

One for him, one for me:

An examination of gift giving and the malleable self

By

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Abstract

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This paper investigates how consumption affects aspects of the self-concept. Using gift giving situations as consumer's consumption context, we examine how three types of gift giving scenarios affect individual's gender identity and self-construal. In Study 1, using a within subjects design, we demonstrate that gender identity changes based on the gifting scenario (self-gift vs. interpersonal gift) and show that these differences also exist between the two main contexts of self-gifts (i.e. reward and therapy.) In Study 2, we replicate these results using self-construal as a dependent variable with a between subjects design and find that cognitive busyness does not moderate the results. In Study 3, we show how priming subjects on different dimensions of their self-concept affects their choices of gifts in a predictable way consistent with their active self-concept and that their gender identity and self-construal mediates the results.

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Chapter 1: Introduction

“The only gift is a portion of thyself” (Emerson, 1936)

Sociologists and anthropologists have long studied gift giving rituals (Sherry, 1983). The act of gift giving is said to be self-defining in that individuals tend to confirm their identity by presenting it to others in objectified form (Schwartz, 1967). The ritual of gift giving occurs in all societies. The gift is generally defined as the circulation of goods to promote ties and bonding between individuals. This process happens over time and space, and includes three different phases: giving, receiving, and reciprocating. The act of giving to others reflects another- as much as a self-orientation, something Sherry (1983) refers to as maximizing the pleasure of both recipient and donor. Since both self and other are closely implicated in gift giving, it is reasonable to expect that different dimensions of the self will be activated in different gift giving contexts depending on who the receiver is and the occasion of the gift.

In the past, gift giving theory and research had typically been dyadic or interpersonal in nature (e.g. Belk, 1979). Nonetheless, it was acknowledged that people may sometimes give gifts to themselves, and in 1990 the first empirical investigation on the topic of giving gifts to oneself was conducted and self-gifts were conceptualized as (1) personally symbolic self-communication through (2) special indulgences that tend to be (3) premeditated and (4) highly context bound (Mick and DeMoss 1990b, p.328).

Different referents are involved in self versus interpersonal gift giving. In the former case, the focus is on the self, while in the latter, it is primarily on the other. Research has shown that concerns for or focus on the self versus focus on others are

associated with different self views (independent versus interdependent) and gender identities (masculine versus feminine) (Palan 2001; Markus and Kitayama, 1991). We therefore propose that the gift giving context can act as a prime and make accessible a particular view of the self.

Since its inception into the marketing research domain, it has been suggested that the self-gift phenomenon may be widely occurring in American society (Mick and DeMoss 1990a, 1990b) and two predominant contexts of self-gift behavior have been identified: reward and therapy (Mick and DeMoss 1990a, 1990b, 1992). Other research has substantiated the notion that self-gifts are a fairly common and important phenomenon particularly in western consumer behavior (e.g. Mick and DeMoss 1990a, 1990b; Mick, DeMoss and Faber, 1992). According to social researchers, Western individuals have become increasingly self-oriented in their purchases and consumption behavior (Mick et al.1992). Similarly, McKeage et al. (1993) believe that people have been giving gifts to themselves since the early beginnings of self-indulgence. Mick et al. (1992) advise that if self-gifts are as prominent in American society as some past research has suggested, then it's a phenomenon marketers cannot afford to ignore or misunderstand.

A number of studies have been undertaken in the self-gifting literature to better understand the effect that individual variables have on this consumer behavior. For example, various influences of self gift giving including self-gift motivations and occasions (Mick and DeMoss, 1990a, 1990b), cognitive processes (Olshavsky and Lee, 1993), materialism (McKeage, Richins, and Debevec, 1993), and attribution of

achievement outcomes (Faure and Mick, 1993; Mick and Faure, 1998) have all been investigated.

However, though previous research has revealed that consumers' moods and emotions play a key role in many consumer purchases (e.g., Hirschman and Holbrook 1982; Thompson, Locander, and Pollio 1990), and that self-identity has an influence on purchase intention and product preference (e.g. Aaker 1999; Graeff 1996; Sirgy and Johar 1999) how a gifting purchase occasion effects a change in a consumer's self-concept remains unclear. A better conceptual understanding is needed for how the consumption in different gift giving situations affects consumers' sense of self.

No study has yet examined the effect that gift giving itself has on our self-concept, or sense of self. Clearly, our consumption behavior affects who we are as people and how we view our self. Our research proposes to address this gap by examining how different gift giving scenarios affect our self-concept, and more specifically our gender identity and self-construal. Gender identity and self-construal were chosen as two conceptualizations of self-concept since these two constructs are among the most widely researched constructs of self-concept and have been shown to have a big effect on consumer behavior (e.g. Palan 2001; Markus and Kitayama, 1991). A large stream of literature has shown that we all have a dominant self-construal and gender identity and that this dominant trait has a big impact on our consumption. By proposing that different gift giving situations can affect these constructs, which are typically treated as independent variables, we are making an important theoretical contribution by showing that not only does our sense of self affect our consumption, but that our *consumption* affects our sense of *self*. Additionally, this is important not only

theoretically, but because often consuming one item will affect the consumption of others, and if as marketers we can understand the state of self that consumers are in after consumption, we can help to influence their post purchase behavior and match various marketing activities with the prevalent sense of self.

Our research is in line with research done on the malleable self (or working self-concept), which proposes that the self-concept is not as stable and unresponsive to variations in situations as researchers had previously believed, but rather that the self is dynamic and malleable (Markus and Kunda, 1986). Markus and Kunda (1986) suggest that a trait becomes accessible if it was just activated by an event, if it was evoked by an experience or a memory, and if it has been elicited by the social situation at a particular point in time. The main idea is that different self conceptions can be made accessible at different times and in different situations and relatively conflicting traits may exist in a person's self-concept (Aaker, 1999).

We hypothesize that the malleable self will be evident under different gift giving situations and that changes in two specific dimensions of the self-concept, namely gender identity and self-construal will be found. Gender identity, also referred to as an individual's psychological sex, has been defined as the "fundamental, existential sense of one's maleness or femaleness." (Spence, 1984, p. 83). In consumer behavior research, Fischer and Arnold (1994) define gender identity as the extent to which an individual identifies or thinks of him or herself as masculine or feminine. The main idea is that biological sex and gender identity are not necessarily congruent, and gender identity has often been used to explain within sex differences with respect to consumer behavior.

More specifically we hypothesize that when gifting to a friend, individuals will feel more expressive, feminine and interdependent, and when self-gifting, they will feel more masculine, instrumental and independent. Additionally, between the two self-gifting scenarios we predict that the therapeutic (reward) situation will result in higher feminine (masculine) and interdependent (independent) scores than in the reward (therapeutic) situation.

To test our hypotheses, we conducted 3 studies. Study 1 tested for changes in individuals' gender identity, and found strong support for our predictions. Study 2 tested for changes in individuals' self-construal and added further support for our hypotheses. Study 3 examined individuals' choices in gifts and found that individuals consistently chose gifts that corresponded to their activated self-concept. This was done by priming a certain measure of their self-concept by placing them in a certain gift scenario. Study 3 also replicated the results found in the first 2 studies.

Our research makes four important contributions. First, it adds to the self-gifting literature by demonstrating that there are significant differences in gender identity and self-construal for the two main contexts of self-gifting. Second, this is a pioneering study that directly compares self-gifting and interpersonal gift giving and shows how they differ with regards to individuals' psychological states. Thirdly, it adds to the malleable self literature by demonstrating how the sense of self changes in gift giving situations, specifically with regards to gender identity and self-construal. And finally, our research has implications for advertising and future gift giving decision making.

The rest of the paper will be organized in the following way. We begin with a discussion of the malleable self. Next we discuss the three gift giving scenarios (self-gift

reward, self-gift therapy, and interpersonal gifts). Gender identity, one of the conceptualizations of self-concept is discussed next, followed by study 1. Self-construal and study 2 are then discussed, followed by the third study. We conclude with the managerial implications and limitations of this research.

Chapter 2: Gift-Giving Literature Review and the Malleable Self

2.1 The Malleable Self

Recent research on the self has revealed that the traditional view of the self as a stable construct that is invariant across situations is not necessarily correct (Markus and Kunda, 1986). Instead, it has been suggested that the self is impressionable and highly susceptible to situational influences (Markus and Kunda, 1986). Different aspects of the self may be made salient, such as physical features, roles, behaviors or attitudes, depending on the circumstances (Simon 1999).

For example, individuals may construct their identities under different circumstances based on important life themes and experiences (McCracken 1987), causing them to interpret advertisements differently (Mick and Buhl 1992). Aaker (1999) showed that situational cues activate different personality traits, which then influence attitudes towards brands with different personality associations.

Can different gift giving situations affect the self-concept? This is important to understand because of post-consumption behavior. Often consuming one item will affect the consumption of others, and if as marketers we can understand the state of self that consumers are in after consumption, we can help to influence their post purchase behavior and match various marketing activities with the prevalent sense of self. Research thus far has left unaddressed whether gift giving situations can act as an independent variable and have a direct impact on aspects of the self-concept. This research will focus on the malleability of the self-concept and how different gift giving

situations and individual variables can change the activated self-concept. We propose that the malleable self can contribute to our understanding of self-gifting and interpersonal gift giving behavior. Self-gifting and interpersonal gift giving will be discussed next.

2.2 Self-gifts: Reward and Therapy:

“Amy White is getting an early start on her holiday shopping list. The St. Louis attorney has already picked out a Harry Potter DVD, a \$70 coffee-table book and a \$39 Victoria’s Secret sweater. There’s even a \$625 purple vase on the list. And the lucky recipient...Ms. White herself” (Mechling, 2003).

