Shop at Your Desk Question Booklet

Item #1

How would you describe item #1?

- |                         |        |                        |
|-------------------------|--------|------------------------|
| Very Masculine          | ←————→ | Very Feminine          |
| Very Functional         | ←————→ | Very Hedonic           |
| Very Undesirable        | ←————→ | Very Desirable         |
| Poor Value              | ←————→ | Good Value             |
| I would likely buy this | ←————→ | I would never buy this |
| Very boring             | ←————→ | Very Fun               |
| Very Useless            | ←————→ | Very Useful            |
| A good gift for a man   | ←————→ | A bad gift for a man   |
| A good gift for a woman | ←————→ | A bad gift for a woman |

## **Shop at Your Desk**

### **Sample Catalogue**



#### **NFL 5 Piece BBQ Set**

Photo of black BBQ apron  
with NFL logo

- Heavy duty stainless steel utensils, spatula with serrated edge for easy cutting, basting brush, cooking fork, tenderizing prongs and bottle opener and easy to use toothed tongs
- Durable extra long hardwood handles
- Apron is stain resistant nylon with NFL team name and logo and 4 utensil storage pouches
- Apron folds up with utensils for easy storage

Our Price: \$24.99

This is item #1.  
Please answer the questions about item #1 in  
your booklet.

## Appendix 2.2 Product Pretest Scores for Study 2

### Executive Decision Maker and Paperweight

Photo of paperweight with spin dial and options around the edge (eg. Yes, Today, Pass the Buck, Maybe, Reorganize, etc.)

The Executive Decision Maker and Paperweight is the perfect gift for those people who have indecisive moments.

Just give it a spin and it helps make your decision for you! You can decide to "Pass the Buck", or "Reorganize", or just "Sit On It", and many more choices. The paperweight measures 3-1/2" diameter and is 3/4" high and weighs approximately 12 ounces.

Our Price: \$24.99

This is item #2.  
Please answer the questions about item #2 in your booklet.

### Dr. Scholl's Sole Sensations Classic Foot Spa

Photo of foot spa and attachments

- Accunode, acupressure and roller massages
- Heat, bubbles, water jets
- Toe-touch controls

Our Price: \$24.99

This is item #3.  
Please answer the questions about item #3 in your booklet.

## Appendix 2.2 Product Pretest Scores for Study 2

### CSI: Miami ® Hummer ® H2 Model Kit

Photo of silver Hummer model

This is item #22.  
Please answer the questions about item #22 in your booklet.

**A grand, 1:25-scale model of the H2 Hummer from CSI: Miami.**

- Accurate, 1:25-scale model
- Finely sculpted, heavy die-cast metal body
- Beautiful hi-gloss paint job
- Easy-to-build, simplified glue construction
- Chrome wheels
- Oversized radial tires
- Model cement included

The finely sculpted metal body and crisply detailed interior combine to give you a finished model that looks impressive with a minimum of effort.

Our Price: \$24.00

### Tea-Zer™ Tea Tumbler

Photo of red and blue tea mugs

This is item #4.  
Please answer the questions about item #4 in your booklet.

**Mug Stays Warm For Hours; Fits Car Cup Holders**

Now you can enjoy freshly brewed tea on the go with our Tea Tumbler. Simply add loose or bagged tea to the stainless steel brewing basket, add hot water and allow it to steep for a fast, convenient, super-tasty brew. Lid has a strainer, so you can drink it immediately right out of the mug. The double-walled, 10 oz. mug stays warm for hours and fits car cup holders. Imported.

#### **Available Colors**

Blue

Red

**Our Price: \$18.95**

## Appendix 2.2 Product Pretest Scores for Study 2

### Poker Club Four-Deck Dealer Shoe

Photo of black poker  
dealer shoe and cards

**Bring the look and feel of the casino to your game with this elegant dealer shoe.**

- Avoid misdeals and keep your playing cards in shape.
- Designed to keep cards tightly stacked so anyone can deal like a pro.
- Includes two decks of ESPN Poker Club professional poker cards and one dealer cut card.
- Made of high-quality wood.
- Holds up to four decks.

This is item #5.  
Please answer the questions about item #5 in your booklet.

Our Price: \$25.00

### Rosenthal Green Star Crystal Paperweight

Photo of clear green glass star-  
shaped paperweight

Stellar reflections... sparkling *Star* shaped crystal paperweight from Rosenthal glistens with clarity and beauty. Faceted green colored paperweight is hand-crafted to glowing perfection in full lead crystal by skilled European artisans. The perfect accent for a desk nightstand or end table. Paperweight is 3-1/2 inches in diameter and 1-1/4 inches high.

Our Price: \$22.00

This is item #6.  
Please answer the questions about item #6 in your booklet.

## Appendix 2.2 Product Pretest Scores for Study 2

### 12 Piece Computer Tool Kit

Photo of computer tools in  
black zip-closure case

All tools demagnetized

- IC Extractor
- Triple Claw Parts
- Retriever Parts tube
- Storage case
- 7-piece screwdriver set
  - Handle
  - Tweezers

This is item #7.  
Please answer the questions about item #7 in your  
booklet.

3 Months Warranty

Our Price: \$19.99

### Jen Lew Designs Travel Soy Candle, Napoli

Photo of lit candle in  
decorative tin with lid

#### ***Aromatic Soy Candle***

From table to boudoir, our range of delicate to vibrant patterned candles are a must have. These elegant candles infuse color and light into your home with distinctive papers from traditional French Toile to Fruity Lemon. Every 100% Hand Poured Soy Wax Candle is encased in a sturdy glass jar then wrapped in decorative paper. This creation, functional piece of decorative art, is fragranced with our original scent: Dreamsicle. It's a soft, woodland-floral blend of honey, citrus, and vanilla with a hint of sandalwood.

Our Price: \$22.00

This is item #8.  
Please answer the questions about item #8 in your  
booklet.

## Appendix 2.2 Product Pretest Scores for Study 2

### Polka Dot Business Card Case

Photo of metal  
business card case  
decorates with dots

Explore the lighter side of business with this colorful enameled polka dot card case. It'll bring out the smiles each time you pull out a business card - no matter how serious your career! The high polish silver-tone engraving area is just right for initials or a full name.

Our Price: \$24.95

This is item #10.  
Please answer the questions about item #10 in your booklet.

### 1 lb Gift Box of Assorted Dark and Milk Belgian Chocolate Truffle Gateaux

Photo of box of  
individually wrapped  
chocolates

Baked like a Brownie, Tastes like a Truffle. A Truffle Gateau is a unique America-made confection created by James Keys and Linda Bartlett. Baked with 100% Pure Belgian Chocolate and the finest natural ingredients including: creamery butter, farm fresh eggs, pure vanilla extract, sugar, flour and fresh nuts.

Our Price: \$25.00

This is item #11.  
Please answer the questions about item #11 in your booklet.

## Appendix 2.2 Product Pretest Scores for Study 2

### Deluxe Spa Basket

Photo of basket  
full of spa items,  
decorated with a  
big bow

This gift basket features all natural spa products including bath soak, foaming bath salts, and hand lotion. It also contains gourmet chocolate truffles, herbal teas, tasty cookies, Lindor Lindt chocolates. Perfect for relaxing after a long day!

Our Price: \$25.00

This is item #12.  
Please answer the questions about item #12 in your  
booklet.

### Jim Beam

Photo of a  
Jim Beam  
bottle

Jim Beam is a bourbon of great finesse and subtle nuance, neither light nor heavy, but rather a mellow "baritone" of a spirit. It is distinctive not because it is different, but because it is perfect. Made from the highest quality ingredients, Jim Beam is the world's finest bourbon. To drink Jim Beam is not only to taste its full bourbon character, but its rich American heritage.

Our Price: \$24.50

This is item #13.  
Please answer the questions about item #13 in your  
booklet.



## Appendix 2.2 Product Pretest Scores for Study 2

### Cordless Drill

Photo of a  
yellow Dewalt  
cordless drill

DEWALT Built High Torque Motor Delivers  
450 in-lbs. Of Maximum Torque!

Exclusive 3-Speed Transmission Features A  
Max 3rd Speed At 1,800 RPM!

1/2" Metal Ratcheting Chuck With Carbide  
Jaws Prevents Bits From Slipping! Comes  
with 1 hour charger, (2) 14.4V XRP™  
batteries, double-ended screwdriver bit, and  
a heavy-duty kit box .

Our Price: \$25.00

This is item #14.  
Please answer the questions about item #14 in your  
booklet.

### Sheffield WH58005 3 Piece Multi-function Tool and Knife Set

Photo showing knife and tool set in 3 different  
configurations

- All tools feature Antique  
hardwood and brass  
handles.

- Great for outdoor activities  
such as, hunting, fishing and  
camping

Sheffield WH58005 3 Piece  
Multi- function tool & knife  
set includes: 18-in-1 All  
purpose Tool, 14-in-1 pocket  
knife, 3 in. One - Hand  
opening lock-back knife with  
belt clip. Also included is a  
bonus pouch. All tools  
feature antique hardwood  
and brass handles.

Our Price: \$21.99

This is item #15.  
Please answer the questions about item #15 in your  
booklet.

## Appendix 2.2 Product Pretest Scores for Study 2

### Santa Fe Quesadilla Maker

Photo of red round quesadilla maker with quesadilla cooked and several red peppers scattered around

Turn mealtime into fiesta time with the Santa Fe Quesadilla Maker by Salton. Your favorite quesadillas will cook easily and quickly in 4 to 5 minutes on the nonstick cooking plates. Ready light lets you know exactly when it's done. Also features on/off power light, cool-touch housing, built-in drip tray, steam guard and stand-on-edge storage. Fits up to 12" tortillas. Includes an owner's manual filled with recipes. Wipe with clean, soft damp cloth and towel dry. Red. Plastic, Teflon and metal. Imported. 4-1/2Hx12dia."

This is item #16.  
Please answer the questions about item #16 in your booklet.

Our Price: \$24.99

### Leather Square Flask

Photo of a square flask with black leather casing and silver cap

This stylish Square Leather Flask is a great gift. The flask is made of stainless steel and is wrapped in leather to give the flask more character. Opt for the modern look and give the gift of style!

- 1" x 4" x 5"
- Stainless Steel

Our Price: \$24.95

This is item #17.  
Please answer the questions about item #17 in your booklet.

## Appendix 2.2 Product Pretest Scores for Study 2

### American Chopper Tool Bike Collectible

A die-cast metal collectible of the awesome, custom tool- theme chopper made by OCC.

Photo of red motorcycle model

- 1:10-scale, die-cast replica
- Authentic design – just like the one on the show
- Frame modeled after an Allen wrench
- Ratchet kickstand
- Die-cast metal body
- Superior details with over 75 parts
- Front fork really steers
- Wheels spin freely
- Brake and clutch action
- Foot pegs flip up and down
- Wiring detail
- Chrome-plated pieces

This is item #18.  
Please answer the questions about item #18 in your booklet.

If you like watching the amazing custom choppers roar to life on American Chopper, you'll love owning your very own version of one of its most creative designs.

Our Price: \$24.99

### Handy Tool Kit

Photo of tools with pink handles in a pink plastic tool case

No one should be without their own toolbox. This purchase is double the satisfaction, because part of the proceeds are donated to breast cancer research. Pink toolkit has 87 pieces in all including pliers, wire cutters, bits, ratchets, a tape measure, hex keys, sockets, a screwdriver set, tweezers, and pink PVC tape. 9 x 8 1/4 in. Imported.

Our Price: \$22.95

This is item #19.  
Please answer the questions about item #19 in your booklet.

## Appendix 2.2 Product Pretest Scores for Study 2

### TV Guide Electronic Quiz Master Game

Photo of small red hand-held electronic game device

Three thousand fun and fascinating trivia questions test your TV and movie IQ.

- Movie and TV trivia that's fun for the whole family
- 3,000 fascinating questions keep the game fresh
- Engaging electronic handheld design
- Play by yourself or compete against friends
- Three levels of difficulty
- Multiple-choice format
- Pass or get hints
- Choose and combine five categories: movies, actors, actresses, TV shows and miscellaneous
- For 1-4 players
- 3 month manufacturer's warranty

Play by yourself or challenge your friends...your kids...or another movie buff. It's instant entertainment whenever you have a few minutes to play.

Our Price: \$24.95

This is item #20.  
Please answer the questions about item #20 in your booklet.

### Set of 4 Martini Glasses on a Chiller Tray - Red/Clear

Photo of tray holding clear glasses each with a red glass cone resting in the top

- Serve up your best martinis—your guests will enjoy the glasses as much as the drinks
  - 4 red jewel martini glasses
- Fill the clear bases with ice to keep drinks chilled
  - 4.87Lx5.04Wx4.13H"

Our Price: \$25.95

This is item #21.  
Please answer the questions about item #21 in your booklet.

## Appendix 2.2 Product Pretest Scores for Study 2

### Handheld Electronic Draw Poker Game

Photo of small blue  
hand-held electronic  
game device

Play a quick hand of five-card draw, while learning the betting and playing tips you need to succeed. This handheld, electronic game features a large LCD screen, variable betting and fast dealing to keep the action exciting.

- Posts odds on each hand
- Low, medium, and high return/risk levels
- Large LCD display
- Advanced game functions
- 3 month manufacturer's warranty

Play on the Training mode to hone your skills. Then switch to Regular mode to put your card-savvy to the test. And when you're on a winning streak, invite your friends over and bring out the poker chips!

Our Price: \$24.95

This is item #23.  
Please answer the questions about item  
#23 in your booklet.

### French Bull Espresso Set

Photo of four brightly coloured espresso  
mugs and saucers and brightly coloured  
storage box

Have your espresso in full color with this French Bull Espresso Set. Designed by Jackie Shapiro, this set includes four cups and saucers in four different designs in vibrant colors. Also comes in an attractive box for gift-giving.

- 2.3 oz
- Ceramic

Our Price: \$24.95

This is item #24.  
Please answer the questions about item #24 in your  
booklet.

## Appendix 2.2 Product Pretest Scores for Study 2

### Wheels Key Holder

Photo showing key holder  
mounted on wall and with keys  
being inserted

Always looking for your car keys? Look no more, this Wheels Key Holder will keep your car keys in place when you have it mounted to the wall. This holder comes with a dummy key that's used to attach to your car keys, and simply insert the dummy key into the holder and you're done! Never lose your keys again.

- 4.5" x 3"
- Chrome-Plated Zinc

Our Price: \$22.95

This is item #9.  
Please answer the questions about item #9 in your  
booklet.

## Appendix 2.2 Product Pretest Scores for Study 2

### Shop at Your Desk Question Booklet

#### Item #1

How would you describe item #1?

Very <b>Masculine</b> 1	2	3	4	5	6	7	Very <b>Feminine</b> 8
Very <b>Functional</b> 1	2	3	4	5	6	7	Very <b>Hedonic</b> <sup>1</sup> 8
Very <b>Undesirable</b> 1	2	3	4	5	6	7	Very <b>Desirable</b> 8
<b>Poor Value</b> 1	2	3	4	5	6	7	<b>Good Value</b> 8
I would likely buy this 1	2	3	4	5	6	7	I would never buy this 8
Very <b>boring</b> 1	2	3	4	5	6	7	Very <b>Fun</b> 8
Very <b>Useless</b> 1	2	3	4	5	6	7	Very <b>Useful</b> 8
A good gift for a man 1	2	3	4	5	6	7	A bad gift for a man 8
A good gift for a woman							A bad gift for a woman

<sup>1</sup> Hedonic: Related to or designed for pleasure as opposed to performing a task

## Appendix 2.2 Product Pretest Scores for Study 2

1                      2                      3                      4                      5                      6                      7                      8



## Appendix 2.2 Product Pretest Scores for Study 2

**Table A2.2.1: Summary of Product Utility Pre-test For Study 2**

					Bad for	Bad for
	Feminine	Hedonic	Fun	Useful	Man	Woman
<b>BBQ apron</b>	1.97	3.16	4.61	4.84	1.97	5.45
<b>Dec. Maker</b>	4.10	5.87	3.87	2.77	4.33	5.13
<b>Foot Spa</b>	6.00	4.19	4.32	5.1	4.71	3.06
<b>CSI model</b>	2.19	6.52	4.42	2.65	2.68	6.00
<b>Tea Mug</b>	5.23	2.84	4.1	5.35	4.13	3.23
<b>Poker</b>						
<b>Dealer</b>	2.52	3.90	4.65	4.26	2.84	5.06
<b>Star</b>	6.29	4.61	3.48	3.45	6.23	4.39
<b>comp tools</b>	2.58	2.03	3.29	5.71	3.29	5.10
<b>Candle</b>	6.74	5.81	3.58	3.52	6	3.06
<b>Card holder</b>	5.26	3.77	3.90	4.35	5.03	4.39
<b>Truffles</b>	5.61	6.1	5.26	4.13	4.26	2.58
<b>Spa</b>	7.06	5.81	4.94	4.55	6,00	2.03
<b>Jim Beam</b>	1.91	6.03	5.29	4.26	1.97	6.21
<b>Drill</b>	1.59	1.62	3.71	6.71	1.62	6.21
<b>knife set</b>	1.85	2.41	4.94	6.21	2.06	5.74
<b>Frypan</b>	5.15	3.41	5.00	5.47	4.62	3.59
<b>Flask</b>	2.32	5.76	4.68	4.00	3.09	6.21
<b>Chopper</b>	2.18	7.03	4.06	2.21	3.26	7.03

## Appendix 2.2 Product Pretest Scores for Study 2

					Bad for	Bad for
	Feminine	Hedonic	Fun	Useful	Man	Woman
<b>pink tools</b>	5.79	1.97	4.65	6.94	5.03	4.15
<b>tv trivia</b>	4.18	6.59	5.35	3.03	4.00	4.65
<b>martini</b>						
<b>glasses</b>	5.09	5.24	5.68	4.68	4.41	3.53
<b>Poker Game</b>	3.24	6.79	5.21	3.44	3.26	5.35
<b>espresso set</b>	6.94	5.15	5.18	4.65	6.74	2.74
<b>key master</b>	3.71	3.65	3.71	4.56	4.26	5.21

---

Masculine = 0, Feminine = 8

Functional = 0, Hedonic = 8

Useless = 0, Useful = 8

Good gift for a man = 0, Bad gift for a man = 8

Good gift for a woman = 0, bad gift for a woman = 8

Appendix 2.3 Desirability Pretest for Study 2

	<b>Desirable</b>	<b>Good Value</b>	<b>Never Buy</b>
<b>BBQ Apron</b>	4.39	4.55	4.9
<b>Decision Maker</b>	3.07	2.37	6.03
<b>Foot Spa</b>	5.32	5.65	4.32
<b>CSI Model</b>	4.16	4.55	5.87
<b>Tea Mug</b>	4.84	4.84	4.26
<b>Poker Dealer</b>	4.58	3.87	4.77
<b>Star</b>	3.58	3.16	5.81
<b>Computer Tools</b>	4.58	5.42	4.74
<b>Candle</b>	3.97	3.10	5.84
<b>Card Holder</b>	3.87	2.94	5.68
<b>Truffles</b>	3.68	4.77	4.00
<b>Spa Basket</b>	5.1	5.16	4.84
<b>Jim Beam</b>	4.88	5.44	4.32
<b>Drill</b>	4.85	6.24	4.18
<b>knife set</b>	5.32	5.79	4.56
<b>Fry Pan</b>	5.12	5.44	4.62
<b>Flask</b>	4.65	4.97	4.85
<b>Chopper</b>	3.47	4.21	6.41
<b>Pink Tools</b>	5.12	6.06	4.56
<b>TV Trivia</b>	4.03	4.21	6.06
<b>Martini Glasses</b>	5.03	4.65	4.85

### Appendix 2.3 Desirability Pretest for Study 2

<b>Poker Game</b>	4.50	3.88	5.74
<b>Espresso Set</b>	4.06	4.88	5.41
<b>Key Master</b>	3.68	3.68	5.97

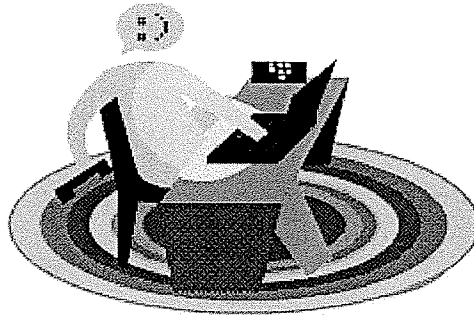
Very undesirable = 0, Very desirable = 8

Poor Value = 0, Good value = 8

I would likely buy this = 0, I would never buy this = 8

# Shop at Your Desk

## Sample Catalogue



## NFL 5 Piece BBQ Set

Photo of black BBQ apron with NFL logo

- Heavy duty stainless steel utensils, spatula with serrated edge for easy cutting, basting brush, cooking fork, tenderizing prongs and bottle opener and easy to use toothed tongs
- Durable extra long hardwood handles
- Apron is stain resistant nylon with NFL team name and logo and 4 utensil storage pouches
- Apron folds up with utensils for easy storage

Our Price: \$25.00

This is item #1.  
Please answer the questions about item #1 in your booklet.