As mentioned previously, Mick and DeMoss (1990a) define self-gifts as “personally symbolic self-communication through special indulgences that tend to be premeditated and highly context-bound.” This definition helps to differentiate self-gifts from other personal acquisitions. Self-gifts are a means to communicate with one’s self, and in particular to influence one’s self-definition and self-esteem. There is also an aspect of specialness to self-gifting, referring to the notion that self-gifts often have special meanings for consumers as compared to common, everyday, self-directed purchases. They can be any product, but they constitute a form of indulgence, making them different than a regular personal acquisition. Self-gifts also tend to be premeditated and are typically not spontaneous purchases. Finally, self-gifts have been found to typically occur in certain contexts (e.g. reward and therapy).

Overall, it has been suggested that self-gifts represent a complex class of personal acquisitions that offer intriguing insights on self-directed consumer behavior (Mick and DeMoss 1990b). We will add to this literature by measuring changes in individual's self-concept, namely gender identity and self-construal when self-gifting in different contexts. This is in line with the following recommendation by the pioneers of self-gifting research: "Self gift theory will likely benefit from drawing on additionally relevant psychological research" (Mick and DeMoss, 1990b p. 329) since "with rich and complex qualities, self-gifts provide a window through which consumer behavior can be viewed in some of its most adaptive, dramatic and personal significant forms" (Mick and DeMoss, 1990b p.331).

Early research on self-gifts revealed that self-gifts appeared to be acquired within a relatively confined set of circumstances and motivations (Mick and DeMoss 1990a). More specifically, eight contexts for self-gifts were identified based on focus group discussions and prior qualitative survey research (Mick and DeMoss 1990a, 1990b): 1) to reward yourself, 2) to cheer yourself up, 3) because it was a holiday, 4) to relieve stress, 5) as an incentive to reach a personal goal, 6) because it was your birthday, 7) just to be nice to yourself, and 8) because you had extra money to spend (Mick and DeMoss 1992).

As mentioned above, eight contexts of self-gifts were identified, however the reward (buying yourself a gift after a great accomplishment) and therapy (buying yourself a gift to cheer yourself up after a disappointment) contexts appear to be the two predominant contexts of self-gifts (Mick and DeMoss 1990a, 1990b, 1992) and are the two contexts that this research will focus on.

Previous research has shown biological sex differences when self-gifting. For example, there was a higher frequency of the reward motivation reported by males (Mick and DeMoss's 1990a) and Mick and DeMoss (1992) found that females were more likely to engage in self gift behavior in therapeutic and nice to self contexts, whereas males were more inclined in situations where the self gift served as an incentive to reach a goal. By examining gender identity, we can explain the affective reasons for this by demonstrating that psychological gender may be the driving force and gain a deeper insight into what differentiates the two main contexts of self-gifting.

Other differences between the two main contexts of self-gifts have been reported as well. Mick and DeMoss (1992) found that some product classes (e.g., clothing) were more prevalent as self-gifts in certain contexts (reward versus therapy) and also, self-gift qualities (e.g., memorable, inexpensive) were differentially associated with self-gift contexts. The study also showed that propensities to engage in self-gift behaviors (e.g., rewarding, cheering up) were correlated with socioeconomic variables such as age, current financial condition and sex. Mick, DeMoss and Faber (1992) found that compared to the therapy context, the reward context was more likely to involve clothing, non-fast food restaurants, recreational products and travel, and less likely to involve music products, fast food/grocery food, personal care services and entertainment outside the home. However, a few qualities were shared among self-gifts across different contexts, these qualities being exciting, fun, and satisfying. They also suggested that price seems to be less of a concern on purchasing reward and birthday self gifts, because those situations appear to release budget restraints.

In their 1993 study, Faure and Mick suggest testing whether or not there are any differences between the types of self-gifts one buys after a success or after a failure. Mick and Faure (1998) also suggested that therapeutic self-gifts may result from a different type of psychological process than reward self-gifts. That is, when people fail and then self indulge, the self-gift seems to ensue irrespective of emotions, attributions, or deservingness. Interestingly, three of their unsupported hypotheses involved failed outcome conditions suggesting that different self-gift behaviors may require distinctly different types of conceptual frameworks.

I propose that the context of the self-gift will bring about a change in the self and will influence individuals' gender identity, and help explain the cognitive and affective differences between reward and therapeutic self-gifting. Further, gender identity and self-construal may serve to further demarcate self-gifting from interpersonal gift giving as well.

2.3 Interpersonal Gifts versus Self-gifts

Some similarities between self-gifting and interpersonal gift giving have been reported. Firstly, self-gifts like dyadic gifts can be a product, service or experience (Mick and Demoss, 1990a). For example, shopping, as opposed to buying, can also serve as a self-gift. Additionally, magic, mystery, ambivalence and indulgence are associated with self gifts, just as they are with interpersonal gifts (McGrath, Sherry and Levy, 1993). Three parallel dimensions were also found between interpersonal and self-gifts: communication, exchange and specialness, and will be discussed below.

Communication: According to Mick and DeMoss (1990b) the communication dimension is vital to self-gifts. In self-gifting, the consumer acts simultaneously as sender and receiver of symbolic messages. Interpersonal gifts often have communication errors because of the indirect and polysemous nature of social symbols with potential ambiguity (Belk 1979). “Unlike interpersonal gifts, however the private coding of self gifts ensures no misunderstanding of intended messages, a fact that not only demarcates these two forms of gift giving along the communication dimension but also enhances the value of self gifts as personal acquisitions (Mick and DeMoss 1990b, p. 326)”.

Exchange: Interpersonal gift giving has also been characterized as a continuing cycle of reciprocity in which people are obliged to give, receive and repay (Belk 1979). Similarly, Mick and DeMoss (1990b) found that the deserving theme vividly depicted the exchange dimension of self-gifts and that the reciprocity of the self-gift is effort and achievement. They also point out however that not all self-gifts have an exchange dimension.

Specialness: Specialness suggests positive feelings or value (Mick and DeMoss 1990b). According to their data, true self-gifts are unquestionably special and distinct from ordinary personal acquisitions. They conclude that overall, self-gifts are special due to their rarity, particularity or function for the individual and sometimes due to aspects of sacredness.

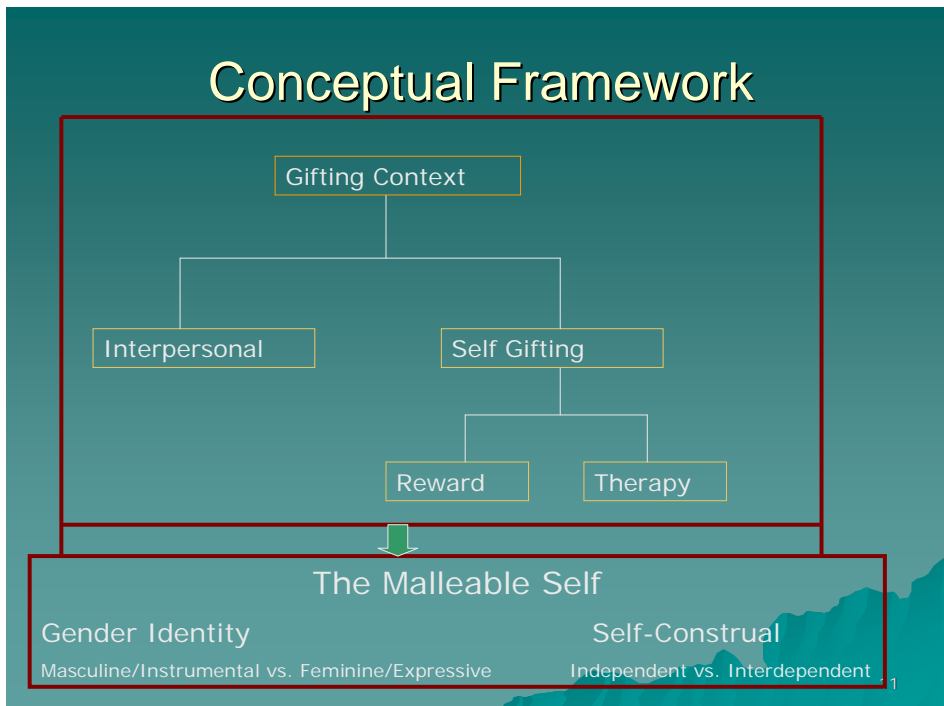
While no study has yet compared psychological states between self-gifting and interpersonal gift giving, Gronhaug (1972) as well as Clark and Belk (1978) found that in most cultures, compared to purchases for personal use, gift purchases generally involve visiting more stores, considering more alternatives, and spending more time searching for

information. We propose that the malleable self is present in different gift giving situations and that gender identity and self-construal specifically can help explain differences between these two types of gift giving scenarios.

As mentioned above, there has been a persistent interest in the study of self-construal and gender identity over the last few decades. We will add to this literature by examining the variability of gender identity and self-construal in different gift giving contexts, both within and between subjects. Specifically, the three contexts we are interested in are (1) Self-gift reward (2) Self-gift Therapy and (3) Interpersonal gift giving and how the malleable self relates to them.

Our conceptual framework can be seen in the diagram below.

Figure 1: Conceptual Framework



Chapter 3: Theoretical Underpinnings and Hypotheses Development

3.1 Gender Identity

For many years, sex and gender were thought to be inseparable, but consumer behavior researchers, amongst others, recognized long ago that some men were more feminine than masculine and some women were more masculine than feminine. Today, this separation of gender from sex is even more apparent, and there is considerable evidence that an individual's gender identity, is not necessarily consistent with their biological sex. Additionally, several researchers have criticized the validity of using biological sex as a predictor variable in accounting for gender differences (Fischer and Arnould, 1990, 1994; Schaninger et al., 1982), and instead suggest the use of gender identity.