## **Dr. Scholl's Sole Sensations Classic Foot Spa**

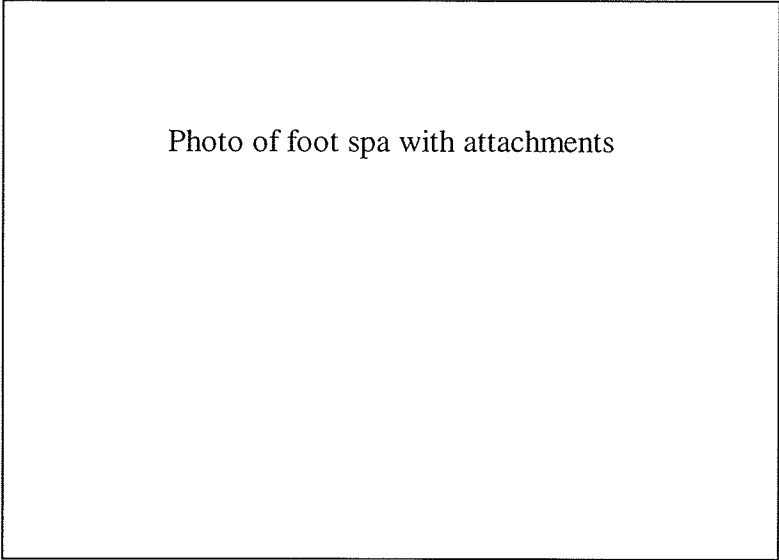


Photo of foot spa with attachments

- Accunode, acupressure and roller massages
- Heat, bubbles, water jets
- Toe-touch controls

Our Price: \$25.00

This is item #2.  
Please answer the questions about item #2 in your booklet.

## **Tea-Zer™ Tea Tumbler**

Photo of red and blue tea mugs

### **Mug Stays Warm For Hours; Fits Car Cup Holders**

**Now you can enjoy freshly brewed tea on the go with our Tea Tumbler. Simply add loose or bagged tea to the stainless steel brewing basket, add hot water and allow it to steep for a fast, convenient, super-tasty brew. Lid has a strainer, so you can drink it immediately right out of the mug. The double-walled, 10 oz. mug stays warm for hours and fits car cup holders. Imported.**

### **Available Colors**

**Blue**

**Red**

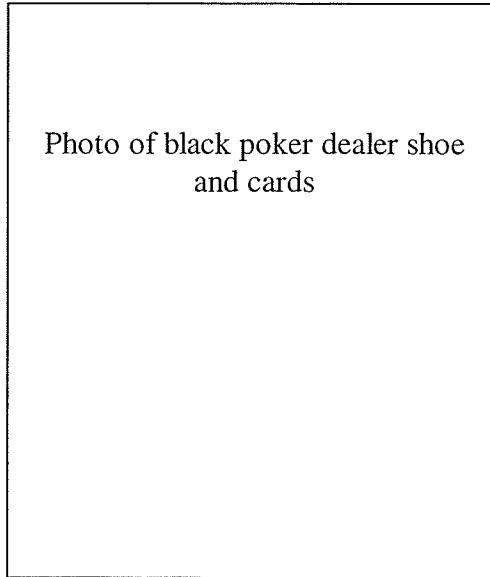
**Our Price: \$25.00**

This is item #3.

Please answer the questions about item #3 in your booklet.



## **Poker Club Four-Deck Dealer Shoe**



**Bring the look and feel of the casino to your game with this elegant dealer shoe.**

- Avoid misdeals and keep your playing cards in shape.
- Designed to keep cards tightly stacked so anyone can deal like a pro.
- Includes two decks of ESPN Poker Club professional poker cards and one dealer cut card.
- Made of high-quality wood.
- Holds up to four decks.

Our Price: \$25.00

This is item #4.  
Please answer the questions about item #4 in your booklet.

## 12 Piece Computer Tool Kit

Photo of computer tool set with black  
zip-closure case

**All tools demagnetized**  
**IC Extractor**  
**Triple Claw Parts**  
**Retriever Parts tube**  
**Storage case**  
**7-piece screwdriver set**  
**Handle**  
**Tweezer**

3 Months Warranty

Our Price: \$25.00

This is item #5.  
Please answer the questions about item #5 in your booklet.

## **1 lb Gift Box of Assorted Dark and Milk Belgian Chocolate Truffle Gateaux**

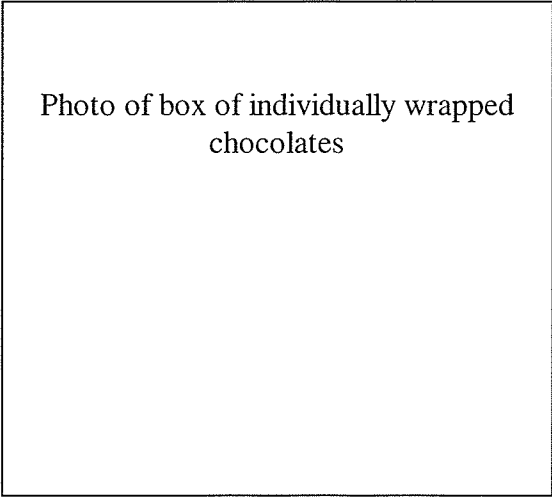


Photo of box of individually wrapped chocolates

Baked like a Brownie, Tastes like a Truffle. A Truffle Gateau is a unique America-made confection created by James Keys and Linda Bartlett. Baked with 100% Pure Belgian Chocolate and the finest natural ingredients including: creamery butter, farm fresh eggs, pure vanilla extract, sugar, flour and fresh nuts.

Our Price: \$25.00

This is item #6.  
Please answer the questions about item #6 in your booklet.

## **Deluxe Spa Basket**




Photo of basket loaded with spa items and decorated with a big bow

**This gift basket features all natural spa products including bath soak, foaming bath salts, and hand lotion. It also contains gourmet chocolate truffles, herbal teas, tasty cookies, Lindor Lindt chocolates. Perfect for relaxing after a long day!**

Our Price: \$25.00

This is item #7.  
Please answer the questions about item #7 in your booklet.

## Jim Beam

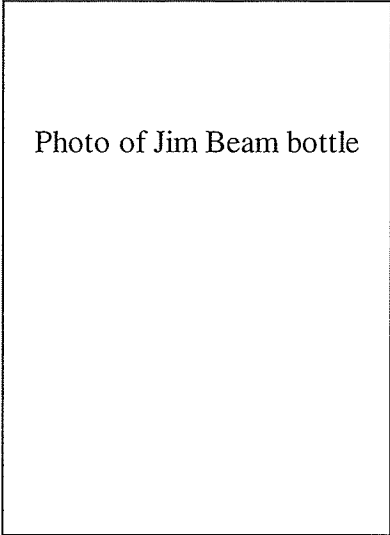


Photo of Jim Beam bottle

Jim Beam is a bourbon of great finesse and subtle nuance, neither light nor heavy, but rather a mellow "baritone" of a spirit. It is distinctive not because it is different, but because it is perfect. Made from the highest quality ingredients, Jim Beam is the world's finest bourbon. To drink Jim Beam is not only to taste its full bourbon character, but its rich American heritage.

Our Price: \$25.00

This is item #8.  
Please answer the questions about item #8 in your booklet.

## Cordless Drill

Photo of yellow Dewalt  
cordless drill

**DEWALT Built High Torque Motor Delivers 450 in-lbs. Of  
Maximum Torque!**

**Exclusive 3-Speed Transmission Features A Max 3rd Speed At  
1,800 RPM!**

**1/2" Metal Ratcheting Chuck With Carbide Jaws Prevents Bits From Slipping!  
Comes with 1 hour charger, (2) 14.4V XRP™ batteries, double-ended  
screwdriver bit, and a heavy-duty kit box .**

Our Price: \$25.00

This is item #9.  
Please answer the questions about item #9 in your booklet.

## Leather Square Flask

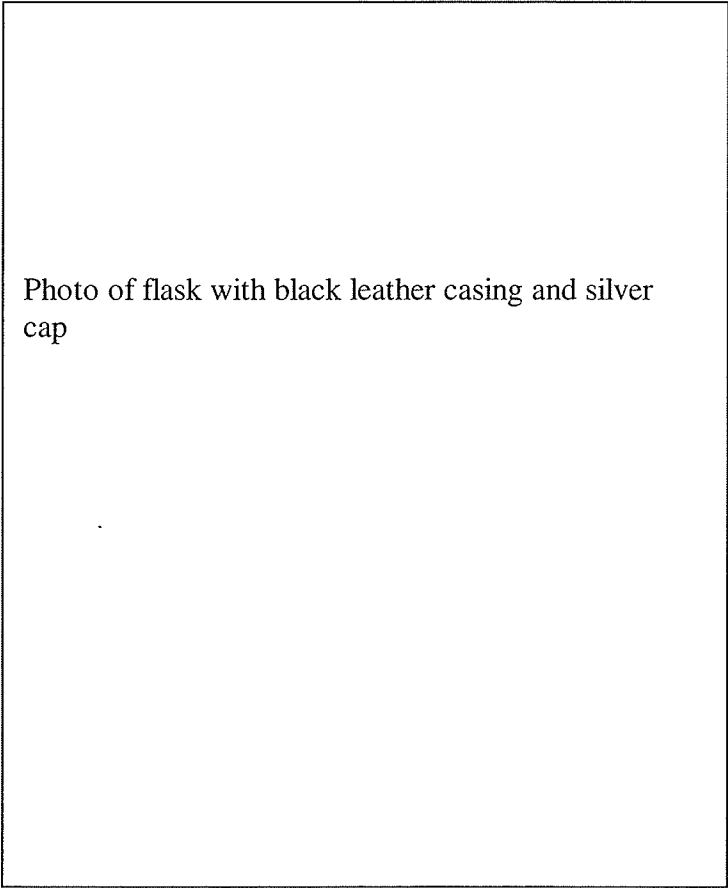


Photo of flask with black leather casing and silver cap

This stylish Square Leather Flask is a great gift for the modern man. The flask is made of stainless steel and is wrapped in leather to give the flask more character. Opt for the modern look and give the gift of style!

- 1" x 4" x 5"
- Stainless Steel

Our Price: \$25.00

This is item #10.  
Please answer the questions about item #10 in your booklet.

## Handy Tool Kit

Photo of tools with pink handles in a pink plastic case

No one should be without their own toolbox. This purchase is double the satisfaction, because part of the proceeds are donated to breast cancer research. Pink toolkit has 87 pieces in all including pliers, wire cutters, bits, ratchets, a tape measure, hex keys, sockets, a screwdriver set, tweezers, and pink PVC tape. 9 x 8 1/4 in. Imported.

Our Price: \$25.00

This is item #11.  
Please answer the questions about item #11 in your booklet.



## French Bull Espresso Set

Photo of four brightly coloured espresso mugs and saucers with decorative box

Have your espresso in full color with this French Bull Espresso Set. Designed by Jackie Shapiro, this set includes four cups and saucers in four different designs in vibrant colors. Also comes in an attractive box for gift-giving.

- 2.3 oz
- Ceramic

Our Price: \$25.00

This is item #12.  
Please answer the questions about item #12 in your booklet.

## Appendix 2.5 Questionnaire for Study 2

### Shop at Your Desk

A company is introducing a line of gifts that can be ordered for a variety of occasions.

Please imagine that you are participating in a holiday gift exchange with your co-workers. You have drawn the name of a relatively new employee. All you know about him is that (he/she) is a **(man/woman)** close to your own age. You would like to make a good impression when the gifts are opened at the office party.

Please consider the gift choices in the folder you have been given and indicate for each how likely it is that you would select the item as a gift for this **(male/female) co-worker**.

All the items in the catalogue are \$25, which is the amount you can spend under the party gift exchange rules.

At the end you will be asked to select the item you would most likely choose for this **(man/woman)**.

## Appendix 2.5 Questionnaire for Study 2

### Gift item #1

How likely are you to choose this item as a gift for this (**man/woman**) for the office gift exchange?

Very Unlikely								Very Likely
1	2	3	4	5	6	7	8	

What is the first thing that this product makes you think of?

---

**Why did you rate this product as you did? Please provide as much detail as possible as understanding your thoughts is important to us.**

---

---

---

---

### Gift item #2

How likely are you to choose this item as a gift for this (**man/woman**) for the office gift exchange?

Very Unlikely								Very Likely
1	2	3	4	5	6	7	8	

What is the first thing that this product makes you think of?

---

**Why did you rate this product as you did? Please provide as much detail as possible as understanding your thoughts is important to us.**

---

---

---

---

## Appendix 2.5 Questionnaire for Study 2

### Gift item #3

How likely are you to choose this item as a gift for this (**man/woman**) for the office gift exchange?

Very Unlikely								Very Likely
1	2	3	4	5	6	7	8	

What is the first thing that this product makes you think of?

---

**Why did you rate this product as you did? Please provide as much detail as possible as understanding your thoughts is important to us.**

---

---

---

---

### Gift item #4

How likely are you to choose this item as a gift for this (**man/woman**) for the office gift exchange?

Very Unlikely								Very Likely
1	2	3	4	5	6	7	8	

What is the first thing that this product makes you think of?

---

**Why did you rate this product as you did? Please provide as much detail as possible as understanding your thoughts is important to us.**

---

---

---

---

## Appendix 2.5 Questionnaire for Study 2

### Gift item #5

How likely are you to choose this item as a gift for this (**man/ woman**) for the office gift exchange?

Very Unlikely								Very Likely
1	2	3	4	5	6	7	8	

What is the first thing that this product makes you think of?

---

**Why did you rate this product as you did? Please provide as much detail as possible as understanding your thoughts is important to us.**

---

---

---

---

### Gift item #6

How likely are you to choose this item as a gift for this (**man/woman**) for the office gift exchange?

Very Unlikely								Very Likely
1	2	3	4	5	6	7	8	

What is the first thing that this product makes you think of?

---

**Why did you rate this product as you did? Please provide as much detail as possible as understanding your thoughts is important to us.**

---

---

---

---

## Appendix 2.5 Questionnaire for Study 2

### Gift item #7

How likely are you to choose this item as a gift for this (man/woman) for the office gift exchange?

Very Unlikely								Very Likely
1	2	3	4	5	6	7	8	

What is the first thing that this product makes you think of?

---

**Why did you rate this product as you did? Please provide as much detail as possible as understanding your thoughts is important to us.**

---

---

---

---

### Gift item #8

How likely are you to choose this item as a gift for this (man/woman) for the office gift exchange?

Very Unlikely								Very Likely
1	2	3	4	5	6	7	8	

What is the first thing that this product makes you think of?

---

**Why did you rate this product as you did? Please provide as much detail as possible as understanding your thoughts is important to us.**

---

---

---

---

## Appendix 2.5 Questionnaire for Study 2

### Gift item #9

How likely are you to choose this item as a gift for this (man/woman) for the office gift exchange?

Very Unlikely								Very Likely
1	2	3	4	5	6	7	8	

What is the first thing that this product makes you think of?

---

**Why did you rate this product as you did? Please provide as much detail as possible as understanding your thoughts is important to us.**

---

---

---

---

### Gift item #10

How likely are you to choose this item as a gift for this (man/woman) for the office gift exchange?

Very Unlikely								Very Likely
1	2	3	4	5	6	7	8	

What is the first thing that this product makes you think of?

---

**Why did you rate this product as you did? Please provide as much detail as possible as understanding your thoughts is important to us.**

---

---

---

---

## Appendix 2.5 Questionnaire for Study 2

### Gift item #11

How likely are you to choose this item as a gift for this (**man/woman**) for the office gift exchange?

Very Unlikely								Very Likely
1	2	3	4	5	6	7	8	

What is the first thing that this product makes you think of?

---

**Why did you rate this product as you did? Please provide as much detail as possible as understanding your thoughts is important to us.**

---

---

---

### Gift item #12

How likely are you to choose this item as a gift for this (**man/woman**) for the office gift exchange?

Very Unlikely								Very Likely
1	2	3	4	5	6	7	8	

What is the first thing that this product makes you think of?

---

**Why did you rate this product as you did? Please provide as much detail as possible as understanding your thoughts is important to us.**

---

---

---



## Appendix 2.5 Questionnaire for Study 2

### Overall Favourite

Of all the item you saw, which gift item do you feel you are most likely to choose for this **(man/woman)** as an office gift? (please circle your choice)

Gift item number:

1      2      3      4      5      6      7      8      9      10      11      12

Why did you choose this one? Please provide as much detail as possible as understanding you thoughts is important to us.

---

---

---

---

## **Appendix 2.5 Questionnaire for Study 2**

The following survey looks at men and women and their relationships in contemporary society. Please answer each question as honestly as possible. Remember, your first response probably most closely represents your true feelings. Don't over-analyze the statements.

## Appendix 2.5 Questionnaire for Study 2

Below is a series of statements concerning men and women and their relationships in contemporary society. Please indicate the degree to which you agree or disagree with each statement using the scale below:

**No matter how accomplished he is, a man is not truly complete as a person unless he has the love of a woman**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Many women are actually seeking special favours, such as hiring policies that favour them over men, under the guise of asking for "equality".**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**In a disaster, women ought to be rescued before men.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Most women interpret innocent remarks or acts as being sexist.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Women are too easily offended.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**People are not truly happy in life without being romantically involved with a member of the opposite sex.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Feminists are seeking for women to have more power than men.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

## Appendix 2.5 Questionnaire for Study 2

**Many women have a quality of purity that few men possess.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Women should be cherished and protected by men.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Most women fail to appreciate fully all that men do for them.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Women seek to gain power by getting control over men.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Every man ought to have a woman whom he adores.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Men are incomplete without women.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Women exaggerate problems they have at work.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Once a woman gets a man to commit to her, she usually tries to put him on a tight leash.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

## Appendix 2.5 Questionnaire for Study 2

**When women lose to men in a fair competition, they typically complain about being discriminated against.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**A good woman should be set on a pedestal by her man.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Many women get a kick out of teasing men by seeming sexually available and then refusing male advances.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Women, compared to men, tend to have a superior moral sensibility.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Men should be willing to sacrifice their own well-being in order to provide financially for the women in their lives.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Feminists are making unreasonable demands of men.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**Women, as compared to men, tend to have a more refined sense of culture and good taste.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

## Appendix 2.5 Questionnaire for Study 2

Television viewing habits:

1. How would you rate your television viewing habits in an average week?

1	2	3	4	5	6	7
Watch little or no TV						Watch a lot of TV

2. How many hours would you estimate that you watch television in an average week?

1	2	3	4	5	6	7
0 – 5 hours	6 – 10 hours	11 – 15 hours	16 – 20 hours	21 – 25 hours	26 – 30 hours	More than 30

3. What time of day do you usually watch television? (circle as many as apply)

1	2	3	4	5	6	7
Weekend mornings	Weekend afternoons	Weekend evenings	Weekday mornings	Weekday daytime	Weekday prime time	Late night

3. What types of shows do you usually watch? (circle as many as apply)

1	2	3	4	5	6	7
Sports	News	Mystery	Home/car/yard	Drama	Reality	Science
8	9	10	11	12	13	14
Cartoons	Sitcoms	Movies	Music/Variety	History	Soaps	Talk
15	16	17	18	19	20	21
Science fiction	Biography	Western	Comedy	Business	Fashion	Spy/Thriller

4. What is your favourite show? \_\_\_\_\_

5. What is your least favourite? \_\_\_\_\_

Demographics

Are you:    Male    Female

Age: \_\_\_\_\_

Thank you for participating in this study!

## Appendix 2.5 Questionnaire for Study 2

### **Ad Recall**

At the beginning of the session you looked at some advertisements in a folder. Please remember what you can about them and answer the following questions

## Appendix 2.5 Questionnaire for Study 2

**Please list the products you recall from the ads you saw at the very beginning of this study.**

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Do you remember any brand names? Please list all the brand names you recall seeing ads for.

7. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. How many ads were in the first folder you saw? Give us your best guess.

\_\_\_\_\_

Please continue to the next page.



## Appendix 2.5 Questionnaire for Study 2

9. Please check off all the ads you remember seeing:
- a. Warner Bra \_\_\_\_\_
  - b. Coke \_\_\_\_\_
  - c. Michelob \_\_\_\_\_
  - d. Advil \_\_\_\_\_
  - e. Imagos (Institute of Plastic Surgery) \_\_\_\_\_
  - f. Bank Mutual \_\_\_\_\_
  - g. NEA (National Education Association) \_\_\_\_\_
  - h. Porsche \_\_\_\_\_
  - i. Opera Software \_\_\_\_\_
  - j. Metal Work Pneumatic \_\_\_\_\_
  - k. Skyy Vodka \_\_\_\_\_
  - l. Perrier \_\_\_\_\_

### Appendix 2.5 Questionnaire for Study 2

Do you recall seeing an ad for Skyy Vodka that had a scantily dressed woman in a room with big windows, serving martinis to a man in a strange globe shaped chair?

Yes \_\_\_\_\_ No \_\_\_\_\_ Not sure \_\_\_\_\_

Thank you very much for participating in this study!

### Appendix 3.1 Ad Rating Questionnaire for Study 3

Ad: \_\_\_\_\_ (please name product)

Do you feel this ad would make people think of women in a way that was:

1	2	3	4	5	6	7
Bad						Good

Do you feel this ad would make people think of women in a way that was:

1	2	3	4	5	6	7
Unfavourable						Favourable

In this ad, how realistic was the depiction of women?

1	2	3	4	5	6	7
Not realistic at all						Very realistic

In this ad, how traditional or stereotyped was the depiction of women?

1	2	3	4	5	6	7
Not stereotyped at all						Very stereotyped

Does this ad show a sexist view of women?

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

Does this ad treat women in a respectful way?

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

Please continue to the next page and get ready to watch the next ad...

### Appendix 3.1 Ad Rating Questionnaire for Study 3

Demographics

Are you: Male \_\_\_\_\_ Female \_\_\_\_\_

Age: \_\_\_\_\_

What language do you speak at home? \_\_\_\_\_

Thank you very much for participating in this study!

### Appendix 3.1 Ad Rating Questionnaire for Study 3

Table A3.1 Ad Rating Pretest For Study 3						
Ad	Bad/Good	Favourable/ Unfavourable	Not Realistic / Very realistic	Not Stereotyped / Very Stereotyped	Not Sexist / Very Sexist	Not respectful / Very Respectful
3 Wishes	3.61	3.61	1.56	5.11	4.94	2.28
Sweat	2.83	3.22	2.00	5.82	5.67	2.22
Body						
Shots	2.11	2.71	1.50	6.00	6.00	1.61
Paper	2.24	2.53	2.67	5.39	5.33	2.17
GE						
Dancing						
Elephant	4.59	4.18	3.59	2.76	2.41	4.18
IKEA						
Dog	4.94	4.59	3.94	2.41	1.59	5.00
Smart Car						
	4.28	4.06	3.28	2.61	2.39	3.72
Lines						
(PSA)	4.12	4.12	3.71	2.29	2.00	3.94
Saturn	4.59	4.18	3.41	3.18	3.53	4.06
Priest	3.00	2.61	2.94	5.28	4.89	2.83
Troeg						
Beer	1.78	2.17	1.78	5.56	6.56	1.22

### Appendix 3.1 Ad Rating Questionnaire for Study 3

Panasonic	2.17	2.39	2.00	5.67	6.00	1.94
Sprite	3.94	3.56	2.56	4.76	5.24	3.47
Nokia	4.18	4.18	3.29	2.53	2.35	3.94

---

### Appendix 3.2 TV Ads Used in Studies 3 and 4

Ad	Description
Neutral – IKEA *	A little dog comes running up to a house and enters via a dog door. He stands in the livingroom, looking around in confusion. He goes back outside and looks at the front of the house, then goes slowly back in. The announcer tells the audience to get the new IKEA catalogue
Neutral – GE *	The ad features an elephant in a tropical rain forest tap-dancing to Singing in the Rain while other exotic creatures watch. The announcer talks about “ecomagination” and GE's commitment to the environment
Neutral – Smart Car	The ad shows a kaleidoscopic effect created using images of many different colours of the new model of Smart Car – for four.
Neutral – Anti Speeding	The ad shows the white line on the road going by faster and faster, then it subtly shifts into white fluorescent lights as the scene changes to a hospital hallway. The tag line is “speeding gets you there faster”
Neutral – Saturn VUE	The ad uses the theme of the PacMan game showing a Saturn going through a town running errands
Stereotyped – Tag Body Spray	The ad is presented as though it was a public service announcement warning people to alert their daughters to the risk of exposure to Tag body spray which, the ad alleges, will make them lose control and throw themselves at males wearing the spray

### Appendix 3.2 TV Ads Used in Studies 3 and 4

Stereotyped – Troeg Tall, thin, attractive woman in a bikini talking about Troeg beer.

Beer

Stereotyped – A woman is on her back doing pelvic tilt exercises with loud music

Panasonic MP3 playing. She opens and closes her legs to change the music. The

player tag line is “Panasonic's smallest MP3 player ever”

---

\* denotes ads used in both neutral and stereotyped series



### Appendix 3.3 Pretest Questionnaire and Results for Study 3

#### Advertising Adjectives

Utilitarian means something practical or functional, something that fulfils a purpose. Hedonic means something sensual, pleasurable or enjoyable, something that stimulates the senses and appeals to fantasy. In advertising, marketers often try to evoke the idea that a product will either satisfy a practical need (utilitarian) or create positive feelings (hedonic). Often this is done through the choice of words used in the text describing the product. Please rate each word according to whether it suggests something pleasurable (hedonic) or something useful (utilitarian).

1. Sleek						
1	2	3	4	5	6	7
Utilitarian						Hedonic
2. Sturdy						
1	2	3	4	5	6	7
Utilitarian						Hedonic
3. Efficient						
1	2	3	4	5	6	7
Utilitarian						Hedonic
4. Sexy						
1	2	3	4	5	6	7
Utilitarian						Hedonic
5. Attractive						
1	2	3	4	5	6	7
Utilitarian						Hedonic
6. Versatile						
1	2	3	4	5	6	7
Utilitarian						Hedonic
7. Productive						
1	2	3	4	5	6	7
Utilitarian						Hedonic

### Appendix 3.3 Pretest Questionnaire and Results for Study 3

8. Elegant						
1	2	3	4	5	6	7
Utilitarian						Hedonic
9. Fast						
1	2	3	4	5	6	7
Utilitarian						Hedonic
10. Powerful						
1	2	3	4	5	6	7
Utilitarian						Hedonic
11. Exciting						
1	2	3	4	5	6	7
Utilitarian						Hedonic
12. Cool						
1	2	3	4	5	6	7
Utilitarian						Hedonic
13. Beautiful						
1	2	3	4	5	6	7
Utilitarian						Hedonic
14. Smallest						
1	2	3	4	5	6	7
Utilitarian						Hedonic
15. Tiny						
1	2	3	4	5	6	7
Utilitarian						Hedonic
16. Smart						
1	2	3	4	5	6	7
Utilitarian						Hedonic
17. Bright						

### Appendix 3.3 Pretest Questionnaire and Results for Study 3

1	2	3	4	5	6	7
Utilitarian						Hedonic

18. Classy

1	2	3	4	5	6	7
Utilitarian						Hedonic

19. Fashionable

1	2	3	4	5	6	7
Utilitarian						Hedonic

20. Stylish

1	2	3	4	5	6	7
Utilitarian						Hedonic

21. Warm

1	2	3	4	5	6	7
Utilitarian						Hedonic

22. Space-age Technology

1	2	3	4	5	6	7
Utilitarian						Hedonic

23. Professional

1	2	3	4	5	6	7
Utilitarian						Hedonic

24. Quality

1	2	3	4	5	6	7
Utilitarian						Hedonic

25. Rewarding

1	2	3	4	5	6	7
Utilitarian						Hedonic

### Appendix 3.3 Pretest Questionnaire and Results for Study 3

26. Friendly						
1	2	3	4	5	6	7
Utilitarian						Hedonic
27. Safe						
1	2	3	4	5	6	7
Utilitarian						Hedonic
28. Five-Star Rating						
1	2	3	4	5	6	7
Utilitarian						Hedonic
29. Dynamic						
1	2	3	4	5	6	7
Utilitarian						Hedonic
30. Special						
1	2	3	4	5	6	7
Utilitarian						Hedonic
31. Largest						
1	2	3	4	5	6	7
Utilitarian						Hedonic
32. Huge						
1	2	3	4	5	6	7
Utilitarian						Hedonic
33. Entertaining						
1	2	3	4	5	6	7
Utilitarian						Hedonic
34. Shiny						
1	2	3	4	5	6	7
Utilitarian						Hedonic
35. Sophisticated						

### Appendix 3.3 Pretest Questionnaire and Results for Study 3

1	2	3	4	5	6	7
Utilitarian						Hedonic

36. Luxury

1	2	3	4	5	6	7
Utilitarian						Hedonic

37. Modern

1	2	3	4	5	6	7
Utilitarian						Hedonic

38. Classic

1	2	3	4	5	6	7
Utilitarian						Hedonic

39. Contemporary

1	2	3	4	5	6	7
Utilitarian						Hedonic

40. Standards

1	2	3	4	5	6	7
Utilitarian						Hedonic

41. Value

1	2	3	4	5	6	7
Utilitarian						Hedonic

42. Compact

1	2	3	4	5	6	7
Utilitarian						Hedonic

43. Easy

1	2	3	4	5	6	7
Utilitarian						Hedonic

### Appendix 3.3 Pretest Questionnaire and Results for Study 3

44. Finer						
1	2	3	4	5	6	7
Utilitarian						Hedonic
45. German						
1	2	3	4	5	6	7
Utilitarian						Hedonic
46. Developed						
1	2	3	4	5	6	7
Utilitarian						Hedonic
47. Artistic						
1	2	3	4	5	6	7
Utilitarian						Hedonic
48. New						
1	2	3	4	5	6	7
Utilitarian						Hedonic
49. Rapid						
1	2	3	4	5	6	7
Utilitarian						Hedonic
50. Rare						
1	2	3	4	5	6	7
Utilitarian						Hedonic
51. Super						
1	2	3	4	5	6	7
Utilitarian						Hedonic

### Appendix 3.3 Pretest Questionnaire and Results for Study 3

52. Convertible						
1	2	3	4	5	6	7
Utilitarian						Hedonic
53. Quick						
1	2	3	4	5	6	7
Utilitarian						Hedonic
54. European						
1	2	3	4	5	6	7
Utilitarian						Hedonic
55. Engineered						
1	2	3	4	5	6	7
Utilitarian						Hedonic
56. Stable						
1	2	3	4	5	6	7
Utilitarian						Hedonic
57. Hot						
1	2	3	4	5	6	7
Utilitarian						Hedonic
58. Best						
1	2	3	4	5	6	7
Utilitarian						Hedonic

### Appendix 3.3 Pretest Questionnaire and Results for Study 3

59. Functional						
1	2	3	4	5	6	7
Utilitarian						Hedonic
60. High-Performance						
1	2	3	4	5	6	7
Utilitarian						Hedonic
61. Portable						
1	2	3	4	5	6	7
Utilitarian						Hedonic
62. Easy to Use						
1	2	3	4	5	6	7
Utilitarian						Hedonic
63. Voluptuous						
1	2	3	4	5	6	7
Utilitarian						Hedonic
64. Cushioned						
1	2	3	4	5	6	7
Utilitarian						Hedonic
65. Sultry						
1	2	3	4	5	6	7
Utilitarian						Hedonic
66. Rugged						
1	2	3	4	5	6	7
Utilitarian						Hedonic
67. Confidence						
1	2	3	4	5	6	7
Utilitarian						Hedonic



### Appendix 3.3 Pretest Questionnaire and Results for Study 3

68. Accessible						
1	2	3	4	5	6	7
Utilitarian						Hedonic
69. Stability						
1	2	3	4	5	6	7
Utilitarian						Hedonic
70. Rich						
1	2	3	4	5	6	7
Utilitarian						Hedonic
71. Delightful						
1	2	3	4	5	6	7
Utilitarian						Hedonic
72. Dreamy						
1	2	3	4	5	6	7
Utilitarian						Hedonic
73. Serious						
1	2	3	4	5	6	7
Utilitarian						Hedonic
74. Dramatic						
1	2	3	4	5	6	7
Utilitarian						Hedonic
75. Flair						
1	2	3	4	5	6	7
Utilitarian						Hedonic
76. Joyful						
1	2	3	4	5	6	7
Utilitarian						Hedonic

### Appendix 3.3 Pretest Questionnaire and Results for Study 3

77. Accents						
1	2	3	4	5	6	7
Utilitarian						Hedonic
78. Comfort						
1	2	3	4	5	6	7
Utilitarian						Hedonic
79. Precision						
1	2	3	4	5	6	7
Utilitarian						Hedonic
80. Charming						
1	2	3	4	5	6	7
Utilitarian						Hedonic
81. Cute						
1	2	3	4	5	6	7
Utilitarian						Hedonic
82. Elite						
1	2	3	4	5	6	7
Utilitarian						Hedonic
83. Certified						
1	2	3	4	5	6	7
Utilitarian						Hedonic
84. Soft						
1	2	3	4	5	6	7
Utilitarian						Hedonic
85. Durable						
1	2	3	4	5	6	7
Utilitarian						Hedonic

### Appendix 3.3 Pretest Questionnaire and Results for Study 3

86. Customizable						
1	2	3	4	5	6	7
Utilitarian						Hedonic
87. Unbreakable						
1	2	3	4	5	6	7
Utilitarian						Hedonic
88. Thrilling						
1	2	3	4	5	6	7
Utilitarian						Hedonic
89. Handy						
1	2	3	4	5	6	7
Utilitarian						Hedonic
90. Defined						
1	2	3	4	5	6	7
Utilitarian						Hedonic
91. Must-have						
1	2	3	4	5	6	7
Utilitarian						Hedonic
92. Personal						
1	2	3	4	5	6	7
Utilitarian						Hedonic
93. Primary						
1	2	3	4	5	6	7
Utilitarian						Hedonic
94. Intense						
1	2	3	4	5	6	7
Utilitarian						Hedonic

### Appendix 3.3 Pretest Questionnaire and Results for Study 3

95. Above-Average						
1	2	3	4	5	6	7
Utilitarian						Hedonic
96. Expert						
1	2	3	4	5	6	7
Utilitarian						Hedonic
97. Intriguing						
1	2	3	4	5	6	7
Utilitarian						Hedonic
98. Lovely						
1	2	3	4	5	6	7
Utilitarian						Hedonic
99. Multi-Use						
1	2	3	4	5	6	7
Utilitarian						Hedonic
100. Lightweight						
1	2	3	4	5	6	7
Utilitarian						Hedonic
101. Power						
1	2	3	4	5	6	7
Utilitarian						Hedonic
102. Design						
1	2	3	4	5	6	7
Utilitarian						Hedonic
103. Exclusive						
1	2	3	4	5	6	7
Utilitarian						Hedonic

### Appendix 3.3 Pretest Questionnaire and Results for Study 3

#### Demographics

Are you: Male \_\_\_\_\_ Female \_\_\_\_\_

Age: \_\_\_\_\_

We are interested in cultural differences in consumer behaviour. The following questions address this aspect of our research:

Where were you born?

Canada	Asia	Western Europe	Africa	Eastern Europe	South America	Central America	Australia/ New Zealand	USA
1	2	3	4	5	6	7	8	9

Where was your mother born?

Canada	Asia	Western Europe	Africa	Eastern Europe	South America	Central America	Australia/ New Zealand	USA
1	2	3	4	5	6	7	8	9

Where was your father born?

Canada	Asia	Western Europe	Africa	Eastern Europe	South America	Central America	Australia/ New Zealand	USA
1	2	3	4	5	6	7	8	9

To what degree would you say your family (parents, grandparents, and extended family) have maintained a culturally traditional way of life?

Not at all							To a very great extent
1	2	3	4	5	6	7	

To what degree would you say that your parents have passed on culturally traditional values to you?

Not at all							To a very great extent
1	2	3	4	5	6	7	

### Appendix 3.3 Pretest Questionnaire and Results for Study 3

What is the primary language spoken in your home?

**Table A3.3.1 Means For Adjective Pretest for Study 3**

Convertible	4.76	Sleek	4.77
Quick	2.86	Sturdy	2.29
European	4.95	Efficient	2.29
Engineered	2.27	Sexy	5.84
Stable	2.22	Attractive	5.19
Hot	5.35	Versatile	3.13
Best	4.35	Productive	2.23
Functional	1.78	Elegant	5.35
High-Performance	3.38	Fast	3.23
Portable	3.11	Powerful	3.68
Easy to Use	2.84	Exciting	5.23
Voluptuous	5.05	Cool	5.23
Cushioned	4.32	Beautiful	5.68
Sultry	5.22	Smallest	3.10
Rugged	4.46	Tiny	3.23
Confidence	4.95	Smart	3.52
Accessible	2.62	Bright	3.90
Stability	2.08	Classy	5.00
Rich	5.38	Fashionable	5.26
Delightful	5.46	Stylish	5.19
Dreamy	5.81	Warm	3.87
Serious	3.84	Space-Age Technology	2.90
Dramatic	5.08	Professional	3.26
Flair	5.00	Quality	2.90
Joyful	5.38	Rewarding	3.97
Accents	4.76	Friendly	4.74
Comfort	4.27	Safe	2.87
Precision	2.78	Five-Star Rating	3.29
Charming	5.57	Dynamic	4.16
Cute	5.57	Special	4.77
Elite	5.14	Largest	3.52
Certified	3.00	Huge	3.84
Soft	5.05	Entertaining	4.68
Durable	2.62	Shiny	4.65
Customizable	3.49	Sophisticated	4.48
Unbreakable	2.46	Luxury	5.68
Thrilling	5.05	Modern	4.68
Handy	2.57	Classic	4.65
Defined	3.11	Contemporary	4.32
Must-Have	4.32	Standards	2.87
Personal	4.57	Value	3.13
Primary	2.65	Compact	2.74
Intense	4.46	Easy	3.13

### Appendix 3.3 Pretest Questionnaire and Results for Study 3

Above-Average	3.70	Finer	4.16
Expert	3.08	German	3.68
Intriguing	4.86	Developed	3.26
Lovely	5.24	Artistic	5.03
Multi-Use	2.38	New	4.13
Lightweight	2.97	Rapid	3.52
Power	3.73	Rare	4.97
Design	3.86	Super	4.45
Exclusive	4.57		

### Appendix 3.3 Pretest Questionnaire and Results for Study 3

Analysis:

Subjects rated the adjectives on a 7 point scale where 1 indicated a very utilitarian associated word and 7 indicating a very hedonic associated word. In seeking the most utilitarian and hedonic words to use in the ad copy, it would make sense to eliminate the middle ground, in this case those words that were rated between 3 and 5.

SPSS was used to compare means and generate ANOVA tables with the rating of each word as the DV and the sex of the subject, subject's primary language (English/Other), and subject's region of origin as IVs.

This process, with sex of subject as IV, yielded the following adjectives shown in Table A3.4.1.