Psychological gender orientations have been shown to substantially mediate many of the gender differences in a range of behaviors in that the more women resemble men along gender dimensions, such as masculinity and femininity, the more similar their behavior (Helgeson, 1994). Models of psychological androgyny have supplanted the prior bipolar models of gender, in the sense that both sexes are viewed as capable of having both masculine and feminine qualities (e.g. Bem, 1974)

The impact of gender identity on various consumer variables has been examined by consumer researchers for nearly four decades. Gender identity is the degree to which an individual identifies him or herself with masculine and feminine personality traits (Palan, 2001). It is considered to be a two-dimensional model, with masculine traits

comprising one dimension and feminine traits the other. They are conceptualized as two separate, orthogonal dimensions, coexisting in varying degrees within an individual (Gill et al. 1987).

Gender identity, also referred to as an individual's psychological sex, has been defined as the "fundamental, existential sense of one's maleness or femaleness (Spence, 1984, p. 83). In consumer behavior research, Fischer and Arnold (1994) define gender identity as the extent to which an individual identifies or thinks of him or herself as masculine or feminine. Since biological sex and gender identity are not necessarily congruent, gender identity has often been used to explain within sex differences with respect to consumer behavior.

Within the gift exchange literature for example, gender identity has explained differences among males. For example, males have been reported to have higher involvement in gift giving when scoring high on femininity relative to masculinity (Fischer and Arnold 1990, 1994). Gould and Stern (1989) also suggest that gender identity research may be more important when examining within sex differences versus between sex differences. Further, Gould and Weil (1991) found that though biological sex was a better predictor than gender identity for self-descriptions, feelings, attitudes and gift choice, gender identity is useful in explaining with-in group differences in specific contexts.

Gender identity is especially relevant in studies involving consumer behavior associated with specific gender personality traits, such as in gift giving situations. Further, the variability of gender identity is important to recognize (Palan 2001). Though many studies have examined gender identity in their research, only three studies have

specifically recognized that gender identity may fluctuate from context to context (see Palan 2001 for a review). Of the studies that recognized the variability of gender identity, Gould and Weil (1991) most specifically examined the variable nature of instrumentality and expressiveness. They measured gender identity in two different contexts: (1) buying gifts for same sex friends and (2) buying gifts for opposite sex friends. They found that whereas the responses of females tended to be fairly consistent over the two contexts, instrumentality decreased and expressiveness increased for men in the opposite-sex context relative to the same sex context. Similarly, we will show that different gift-giving contexts will result in different feelings of instrumentality and expressiveness.

Masculine and feminine personality traits, upon which gender identity is based, are associated with instrumental and expressive tendencies respectively in Western Societies (Parsons and Shils 1952). These individual traits are similar to Hofstede's country measures of masculinity and femininity (Hofstede 1983.) Personality traits associated with masculinity are instrumentality, independence, assertiveness, reason, competitiveness and focus on individual goals (Cross and Markus 1993; Easlea 1986). Because the focus is on the individual self when self-gifting, it is reasonable to expect that when self-gifting, individuals will score higher on the masculine dimension as it is characterized by self-benefiting motivations. Understanding, caring, nurturance, sensitivity, considerateness and focus on communal goals are associated with femininity (Cross and Markus 1993; Easlea 1986). After engaging in gift giving to a friend where the focus is primarily on the other, we expect that individuals will score higher on the feminine dimension, as it is characterized by more group-benefiting motivations.

As mentioned previously, in addition to differences between self-gifting and interpersonal gift giving, there are also known difference between the two main self-gifting contexts: reward and therapy. For example, females are more likely to engage in self gift behavior in therapeutic contexts, whereas there was a higher frequency of the reward motivation reported by males (Mick and DeMoss's 1990a, 1992). Also, some product classes (e.g., clothing) are more prevalent as self-gifts in certain contexts (e.g. reward versus therapy). Specifically, Mick, DeMoss and Faber (1992) found that compared to the therapy context, the reward context was more likely to involve clothing, non-fast food restaurants, recreational products and travel, and less likely to involve music products, fast food/grocery food, personal care services and entertainment outside the home. Mick and Faure (1998) also suggested that therapeutic self-gifts may result from a different type of psychological process than reward self-gifts. We therefore hypothesize that the self-gift contexts will also affect individuals' gender identity. Specifically, in the self-gift reward context individuals will feel more masculine/instrumental since they are buying themselves a gift after a great accomplishment. Conversely, the self-gift therapy context will result in individuals feeling more feminine/expressive since they are buying themselves a gift to cheer themselves up after a disappointment.

More formally:

- ◆ H1a: Gender identity will be more feminine/expressive for individuals when engaged in interpersonal gift giving than when self-gifting since the focus is primarily on others.

- ◆ H1b: Gender identity will be more masculine/instrumental for individuals when engaged in self-gifting than when engaged in interpersonal gift giving since the focus is primarily on the self.
- ◆ H2: Within the two self-gifting scenarios, the therapeutic (reward) context will result in a higher feminine/expressive (masculine/instrumental) orientation as compared to the reward (therapeutic) context.

As mentioned previously, in their study on gift giving and gender self-concepts, Gould and Weil (1991) found that whereas the responses of females tended to be fairly consistent over the two contexts, instrumentality decreased and expressiveness increased for men in the opposite-sex context relative to the same sex context. Therefore, we expect that here too, biological sex will moderate the hypotheses above in that the gender identity of men will change more, while the gender identity of women will remain fairly consistent.

- ◆ H3: Biological Sex will moderate H1 and H2 such that males' gender identity will get more feminine/expressive when engaged in interpersonal gift giving as compared to self-gifting, whereas females gender identity will remain fairly consistent between the gift giving contexts.

Chapter 4: Empirical Analysis: Effects of Gift Giving Context on Gender Identity

Study 1

The purpose of study 1 was to test our first two hypotheses, that gender orientation changes depending on the gift-giving scenario. We ran a pilot study with 34 subjects exposed to all 3 conditions and found strong support for our predictions. However, we also observed that subjects seemed fatigued filling out the full BEM Scale (60 items) three times. Thus, we ran the ANOVA with a reduced 20 item BEM scale (Barak and Stern, 1986) and still found significant results. We then used this reduced BEM scale, confirmed by a Factor Analysis, in our first study with new subjects. The purpose of the first study was to replicate the results found in the pilot study using a greater sample size and a different version of the BEM scale.

Method

Participants and Design

85 undergraduate students (41 males, 44 females) from an East Coast University completed a paper and pencil questionnaire in exchange for course credit. Study 1 used a single manipulated factor (gift scenario: SGR, SGT and IG). The method was similar to the one used by Gould and Weil (1991). A within subjects design was used where subjects randomly received counterbalanced questionnaires and were assigned to three gift giving scenarios: self-gift reward (SGR), self-gift therapy (SGT) and interpersonal gift (IG).

Procedure

Upon arrival at the lab, subjects were handed a questionnaire and were told to imagine a certain gift-giving scenario and then asked to fill out the BEM scale; they

repeated this task for each of the three gift scenarios. As a manipulation check, we included a measure of ‘focus.’ After subjects were told about each of the three gifting scenarios, we asked them to indicate on a scale from 1 to 5 who they were focused on, with a low score indicating themselves and a high score indicating others. This was done to make sure they read and understood each scenario. Finally, they were thanked for their participation, debriefed and dismissed.

Independent Variable

Gift Scenario: There were three gift scenarios that subjects were exposed to. One interpersonal gift scenario and two self-gifting scenarios: self-gift reward and self-gift therapy. These two self-gift contexts were chosen as they are the two predominant contexts of self-gifting. Examples of the three scenarios can be found below.

Gift Giving Scenarios

Self-gift Reward	<i>“Suppose you have accomplished something that you are proud of, and so you decide to go out and reward yourself and buy yourself a special item.”</i>
Self-gift Therapy	<i>“Suppose you have experienced a disappointment in your life and so you decide to go out and buy yourself something special to cheer you up.”</i>
Interpersonal gift	<i>“Suppose it is your spouse/girlfriend/boyfriend/significant other’s birthday and you buy that person a special gift.”</i>

Dependent Variable

Bem Sex Role Inventory (BSRI)

To measure gender identity, the Bem Sex Role Inventory (BSRI) was used (Bem, 1974). The (BSRI) has dominated gender identity research. It has been used to examine the relationship between gender identity and a number of variables including gift shopping (Fischer and Arnold, 1990,1994) gift choice (Gould and Weil, 1991) and gift

exchange (Palan, Areni and Kiecker, 2001). We therefore used the BSRI to measure gender identity in this study.

The BSRI incorporates the multidimensional conceptualization of gender identity, that masculinity and femininity coexist in varying degrees within an individual (Bem, 1974). As mentioned above, both long and short forms of the BSRI were used in this research. The main study used the short BSRI version (Barak and Stern, 1986), which included 10 masculine (e.g. assertive, ambitious, aggressive) and 10 feminine (e.g. affectionate, sympathetic, gentle) items. Subjects indicated how well each of the 10 masculine and 10 feminine characteristics described them, with 1 indicating “very strongly disagree” and 7 indicating “very strongly agree.” Responses to the masculine and feminine items were then summed up separately, to determine the masculinity and femininity scores. Also, consistent with previous use of the BSRI, a final BEM score was calculated, by subtracting the total masculine score from the total feminine score.

Factor analysis of the 20 items resulted in a 2 factor solution- 10 feminine traits loaded on the first factor, and 10 masculine traits on the second. Coefficient alphas for the masculinity and feminine traits were .8678 and .8863 respectively. In the original scale, Bem (1974) also reported high internal consistency and test-retest reliability of the BSRI. Coefficient alphas computed for masculinity and femininity revealed high reliability (Masculinity alpha = .86; Femininity alpha = .82). The BSRI test-retest reliability within a sample of 28 males and 28 females was also demonstrated to be highly reliable over a four week period (Masculinity $r = .90$; Femininity $r = .90$).

Results and Discussion

Focus as a manipulation check

After subjects were told about each of the three gifting scenarios, we asked them to indicate on a scale from 1 to 5 who they were focused on, with a low score indicating themselves and a high score indicating others. This was done as a manipulation check to make sure they read and understood each scenario. The mean score for each gift scenario focus was as predicted, with subjects focusing more on themselves in both self-gift scenarios, and focusing on others in the interpersonal gift scenario ($F_{SGR} = 1.11$ vs. $F_{SGT} = 1.39$ vs. $F_{IG} = 4.57$ $F(2, 230) = 38.85 = p < .001$).

BEM scores

To test the first two hypotheses that gender identity will be more masculine for the self-gifting scenarios and more feminine for the interpersonal gifting scenario, a mixed design ANOVA with scenario condition (SGR, SGT and IG) was run on the measure of gender-orientation based on the BEM scale inventory score. The results can be seen in Table 1 below.

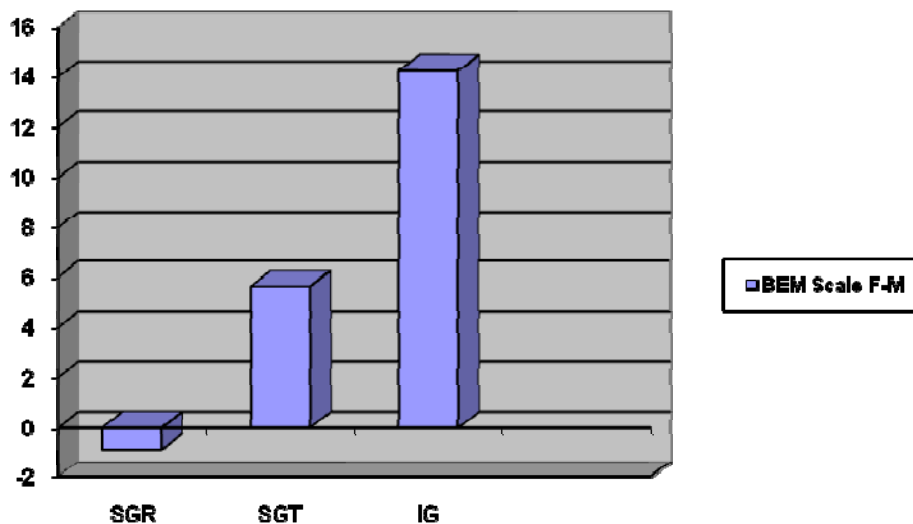
Table 1: With-in Subject BEM Scores

	Self Gift Reward	Self Gift Therapy	Interpersonal Gift	Sig.
Gender Orientation BEM Scale	-0.88	5.54	14.27	P < .001
Gender Orientation BEM Scale	2.33		14.27	P < .001

The analysis produced significant results ($M_{SGR} = -0.88$ vs. $M_{SGT} = 5.54$ vs. $M_{IG} = 14.27$, $F(2, 230) = 31.808$, $p < .001$). The means support our predictions, as the gender orientation is significantly different in all three situations and more feminine in the self-

gift therapy situation as compared to the self-gift reward situation (in which it is more masculine and not feminine at all). Further, we also ran a one-way ANOVA with scenario condition split at two levels (self gift (SG) and interpersonal gift (IG)), the results support our prediction that gender orientation of the individuals varies based on the gift context an individual faces ($M_{SG} = 2.33 < M_{IG} = 14.27$, $F(1, 230) = 49.716$, $p < .001$). Additionally, as predicted, in the interpersonal gift situation, individuals' gender orientation is more feminine than in that of the self gift situation where it is more masculine. Therefore H1a, H1b and H2 were supported. The graph below illustrates these results:

Figure 2: With-In Subject BEM Scores: (X axis: Gift Scenario Y axis: Bem Score)



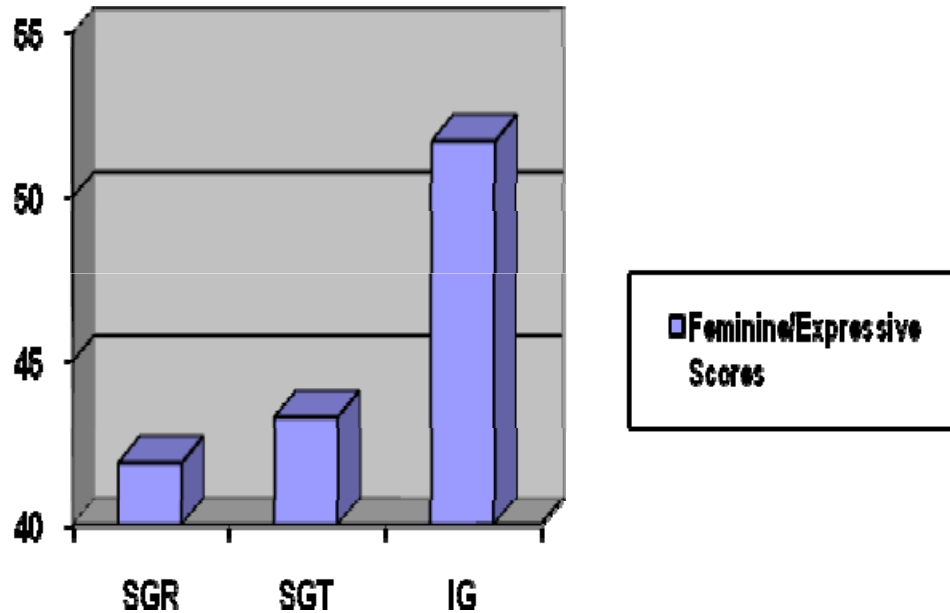
Interestingly, though we expected there to be differences between men and women, no significant differences were found, ($M_{SGR} = -2.5667$ vs. $F_{SGR} = 0.0652$, $F(1, 77) = 0.848$, $p = 0.432$, $M_{SGT} = 3.8667$ vs. $F_{SGT} = 6.6957$, $F(1, 77) = 0.608$, $p = 0.547$, $M_{IG} = 13.3667$

versus, $F_{IG} = 15.2609$, $F(1, 77) = 1.456$, $p = .240$) therefore H3 was not supported. Gender did not moderate the effect. This leads to the belief that the change in self reported here is not effected by things like biological sex, supporting previous research which has found that gender identity and biological sex are not the same thing and that gender identity can often explain differences that gender itself cannot.

As mentioned previously, the BSRI scale has two subscales: (1) feminine/expressive and (2) masculine/instrumental. We wanted to see if one of these scales were driving the results above or if both were changing. We therefore ran the ANOVA again separately on each subscale.

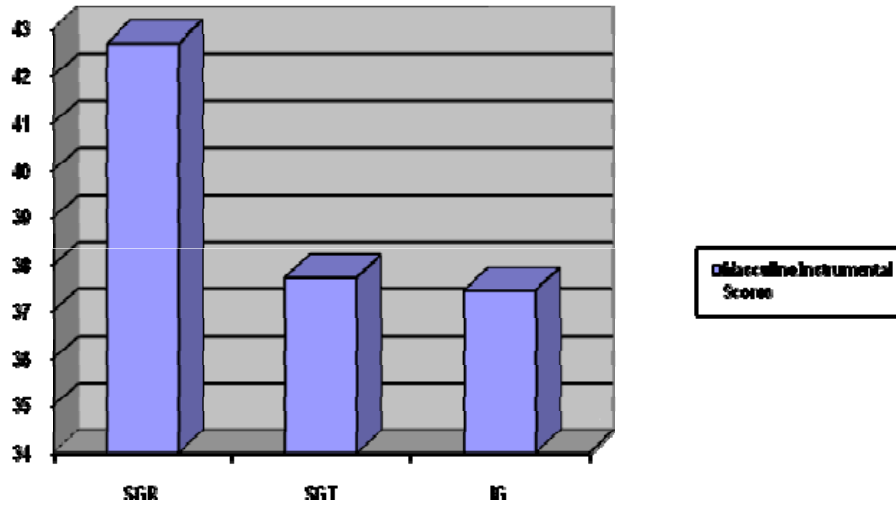
The analysis produced significant results for the feminine subscale between the self-gift reward and interpersonal gift scenario ($F_{SGR} = 41.88$ vs. $F_{IG} = 51.73$, $t(76) = 7.154$, $p < .001$) and between the self-gift therapy and interpersonal gift scenario ($F_{SGT} = 43.29$ vs. $F_{IG} = 51.73$, $t(76) = 6.103$, $p < .001$). But, there was no significant difference for the feminine subscale between the self-gift reward and self-gift therapy scenarios ($F_{SGR} = 41.88$ vs. $F_{SGT} = 43.29$, $t(76) = 1.178$, $p = .243$) though the scores are in the right direction, with the self-gift therapy scores more feminine than the self-gift reward scores. These results can be seen in the graph on the next page.