**Table A3.3.1 Utilitarian and Hedonic Adjectives as Determined Through Pretest in Study 3**

<b>Utilitarian</b>	<b>Mean</b>	<b>Hedonic</b>	<b>Mean</b>
Functional	1.78	Dreamy	5.81
Stability	2.08	Charming	5.57
Stable	2.22	Cute	5.57
Engineered	2.27	Delightful	5.46
Multi-Use	2.38	Rich	5.38
Unbreakable	2.46	Joyful	5.38
Handy	2.57	Hot	5.35
Accessible	2.62	Lovely	5.24
Durable	2.62	Sultry	5.22
Primary	2.65	Flair	5.14



### Appendix 3.3 Pretest Questionnaire and Results for Study 3

Utilitarian	Mean	Hedonic	Mean
Precision	2.78	Elite	5.14
Easy to Use	2.84	Dramatic	5.08
Quick	2.86	Voluptuous	5.05
Lightweight	2.97	Soft	5.05
Certified	3.00	Thrilling	5.05
Sturdy	2.29	Sexy	5.84
Efficient	2.29	Attractive	5.19
Productive	2.23	Elegant	5.35
Space-Age Technology	2.90	Exciting	5.23
Quality	2.90	Cool	5.23
Safe	2.87	Beautiful	5.68
Standards	2.87	Classy	5.00
Compact	2.74	Fashionable	5.26
		Stylish	5.19
		Luxury	5.68
		Artistic	5.03

### Appendix 3.4 Product Pretest for Study 3

Product: **BlueTooth Hands-Free Car Accessory**

1. How **useful** is this item?

<b>Not at all Useful</b>							<b>Very Useful</b>
1	2	3	4	5	6		7

2. How **pleasurable** is this item?

<b>Not at all Pleasurable</b>							<b>Very Pleasurable</b>
1	2	3	4	5	6		7

3. How **desirable** is this item?

<b>Not at all Desirable</b>							<b>Very Desirable</b>
1	2	3	4	5	6		7

4. Would you **buy** this item for **yourself**?

<b>I would never buy this</b>							<b>I would likely buy this</b>
1	2	3	4	5	6		7

5. Would you **buy** this item as a **gift for someone else**?

<b>I would never buy this</b>							<b>I would likely buy this</b>
1	2	3	4	5	6		7

6. How much would someone **enjoy owning this item**?

<b>Not at all</b>							<b>Very Much</b>
1	2	3	4	5	6		7

Please go on to the next page

### Appendix 3.4 Product Pretest for Study 3

7. Would owning this item **add to a person's happiness**?

**Not at all**

**Very  
Much**  
7

1 2 3 4 5 6

8. Would this item help a person be **more effective**?

**Not at all**

**Very  
Much**  
7

1 2 3 4 5 6

9. Does this item seem like a **practical gift**?

**Not at all**

**Very  
Much**  
7

1 2 3 4 5 6

10. Does this seem like a **fun gift**?

**Not at all**

**Very  
Much**  
7

1 2 3 4 5 6

11. Would you say this item is more **utilitarian (useful)** or **hedonic (fun)**?

**Very  
Useful**

**Very Fun**

1 2 3 4 5 6 7

12. Would this item be a good **gift for a Man**?

**Not at all  
good for a  
Man**

**Very good  
gift for a  
Man**

1 2 3 4 5 6 7

13. Would this item be a good **gift for a Woman**?

**Not at all  
good for a  
Woman**

**Very  
good gift  
for a  
Woman**

1 2 3 4 5 6 7

### Appendix 3.4 Product Pretest for Study 3

14. Would you describe this product as:

**Very  
Masculine**

1

2

3

4

5

6

**Very  
Feminine**

7

### Appendix 3.4 Product Pretest for Study 3

Product: **Nintendo DS**

1. How **useful** is this item?

<b>Not at all</b>							<b>Very</b>
<b>Useful</b>							<b>Useful</b>
1	2	3	4	5	6		7

2. How **pleasurable** is this item?

<b>Not at all</b>							<b>Very</b>
<b>Pleasurable</b>							<b>Pleasurable</b>
1	2	3	4	5	6		7

3. How **desirable** is this item?

<b>Not at all</b>							<b>Very</b>
<b>Desirable</b>							<b>Desirable</b>
1	2	3	4	5	6		7

4. Would you **buy** this item for **yourself**?

<b>I would</b>							<b>I would</b>
<b>never buy</b>							<b>likely buy</b>
<b>this</b>							<b>this</b>
1	2	3	4	5	6		7

5. Would you **buy** this item as a **gift for someone else**?

<b>I would</b>							<b>I would</b>
<b>never buy</b>							<b>likely buy</b>
<b>this</b>							<b>this</b>
1	2	3	4	5	6		7

6. How much would someone **enjoy owning this item**?

<b>Not at all</b>							<b>Very</b>
							<b>Much</b>
1	2	3	4	5	6		7

Please go on to the next page

### Appendix 3.4 Product Pretest for Study 3

7. Would owning this item **add to a person's happiness**?

**Not at all**

1

2

3

4

5

6

**Very  
Much**

7

8. Would this item help a person be **more effective**?

**Not at all**

1

2

3

4

5

6

**Very  
Much**

7

9. Does this item seem like a **practical gift**?

**Not at all**

1

2

3

4

5

6

**Very  
Much**

7

10. Does this seem like a **fun gift**?

**Not at all**

1

2

3

4

5

6

**Very  
Much**

7

11. Would you say this item is more **utilitarian (useful)** or **hedonic (fun)**?

**Very  
Useful**

1

2

3

4

5

6

**Very Fun**

7

12. Would this item be a good **gift for a Man**?

**Not at all  
good for a  
Man**

1

2

3

4

5

6

**Very good  
gift for a  
Man**

7

13. Would this item be a good **gift for a Woman**?

**Not at all  
good for a  
Woman**

1

2

3

4

5

6

**Very  
good gift  
for a  
Woman**

7

### Appendix 3.4 Product Pretest for Study 3

14. Would you describe this product as:

**Very  
Masculine**

1

2

3

4

5

6

**Very  
Feminine**

7

### Appendix 3.4 Product Pretest for Study 3

Product: **MP3 Player**

1. How **useful** is this item?

<b>Not at all Useful</b>							<b>Very Useful</b>
1	2	3	4	5	6		7

2. How **pleasurable** is this item?

<b>Not at all Pleasurable</b>							<b>Very Pleasurable</b>
1	2	3	4	5	6		7

3. How **desirable** is this item?

<b>Not at all Desirable</b>							<b>Very Desirable</b>
1	2	3	4	5	6		7

4. Would you **buy** this item for **yourself**?

<b>I would never buy this</b>							<b>I would likely buy this</b>
1	2	3	4	5	6		7

5. Would you **buy** this item as a **gift for someone else**?

<b>I would never buy this</b>							<b>I would likely buy this</b>
1	2	3	4	5	6		7

6. How much would someone **enjoy owning this item**?

<b>Not at all</b>							<b>Very Much</b>
1	2	3	4	5	6		7

Please go on to the next page



### Appendix 3.4 Product Pretest for Study 3

7. Would owning this item **add to a person's happiness**?

**Not at all**

**Very  
Much**  
7

1 2 3 4 5 6

8. Would this item help a person be **more effective**?

**Not at all**

**Very  
Much**  
7

1 2 3 4 5 6

9. Does this item seem like a **practical gift**?

**Not at all**

**Very  
Much**  
7

1 2 3 4 5 6

10. Does this seem like a **fun gift**?

**Not at all**

**Very  
Much**  
7

1 2 3 4 5 6

11. Would you say this item is more **utilitarian (useful)** or **hedonic (fun)**?

**Very  
Useful**

**Very Fun**  
7

1 2 3 4 5 6

12. Would this item be a good **gift for a Man**?

**Not at all  
good for a  
Man**

**Very good  
gift for a  
Man**  
7

1 2 3 4 5 6

13. Would this item be a good **gift for a Woman**?

**Not at all  
good for a  
Woman**

**Very  
good gift  
for a  
Woman**  
7

1 2 3 4 5 6

### Appendix 3.4 Product Pretest for Study 3

14. Would you describe this product as:

**Very  
Masculine**

1

2

3

4

5

6

**Very  
Feminine**

7

### Appendix 3.4 Product Pretest for Study 3

Product: **SlimCam Digital Camera**

1. How **useful** is this item?

<b>Not at all</b>							<b>Very</b>
<b>Useful</b>							<b>Useful</b>
1	2	3	4	5	6		7

2. How **pleasurable** is this item?

<b>Not at all</b>							<b>Very</b>
<b>Pleasurable</b>							<b>Pleasurable</b>
1	2	3	4	5	6		7

3. How **desirable** is this item?

<b>Not at all</b>							<b>Very</b>
<b>Desirable</b>							<b>Desirable</b>
1	2	3	4	5	6		7

4. Would you **buy** this item for **yourself**?

<b>I would</b>							<b>I would</b>
<b>never buy</b>							<b>likely buy</b>
<b>this</b>							<b>this</b>
1	2	3	4	5	6		7

5. Would you **buy** this item as a **gift for someone else**?

<b>I would</b>							<b>I would</b>
<b>never buy</b>							<b>likely buy</b>
<b>this</b>							<b>this</b>
1	2	3	4	5	6		7

6. How much would someone **enjoy owning this item**?

<b>Not at all</b>							<b>Very</b>
							<b>Much</b>
1	2	3	4	5	6		7

Please go on to the next page

### Appendix 3.4 Product Pretest for Study 3

7. Would owning this item **add to a person's happiness**?

**Not at all**

**Very  
Much**

1 2 3 4 5 6 7

8. Would this item help a person be **more effective**?

**Not at all**

**Very  
Much**

1 2 3 4 5 6 7

9. Does this item seem like a **practical gift**?

**Not at all**

**Very  
Much**

1 2 3 4 5 6 7

10. Does this seem like a **fun gift**?

**Not at all**

**Very  
Much**

1 2 3 4 5 6 7

11. Would you say this item is more **utilitarian (useful)** or **hedonic (fun)**?

**Very  
Useful**

**Very Fun**

1 2 3 4 5 6 7

12. Would this item be a good **gift for a Man**?

**Not at all  
good for a  
Man**

**Very good  
gift for a  
Man**

1 2 3 4 5 6 7

13. Would this item be a good **gift for a Woman**?

**Not at all  
good for a  
Woman**

**Very  
good gift  
for a  
Woman**

1 2 3 4 5 6 7

### Appendix 3.4 Product Pretest for Study 3

14. Would you describe this product as:

**Very  
Masculine**

1

2

3

4

5

6

**Very  
Feminine**

7

### Appendix 3.4 Product Pretest for Study 3

#### Demographics

Are you: Male \_\_\_\_ Female \_\_\_\_

Age: \_\_\_\_\_

We are interested in cultural differences in consumer behaviour. The following questions address this aspect of our research:

Where were you born?

Canada	Asia	Western Europe	Africa	Eastern Europe	South America	Central America	Australia/ New Zealand	USA	Other
1	2	3	4	5	6	7	8	9	10

Where was your mother born?

Canada	Asia	Western Europe	Africa	Eastern Europe	South America	Central America	Australia/ New Zealand	USA	Other
1	2	3	4	5	6	7	8	9	10

Where was your father born?

Canada	Asia	Western Europe	Africa	Eastern Europe	South America	Central America	Australia/ New Zealand	USA	Other
1	2	3	4	5	6	7	8	9	10

What is the primary language spoken in your home?

\_\_\_\_\_

### Appendix 3.5 Product Utility Pretest for Study 3

#### Product Pretest

To determine the extent to which subjects found the 14 test items useful (utilitarian) three items were collapsed.

How useful is this item?

Would this item help a person be more effective?

Does this item seem like a practical gift?

The 1 – 7 scale always had the 1 as the negative (Not at all useful, not at all, not at all), and the 7 as the affirmative (Very useful, very much, very much).

**Table A3.5: Total Means on Utility From Study 3:**

Car hands-free set	5.55
Clock	5.15
Pen & Pencil	4.96
Bar Ware	4.90
Agenda	4.88
Camera	4.88
MP3	4.85
Lunch set	4.74
Card Case	4.54
Picnic set	4.08
Coffee Basket	3.70
Wine Case	3.65
Chess Set	3.36
Chocolates	3.18

### **Appendix 3.5 Product Utility Pretest for Study 3**

The Wireless hands-free car set was considered the most useful, while the chocolates were seen as the least useful.



### Appendix 3.6 Product Hedonic Pretest for Study 3

The hedonic element was arrived at by collapsing 3 items.

How pleasurable is this item?

Would owning this item add to a person's happiness?

Does this seem like a fun gift?

Again, the 1 end of the scale was negative, the 7 end positive.

**Table A3.6.1: Total Means on Hedonic from Study 3**

MP3	5.45
Chocolates	5.33
Camera	5.16
Coffee Basket	4.87
Car hands-free set	4.68
Chess Set	4.53
Picnic set	4.16
Bar Ware	4.11
Clock	3.30
Lunch set	3.20
Wine Case	3.13
Agenda	2.93
Pen & Pencil	2.89
Card Case	2.73

The MP3 player was regarded as the most hedonic, the business card case as the least hedonic product.

### Appendix 3.7 Product Gender Pretest for Study 3

To explore the gender of the gift, repeated measures analysis was conducted, product by product, looking at the 2 gender related items:

- 104. Would this item be a good gift for a man?
- 105. Would this item be a good gift for a woman?

Both used 1-7 scales where 1 was “not at all good for a Man/Woman” and 7 was “Very good gift for Man/Woman”.

#### Leather mini agenda

- Male subjects felt this would be a better gift for a woman
- Gender of gift - Wilk's lambda = .83,  $F(1,38) = 7.85$ ,  $p = .008$
- Gift x sex of subject – Wilk's Lambda = .88,  $F(1,38) = 5.26$ ,  $p = .027$

**Table A.7.1: Product Gender Pretest - Agenda**

Participant Gender	Recipient Gender	Mean
Female	Male	4.20
	Female	4.32
Male	Male	3.13
	Female	4.33

### Appendix 3.7 Product Gender Pretest for Study 3

#### Godiva Chocolates

- Both male and female subjects felt this would be a better gift for a woman
- Gender of Gift - Wilk's Lambda = .35,  $F(1,38) = 70.13$ ,  $p < .001$
- Gift x Sex of Subject - Wilk's Lambda = .98,  $F(1,38) = .71$ ,  $p = .403$

**Table A3.7.2: Product Gender Pretest - Chocolates**

Participant Gender	Recipient Gender	Mean
Female	Male	3.88
	Female	5.84
Male	Male	3.67
	Female	6.07

#### Barware Set

- Both male and female subjects felt this would be a better gift for a man, but males more so
- Gender of Gift - Wilk's Lambda = .371,  $F(1,38) = 64.298$ ,  $p < .001$
- Gift x Sex of Subject - Wilk's Lambda = .897,  $F(1,38) = 4.371$ ,  $p = .043$

**Table A3.7.3: Product Gender Pretest - Barware**

Participant Gender	Recipient Gender	Mean
Female	Male	5.68
	Female	3.96
Male	Male	6.07
	Female	3.13

### Appendix 3.7 Product Gender Pretest for Study 3

#### Cross Pen/Pencil Set

- Both male and female subjects felt this would be a better gift for a man
- Gender of Gift - Wilk's Lambda = .70,  $F(1, 38) = 16.27$ ,  $p < .001$
- Gift x Sex of Subject – Wilk's Lambda = .96,  $F(1, 38) = 1.71$ ,  $p = .198$

**Table A378.4: Product Gender Pretest – Pen and Pencil**

Participant Gender	Recipient Gender	Mean
Female	Male	4.48
	Female	3.80
Male	Male	5.07
	Female	3.73

#### Coffee Break Basket

- Both male and female subjects felt this would be a better gift for a woman
- Gender of Gift - Wilk's Lambda = .40,  $F(1, 38) = 57.15$ ,  $p < .001$
- Gift x Sex of Subject – Wilk's Lambda = .95,  $F(1, 38) = 2.09$ ,  $p = .156$

**Table A3.7.5: Product Gender Pretest – Coffee Break Basket**

Participant Gender	Recipient Gender	Mean
Female	Male	3.72
	Female	5.44
Male	Male	3.00
	Female	5.53

### Appendix 3.7 Product Gender Pretest for Study 3

#### Business Card Case

- Both male and female subjects felt this would be a better gift for a man
- Gender of Gift – Wilk’s Lambda = .38,  $F(1,38) = 60.83$ ,  $p < .001$
- Gift x Sex of Subject – Wilk’s Lambda = .99,  $F(1,38) = .35$ ,  $p = .561$

**Table A3.7.6: Product Gender Pretest – Business Card Case**

Participant Gender	Recipient Gender	Mean
Female	Male	5.32
	Female	3.60
Male	Male	5.47
	Female	3.47

#### Inca Chess Set

- Both male and female subjects felt this would be a better gift for a man, but male subjects somewhat more so than female subjects
- Gender of Gift – Wilk’s Lambda = .47,  $F(1, 38) = 42.29$ ,  $p < .001$
- Gift x Sex of Subject – Wilk’s Lambda = .93,  $F(1,38) = 3.04$ ,  $p = .089$

**Table A3.7.7: Product Gender Pretest – Inca Chess Set**

Participant Gender	Recipient Gender	Mean
Female	Male	5.00
	Female	4.00
Male	Male	5.13
	Female	3.40

### Appendix 3.7 Product Gender Pretest for Study 3

#### Hands-free Car set

- Male subjects tend to feel this is a better gift for a man
- Gender of Gift – Wilk’s Lambda = .76,  $F(1, 38) = 12.15$ ,  $p = .001$
- Gift x Sex of Subject – Wilk’s Lambda = .92,  $F(1, 38) = 3.52$ ,  $p = .068$

**Table A3.7.8: Product Gender Pretest – BlueTooth Car Accessory**

Participant Gender	Recipient Gender	Mean
Female	Male	5.60
	Female	5.28
Male	Male	6.27
	Female	5.20

#### Picnic Set

- Both male and female subjects tend to feel this is a better gift for a woman
- Gender of Gift – Wilk’s Lambda = .28,  $F(1,38) = 98.04$ ,  $p < .001$
- Gift x Sex of Subject – Wilk’s Lambda = .99,  $F(1,38) = .17$ ,  $p = .682$

**Table A3.7.9: Product Gender Pretest – Picnic Set**

Participant Gender	Recipient Gender	Mean
Female	Male	2.12
	Female	4.88
Male	Male	2.33
	Female	5.33

### Appendix 3.7 Product Gender Pretest for Study 3

#### Sonic Boom Alarm Clock

- Both male and female subjects show a slight preference for this being a female gift, but overall quite neutral
- Gender of Gift – Wilk’s Lambda = .90,  $F(1,38) = 4.37$ ,  $p = .043$
- Gift x Sex of Subject – Wilk’s Lambda = 1.0,  $F(1,38) = .00$ ,  $p = .966$

**Table A3.7.10: Product Gender Pretest – Sonic Boom Alarm Clock**

Participant Gender	Recipient Gender	Mean
Female	Male	4.36
	Female	4.04
Male	Male	4.60
	Female	4.27

#### Thincam Digital Camera

- Neutral
- Gender of Gift – Wilk’s Lambda = .91,  $F(1,38) = 3.57$ ,  $p = .067$
- Gift x Sex of Subject – Wilk’s Lambda = .99,  $F(1,38) = .03$ ,  $p = .865$

**Table A3.7.11: Product Gender Pretest – ThinCam Digital Camera**

Participant Gender	Recipient Gender	Mean
Female	Male	5.08
	Female	5.40
Male	Male	5.53
	Female	5.80

### Appendix 3.7 Product Gender Pretest for Study 3

#### Wine Carrying Case

- Neutral
- Gender of Gift – Wilk’s Lambda = .93,  $F(1,38) = 2.82$ ,  $p = .101$
- Gift x Sex of Subject – Wilk’s Lambda = .98,  $F(1,38) = .73$ ,  $p = .400$

**Table A3.7.12: Product Gender Pretest – Wine Carrying Case**

Participant Gender	Recipient Gender	Mean
Female	Male	3.92
	Female	3.68
Male	Male	3.73
	Female	3.00

#### Lunch Set

- Female subjects feel this item is a better gift for a woman
- Gender of Gift – Wilk’s Lambda = .66,  $F(1,38) = 19.61$ ,  $p < .001$
- Gift x Sex of Subject – Wilk’s Lambda = .93,  $F(1,38) = 2.71$ ,  $p = .108$

**Table A3.7.13: Product Gender Pretest – Lunch Set**

Participant Gender	Recipient Gender	Mean
Female	Male	2.72
	Female	4.32
Male	Male	3.13
	Female	3.87



### Appendix 3.7 Product Gender Pretest for Study 3

#### MP3 Player

- Neutral
- Gender of Gift – Wilk’s Lambda = .89,  $F(1,38) = 4.54$ ,  $p = .040$
- Gift x Sex of Subject – Wilk’s Lambda = .99,  $F(1,38) = .28$ ,  $p = .597$

**Table A3.7.14: Product Gender Pretest – MP3 Player**

Participant Gender	Recipient Gender	Mean
Female	Male	5.52
	Female	5.44
Male	Male	6.00
	Female	5.87

### Appendix 3.8 Product Desirability Pretest for Study 3

The desirability of each item was determined by collapsing the four items related to wanting the item:

How desirable is this item?