Figure 3: Feminine Scale Scores: (X axis: Gift Scenario Y axis: Feminine Score)



The masculine subscale had significant differences between the self-gift reward and interpersonal gift scenario ($M_{SGR} = 42.70$ vs. $M_{IG} = 37.45$, $t = 4.895$, $p < .001$) and between the self-gift reward and self-gift therapy scenario ($M_{SGR} = 42.70$ vs. $M_{SGT} = 37.74$, $t = 3.891$, $p < .001$), but there was no significant difference between the self-gift therapy and interpersonal gift scenario on the masculine dimension ($M_{SGT} = 37.74$ vs. $M_{IG} = 37.45$, $t = .246$, $p = .807$). These results can be seen in Figure 4 on the next page.

Figure 4: Masculine Scale Scores: (X axis: Gift Scenario Y axis: Masculine Score)



Discussion

Study 1 offered strong support for our hypotheses that the self is malleable in different gift giving situations. Individual's gender identity changed in the way that we predicted: It was the most masculine in the self-gift reward scenario and the most feminine in the interpersonal gift scenario, with the self-gift therapy somewhere in between. These results are very compelling because the study was done using a with-in subject design.

One might question the reliability of the scale, attributing the results to the fact that the scale is not good, however, the scale has been shown to have good test-retest reliability, and therefore the reliability of the scale is not a problem. Additionally, one might wonder if there was a demand effect driving the results. This is also not an issue. In addition to the with-in subject results, we also tested for between subject results and had significant results. Additionally, after the experiment, students were asked to guess the true purpose of the experiment and were not able to.

One of the more interesting findings in study 1 was the results of the subscales. The feminine scale appears to be driving the results for the differences between the self-gift scenarios and the interpersonal gift scenarios, and the masculine scale is driving the results for the difference between the two self-gift scenarios, self-gift reward and self-gift therapy.

Chapter 5: Empirical Analysis: Effects of Gift Giving Context on Self-Construal

Study 2

Study 1 offered strong support for our hypotheses that the self is malleable in different gift giving situations. This was tested by measuring changes in individual's gender identity. We also wanted to explore the role of self-construal in different gift giving situations, since it is another dimension of the self which has close ties to both gender identity and gift giving. The purpose of study 2 was to see if we can replicate the results found in study 1 using a different measure of the self-concept, self-construal. We also use a between subject design and test for cognitive busyness as a moderator.

5.1 Self-Construal and Self-gifting

As demonstrated by its name and definition, one of the predominant aspects of self-gifting is the direct focus and communication with the self. Self-concept, defined as one's beliefs of the images that he/she has about the self (Sirgy, 1982) is crucial to self-gifts in that self-gift giving is intertwined with self-concepts (Mick and DeMoss 1990a, 1990b; Mick, DeMoss and Faber, 1992). If people view the self differently, they will react differently to self-gifting. But more importantly, we suggest that different gift giving situations may affect how people view themselves. Additionally, considerable evidence exists of cross-cultural differences in the nature of self-concept (e.g. Dhawan et al., 1995; Ip and Bond, 1995) and at least some of the self-concept differences between cultures can be explained by underlying cultural dimensions such as individualism and collectivism (Watkins et al. 2003). Triandis (1989, 1990) has proposed that in individualist cultures, idiocentric self-conceptions are more likely, whereas in collectivist cultures, the self is more likely to be relational in nature with group cognitions prominent.

Self construals are aspects of self-concept that have been advanced as individual level cultural dimensions that are thought to explain the effects of culture on a variety of outcome measures. They are considered to be individual differences that reflect cultural differences. Self-construal is conceptualized as “constellation of thoughts, feelings, and actions concerning one’s relationship to others, and the self as distinct from others” (Singelis, 1994, p. 581). I propose to draw on the psychological research of Markus and Kitayama (1991) who identified two dimensions of the self that can be used to characterize consumers’ self-construal as well as explain and identify differences between cultures: independence and interdependence.

According to Markus and Kitayama, self-construal can be conceptualized by the degree of independence/interdependence that a person possesses. They further state that all people contain both an independent and interdependent self, but that the culture in which they are brought up influences which one dominates. For example, Europeans and Caucasian Americans are typically said to have an independent self because they tend to emphasize the individual whereas people from Asian cultures are typically interdependent because they tend to emphasize the group as more important than the individual. People with independent self-construals strive to develop and express their unique characteristics, whereas people with interdependent self-construals place value on harmonious relationships with others and acceptance in their community. Those with well-developed independent self-construals gain self-esteem through expressing the self and validating their internal attributes, whereas harmonious interpersonal relationships and the ability to adjust to various situations are sources of self esteem for the interdependent self-construal (Singelis 1994). After reviewing an extensive array of

studies, Markus and Kitayama (1991) argue that these independent and interdependent views of the self influence cognition, emotion, and motivation and help to explain individual differences between cultural groups.

Other researchers have made similar cultural distinctions (e.g. Triandis 1988). For example, the concepts of individualism and collectivism have been frequently used to explain differences observed between countries with different cultures. "Individualism pertains to societies in which the ties between individuals are loose: everyone is expected to look after himself or herself and his or her immediate family. Collectivism as its opposite pertains to societies in which people from birth onwards are integrated into strong, cohesive in-groups, which throughout people's lifetime continue to protect them in exchange for unquestioning loyalty." (Hofstede, 1994, p. 51) In other words, Individualistic countries tend to place personal goals over in-group goals, while collectivism places an emphasis on subordinating personal goals to those of the in-group. Individualism has been associated with most Northern and Western regions of Europe, North America and Australia. Cultures in Asia, Africa, South America and the Pacific islands region have been identified as collective. These are respectively the same regions where independent and interdependent self-construals are prototypical views of the self (Markus and Kitayama 1991). While similar constructs, the major distinction is that individualism-collectivism is a cultural variable, whereas independent and interdependent self-construal is an individual difference variable.

The influence of culture on behavior is supported empirically in various studies (e.g. Aaker and Maheswaran 1997). Triandis (1988) presented an explanation on the influence of culture on behavior by using the concept of the self as a mediating variable

between culture and individual behavior. He concluded that culture affects behavior both by influencing self-image and by defining situations.

I propose that individual's *behavior* will affect their *self concept* and that consumer's self-construal, like gender identity, will be triggered differently based on the gift giving scenario. More specifically, in self-gifting, individuals will score higher on the independent dimension, since it is characterized by having self-benefiting motivations, such as the need to achieve and self-enhance. Conversely, after engaging in gift giving to a friend, individuals will score higher on the interdependent dimension, as it is characterized by deriving motivations from what benefits others and a group as a whole, such as the need to be agreeable to others, to accommodate to their needs, and to restrain one's own wishes or wants. Additionally, between the two main self-gifting contexts we expect similar differences. We hypothesize that in the self-gift reward context individuals will feel more independent since they are buying themselves a gift after a great achievement. Conversely, the self-gift therapy context will result in individuals feeling more interdependent since they are buying themselves a gift to cheer themselves up after a disappointment.

More formally:

- ◆ H4a: Self-Construal will be more interdependent for individuals when engaged in interpersonal gift giving than when self-gifting.
- ◆ H4b: Self-Construal will be more independent for individuals when engaged in self-gifting than when interpersonal gift giving.

- ◆ H5: Within the two self-gifting scenarios, the therapeutic (reward) context will result in a higher interdependent (independent) self-construal as compared to the reward (therapeutic) context.

We also wanted to test if the changes that we expect to occur in the self-concept were conscious or non conscious. Cognitive busyness is a measure that has previously been used in other studies to measure if the underlying process is conscious or not. It refers to the state of attending to more than one thing at a time. The more distracted or cognitively busy a person is, the fewer resources are available to make a decision. When investigating the effects of cognitive busyness, researchers make the distinction between automatic and controlled processes (Pontari and Schlenker, 2000). Automatic processes are those that occur outside of awareness, and are involuntary. They are unaffected by cognitive busyness (e.g. Pontari and Schlenker, 2000; Gilbert and Osborne, 1989.) Controlled processes on the other hand require conscious effort and thought and are affected by cognitive busyness (Shiffrin and Schneider, 1977). In the present research, if cognitive busyness moderates the results, then the process is likely to be conscious. More formally we expect that if the process is in fact conscious, then

- ◆ H6: Cognitive Busyness will moderate H4 and H5 such that the self-construal of individuals who are cognitively busy will not change as much as the self-construal of individuals who are not cognitively busy.

Method

Participants and Design

119 undergraduate students (66 males, 53 females) from an East Coast university completed a paper and pencil questionnaire in exchange for course credit. The

individuals were randomly assigned to the experimental conditions. The design of the study consisted of a 3(gift scenario: self-gift reward/self-gift therapy/ interpersonal gift) x 2 (cognitive busyness: yes/no) between-subjects design. Self-construal was also measured. Subjects filled out the self-construal scale twice, once before being exposed to the gift condition (a baseline score) and then again after being exposed to the gift giving scenario (a post-measure or state score).

Procedure

The procedure was similar to study 1. Upon arrival at the lab, subjects were handed a questionnaire and asked to fill out the self-construal scale. Next, they read a description of a gift scenario and then filled out the self-construal scale again along with some demographic questions. Finally, they were thanked for their participation, debriefed and dismissed.

Independent Variables

Gift Scenario: The gift scenarios were the same as in study 1.

Cognitive Busyness: Cognitive busyness was manipulated by telling half the subjects to read and memorize a list of 10 words at the beginning of the study. They were told that at the end of the questionnaire they would be asked to write down as many of the words that they remembered. On each page of the questionnaire, there was a reminder that said: "In X more pages, you will be asked to write down as many words as you remember." The rest of the questionnaire was identical to the one that subjects not in the cognitive busyness condition received.

Dependent Variable

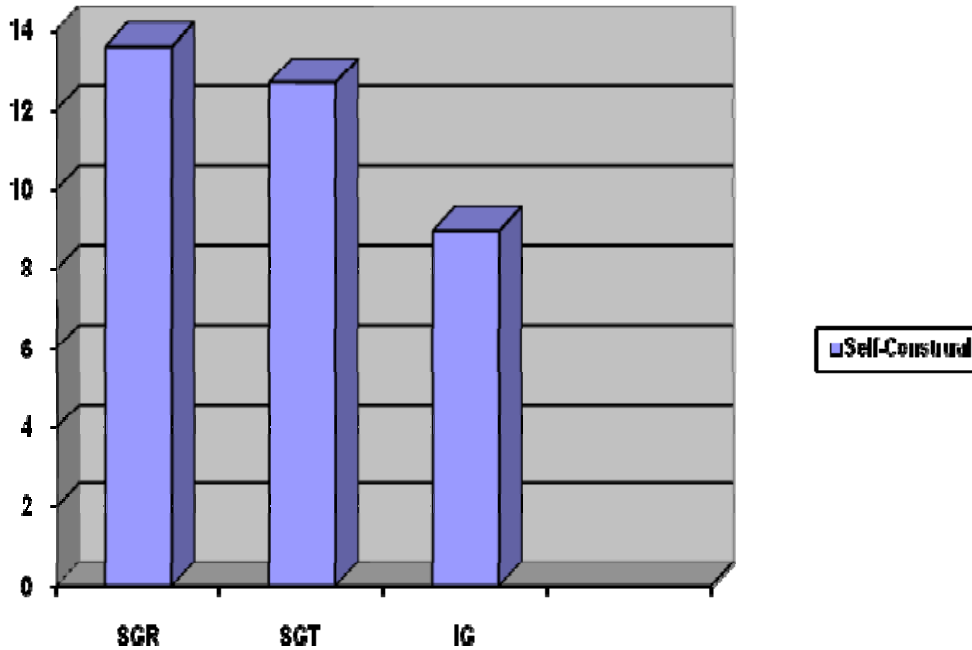
Self-Construal: Self-Construal was measured using the Singelis (1994) Scale which is a 24-item scale that assesses the strength of a person's independent and interdependent self-construal. Each item is scored on a seven-point Likert scale, ranging from strongly disagree to strongly agree. The questionnaire is comprised of two separate scales, one measuring an independent and the other measuring an interdependent self-construal. As mentioned above, Independent self-construal items have a focus on the self, and realizing and promoting one's own personal goals (e.g. I do my own thing, regardless of what others think; I am comfortable with being singled out for praise or rewards.) Interdependent self-construal items deal with concern for relationships and one's place within society (e.g. My happiness depends on the happiness of those around me; It is important for me to maintain harmony within my group.) The reliability coefficients in the original study for the Independent and Interdependent scales were .70 and .74, respectively and in this study were .68 and .71 respectively.

Results and Discussion

To test the hypotheses that self-construal will tend to be more interdependent for individuals when engaged in interpersonal gift giving than when self-gifting, where it will tend to be more independent a mixed design ANOVA with scenario condition (SGR, SGT and IG) was run on the measure of self-construal based on the Singelis scale score. The test was run both between subjects as well as with-in subjects. The analysis produced marginally significant results for between subjects ($M_{SGR} = 13.58$ vs. $M_{SGT} = 12.6$ vs. $M_{IG} = 8.94$, $F(2, 117) = 2.24$, $p = .099$) As can be seen by the differences in the means, there are very strong results for self-gifting versus interpersonal gifting, however, the self-gift reward and self-gift therapy scenario do not differ by much. However, the numbers are all in the right direction; individuals were more independent in the self-gift scenarios and more interdependent in the

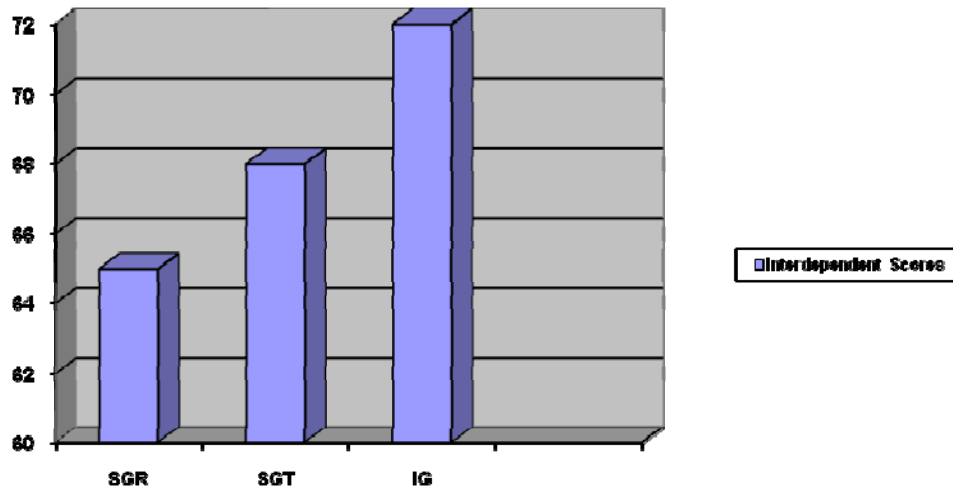
interpersonal gift scenario, and between the self-gifting scenarios the self-gift reward is more independent than the self-gift therapy as predicted. Therefore, H4 and H5 are partially supported. These results can be seen in Figure 5 below.

Figure 5: Between Subject Self-Construal Scores :(X axis: Gift Scenario Y axis: Self-ConstrualScore)



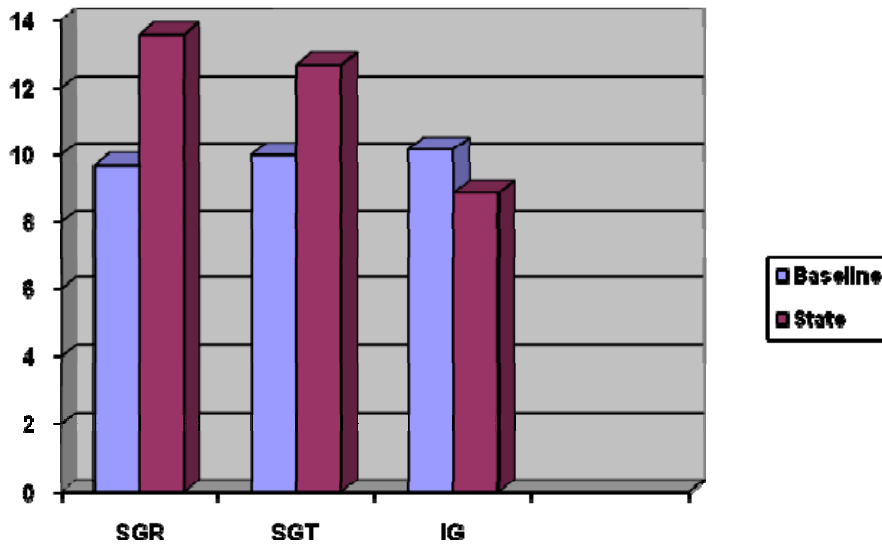
Since the Singelis scale tests two dimensions of self-construal: independent and interdependent, we decided to run the ANOVA on these two measures separately. For the interdependent scores, the means were marginally significant ($p=.096$). Again, the numbers for the Interdependent scores were in the right direction ($M_{SGR} = 65.71$ vs. $M_{SGT} = 68.77$ vs. $M_{IG} 72.14$, $F(2, 117) = 2.396$ $p = .096$) in that SGR is the least interdependent, Interpersonal Gift is the most, and SGT in the middle. This can be seen in the graph below. The independent scores did not produce significant results ($M_{SGR} = 80.82$ vs. $M_{SGT} = 81.45$ vs. $M_{IG} 81.09$, $F(2, 117) = .035$ $p = .966$.)

Figure 6: Interdependent Scale Scores: (X axis: Gift Scenario Y axis: Interdependent Score)



We also tested for with-in subject effects since we had two measures of self-construal for all subjects. One before they were exposed to a gifting scenario (hereafter referred to as Trait), and one after they were exposed to the condition (hereafter referred to as State). The analysis produced significant results for the self-gift reward scenario ($M_{SGRTrait} = 9.7$ vs. $M_{SGRState} = 13.58$, $p=.022$), self-gift therapy scenario ($M_{SGTTrait} = 10.06$ vs. $M_{SGTState} = 12.68$, $p=.06$) and marginally significant results for the interpersonal scenario ($M_{IGTrait} = 10.17$ vs. $M_{IGState} = 8.94$, $p= .072$). The means support our predictions, as the self-construal score is significantly different in all three situations after being exposed to the gifting scenario. As predicted, the self-gift reward and therapy scores became more independent, and the interpersonal gift scores became more interdependent, therefore again supporting H4. These results are even more compelling than the between subject test because it shows how self-construal as a dependent variable changes with-in subjects, though this construct is typically treated as an independent variable. The graph on the next page illustrates these results:

Figure 7: With-in Self-Construal Scores: (X axis: Gift Scenario Y axis: Self-Construal Score)