Would you buy this item for yourself?

Would you buy this item as a gift for someone else?

How much would someone enjoy owning this product?

1 – negative, 7 – positive

**Table A3.8.1: Total Means of Desirability of Products for Study 3**

MP3	5.32
Chocolates	5.31
Camera	4.92
Car hands-free set	4.78
Bar Ware	4.46
Coffee Basket	4.46
Chess Set	4.10
Lunch set	4.04
Clock	3.93
Picnic set	3.64
Card Case	3.59
Pen & Pencil	3.58
Agenda	3.51
Wine Case	2.99

The most desirable item was the MP3 player, followed by chocolates and camera. The least desirable items were the pen and pencil set, the agenda, and the wine case.

## Appendix 3.9 Product Text Pretest for Study 3 Version 1

### Item #1 - Bluetooth Hands-Free Car Phone Accessory Set

Photo of hands-free cell phone  
device for use in a car

This cute little device is perfect for the person on the go! Keep in touch with your friends while you travel, and keep your hands free for driving. The speaker function lets everyone in the car get in on the conversation, and the headphone option lets you keep those personal calls private. The fingertip one-touch control lets you choose the volume and switch between call functions.

#### About the Product

Does this seem like a fun item?

.....	1	2	3	4	5	6	7	8
	Not at all fun							Very fun

Does this seem like a pleasurable item?

.....	1	2	3	4	5	6	7	8
	Not at all pleasurable							Very pleasurable

Does this seem like a useful item?

.....	1	2	3	4	5	6	7	8
	Not useful							Very useful

Is this a practical item?

.....	1	2	3	4	5	6	7	8
	Not practical							Very practical

Do you feel this product would be more useful or more fun?

.....	1	2	3	4	5	6	7	8
	Useful							Fun

#### About the Ad

Does the ad make you think more about the fun aspects of the product or the useful aspects of the product?

.....	1	2	3	4	5	6	7	8
	Useful							Fun

Does the ad describe the product well?

.....	1	2	3	4	5	6	7	8
	Not at all							Very well

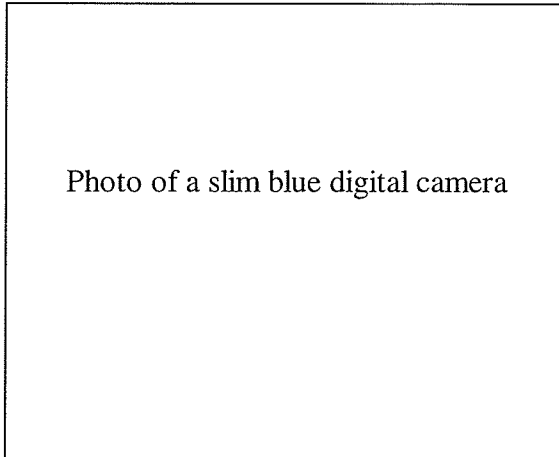
#### Overall

Does this seem like a desirable item?

.....	1	2	3	4	5	6	7	8
	Not at all desirable							Very desirable

**Appendix 3.9 Product Text Pretest for Study 3**  
**Version 1**

**Item #2 – ThinCam Digital Camera**



This new digital camera combines space-age technology with a durable case and ultra-slim design. Small enough to keep it handy for recording important events, but with a large enough memory and internal rechargeable Li-polymer battery to make sure you never miss a shot. Autobrite™ technology compensates for backlighting and glare, and USB connectivity allows you to transfer those images to your computer for editing.

**About the Product**

Does this seem like a fun item?

..... 1 2 3 4 5 6 7 8  
Not at all fun Very fun

Does this seem like a pleasurable item?

..... 1 2 3 4 5 6 7 8  
Not at all pleasurable Very pleasurable

Does this seem like a useful item?

..... 1 2 3 4 5 6 7 8  
Not useful Very useful

Is this a practical item?

..... 1 2 3 4 5 6 7 8  
Not practical Very practical

Do you feel this product would be more useful or more fun?

..... 1 2 3 4 5 6 7 8  
Useful Fun

**About the Ad**

Does the ad make you think more about the fun aspects of the product or the useful aspects of the product?

..... 1 2 3 4 5 6 7 8  
Useful Fun

Does the ad describe the product well?

..... 1 2 3 4 5 6 7 8  
Not at all Very well

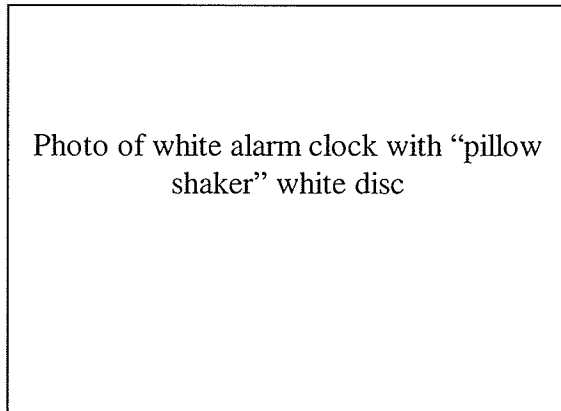
**Overall**

Does this seem like a desirable item?

..... 1 2 3 4 5 6 7 8  
Not at all desirable Very desirable

# **Appendix 3.9 Product Text Pretest for Study 3** **Version 1**

## **Item #3 – Sonic Boom Alarm Clock**



Start your day with a burst of excitement! This attractive alarm clock will get you up and out to meet the world. Flashing blue backlights will help you get your bearings even when you have to catch that midnight flight. A super-loud alarm will get you going no matter how far you are into dreamland. But the coolest feature is the bed-vibrator that will rouse you like a friend nudging you awake. Don't miss out on the fun – get up and get it happening!

### About the Product

Does this seem like a fun item?

.....	1	2	3	4	5	6	7	8
	Not at all fun							Very fun

Does this seem like a pleasurable item?

.....	1	2	3	4	5	6	7	8
	Not at all pleasurable							Very pleasurable

Does this seem like a useful item?

.....	1	2	3	4	5	6	7	8
	Not useful							Very useful

Is this a practical item?

.....	1	2	3	4	5	6	7	8
	Not practical							Very practical

Do you feel this product would be more useful or more fun?

.....	1	2	3	4	5	6	7	8
	Useful							Fun

### About the Ad

Does the ad make you think more about the fun aspects of the product or the useful aspects of the product?

.....	1	2	3	4	5	6	7	8
	Useful							Fun

Does the ad describe the product well?

.....	1	2	3	4	5	6	7	8
	Not at all							Very well

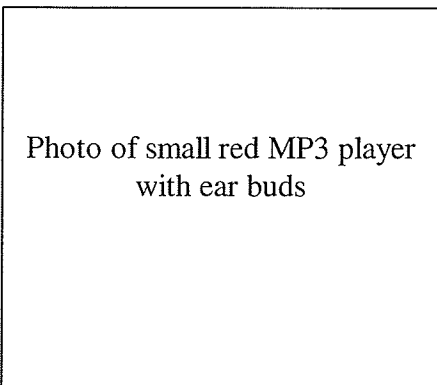
### Overall

Does this seem like a desirable item?

.....	1	2	3	4	5	6	7	8
	Not at all desirable							Very desirable

**Appendix 3.9 Product Text Pretest for Study 3**  
Version 1

**Item #4 - Elson Multi-MP3 Player EM-200H**



This device will quickly become a primary tool in your arsenal. Keep on top of important dates and information with the easy-to-use voice memo recorder. Catch the latest news and weather reports with the FM radio tuner. Transport your important documents and keep them safe and accessible on the USB stick. Get a competitive edge with this precision instrument. Finally, this compact tool will play MP3s for long commutes.

**About the Product**

Does this seem like a fun item?

..... 1 2 3 4 5 6 7 8  
Not at all fun Very fun

Does this seem like a pleasurable item?

..... 1 2 3 4 5 6 7 8  
Not at all pleasurable Very pleasurable

Does this seem like a useful item?

..... 1 2 3 4 5 6 7 8  
Not useful Very useful

Is this a practical item?

..... 1 2 3 4 5 6 7 8  
Not practical Very practical

Do you feel this product would be more useful or more fun?

..... 1 2 3 4 5 6 7 8  
Useful Fun

**About the Ad**

Does the ad make you think more about the fun aspects of the product or the useful aspects of the product?

.....  
1 2 3 4 5 6 7 8  
Useful Fun

Does the ad describe the product well?

..... 1 2 3 4 5 6 7 8  
Not at all Very well

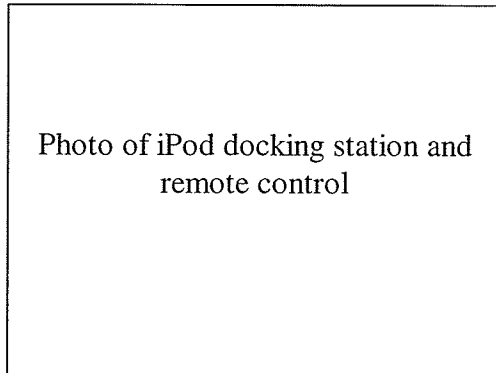
**Overall**

Does this seem like a desirable item?

..... 1 2 3 4 5 6 7 8  
Not at all desirable Very desirable

## Appendix 3.9 Product Text Pretest for Study 3 Version 1

### Item #5 – ipod Speakers



Get the party started with this hot sound stage for your iPod! Whether you are bustin' a move or getting down with a sultry riff, this system will wow your friends with its big sound and dramatic style. The remote control lets you pick your favourite tracks from anywhere...dancing, getting ready to go out, taking a shower...

The docking station charges while the music plays so you'll never run out of juice. Share your tunes, crank it up, or set the mood. And this beauty looks as great as it sounds! You'll love what this does for your life...

#### About the Product

Does this seem like a fun item?

.....	1	2	3	4	5	6	7	8
	Not at all fun							Very fun

Does this seem like a pleasurable item?

.....	1	2	3	4	5	6	7	8
	Not at all pleasurable							Very pleasurable

Does this seem like a useful item?

.....	1	2	3	4	5	6	7	8
	Not useful							Very useful

Is this a practical item?

.....	1	2	3	4	5	6	7	8
	Not practical							Very practical

Do you feel this product would be more useful or more fun?

.....	1	2	3	4	5	6	7	8
	Useful							Fun

#### About the Ad

Does the ad make you think more about the fun aspects of the product or the useful aspects of the product?

.....	1	2	3	4	5	6	7	8
	Useful							Fun

Does the ad describe the product well?

	1	2	3	4	5	6	7	8
	Not at all							Very well

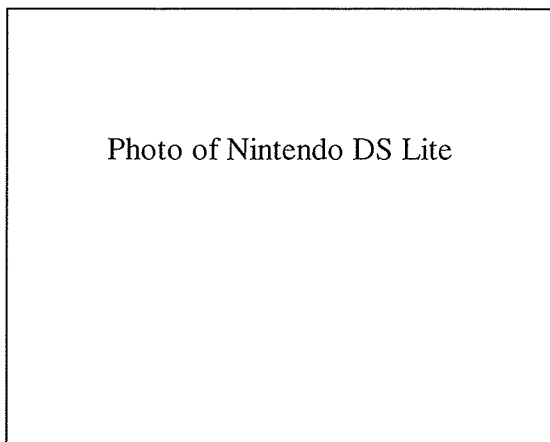
#### Overall

Does this seem like a desirable item?

	1	2	3	4	5	6	7	8
	Not at all desirable							Very desirable

# **Appendix 3.9 Product Text Pretest for Study 3** **Version 1**

## **Item #6 – Nintendo DS Lite**



The new Nintendo DS Lite skimps on the size and weight by shaving off 1/3rd of the bulk and 20-percent of the weight. At just 218g it's the same Nintendo quality and versatility in a smaller package.

Studies have shown that playing video games improves hand-eye coordination, concentration, problem-solving and mental dexterity. Keep this pocket-sized device handy to keep your skills tuned up during downtime. Some of the 278 currently available software are Sudoku Gridmaster, the Brain Booster and Productivity series, and many strategy and problem-solving exercises.

### About the Product

Does this seem like a fun item?

.....	1	2	3	4	5	6	7	8
	Not at all fun							Very fun

Does this seem like a pleasurable item?

.....	1	2	3	4	5	6	7	8
	Not at all pleasurable							Very pleasurable

Does this seem like a useful item?

.....	1	2	3	4	5	6	7	8
	Not useful							Very useful

Is this a practical item?

.....	1	2	3	4	5	6	7	8
	Not practical							Very practical

Do you feel this product would be more useful or more fun?

.....	1	2	3	4	5	6	7	8
	Useful							Fun

### About the Ad

Does the ad make you think more about the fun aspects of the product or the useful aspects of the product?

.....	1	2	3	4	5	6	7	8
	Useful							Fun

Does the ad describe the product well?

.....	1	2	3	4	5	6	7	8
	Not at all							Very well

### Overall

Does this seem like a desirable item?

.....	1	2	3	4	5	6	7	8
	Not at all desirable							Very desirable



**Appendix 3.9 Product Text Pretest for Study 3**  
**Version 1**

Demographics

Are you: Male \_\_\_\_\_ Female \_\_\_\_\_

Age: \_\_\_\_\_

What language do you speak at home? \_\_\_\_\_

**Thank you very much for participating in this study!**

**Appendix 3.9 Product Text Pretest for Study 3  
Version 2**

**Item #1 - Bluetooth Hands-Free Car Phone Accessory Set**

Photo of hands-free cell phone  
device for use in a car

Be safe on the road while taking those critical calls. This compact device offers the choice of speaker or headphone conversations with the touch of a button. The multifunction control allows one-finger adjustment of volume and other basic and advanced call functions. Increase your productivity by multi-tasking!

**About the Product**

Does this seem like a fun item?

.....	1	2	3	4	5	6	7	8
	Not at all fun							Very fun

Does this seem like a pleasurable item?

.....	1	2	3	4	5	6	7	8
	Not at all pleasurable							Very pleasurable

Does this seem like a useful item?

.....	1	2	3	4	5	6	7	8
	Not useful							Very useful

Is this a practical item?

.....	1	2	3	4	5	6	7	8
	Not practical							Very practical

Do you feel this product would be more useful or more fun?

.....	1	2	3	4	5	6	7	8
	Useful							Fun

**About the Ad**

Does the ad make you think more about the fun aspects of the product or the useful aspects of the product?

.....	1	2	3	4	5	6	7	8
	Useful							Fun

Does the ad describe the product well?

.....	1	2	3	4	5	6	7	8
	Not at all							Very well

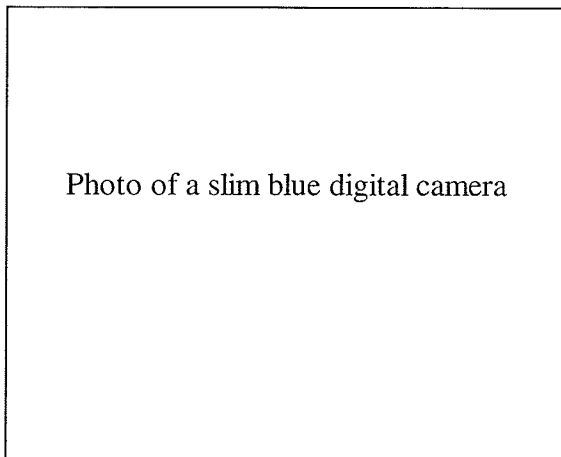
**Overall**

Does this seem like a desirable item?

.....	1	2	3	4	5	6	7	8
	Not at all desirable							Very desirable

# **Appendix 3.9 Product Text Pretest for Study 3** **Version 2**

## **Item #2 – ThinCam Digital Camera**



Catch all the fun with this elegant digital camera! Let your artistic side out and go wild. This camera is delightfully small, but the pictures will be dramatic! You can download your pictures to your computer and share them with all your friends. Create lovely albums of memories and beautiful cards! Special features even let you take pictures when the light isn't the best, like in the moonlight.

### **About the Product**

Does this seem like a fun item?

.....	1	2	3	4	5	6	7	8
	Not at all fun							Very fun

Does this seem like a pleasurable item?

.....	1	2	3	4	5	6	7	8
	Not at all pleasurable							Very pleasurable

Does this seem like a useful item?

.....	1	2	3	4	5	6	7	8
	Not useful							Very useful

Is this a practical item?

.....	1	2	3	4	5	6	7	8
	Not practical							Very practical

Do you feel this product would be more useful or more fun?

.....	1	2	3	4	5	6	7	8
	Useful							Fun

### **About the Ad**

Does the ad make you think more about the fun aspects of the product or the useful aspects of the product?

.....	1	2	3	4	5	6	7	8
	Useful							Fun

Does the ad describe the product well?

.....	1	2	3	4	5	6	7	8
	Not at all							Very well

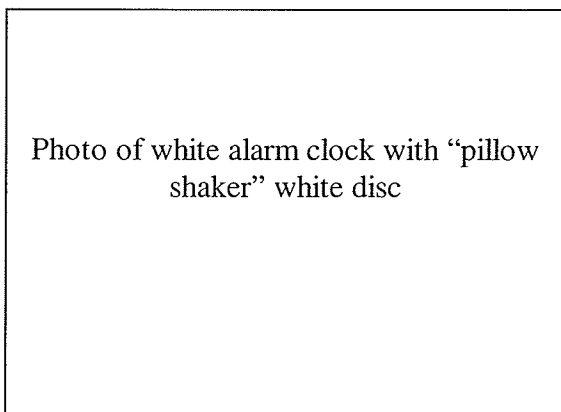
### **Overall**

Does this seem like a desirable item?

.....	1	2	3	4	5	6	7	8
	Not at all desirable							Very desirable

# **Appendix 3.9 Product Text Pretest for Study 3** **Version 2**

## **Item #3 – Sonic Boom Alarm Clock**



Never miss an important meeting again!  
 Engineered to exacting standards, this alarm clock not only rings at 113db, it flashes a blue back-light and the patented 12 volt bed-shaker will get your attention even at the peak of REM sleep.

Unbreakable and portable, this efficient time-piece comes with both a 110 volt and a 220 volt power supply and a battery back-up to protect against power failures.

### About the Product

Does this seem like a fun item?

.....	1	2	3	4	5	6	7	8
	Not at all fun							Very fun

Does this seem like a pleasurable item?

.....	1	2	3	4	5	6	7	8
	Not at all pleasurable							Very pleasurable

Does this seem like a useful item?

.....	1	2	3	4	5	6	7	8
	Not useful							Very useful

Is this a practical item?

.....	1	2	3	4	5	6	7	8
	Not practical							Very practical

Do you feel this product would be more useful or more fun?

.....	1	2	3	4	5	6	7	8
	Useful							Fun

### About the Ad

Does the ad make you think more about the fun aspects of the product or the useful aspects of the product?

.....	1	2	3	4	5	6	7	8
	Useful							Fun

Does the ad describe the product well?

.....	1	2	3	4	5	6	7	8
	Not at all							Very well

### Overall

Does this seem like a desirable item?

.....	1	2	3	4	5	6	7	8
	Not at all desirable							Very desirable

**Appendix 3.9 Product Text Pretest for Study 3  
Version 2**

**Item #4 - Elson Multi-MP3 Player EM-200H**

Photo of small red MP3 player  
with ear buds

This stylish MP3 player does it all! Carry your favourite tunes with you all the time – PLUS – this stylish little stick also keeps your data files for connection to any USB port, you can record voice memos for yourself and your friends, and tune in to FM radio stations. Sleek and sexy, it will fit in the smallest pocket to go anywhere with you. Surprise your friends with this cool symbol of your personal flair.

**About the Product**

Does this seem like a fun item?

.....	1	2	3	4	5	6	7	8
	Not at all fun							Very fun

Does this seem like a pleasurable item?

.....	1	2	3	4	5	6	7	8
	Not at all pleasurable							Very pleasurable

Does this seem like a useful item?

.....	1	2	3	4	5	6	7	8
	Not useful							Very useful

Is this a practical item?

.....	1	2	3	4	5	6	7	8
	Not practical							Very practical

Do you feel this product would be more useful or more fun?

.....	1	2	3	4	5	6	7	8
	Useful							Fun

**About the Ad**

Does the ad make you think more about the fun aspects of the product or the useful aspects of the product?

.....	1	2	3	4	5	6	7	8
	Useful							Fun

Does the ad describe the product well?

.....	1	2	3	4	5	6	7	8
	Not at all							Very well

**Overall**

Does this seem like a desirable item?

.....	1	2	3	4	5	6	7	8
	Not at all desirable							Very desirable

## Appendix 3.9 Product Text Pretest for Study 3 Version 2

### Item #5 – ipod Speakers

Photo of iPod docking station and  
remote control

Get a big sound out of your small iPod nano without taking up a lot of space. The Sound Stage for iPod nano combines crisp stereo sound, amplified bass and the charging/transfer features of a docking station. Stereo Speakers with Maxx Base Boost provide quite an audio punch while listening to music. A 9 button remote provides full access to tracks, playlists photos and settings. You can now control the sound from anywhere in the room. The speaker system is uniquely designed to match the aesthetic of the iPod nano, and is small enough to fit on your nightstand, bathroom or kitchen counter, shelf, desk, or anywhere space is limited. The back of the unit is also equipped with a pass through dock connector that allows simultaneous file transfer while charging.

#### About the Product

Does this seem like a fun item?

.....	1	2	3	4	5	6	7	8
	Not at all fun							Very fun

Does this seem like a pleasurable item?

.....	1	2	3	4	5	6	7	8
	Not at all pleasurable							Very pleasurable

Does this seem like a useful item?

.....	1	2	3	4	5	6	7	8
	Not useful							Very useful

Is this a practical item?

.....	1	2	3	4	5	6	7	8
	Not practical							Very practical

Do you feel this product would be more useful or more fun?

.....	1	2	3	4	5	6	7	8
	Useful							Fun

#### About the Ad

Does the ad make you think more about the fun aspects of the product or the useful aspects of the product?

.....	1	2	3	4	5	6	7	8
	Useful							Fun

Does the ad describe the product well?

.....	1	2	3	4	5	6	7	8
	Not at all							Very well

#### Overall

Does this seem like a desirable item?

.....	1	2	3	4	5	6	7	8
	Not at all desirable							Very desirable

### Appendix 3.9 Product Text Pretest for Study 3 Version 2

#### Item #6 – Nintendo DS Lite

Photo of Nintendo DS Lite

Get in the game – wherever you are! The Nintendo DS Lite is so small and fun to have around you'll want to take it everywhere. There are now over 275 games including everyone's favourites – Need for Speed, Madden NFL, FIFA World Cup, Prince of Persia, Age of Empires, the Sims, Legend of Zelda, and Tomb Raider – and more titles coming out all the time! Two screens mean twice the fun and excitement. Don't miss out!

#### About the Product

Does this seem like a fun item?

.....	1	2	3	4	5	6	7	8
	Not at all fun							Very fun

Does this seem like a pleasurable item?

.....	1	2	3	4	5	6	7	8
	Not at all pleasurable							Very pleasurable

Does this seem like a useful item?

.....	1	2	3	4	5	6	7	8
	Not useful							Very useful

Is this a practical item?

.....	1	2	3	4	5	6	7	8
	Not practical							Very practical

Do you feel this product would be more useful or more fun?

.....	1	2	3	4	5	6	7	8
	Useful							Fun

#### About the Ad

Does the ad make you think more about the fun aspects of the product or the useful aspects of the product?

.....	1	2	3	4	5	6	7	8
	Useful							Fun

Does the ad describe the product well?

.....	1	2	3	4	5	6	7	8
	Not at all							Very well

#### Overall

Does this seem like a desirable item?

.....	1	2	3	4	5	6	7	8
	Not at all desirable							Very desirable

**Appendix 3.9 Product Text Pretest for Study 3**  
**Version 2**

Demographics

Are you: Male \_\_\_\_\_ Female \_\_\_\_\_

Age: \_\_\_\_\_

What language do you speak at home? \_\_\_\_\_

**Thank you very much for participating in this study!**



### **Appendix 3.10 Questionnaire for Study 3**

#### **Ad Recall Study**

We are interested in people's long-term recall of television ads.

We are going to show you some ads now – a sort of commercial break in the study.

There will be some other studies for you to complete, and then you will be asked what you remember about these ads.

## Gift-Giving Study

You have a product catalogue (in a green cover) and this questionnaire. The catalogue will give you a colour picture and a description of six products. The questionnaire asks you a few questions about each of these products. The product ads are repeated on the pages of the questionnaire so you can be sure to connect the right questions to the right product. The products in the survey booklet may not appear in the same order as in the catalogue. Please answer the questions in the order they appear in this questionnaire. Make sure you know which product you are answering questions about.

Please imagine that you have won \$300. Two of your closest friends, Mary and David, are having birthdays in the next few weeks. You have decided to spend about \$100 of your winnings on Mary's present, and about \$100 of your winnings on David's present. This leaves \$100 for you.

You have found this selection of gift products in a green folder each priced between \$75 and \$100 to choose from. Keeping in mind that you need to find gifts for David and Mary, please turn the page in this questionnaire and find the corresponding product in the catalogue. Please read each product description carefully and answer the questions that go with each product.

## Bluetooth Hands-Free Car Phone Accessory Set

Photo of hands-free cell phone  
device for use in a car

Be safe on the road while taking those critical calls. This compact device offers the choice of speaker or headphone conversations with the touch of a button. The multifunction control allows one-finger adjustment of volume and other basic and advanced call functions. Increase your productivity by multi-tasking!

### Gift Choices

How likely are you to buy  
this item as a gift for  
Mary's birthday?

.....1 2 3 4 5 6 7 8  
Very Unlikely Very Likely

How likely are you to buy  
this item as a gift for  
David's birthday?

.....1 2 3 4 5 6 7 8  
Very Unlikely Very Likely

How likely are you to buy  
this item as a gift for  
yourself?

.....1 2 3 4 5 6 7 8  
Very Unlikely Very Likely

### About the Product

Does this seem like a fun  
item?

.....1 2 3 4 5 6 7 8  
Not at all fun Very fun

Does this seem like a  
pleasurable item?

.....1 2 3 4 5 6 7 8  
Not at all Very  
pleasurable pleasurable

Does this seem like a  
useful item?

.....1 2 3 4 5 6 7 8  
Not useful Very useful

Is this a practical item?

.....1 2 3 4 5 6 7 8  
Not practical Very  
practical

Appendix 3.10 Questionnaire for Study 3  
Version 1

Do you feel this product  
would be more useful or  
more fun?

\_\_\_\_\_ 1 2 3 4 5 6 7 8  
Useful Fun

About the Ad

Does the ad make you  
think more about the fun  
aspects of the product or  
the useful aspects of the  
product?

\_\_\_\_\_ 1 2 3 4 5 6 7 8  
Useful Fun

Does the ad describe the  
product well?

\_\_\_\_\_ 1 2 3 4 5 6 7 8  
Not at all Very well

Overall

Does this seem like a  
desirable item?

\_\_\_\_\_ 1 2 3 4 5 6 7 8  
Not at all Very  
desirable desirable

## ThinCam Digital Camera

Photo of a slim blue digital camera

Catch all the fun with this elegant digital camera! Let your artistic side out and go wild. This camera is delightfully small, but the pictures will be dramatic! You can download your pictures to your computer and share them with all your friends. Create lovely albums of memories and beautiful cards! Special features even let you take pictures when the light isn't the best, like in the moonlight.

### Gift Choices

How likely are you to buy  
this item as a gift for  
Mary's birthday?

.....1 2 3 4 5 6 7 8  
Very Unlikely Very Likely

How likely are you to buy  
this item as a gift for  
David's birthday?

.....1 2 3 4 5 6 7 8  
Very Unlikely Very Likely

How likely are you to buy  
this item as a gift for  
yourself?

.....1 2 3 4 5 6 7 8  
Very Unlikely Very Likely

### About the Product

Does this seem like a fun  
item?

.....1 2 3 4 5 6 7 8  
Not at all fun Very fun

Does this seem like a  
pleasurable item?

.....1 2 3 4 5 6 7 8  
Not at all pleasurable Very pleasurable

Appendix 3.10 Questionnaire for Study 3  
Version 1

Does this seem like a  
useful item?

.....1 2 3 4 5 6 7 8  
Not useful Very useful

Is this a practical item?

1 2 3 4 5 6 7 8  
Not practical Very practical

Do you feel this product  
would be more useful or  
more fun?

1 2 3 4 5 6 7 8  
Useful Fun

About the Ad

Does the ad make you  
think more about the fun  
aspects of the product or  
the useful aspects of the  
product?

1 2 3 4 5 6 7 8  
Useful Fun

Does the ad describe the  
product well?

1 2 3 4 5 6 7 8  
Not at all Very well

Overall

Does this seem like a  
desirable item?

1 2 3 4 5 6 7 8  
Not at all Very desirable  
desirable

## ipod Speakers

Photo of iPod docking station and  
remote control

Get a big sound out of your small iPod nano without taking up a lot of space. The Sound Stage for iPod nano combines crisp stereo sound, amplified bass and the charging/transfer features of a docking station. Stereo Speakers with Maxx Base Boost provide quite an audio punch while listening to music. A 9 button remote provides full access to tracks, playlists photos and settings. You can now control the sound from anywhere in the room. The speaker system is uniquely designed to match the aesthetic of the iPod nano, and is small enough to fit on your nightstand, bathroom or kitchen counter, shelf, desk, or anywhere space is limited. The back of the unit is also equipped with a pass through dock connector that allows simultaneous file transfer while charging.

### Gift Choices

How likely are you to buy  
this item as a gift for  
Mary's birthday?

..... 1 2 3 4 5 6 7 8  
Very Unlikely Very Likely

How likely are you to buy  
this item as a gift for  
David's birthday?

..... 1 2 3 4 5 6 7 8  
Very Unlikely Very Likely

How likely are you to buy  
this item as a gift for  
yourself?

..... 1 2 3 4 5 6 7 8  
Very Unlikely Very Likely

### About the Product

Does this seem like a fun  
item?

..... 1 2 3 4 5 6 7 8  
Not at all fun Very fun

Does this seem like a  
pleasurable item?

..... 1 2 3 4 5 6 7 8  
Not at all pleasurable Very pleasurable

Does this seem like a

Appendix 3.10 Questionnaire for Study 3  
Version 1

useful item? .....1 2 3 4 5 6 7 8  
Not useful Very useful

Is this a practical item? \_\_\_\_\_ 1 2 3 4 5 6 7 8  
Not practical Very practical

Do you feel this product  
would be more useful or  
more fun? \_\_\_\_\_ 1 2 3 4 5 6 7 8  
Useful Fun

About the Ad  
Does the ad make you  
think more about the fun  
aspects of the product or  
the useful aspects of the  
product? \_\_\_\_\_ 1 2 3 4 5 6 7 8  
Useful Fun

Does the ad describe the  
product well? \_\_\_\_\_ 1 2 3 4 5 6 7 8  
Not at all Very well

Overall  
Does this seem like a  
desirable item? \_\_\_\_\_ 1 2 3 4 5 6 7 8  
Not at all Very desirable  
desirable



## Nintendo DS Lite

Photo of Nintendo DS Lite

Get in the game – wherever you are! The Nintendo DS Lite is so small and fun to have around you'll want to take it everywhere. There are now over 275 games including everyone's favourites – Need for Speed, Madden NFL, FIFA World Cup, Prince of Persia, Age of Empires, the Sims, Legend of Zelda, and Tomb Raider – and more titles coming out all the time!  
Two screens mean twice the fun and excitement. Don't miss out!

### Gift Choices

How likely are you to buy  
this item as a gift for  
Mary's birthday?

..... 1 2 3 4 5 6 7 8  
Very Unlikely Very Likely

How likely are you to buy  
this item as a gift for  
David's birthday?

..... 1 2 3 4 5 6 7 8  
Very Unlikely Very Likely

How likely are you to buy  
this item as a gift for  
yourself?

..... 1 2 3 4 5 6 7 8  
Very Unlikely Very Likely

### About the Product

Does this seem like a fun  
item?

..... 1 2 3 4 5 6 7 8  
Not at all fun Very fun

Does this seem like a  
pleasurable item?

..... 1 2 3 4 5 6 7 8  
Not at all pleasurable Very pleasurable

Does this seem like a  
useful item?

..... 1 2 3 4 5 6 7 8  
Not useful Very useful

Appendix 3.10 Questionnaire for Study 3  
Version 1

Is this a practical item? \_\_\_\_\_ 1 2 3 4 5 6 7 8  
Not practical Very practical

Do you feel this product would be more useful or more fun? \_\_\_\_\_ 1 2 3 4 5 6 7 8  
Useful Fun

About the Ad  
Does the ad make you think more about the fun aspects of the product or the useful aspects of the product? \_\_\_\_\_ 1 2 3 4 5 6 7 8  
Useful Fun

Does the ad describe the product well? \_\_\_\_\_ 1 2 3 4 5 6 7 8  
Not at all Very well

Overall  
Does this seem like a desirable item? \_\_\_\_\_ 1 2 3 4 5 6 7 8  
Not at all desirable Very desirable

Thinking about all the products you have just looked at, please think about which you would choose:

As a gift for Mary:

1	2	3	4	5	6
Car	Digital	Sonic	MP3	iPod	Nintendo
Accessory	Camera	Boom	Player	Speakers	DS Lite
		Alarm			
		Clock			

As a gift for David:

1	2	3	4	5	6
Car	Digital	Sonic	MP3	iPod	Nintendo
Accessory	Camera	Boom	Player	Speakers	DS Lite
		Alarm			
		Clock			

Appendix 3.10 Questionnaire for Study 3  
Version 1

As a gift for yourself:

1	2	3	4	5	6	7
Car	Digital	Sonic	MP3	iPod	Nintendo	None
Accessory	Camera	Boom	Player	Speakers	DS Lite	
		Alarm				
		Clock				

How likely are you to spend the \$100 on a gift for yourself, or save the money?

1	2	3	4	5	6	7
Very likely						Very likely
to spend it						to save it

**Thank you for participating in this study!**

## Gift-Giving Study

You have a product catalogue (in a yellow cover) and this questionnaire. The catalogue will give you a colour picture and a description of six products. The questionnaire asks you a few questions about each of these products. The product ads are repeated on the pages of the questionnaire so you can be sure to connect the right questions to the right product. The products in the survey booklet may not appear in the same order as in the catalogue. Please answer the questions in the order they appear in this questionnaire. Make sure you know which product you are answering questions about.

Please imagine that you have won \$100 to spend on something for yourself if you choose. Take a moment to imagine having that unexpected hundred dollars.

You have found this selection of gift products in a yellow cover each priced between \$75 and \$100 to choose from. Please turn the page in this questionnaire, find the item in the catalogue and read the product description. Then answer the questions that go with each product.

## Bluetooth Hands-Free Car Phone Accessory Set

Photo of hands-free cell phone  
device for use in a car

This cute little device is perfect for the person on the go! Keep in touch with your friends while you travel, and keep your hands free for driving. The speaker function lets everyone in the car get in on the conversation, and the headphone option lets you keep those personal calls private. The fingertip one-touch control lets you choose the volume and switch between call functions.

### Gift Choices

How likely are you to  
buy this item as a gift for  
yourself?

..... 1 2 3 4 5 6 7 8  
Very Unlikely Very Likely

About the Product  
Does this seem like a fun  
item?

..... 1 2 3 4 5 6 7 8  
Not at all fun Very fun

Does this seem like a  
pleasurable item?

..... 1 2 3 4 5 6 7 8  
Not at all pleasurable Very pleasurable

Does this seem like a  
useful item?

..... 1 2 3 4 5 6 7 8  
Not useful Very useful

Is this a practical item?

..... 1 2 3 4 5 6 7 8  
Not practical Very practical

Appendix 3.10 Questionnaire for Study 3  
Version 2

Do you feel this product would be more  
useful or more fun?

\_\_\_\_\_ 1 2 3 4 5 6 7 8  
Useful Fun

About the Ad

Does the ad make you think more about  
the fun aspects of the product or the  
useful aspects of the product?

\_\_\_\_\_ 1 2 3 4 5 6 7 8  
Useful Fun

Does the ad describe the product well?

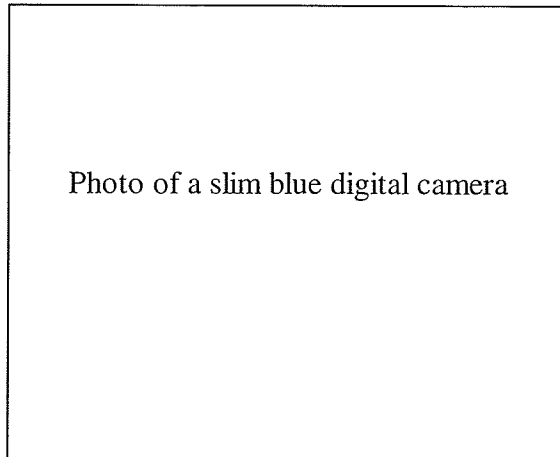
\_\_\_\_\_ 1 2 3 4 5 6 7 8  
Not at all Very well

Overall

Does this seem like a desirable item?

\_\_\_\_\_ 1 2 3 4 5 6 7 8  
Not at all Very  
desirable desirable

## ThinCam Digital Camera



This new digital camera combines space-age technology with a durable case and ultra-slim design. Small enough to keep it handy for recording important events, but with a large enough memory and internal rechargeable Li-polymer battery to make sure you never miss a shot. Autobrite™ technology compensates for backlighting and glare, and USB connectivity allows you to transfer those images to your computer for editing.

### Gift Choices

How likely are you to  
buy this item as a gift for  
yourself?

..... 1 2 3 4 5 6 7 8  
Very Unlikely Very Likely

About the Product  
Does this seem like a fun  
item?

..... 1 2 3 4 5 6 7 8  
Not at all fun Very fun

Does this seem like a  
pleasurable item?

..... 1 2 3 4 5 6 7 8  
Not at all pleasurable Very pleasurable

Does this seem like a  
useful item?

..... 1 2 3 4 5 6 7 8  
Not useful Very useful

Is this a practical item?

..... 1 2 3 4 5 6 7 8  
Not practical Very practical

Appendix 3.10 Questionnaire for Study 3  
Version 2

Do you feel this product would be more  
useful or more fun?

\_\_\_\_\_ 1 2 3 4 5 6 7 8  
Useful Fun

About the Ad

Does the ad make you think more about  
the fun aspects of the product or the  
useful aspects of the product?

\_\_\_\_\_ 1 2 3 4 5 6 7 8  
Useful Fun

Does the ad describe the product well?

\_\_\_\_\_ 1 2 3 4 5 6 7 8  
Not at all Very well

Overall

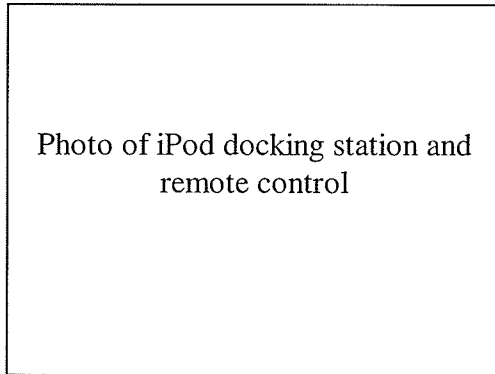
Does this seem like a desirable item?

\_\_\_\_\_ 1 2 3 4 5 6 7 8  
Not at all Very  
desirable desirable



Appendix 3.10 Questionnaire for Study 3  
Version 2

## ipod Speakers



Get the party started with this hot sound stage for your iPod! Whether you are bustin' a move or getting down with a sultry riff, this system will wow your friends with its big sound and dramatic style. The remote control lets you pick your favourite tracks from anywhere...dancing, getting ready to go out, taking a shower...

The docking station charges while the music plays so you'll never run out of juice. Share your tunes, crank it up, or set the mood. And this beauty looks as great as it sounds! You'll love what this does for your life...

### Gift Choices

How likely are you to buy this item as a gift for yourself?

..... 1 2 3 4 5 6 7 8  
Very Unlikely Very Likely

About the Product  
Does this seem like a fun item?

..... 1 2 3 4 5 6 7 8  
Not at all fun Very fun

Does this seem like a pleasurable item?

..... 1 2 3 4 5 6 7 8  
Not at all pleasurable Very pleasurable

Does this seem like a useful item?

..... 1 2 3 4 5 6 7 8  
Not useful Very useful

Is this a practical item?

..... 1 2 3 4 5 6 7 8  
Not practical Very practical

Appendix 3.10 Questionnaire for Study 3  
Version 2

Do you feel this product would be more  
useful or more fun?