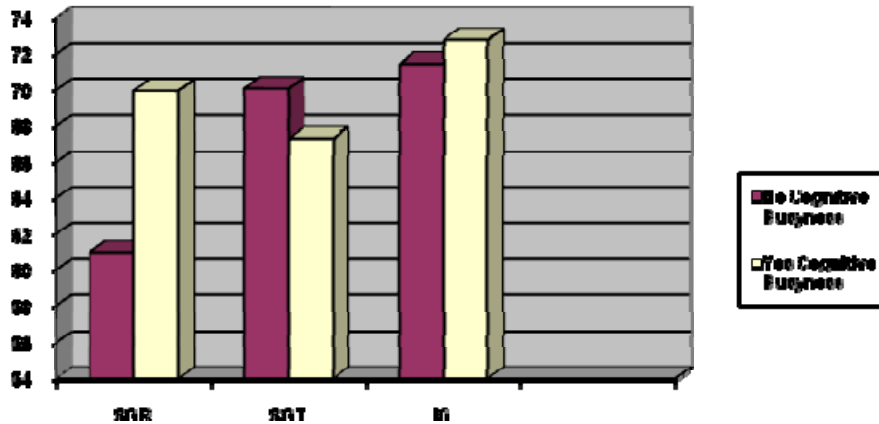


Cognitive Busyness

To test whether the process was conscious versus unconscious we added a manipulation of cognitive busyness to the study. We found a marginally significant interaction between cognitive busyness and gift scenario ($M_{SGRN}=60.95$ vs. $M_{SGRY}=69.95$, $M_{SGTN}=70.08$ vs. $M_{SGTY}=67.33$, $M_{IGN}=71.47$ vs. $M_{IGY}=72.82$ $F(2,113) = 2.365$, $p=.099$) for the interdependent subscale, but not for the independent subscale ($M_{SGRN}=81.35$ vs. $M_{SGRY}=80.15$, $M_{SGTN}=81.78$ vs. $M_{SGTY}=81.09$, $M_{IGN}=79.53$ vs. $M_{IGY}=82.64$ $F(2, 112).404$, $p=.669$) or overall self-construal score ($M_{SGRN}=17.5$ vs. $M_{SGRY}=10.2$, $M_{SGTN}=11.69$ vs. $M_{SGTY}=13.76$, $M_{IGN}=8.05$ vs. $M_{IGY}=9.82$ $F(2, 112) = .652$, $p=.196$.) It appears that cognitive busyness does not moderate the results, indicating that the process that we observed is not a conscious one. The one exception to this is the SGR condition. These results can be seen in the chart below.

Figure 8: Cognitive Busyness and Interdependent Scores: (X axis: Gift Scenario Y axis:

Interdependent Score)



Discussion

Study 2 replicated the results found in study 1, using a between subject design and a new dependent variable, self construal. We found marginal support for our hypotheses that different gift giving situations prime different aspects of an individual's self-construal. Specifically, we found that individual's self-construal was the most independent in the self-gift reward scenario and the most interdependent in the interpersonal gift scenario, with the self-gift therapy somewhere in between. These results were shown for both between subjects as well as with-in subjects. Additionally, it was the interdependent subscale that appears to be driving the results.

These findings provide further evidence corroborating the notion that different gift giving scenarios affect individuals perceptions of the self-concept and that the self is malleable under these conditions. In both Study 1 and Study 2, different measures of the self-concept changed in predicted ways after subjects were exposed to different gift

giving scenarios. In addition, we found little effect of cognitive busyness, indicating that the process observed is non-conscious.

One of the problems with the first two studies however, was that the gift scenarios were not completely congruent. There was only one interpersonal scenario, yet two self-gift scenarios. This may give rise to alternative explanations for the results. In addition, both study 1 and study 2 measured theoretical constructs but did not measure actual consumer behavior. We therefore ran a third study with more congruent gift scenarios, and tested for individuals choice of gifts, to make this research more behavior oriented. The purpose of study 3 was to generalize the previous findings to a new dependent variable, choice, and seek evidence of the implications of the changes in self-concept found in the first 2 studies.

Chapter 6: Empirical Analysis: Effects of Gift Giving on Choice

Study 3

Study 3 examined the type of gift individuals choose under different gift giving scenarios. We predict that placing subjects in a self-gift versus an interpersonal gift context will prime certain aspects of their self-concept and affect their choice of gifts. Also, to better understand the underlying process, we test for focus (on themselves versus others), gender identity and self-construal as mediators and also seek to replicate the results found in study 1 and study 2 using use an additional interpersonal gift giving scenario.

More formally, we expect that individuals will choose gifts that are consistent with their activated self-concept such that:

- ◆ H7a: When the masculine gender identity is primed, (e.g. by placing individuals in a self-gift scenario) individuals will be more likely to choose the masculine gift items than the feminine gift items.
- ◆ H7b: When the feminine gender identity is primed, (e.g. by placing individuals in an interpersonal gift scenario) individuals will be more likely to choose the feminine gift items than the masculine gift items.

In addition, to better understand the process observed, we predict that gender identity, self-construal and individuals focus will mediate the results. More formally:

- ◆ H8: Individuals gender identity will mediate the results, such that the Self-Gift (Interpersonal Gift) scenario will affect individuals' masculine (feminine) gender identity which will affect individuals' masculine (feminine) choice of gifts.

- ◆ H9: Individuals self-construal will mediate the results, such that the Self-Gift (Interpersonal Gift) scenario will affect individuals' independent (interdependent) self-construal which will affect individuals' masculine (feminine) choice of gifts.
- ◆ H10: Individuals focus will mediate the results, such that the Self-Gift (Interpersonal Gift) scenario will affect individuals' focus on themselves (others) which will affect individuals' masculine (feminine) choice of gifts.

Method

Participants and Design

83 individuals (18 males, 65 females) completed a paper and pencil questionnaire in exchange for five dollars. The individuals were randomly assigned to the experimental conditions. The design of the study consisted of a 2 (gift scenario: self-gift/interpersonal gift) x 2 (gift occasion: reward/therapy) between-subjects design. Gender identity and Self-Construal were also measured. Subjects filled out the self-construal and gender identity scales twice, once before being exposed to the gift condition (a baseline score) and then again after being exposed to the gift giving scenario (a post-measure or state score).

Procedure

The procedure was similar to study 1 and study 2. Upon arrival at the lab, subjects were handed a questionnaire and asked to fill out the self-construal and gender identity scale. Next, they read a description of a gift scenario and were asked which gifts they would be most likely to choose based on their gift scenario. The list of gifts were taken from the literature and confirmed with a pretest. Subjects then filled out the self-

construal and gender identity scale again along with some demographic questions. Finally, they were thanked for their participation, debriefed and dismissed.

Independent Variables

Gift Scenario: Subjects were exposed to one of four gift-giving scenarios: self-gift reward, self-gift therapy, interpersonal reward, and interpersonal therapy. The two self-gifting scenarios were the same as in study 1 and study 2. However, though the first two studies used one type of interpersonal gift scenario, in this study we decided to add a second one to make them more comparable to the self gift scenarios. Examples of the four scenarios can be found below.

Gift Giving Scenarios

Self-gift Reward	<i>“Suppose you have accomplished something that you are proud of, and so you decide to go out and reward yourself and buy yourself a special item.”</i>
Self-gift Therapy	<i>“Suppose you have experienced a disappointment in your life and so you decide to go out and buy yourself something special to cheer you up.”</i>
Interpersonal Reward	<i>“Suppose your spouse/girlfriend/boyfriend/significant other has accomplished something really great and so you decide to reward this person and buy that person a special gift.”</i>
Interpersonal Therapy	<i>“Suppose your spouse/girlfriend/boyfriend/significant other has failed to accomplish something they tried very hard on and are very disappointed. You decide to cheer this person up and buy that person a special gift.”</i>

Dependent Variables

Self-Construal: Self-construal was measured using the Singelis (1994) Scale. The scores were calculated the same way they were in Study 2.

Gender identity: Gender identity was measured using the BSRI Scale (Bem, 1974). The scores were calculated the same way they were in Study 1

The scales for gender identity and self-construal were counterbalanced.

Choice of gifts:

After reading the gift scenario, subjects were given a series of sets of 2 different gifts and asked which gift they would be most likely to buy. The gifts represented reward and therapy items and masculine and feminine items. The gifts were taken from the literature and confirmed with a pretest. For the pretest, we selected a number of items that have previously been classified as masculine items (i.e. pocket knife, tool kit, cufflinks, pencil) feminine items (i.e. slippers, lotion, scarf, silk shirt) items that individuals are likely to buy to reward themselves (i.e. clothing, going to a nice restaurant, traveling) and to cheer themselves up (i.e. cd, fast food, manicure.) 21 subjects rated the items in terms of their degree of masculinity, femininity, reward and therapy likelihood. For each masculine and feminine item, subjects were asked to rate it on its degree of masculinity and femininity. For example, for the masculine item pocketknife, subjects were asked the following question:

Please rate the following products in terms of the masculine/feminine image that you think the product has using the scales below:

Pocket Knife

1	2	3	4	5	6	7
Not at all						Extremely
Masculine						Masculine
<hr/>						
1	2	3	4	5	6	7
Not at all						Extremely
Feminine						Feminine

And for each set of reward and therapy items, subjects were asked how likely they would be to buy that gift both after an accomplishment and after a disappointment. For example:

Please rate how likely you would be to engage in the following activities after experiencing a disappointment and needing to cheer yourself up.

Buying yourself a nice item of clothing

1	2	3	4	5	6	7
Not at all					Very Likely	
Likely						

Please rate how likely you would be to engage in the following activities after accomplishing something you are proud of and wanting to reward yourself for this accomplishment.

Buying yourself a nice item of clothing

1	2	3	4	5	6	7
Not at all					Very Likely	
Likely						

We only used items that subjects rated as high on one dimension and low on another for the third study. In other words, for an item to be classified as masculine, subjects had to rate it as high in masculinity and low in femininity.

The pretest means for each gift item can be seen in the table below.