\_\_\_\_\_ 1 2 3 4 5 6 7 8  
Useful Fun

About the Ad  
Does the ad make you think more about  
the fun aspects of the product or the  
useful aspects of the product?

\_\_\_\_\_ 1 2 3 4 5 6 7 8  
Useful Fun

Does the ad describe the product well?

\_\_\_\_\_ 1 2 3 4 5 6 7 8  
Not at all Very well

Overall  
Does this seem like a desirable item?

\_\_\_\_\_ 1 2 3 4 5 6 7 8  
Not at all Very  
desirable desirable

Appendix 3.10 Questionnaire for Study 3  
Version 2

## Nintendo DS Lite

Photo of Nintendo DS Lite

The new Nintendo DS Lite skimps on the size and weight by shaving off 1/3rd of the bulk and 20-percent of the weight. At just 218g it's the same Nintendo quality and versatility in a smaller package. Studies have shown that playing video games improves hand-eye coordination, concentration, problem-solving and mental dexterity. Keep this pocket-sized device handy to keep your skills tuned up during downtime. Some of the 278 currently available software are Sudoku Gridmaster, the Brain Booster and Productivity series, and many strategy and problem-solving exercises.

### Gift Choices

How likely are you to  
buy this item as a gift for  
yourself?

..... 1 2 3 4 5 6 7 8  
Very Unlikely Very Likely

About the Product  
Does this seem like a fun  
item?

..... 1 2 3 4 5 6 7 8  
Not at all fun Very fun

Does this seem like a  
pleasurable item?

..... 1 2 3 4 5 6 7 8  
Not at all pleasurable Very pleasurable

Does this seem like a  
useful item?

..... 1 2 3 4 5 6 7 8  
Not useful Very useful

Is this a practical item?

..... 1 2 3 4 5 6 7 8  
Not practical Very practical

Appendix 3.10 Questionnaire for Study 3  
Version 2

Do you feel this product would be more  
useful or more fun?

\_\_\_\_\_ 1 2 3 4 5 6 7 8  
Useful Fun

About the Ad

Does the ad make you think more about  
the fun aspects of the product or the  
useful aspects of the product?

\_\_\_\_\_ 1 2 3 4 5 6 7 8  
Useful Fun

Does the ad describe the product well?

\_\_\_\_\_ 1 2 3 4 5 6 7 8  
Not at all Very well

Overall

Does this seem like a desirable item?

\_\_\_\_\_ 1 2 3 4 5 6 7 8  
Not at all Very  
desirable desirable

### Appendix 3.10 Questionnaire for Study 3

#### Version 2

Thinking about all the products you have just looked at, please think about which you would choose:

As a gift for yourself:

1	2	3	4	7
Car	Digital	iPod	Nintendo	None
Accessory	Camera	Speakers	DS Lite	

How likely are you to spend the \$100 on a gift for yourself, or save the money?

1	2	3	4	5	6	7
Very likely to spend it						Very likely to save it

**Thank you for participating in this study!**

### Appendix 3.10 Questionnaire for Study 3

#### Social Psychology Study

Below is a series of statements concerning men and women and their relationships in contemporary society. Please indicate the degree to which you agree or disagree with each statement using the scale below:

- 106. No matter how accomplished he is, a man is not truly complete as a person unless he has the love of a woman**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

- 107. Many women are actually seeking special favours, such as hiring policies that favour them over men, under the guise of asking for "equality".**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

- 108. In a disaster, women ought to be rescued before men.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

- 109. Most women interpret innocent remarks or acts as being sexist.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

- 110. Women are too easily offended.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

- 111. People are not truly happy in life without being romantically involved with a member of the opposite sex.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

### Appendix 3.10 Questionnaire for Study 3

112. Feminists are seeking for women to have more power than men.
- |                      |                      |                      |                |                   |                   |
|----------------------|----------------------|----------------------|----------------|-------------------|-------------------|
| 0                    | 1                    | 2                    | 3              | 4                 | 5                 |
| Disagree<br>strongly | Disagree<br>somewhat | Disagree<br>slightly | Agree slightly | Agree<br>somewhat | Agree<br>strongly |
113. Many women have a quality of purity that few men possess.
- |                      |                      |                      |                |                   |                   |
|----------------------|----------------------|----------------------|----------------|-------------------|-------------------|
| 0                    | 1                    | 2                    | 3              | 4                 | 5                 |
| Disagree<br>strongly | Disagree<br>somewhat | Disagree<br>slightly | Agree slightly | Agree<br>somewhat | Agree<br>strongly |
114. Women should be cherished and protected by men.
- |                      |                      |                      |                |                   |                   |
|----------------------|----------------------|----------------------|----------------|-------------------|-------------------|
| 0                    | 1                    | 2                    | 3              | 4                 | 5                 |
| Disagree<br>strongly | Disagree<br>somewhat | Disagree<br>slightly | Agree slightly | Agree<br>somewhat | Agree<br>strongly |
115. Most women fail to appreciate fully all that men do for them.
- |                      |                      |                      |                |                   |                   |
|----------------------|----------------------|----------------------|----------------|-------------------|-------------------|
| 0                    | 1                    | 2                    | 3              | 4                 | 5                 |
| Disagree<br>strongly | Disagree<br>somewhat | Disagree<br>slightly | Agree slightly | Agree<br>somewhat | Agree<br>strongly |
116. Women seek to gain power by getting control over men.
- |                      |                      |                      |                |                   |                   |
|----------------------|----------------------|----------------------|----------------|-------------------|-------------------|
| 0                    | 1                    | 2                    | 3              | 4                 | 5                 |
| Disagree<br>strongly | Disagree<br>somewhat | Disagree<br>slightly | Agree slightly | Agree<br>somewhat | Agree<br>strongly |
117. Every man ought to have a woman whom he adores.
- |                      |                      |                      |                |                   |                   |
|----------------------|----------------------|----------------------|----------------|-------------------|-------------------|
| 0                    | 1                    | 2                    | 3              | 4                 | 5                 |
| Disagree<br>strongly | Disagree<br>somewhat | Disagree<br>slightly | Agree slightly | Agree<br>somewhat | Agree<br>strongly |
118. Men are incomplete without women.
- |                      |                      |                      |                |                   |                   |
|----------------------|----------------------|----------------------|----------------|-------------------|-------------------|
| 0                    | 1                    | 2                    | 3              | 4                 | 5                 |
| Disagree<br>strongly | Disagree<br>somewhat | Disagree<br>slightly | Agree slightly | Agree<br>somewhat | Agree<br>strongly |
119. Women exaggerate problems they have at work.
- |                      |                      |                      |                |                   |                   |
|----------------------|----------------------|----------------------|----------------|-------------------|-------------------|
| 0                    | 1                    | 2                    | 3              | 4                 | 5                 |
| Disagree<br>strongly | Disagree<br>somewhat | Disagree<br>slightly | Agree slightly | Agree<br>somewhat | Agree<br>strongly |

### Appendix 3.10 Questionnaire for Study 3

**120. Once a woman gets a man to commit to her, she usually tries to put him on a tight leash.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**121. When women lose to men in a fair competition, they typically complain about being discriminated against.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**122. A good woman should be set on a pedestal by her man.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**123. Many women get a kick out of teasing men by seeming sexually available and then refusing male advances.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**124. Women, compared to men, tend to have a superior moral sensibility.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**125. Men should be willing to sacrifice their own well-being in order to provide financially for the women in their lives.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**126. Feminists are making unreasonable demands of men.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**127. Women, as compared to men, tend to have a more refined sense of culture and good taste.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly



### Appendix 3.10 Questionnaire for Study 3

We would like you to participate in a social psychology study of perceptions of themselves and others.

A. How well would you say each of the following describes **you**:

1. I am **affectionate**

1	2	3	4	5	6	7
Almost						Almost
Never						Always
True						True

2. I am **willing to take risks**

1	2	3	4	5	6	7
Almost						Almost
Never						Always
True						True

- I am **compassionate**

1	2	3	4	5	6	7
Almost						Almost
Never						Always
True						True

- I am **warm**

1	2	3	4	5	6	7
Almost						Almost
Never						Always
True						True

- I am **tender**

1	2	3	4	5	6	7
Almost						Almost
Never						Always
True						True

- I am **assertive**

1	2	3	4	5	6	7
Almost						Almost
Never						Always
True						True

### Appendix 3.10 Questionnaire for Study 3

- I am **gentle**

1	2	3	4	5	6	7
Almost						Almost
Never						Always
True						True

- I am **sympathetic**

1	2	3	4	5	6	7
Almost						Almost
Never						Always
True						True

- I am **sensitive to the needs of others**

1	2	3	4	5	6	7
Almost						Almost
Never						Always
True						True

- I am **understanding**

1	2	3	4	5	6	7
Almost						Almost
Never						Always
True						True

- I am **eager to soothe hurt feelings**

1	2	3	4	5	6	7
Almost						Almost
Never						Always
True						True

- I **defend my own beliefs**

1	2	3	4	5	6	7
Almost						Almost
Never						Always
True						True

### Appendix 3.10 Questionnaire for Study 3

- I am <b>aggressive</b>						
1	2	3	4	5	6	7
Almost						Almost
Never						Always
True						True
- I am <b>independent</b>						
1	2	3	4	5	6	7
Almost						Almost
Never						Always
True						True
- I have <b>leadership abilities</b>						
1	2	3	4	5	6	7
Almost						Almost
Never						Always
True						True
- I am <b>willing to take a stand</b>						
1	2	3	4	5	6	7
Almost						Almost
Never						Always
True						True
- I have a <b>strong personality</b>						
1	2	3	4	5	6	7
Almost						Almost
Never						Always
True						True
- I am <b>forceful</b>						
1	2	3	4	5	6	7
Almost						Almost
Never						Always
True						True

### Appendix 3.10 Questionnaire for Study 3

- I am **dominant**

1	2	3	4	5	6	7
Almost Never True						Almost Always True

- I love **children**

1	2	3	4	5	6	7
Almost Never True						Almost Always True

## **Ad Recall Study**

Earlier you watched a series of tv ads.  
What products did you see ads for?

---



---

Did you see ads for any of the following products? (please check all that apply)

IKEA

Panasonic MP3 Player

Troeg Beer

GE

Tag Body Shots

Smart Car

Saturn

Anti Speeding public service announcement

Do you feel the ads you saw showed women in a way that was

1	2	3	4	5	6	7
Bad						Good

Do you feel the ads you saw showed women in a way that was:

1	2	3	4	5	6	7
Unfavourable						Favourable

In the ads you saw, how realistic was the depiction of men?

1	2	3	4	5	6	7
Not realistic at all						Very realistic

### Appendix 3.10 Questionnaire for Study 3

In the ads you saw, how realistic was the depiction of women?

1	2	3	4	5	6	7
Not realistic at all						Very realistic

In the ads you saw did you relate to the female character(s)?

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

In watching the ads, how did you feel?

1	2	3	4	5	6	7
Not very good						Very good

1	2	3	4	5	6	7
Not happy at all						Very happy

1	2	3	4	5	6	7
Irritated						Amused

#### Television viewing habits:

1. How would you rate your television viewing habits in an average week?

1	2	3	4	5	6	7
Watch little or no TV						Watch a lot of TV

2. How many hours would you estimate that you watch television in an average week?

1	2	3	4	5	6	7
0 – 5 hours	6 – 10 hours	11 – 15 hours	16 – 20 hours	21 – 25 hours	26 – 30 hours	More than 30

### Appendix 3.10 Questionnaire for Study 3

3. What time of day do you usually watch television? (circle as many as apply)

1	2	3	4	5	6	7
Weekend mornings	Weekend afternoons	Weekend evenings	Weekday mornings	Weekday daytime	Weekday prime time	Late night

3. What types of shows do you usually watch? (circle as many as apply)

1	2	3	4	5	6	7
Sports	News	Mystery	Home/car/yard	Drama	Reality	Science
8	9	10	11	12	13	14
Cartoons	Sitcoms	Movies	Music/Variety	History	Soaps	Talk
15	16	17	18	19	20	21
Science fiction	Biography	Western	Comedy	Business	Fashion	Spy/Thriller

4. What is your favourite show? \_\_\_\_\_

5. What is your least favourite? \_\_\_\_\_

### Appendix 3.10 Questionnaire for Study 3

#### Demographics

Are you: Male \_\_\_\_ Female \_\_\_\_

Age: \_\_\_\_

We are interested in cultural differences in consumer behaviour. The following questions address this aspect of our research:

Where were you born?

Canada	Asia	Western Europe	Africa	Eastern Europe	South America	Central America	Australia/ New Zealand	USA
1	2	3	4	5	6	7	8	9

Where was your mother born?

Canada	Asia	Western Europe	Africa	Eastern Europe	South America	Central America	Australia/ New Zealand	USA
1	2	3	4	5	6	7	8	9

To what degree would you say your family (parents, grandparents, and extended family) have maintained a culturally traditional way of life?

Not at all								To a very great extent
1	2	3	4	5	6			7

To what degree would you say that your parents have passed on culturally traditional values to you?

Not at all								To a very great extent
1	2	3	4	5	6			7

What language do you normally speak at home? \_\_\_\_\_

Thank you very much for participating in this study!



#### Appendix 4.1 Questionnaire for Study 4

Please write in the number on the sticky note on your desk in front of you.

Seat # \_\_\_\_\_

### Gift-Giving Study

A retailer of gift items is testing a new concept. They want to provide easy gift purchasing opportunities for busy people. Bulk purchasing permits this company to offer high quality items at very affordable prices. You have been asked to give feedback on their products. In exchange for this feedback, you may choose one of these products to give as a gift.

First, please think about a **male** person you feel close to. It could be a best friend or relative, but NOT someone you are romantically involved with or a young child. Please write that person's first name here: \_\_\_\_\_

Please imagine that this person's birthday is coming up soon and you have decided to select your free gift to give to him.

This binder catalogue will give you colour pictures and descriptions of eight products. The questionnaire asks you a few questions about each of these products.

Keeping in mind that you need to find a gift for the person you named above, please read each product description carefully and answer the questions that go with each product.

#### Appendix 4.1 Questionnaire for Study 4

Please write in the number on the sticky note on your desk in front of you.

Seat # \_\_\_\_\_

### Gift-Giving Study

A retailer of gift items is testing a new concept. They want to provide easy gift purchasing opportunities for busy people. Bulk purchasing permits this company to offer high quality items at very affordable prices. You have been asked to give feedback on their products. In exchange for this feedback, you may choose one of these products to give as a gift.

First, please think about a **female** person you feel close to. It could be a best friend or relative, but NOT someone you are romantically involved with or a young child. Please write that person's first name here: \_\_\_\_\_

Please imagine that this person's birthday is coming up soon and you have decided to select your free gift to give to her.

This binder catalogue will give you colour pictures and descriptions of eight products. The questionnaire asks you a few questions about each of these products.

Keeping in mind that you need to find a gift for the person you named above, please read each product description carefully and answer the questions that go with each product.

## Appendix 4.1 Questionnaire for Study 4

Please write in the number on the sticky note on your desk in front of you.

Seat # \_\_\_\_\_

### Gift-Giving Study

A retailer of gift items is testing a new concept. They want to provide easy gift purchasing opportunities for busy people. Bulk purchasing permits this company to offer high quality items at very affordable prices. You have been asked to give feedback on their products. In exchange for this feedback, you may choose one of these products to give as a gift.

First, please imagine that you work for a company where there is a very strong gift-giving culture. Everyone gives nice gifts for the other employees' birthdays. A **male** co-worker who you don't know particularly well is having a birthday soon. You know you will be expected to give him a gift but don't have time to find out much about him other than he is within ten years of your own age. Imagine you have decided to give him the free gift you will choose from this catalogue

This binder catalogue will give you colour pictures and descriptions of eight products. The questionnaire asks you a few questions about each of these products.

Keeping in mind that you need to find a gift for this male co-worker, please read each product description carefully and answer the questions that go with each product.

#### Appendix 4.1 Questionnaire for Study 4

Please write in the number on the sticky note on your desk in front of you.

Seat # \_\_\_\_\_

### Gift-Giving Study

A retailer of gift items is testing a new concept. They want to provide easy gift purchasing opportunities for busy people. Bulk purchasing permits this company to offer high quality items at very affordable prices. You have been asked to give feedback on their products. In exchange for this feedback, you may choose one of these products to give as a gift.

First, please imagine that you work for a company where there is a very strong gift-giving culture. Everyone gives nice gifts for the other employees' birthdays. A **female** co-worker who you don't know particularly well is having a birthday soon. You know you will be expected to give her a gift but don't have time to find out much about her other than she is within ten years of your own age. Imagine you have decided to give her the free gift you will choose from this catalogue

This binder catalogue will give you colour pictures and descriptions of eight products. The questionnaire asks you a few questions about each of these products.

Keeping in mind that you need to find a gift for this female co-worker, please read each product description carefully and answer the questions that go with each product.

## Appendix 4.1 Questionnaire for Study 4

Please write in the number on the sticky note on your desk in front of you.

Seat # \_\_\_\_\_

### Gift-Giving Study

A retailer of gift items is testing a new concept. They want to provide easy gift purchasing opportunities for busy people. Bulk purchasing permits this company to offer high quality items at very affordable prices. You have been asked to give feedback on their products. In exchange for this feedback, you may choose one of these products to give as a gift.

First, please think about a person you are or have been or hope to be romantically involved with. Please write that person's first name here: \_\_\_\_\_. Make sure it is a real person that you know, not a character in a show or a celebrity.

Please imagine that this person's birthday is coming up soon and you have decided to select your free gift to give to him or her.

This binder catalogue will give you colour pictures and descriptions of eight products. The questionnaire asks you a few questions about each of these products.

Keeping in mind that you need to find a gift for the person you named above, please read each product description carefully and answer the questions that go with each product.

## Appendix 4.1 Questionnaire for Study 4

### Item #1 - Bluetooth Hands-Free Car Phone Accessory Set

Photo of hands-free cell phone  
device for use in a car

Be safe on the road while taking those critical calls. This compact device offers the choice of speaker or headphone conversations with the touch of a button. The multifunction control allows one-finger adjustment of volume and other basic and advanced call functions. Increase your productivity by multi-tasking!

#### Gift Choices

How likely are you to buy  
this item as a gift for your  
romantic partner?

.....1 2 3 4 5 6 7 8  
Very Unlikely Very Likely

#### About the Product

Does this seem like a fun  
item?

.....1 2 3 4 5 6 7 8  
Not at all fun Very fun

Does this seem like a  
pleasurable item?

.....1 2 3 4 5 6 7 8  
Not at all Very  
pleasurable pleasurable

Does this seem like a  
useful item?

.....1 2 3 4 5 6 7 8  
Not useful Very useful

Is this a practical item?

.....1 2 3 4 5 6 7 8  
Not practical Very  
practical

Do you feel this product  
would be more useful or  
more fun?

.....1 2 3 4 5 6 7 8  
Useful Fun

## Appendix 4.1 Questionnaire for Study 4

### **Overall**

Does this seem like a desirable  
item?

	1	2	3	4	5	6	7	8
	Not at all							Very
	desirable							desirable

What did this product make you think of?

---

---

---

Why would you, or would you not consider this item as a gift for your romantic partner?

---

---

---

---

## Appendix 4.1 Questionnaire for Study 4

### Item #2 – Coffee Break Basket

Photo of a basket loaded with cookies,  
coffee, etc.

Our original coffee cup-shaped basket is truly one of a kind! Features delicious Cookie It Up! Chocolate shortbread, Caramel Royale coffee, Vanilla Café Tea, white chocolate espresso beans, rich cappuccino crisp truffles, Bellagio chocolate truffle cocoa, Amaretto Almond coffee, Ghirardelli caramel squares, creamy chocolate wafers, Bellagio Raspberry Parfait cocoa, Heavenly Sweet Hazelnut cookies and Grand Marnier chocolate dipped spoons.

#### Gift Choices

How likely are you to buy  
this item as a gift for your  
romantic partner?

..... 1 2 3 4 5 6 7 8  
Very Unlikely Very Likely

#### About the Product

Does this seem like a fun  
item?

..... 1 2 3 4 5 6 7 8  
Not at all fun Very fun

Does this seem like a  
pleasurable item?

..... 1 2 3 4 5 6 7 8  
Not at all pleasurable Very pleasurable

Does this seem like a  
useful item?

..... 1 2 3 4 5 6 7 8  
Not useful Very useful

Is this a practical item?

..... 1 2 3 4 5 6 7 8  
Not practical Very practical

Do you feel this product  
would be more useful or  
more fun?

..... 1 2 3 4 5 6 7 8  
Useful Fun



## Appendix 4.1 Questionnaire for Study 4

### **Overall**

Does this seem like a desirable  
item?

	1	2	3	4	5	6	7	8
	Not at all						Very	
	desirable						desirable	

What did this product make you think of?

---

---

---

Why would you, or would you not consider this item as a gift for your romantic partner?

---

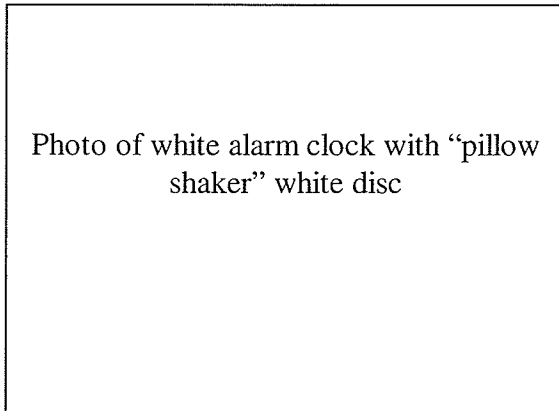
---

---

---

## Appendix 4.1 Questionnaire for Study 4

### Item #3 – Sonic Boom Alarm Clock



Never miss an important meeting again! Engineered to exacting standards, this alarm clock not only rings at 113db, it flashes a blue back-light and the patented 12 volt bed-shaker will get your attention even at the peak of REM sleep.

Unbreakable and portable, this efficient time-piece comes with both a 110 volt and a 220 volt power supply and a battery back-up to protect against power failures.

#### Gift Choices

How likely are you to buy this item as a gift for your romantic partner?

..... 1 2 3 4 5 6 7 8  
Very Unlikely Very Likely

#### About the Product

Does this seem like a fun item?

..... 1 2 3 4 5 6 7 8  
Not at all fun Very fun

Does this seem like a pleasurable item?

..... 1 2 3 4 5 6 7 8  
Not at all pleasurable Very pleasurable

Does this seem like a useful item?

..... 1 2 3 4 5 6 7 8  
Not useful Very useful

Is this a practical item?

..... 1 2 3 4 5 6 7 8  
Not practical Very practical

Do you feel this product would be more useful or more fun?

..... 1 2 3 4 5 6 7 8  
Useful Fun

## Appendix 4.1 Questionnaire for Study 4

### **Overall**

Does this seem like a desirable  
item?

	1	2	3	4	5	6	7	8
	Not at all							Very
	desirable							desirable

What did this product make you think of?

---

---

---

Why would you, or would you not consider this item as a gift for your romantic partner?

---

---

---

---

## Appendix 4.1 Questionnaire for Study 4

### Item #4 – Inca Chess Set

Photo of a stylized chess set

This Inca Chess set depicting the Incas against the Spaniards is handmade by Palemon Cuno Surco. He is from a small village near Cusco, Peru and one of the few artisans in that area devoted to making this style of Inca and pre-Inca inspired pottery. The designs and many of the forms of pottery that he makes are inspired by pieces currently housed in museums in the Cusco area. Palemon makes all of the pieces in his workshop.

#### Gift Choices

How likely are you to buy this item as a gift for your romantic partner?

..... 1 2 3 4 5 6 7 8  
Very Unlikely Very Likely

#### About the Product

Does this seem like a fun item?

..... 1 2 3 4 5 6 7 8  
Not at all fun Very fun

Does this seem like a pleasurable item?

..... 1 2 3 4 5 6 7 8  
Not at all pleasurable Very pleasurable

Does this seem like a useful item?

..... 1 2 3 4 5 6 7 8  
Not useful Very useful

Is this a practical item?

..... 1 2 3 4 5 6 7 8  
Not practical Very practical

Do you feel this product would be more useful or more fun?

..... 1 2 3 4 5 6 7 8  
Useful Fun

## Appendix 4.1 Questionnaire for Study 4

### **Overall**

Does this seem like a desirable  
item?

_____	1	2	3	4	5	6	7	8
	Not at all							Very
	desirable							desirable

What did this product make you think of?

---

---

---

Why would you, or would you not consider this item as a gift for your romantic partner?

---

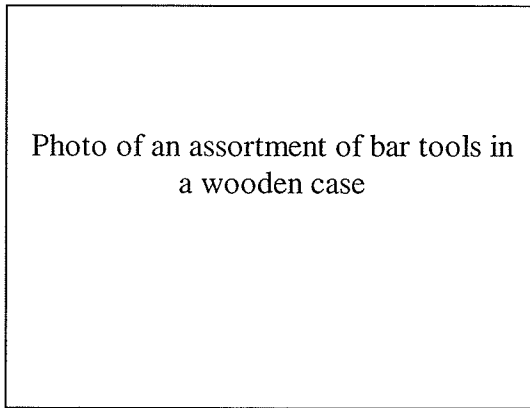
---

---

---

## Appendix 4.1 Questionnaire for Study 4

### Item #5 – 8 Piece Deluxe Barware Set



Everything you need to tend bar like a pro. These stainless steel tools are attractively stored in a cherry wood box that will look terrific on the bar or on the go!

#### Gift Choices

How likely are you to buy this item as a gift for your romantic partner?

..... 1 2 3 4 5 6 7 8  
Very Unlikely Very Likely

#### About the Product

Does this seem like a fun item?

..... 1 2 3 4 5 6 7 8  
Not at all fun Very fun

Does this seem like a pleasurable item?

..... 1 2 3 4 5 6 7 8  
Not at all pleasurable Very pleasurable

Does this seem like a useful item?

..... 1 2 3 4 5 6 7 8  
Not useful Very useful

Is this a practical item?

..... 1 2 3 4 5 6 7 8  
Not practical Very practical

Do you feel this product would be more useful or more fun?

..... 1 2 3 4 5 6 7 8  
Useful Fun

## Appendix 4.1 Questionnaire for Study 4

### **Overall**

Does this seem like a desirable  
item?

	1	2	3	4	5	6	7	8
	Not at all				Very			
	desirable				desirable			

What did this product make you think of?

---

---

---

Why would you, or would you not consider this item as a gift for your romantic partner?

---

---

---

---

## Appendix 4.1 Questionnaire for Study 4

### Item #6 – Nintendo DS Lite

Photo of Nintendo DS Lite

Get in the game – wherever you are! The Nintendo DS Lite is so small and fun to have around you'll want to take it everywhere. There are now over 275 games including everyone's favourites – Need for Speed, Madden NFL, FIFA World Cup, Prince of Persia, Age of Empires, the Sims, Legend of Zelda, and Tomb Raider – and more titles coming out all the time! Two screens mean twice the fun and excitement. Don't miss out!

#### Gift Choices

How likely are you to buy this item as a gift for your romantic partner?

..... 1 2 3 4 5 6 7 8  
Very Unlikely Very Likely

#### About the Product

Does this seem like a fun item?

..... 1 2 3 4 5 6 7 8  
Not at all fun Very fun

Does this seem like a pleasurable item?

..... 1 2 3 4 5 6 7 8  
Not at all pleasurable Very pleasurable

Does this seem like a useful item?

..... 1 2 3 4 5 6 7 8  
Not useful Very useful

Is this a practical item?

..... 1 2 3 4 5 6 7 8  
Not practical Very practical

Do you feel this product would be more useful or more fun?

..... 1 2 3 4 5 6 7 8  
Useful Fun

#### Overall

Does this seem like a

.....



### Appendix 4.1 Questionnaire for Study 4

desirable item?	_____	1	2	3	4	5	6	7	8
		Not at all							Very
		desirable							desirable

What did this product make you think of?

---

---

---

Why would you, or would you not consider this item as a gift for your romantic partner?

---

---

---

---

## Appendix 4.1 Questionnaire for Study 4

### Item #7 – Godiva Chocolates

Photo of a box of elegant  
chocolates

Pamper someone special with a collection from one of the world's most exclusive chocolatiers. Godiva chocolates are hand crafted with the finest ingredients. This handsomely presented sampler really shows how highly you regard someone.

A touch of class, perfect for any occasion!

#### Gift Choices

How likely are you to buy  
this item as a gift for your  
romantic partner?

..... 1 2 3 4 5 6 7 8  
Very Unlikely Very Likely

#### About the Product

Does this seem like a fun  
item?

..... 1 2 3 4 5 6 7 8  
Not at all fun Very fun

Does this seem like a  
pleasurable item?

..... 1 2 3 4 5 6 7 8  
Not at all pleasurable Very pleasurable

Does this seem like a  
useful item?

..... 1 2 3 4 5 6 7 8  
Not useful Very useful

Is this a practical item?

..... 1 2 3 4 5 6 7 8  
Not practical Very practical

Do you feel this product  
would be more useful or  
more fun?

..... 1 2 3 4 5 6 7 8  
Useful Fun

## Appendix 4.1 Questionnaire for Study 4

### **Overall**

Does this seem like a desirable  
item?

	1	2	3	4	5	6	7	8
	Not at all				Very			
	desirable				desirable			

What did this product make you think of?

---

---

---

Why would you, or would you not consider this item as a gift for your romantic partner?

---

---

---

---

## Appendix 4.1 Questionnaire for Study 4

### Item #8 – Deluxe Leather Agenda and Day-Timer

Photo of four small agendas  
in different colours

Keep track of appointments and special events with a sophisticated leather agenda. Daily pages are enhanced with week-at-a-glance and month-at-a-glance pages. Also has special sections for notes, budgeting and tracking projects. Truly a must for the busy person on the go.

#### Gift Choices

How likely are you to buy  
this item as a gift for your  
romantic partner?

..... 1 2 3 4 5 6 7 8  
Very Unlikely Very Likely

#### About the Product

Does this seem like a fun  
item?

..... 1 2 3 4 5 6 7 8  
Not at all fun Very fun

Does this seem like a  
pleasurable item?

..... 1 2 3 4 5 6 7 8  
Not at all pleasurable Very pleasurable

Does this seem like a  
useful item?

..... 1 2 3 4 5 6 7 8  
Not useful Very useful

Is this a practical item?

..... 1 2 3 4 5 6 7 8  
Not practical Very practical

Do you feel this product  
would be more useful or  
more fun?

..... 1 2 3 4 5 6 7 8  
Useful Fun

## Appendix 4.1 Questionnaire for Study 4

### **Overall**

Does this seem like a desirable  
item?

	1	2	3	4	5	6	7	8
	Not at all							Very
	desirable							desirable

What did this product make you think of?

---

---

---

Why would you, or would you not consider this item as a gift for your romantic partner?

---

---

---

---

## Appendix 4.1 Questionnaire for Study 4

Thinking about all the products you have just looked at, please think about which you would choose:

As a gift for your romantic partner:

1	2	3	4	5	6	7	8
Car	Coffee	Sonic	Inca	Deluxe	Nintendo	Godiva	Leather
Accessory	Break	Boom	Chess	Barware	DS Lite	Chocolates	Agenda
	Basket	Alarm	Set	Set			
		Clock					

Why did you choose this product as your first choice for this person?

---

---

---

---

Do you currently have a close female friend or close female relative? (not a romantic partner)

Yes \_\_\_\_ No \_\_\_\_

Do you currently have a close male friend or close male relative? (not a romantic partner)

Yes \_\_\_\_ No \_\_\_\_

Are you currently in a romantic relationship?

Yes \_\_\_\_ No \_\_\_\_

Have you ever worked in an office or other workplace that employs both males and females?

Yes \_\_\_\_ No \_\_\_\_

Have you ever participated in a workplace gift exchange?

Yes \_\_\_\_ No \_\_\_\_

**Thank you for participating in this study!**

## Appendix 4.1 Questionnaire for Study 4

### **Social Psychology Study**

Seat Number: \_\_\_\_\_

## Appendix 4.1 Questionnaire for Study 4

**Below is a series of statements concerning men and women and their relationships in contemporary society. Please indicate the degree to which you agree or disagree with each statement using the scale below:**

1. No matter how accomplished he is, a man is not truly complete as a person unless he has the love of a woman

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

2. Many women are actually seeking special favours, such as hiring policies that favour them over men, under the guise of asking for "equality".

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

3. In a disaster, women ought to be rescued before men.

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

4. Most women interpret innocent remarks or acts as being sexist.

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

5. Women are too easily offended.

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

6. People are not truly happy in life without being romantically involved with a member of the opposite sex.

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

7. Feminists are seeking for women to have more power than men.

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly



## Appendix 4.1 Questionnaire for Study 4

**8. Many women have a quality of purity that few men possess.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**9. Women should be cherished and protected by men.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**10. Most women fail to appreciate fully all that men do for them.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**11. Women seek to gain power by getting control over men.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**12. Every man ought to have a woman whom he adores.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**13. Men are incomplete without women.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**14. Women exaggerate problems they have at work.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

**15. Once a woman gets a man to commit to her, she usually tries to put him on a tight leash.**

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

#### Appendix 4.1 Questionnaire for Study 4

16. When women lose to men in a fair competition, they typically complain about being discriminated against.

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

17. A good woman should be set on a pedestal by her man.

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

18. Many women get a kick out of teasing men by seeming sexually available and then refusing male advances.

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

19. Women, compared to men, tend to have a superior moral sensibility.

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

20. Men should be willing to sacrifice their own well-being in order to provide financially for the women in their lives.

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

21. Feminists are making unreasonable demands of men.

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

22. Women, as compared to men, tend to have a more refined sense of culture and good taste.

0	1	2	3	4	5
Disagree strongly	Disagree somewhat	Disagree slightly	Agree slightly	Agree somewhat	Agree strongly

# Ad Recall Study

Seat Number: \_\_\_\_\_

## Appendix 4.1 Questionnaire for Study 4

### Ad Recall Study

Earlier you watched a series of tv ads.

What products did you see ads for?

---

---

Did you see ads for any of the following products? (please check all that apply)

IKEA

Panasonic MP3 Player

Troeg Beer

GE

Tag Body Shots

Smart Car

Saturn

Anti Speeding public service announcement

Do you feel the ads you saw showed women in a way that was

1	2	3	4	5	6	7
Bad						Good

Do you feel the ads you saw showed women in a way that was:

1	2	3	4	5	6	7
Unfavourable						Favourable

In the ads you saw, how realistic was the depiction of men?

1	2	3	4	5	6	7
Not realistic at all						Very realistic

## Appendix 4.1 Questionnaire for Study 4

In the ads you saw, how realistic was the depiction of women?

1	2	3	4	5	6	7
Not realistic at all						Very realistic

In the ads you saw did you relate to the female character(s)?

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

In watching the ads, how did you feel?

1	2	3	4	5	6	7
Not very good						Very good

1	2	3	4	5	6	7
Not happy at all						Very happy

1	2	3	4	5	6	7
Irritated						Amused

### Television viewing habits:

1. How would you rate your television viewing habits in an average week?

1	2	3	4	5	6	7
Watch little or no TV						Watch a lot of TV

2. How many hours would you estimate that you watch television in an average week?

1	2	3	4	5	6	7
0 – 5 hours	6 – 10 hours	11 – 15 hours	16 – 20 hours	21- 25 hours	26 – 30 hours	More than 30

### Appendix 4.1 Questionnaire for Study 4

3. What time of day do you usually watch television? (circle as many as apply)

1	2	3	4	5	6	7
Weekend mornings	Weekend afternoons	Weekend evenings	Weekday mornings	Weekday daytime	Weekday prime time	Late night

3. What types of shows do you usually watch? (circle as many as apply)

1	2	3	4	5	6	7
Sports	News	Mystery	Home/car/yard	Drama	Reality	Science
8	9	10	11	12	13	14
Cartoons	Sitcoms	Movies	Music/Variety	History	Soaps	Talk
15	16	17	18	19	20	21
Science fiction	Biography	Western	Comedy	Business	Fashion	Spy/Thriller

4. What is your favourite show? \_\_\_\_\_

5. What is your least favourite? \_\_\_\_\_

## Appendix 4.1 Questionnaire for Study 4

### Demographics

Are you: Male \_\_\_\_\_ Female \_\_\_\_\_

Age: \_\_\_\_\_

We are interested in cultural differences in consumer behaviour. The following questions address this aspect of our research:

Where were you born?

Canada	Asia	Western Europe	Africa	Eastern Europe	South America	Central America	Australia/ New Zealand	USA
1	2	3	4	5	6	7	8	9

Where was your mother born?

Canada	Asia	Western Europe	Africa	Eastern Europe	South America	Central America	Australia/ New Zealand	USA
1	2	3	4	5	6	7	8	9

To what degree would you say your family (parents, grandparents, and extended family) have maintained a culturally traditional way of life?

Not at all							To a very great extent
1	2	3	4	5	6	7	

To what degree would you say that your parents have passed on culturally traditional values to you?

Not at all							To a very great extent
1	2	3	4	5	6	7	

What language do you normally speak at home? \_\_\_\_\_

Thank you very much for participating in this study!

#### Appendix 4.2: Manipulation Check 1 for Study 4

The Significance of Ad Condition in Recall of Advertising for Study 4

	F(1,267)	p-value	Partial Eta Squared	Neutral Means	Stereotyped Means
*IKEA	2.40	.122	.009	.98	.94
Panasonic	414.61	.000	.608	.03	.82
Troeg Beer	1039.73	.000	.796	.02	.93
*GE	0.13	.722	.000	.25	.23
Tag Body Shots	353.82	.000	.570	.04	.78
Smart Car	323.30	.000	.548	.74	.02
Saturn	1015.02	.000	.792	.90	.01
Anti-Speeding	395.86	.000	.579	.88	.03

\* Denotes ads that appeared in both ad condition sets and were, therefore, identified by participants from both conditions.



### Appendix 4.3: Manipulation Check 2 for Study 4

The Effect of Ad Condition on Participants' Response to ads

	F(1,271)	p-value	Partial Eta Squared	Neutral	Stereotyped
Do you feel the ads you saw showed women in a way that was bad or good?	24.66	.000	.083	4.57	3.71
Do you feel the ads you saw showed women in a way that was unfavourable or favourable?	8.32	.004	.030	4.51	4.04
In the ads you saw, how realistic was the depiction of men?	60.69	.000	.183	4.42	3.24
In the ads you saw, how realistic was the depiction of women?	120.26	.000	.307	3.44	2.70
In the ads you saw, did you relate to the female character?	32.65	.000	.108	3.20	2.45
In watching the ads, how did you feel? (not good – very good)	15.25	.000	.053	4.85	4.33
In watching the ads, how did you feel? (not happy – very happy)	5.29	.022	.019	4.69	4.36
In watching the ads, how did you feel? (irritated - amused)	2.60	.108	.009	4.52	4.24

## Appendix 5.0: Data Clarifications

**Table 5.1: Effect of Ad Condition for Study 1 - Means**

Neutral		Female Recipient	Male Recipient
	Feminine Product	4.11	3.13
	Masculine Product	2.62	4.26
Stereotyped			
	Feminine Product	4.31	3.62
	Masculine Product	2.40	4.54

Not statistically significant, but there is directional support.

**Table 5.2: Self-Gifting by Ad Condition for Study 3 - Means**

	Neutral Ad Condition	Stereotyped Ad Condition
Buying only for Self	3.89	3.65
Buying for Self and Others	3.94	4.28

$F(1,225) = 2.84, p = .09$  – marginal directional significance

The greatest tendency to self-gift appear to occur in the stereotyped condition where the participant is buying for others as well. The lowest tendency to self-gift appears to be in the stereotyped condition where the participant is only buying for themselves.

## Appendix 5.0: Data Clarifications

**Table 5.3: Gender-Matching in Self-Gifts for Study 3 - Means**

	Feminine Gift	Masculine Gift
Female Giver	4.36	3.22
Male Giver	4.00	4.21

Males appear to feel more free to not engage in gender matching when buying for themselves. – non-significant difference between the choice of feminine or masculine gifts for self.

Females do gender match in self-gifts

$F(1,107) = 24.23, p < .00$

**Table 5.4: Gender-Matching with Romantic Partners in Study 4**

	Feminine Gift	Masculine Gift
Female Giver	2.80	3.93
Male Giver	4.44	2.98

Gender of Gift by Gender of Product by Social Condition (Romantic Partner)

$F(2,176) = 7.94, p < .00$

This suggests that courtship ritual supported by culture and media (Ruginbana, et al. 2004) is a highly salient part of the choice of gifts for romantic partners.