Table 2: Gift Pretest Means

Gift	Classification	Masc score	Fem score	Rew score	Ther score	T- test	Sig.	N
Pocket Knife	Masculine	4.65	2.95			1.08	.293	21
*Tool kit	Masculine	6.30	1.95			7.62	.000	21
*Cufflinks	Masculine	6.20	2.10			11.24	.000	21
Pencil	Masculine	4.30	3.60			1.43	.167	21
Slippers	Feminine	3.50	5.25			1.61	.124	21
*Lotion	Feminine	2.25	6.00			8.71	.000	21
Scarf	Feminine	3.90	5.35			1.11	.280	21
*Silk shirt	Feminine	2.50	5.85			6.15	.000	21
*Clothing	Reward			6.05	2.75	3.80	.000	21
*Nice restaurant	Reward			5.85	2.95	4.49	.000	21
Travel	Reward			4.65	4.10	1.16	.256	21
*CD	Therapy			2.30	6.05	5.77	.000	21
*Fast food	Therapy			2.10	5.65	5.32	.000	21
Manicure	Therapy			4.15	4.65	1.60	.125	21

* denotes significant items.

Based on the pretest, the items that were classified as masculine were (1) tool kit (M_{score} 6.3 vs F_{score} 1.95) and (2) cufflinks (M_{score} 6.2 vs F_{score} 2.10) feminine were (1) silk shirt (F_{score} 5.85 vs M_{score} 2.55) and (2) hand lotion (F_{score} 6.0 vs M_{score} 2.25), reward gifts were (1) clothing (R_{score} 6.05 vs Th_{score} 2.75) and (2) going to a nice restaurant (R_{score}

5.85 vs T_{score} 2.95) and therapy gifts were (1) CD's (T_{score} 2.3 vs R_{score} 6.05) and (2) going to a fast-food restaurant (T_{score} 5.65 vs R_{score} 2.10).

After reading their gift scenario, subjects were asked the following question:
 “For each set of items below, please circle the number that represents which gift you would be more likely to buy for yourself/your friend as a reward/to cheer them up.

1	2	3	4	5	6
Definitely					Definitely
Buy a Tool Kit					Buy a Silk Shirt
1	2	3	4	5	6
Definitely					Definitely
Buy a Hand Lotion					Buy Cufflinks
1	2	3	4	5	6
Definitely					Definitely
Buy an item of clothing			or		Buy a CD
1	2	3	4	5	6
Definitely					Definitely
Nice Restaurant					Fast food Restaurant

The choices of gift items were counterbalanced.

Focus

After subjects were told about the gifting scenario, we asked them to indicate on a scale from 1 to 5 who they were focused on, with a low score indicating themselves and a high score indicating others. This was done as a manipulation check to make sure they read and understood the scenario correctly.

Results and Discussion

Choice of gifts

The first 2 studies clearly demonstrated that different aspects of an individuals self-concept is activated depending on the type of gift (i.e. self gift versus interpersonal) and the occasion of the gift (i.e. reward versus therapy). This study confirmed these

results (as explained in the next section). We next wanted to test if the choice of gifts would be consistent with the individuals activated sense of self. In other words, we expect that individuals primed to be more masculine and independent (e.g. by placing them in a self-gifting scenario) would choose gifts that possess these characteristics, while individuals primed to be more feminine and interdependent (e.g. by placing them in an interpersonal gift scenario) would choose gifts that possess those characteristics. To test these hypotheses, we conducted a 2 (self vs. interpersonal) x 2(reward vs. therapy) MANOVA with the four set of gift choices. As can be seen in Table 3, there was a significant difference in the choice of gifts between the gift Scenarios (self-gift versus interpersonal) for three sets of the gift choices: tools vs. shirt, lotion vs. cuffs and clothing vs. cd. Subjects were more likely to choose the more masculine items when self-gifting than when interpersonal gifting, where they were more likely to choose the feminine items. But, the gift scenario did not have an impact on the choice for the nice vs. fast food items.

Table 3: Means for Gift Scenario (SG vs IG) Gift Choices

*Gift Choices	Mean (SG)	Mean (IG)	F	Sig
Tools(m)/Shirt(f)	3.68	4.31	4.261	.042
Cuffs(m)/Lotion (f)	2.75	4.03	14.250	.000
Clothing®/CD(t)	3.89	2.65	10.301	.002
Nice®/Fast food(t)	1.65	2.02	2.124	.149

*The items are listed with the first representing 1 and the second representing 6 on the likelihood to buy scale

There was not a significant difference in the choice of gifts for the Occasion (reward versus therapy) of the gift. As can be seen in Table 4 below, there was no main effect for the occasion of the gift on gift choice. Subjects did not appear to choose gifts differently under the reward and therapy conditions.

Table 4: Means for Occasion of Gift (R vs. T) Choices

* Gift Choices	Mean (R)	Mean (T)	F	Sig
Tools(m)/Shirt(f)	4.10	3.98	.011	.915
Lotion(f)/Cuffs(m)	3.19	3.42	.040	.841
Clothing®/CD(t)	3.12	3.26	.165	.686
Nice®/Fast food(t)	1.88	1.84	.040	.842

*The items are listed with the first representing 1 and the second representing 6 on the likelihood to buy scale.

In addition to the gift-scenario main effect, there was also a Gift Occasion X Gift Scenario interaction for the masculine/feminine items, but not for the reward/therapy items. These results can be seen in Table 5 below. It is possible that we did not get results for the reward/therapy items due to the scale measures, however since these items were taken from the literature and confirmed with a pretest, it simply appears that the IV's in this case, did not have an effect on individuals choices for those type of gifts. Additionally, by examining the interaction means, it appears that the differences observed, are due to the reward condition and not the therapy condition. In the therapy condition, subjects chose similar gifts, regardless of the scenario (self vs. interpersonal), while in the reward condition, the means are very different between the gift scenarios.

Table 5: Gift X Receiver Interaction: Means for Gift Choices

Gift Choices	Mean (SGR)	Mean (IGR)	Mean (SGT)	Mean (IGT)	F	Sig
Tools(m)/Shirt(f)	3.39	4.62	4.00	3.95	3.593	.062
Lotion(f)/Cuffs(m)	4.56	2.17	3.33	3.53	10.308	.002
Clothing®/CD(t)	2.71	3.67	2.58	4.11	.532	.468
Nice®/Fast food(t)	2.00	1.72	2.04	1.58	.132	.717

As can be seen in the table above, there was a significant interaction in the choice of gifts between the Self-Gift Reward and Interpersonal Gift reward conditions for the

tool kit and silk shirt. As expected, individuals were more likely to choose the masculine gift, the tool kit when self-gifting for a reward as compared to the feminine item, the silk shirt. Conversely, they were more likely to choose the silk shirt over the tool kit when engaged in interpersonal gift giving for a reward. This is especially interesting since the large majority of the subjects were female.

There was also a significant interaction in the choice of gifts between the hand lotion and cufflinks. As expected, individuals were more likely to choose the masculine item, cufflinks, as compared to the feminine item, the hand lotion when self-gifting for a reward as compared to interpersonal gift giving for a reward. And between the self-gifting scenarios, they were more likely to choose the cufflinks as well over the hand-lotion when rewarding themselves as compared to the therapy situation.

Finally, there was no significant interaction for the choice of gifts that represented the reward and therapy items. It appears that most people prefer to go out to eat at a nice restaurant over a fast food place, regardless of whether they are self-gifting or taking their friend out, and regardless of the occasion of the gift.

Self-Construal

To replicate the results found in study 2 and test the hypotheses that self-construal will tend to be more interdependent for individuals when engaged in interpersonal gift giving than when self-gifting, where it will tend to be more independent and to test for similar differences between the reward and therapy conditions, a 2(self vs. interpersonal) X 2(reward vs. therapy) ANOVA was run on the measure of self-construal based on the Singelis scale score. There was a marginally significant main effect for the scenario (SG=11.63 vs. IG=3.17, $F(1, 77)$

=3.766). These results can be seen in the table below. Individuals were significantly more independent in the self-gift scenarios and more interdependent in the interpersonal scenarios. Additionally, as in study 2, it was the interdependent dimension of the scale that was driving the results ($F(1, 77) = 3.844, p=.05$) and not the independent dimension ($F(1, 77) = 1.04, p=.309$.)

Table 6: Between Subject SC (state) Means

Occasion	Scenario			
1=Reward	1=SG			
2=Ther	2-IG	Mean	Std. Deviation	N
1	1	13.8261	22.08177	23
	2	2.6875	17.31173	16
	Total	9.2564	20.77032	39
2	1	9.2381	19.19350	21
	2	3.6111	14.98681	18
	Total	6.6410	17.39099	39
Total	1	11.6364	20.64438	44
	2	3.1765	15.87922	34
	Total	7.9487	19.07599	78

There was no main effect for the Occasion of the gift and no Occasion x Scenario interaction. These results can be seen in the table below.

Table 7: Tests for SC effects and Interactions

Measure: SC Trait vs. State

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1610.966 ^a	3	536.989	1.505	.220
Intercept	4122.218	1	4122.218	11.551	.001
Occasion	64.200	1	64.200	.180	.673
Scenario	1343.918	1	1343.918	3.766	.053
Occasion * Scenario	145.242	1	145.242	.407	.525
Error	26408.829	74	356.876		
Total	32948.000	78			
Corrected Total	28019.795	77			

a. R Squared = .057 (Adjusted R Squared = .019)

Since we had two measures of self-construal for all subjects, one before they were exposed to the gift condition (Trait) and one after they were exposed (State) we also tested for with-in subject differences using the repeated measures tool. Table 8 below contains with-in subject Contrasts.

Table 8: Tests of Within-Subjects Contrasts

Measure:SC: Trait vs. State

Source	factor1	Type III Sum of Squares	df	Mean Square	F	Sig.
SC	Linear	581.398	1	581.398	6.192	.015
SC * Occasion	Linear	1.139	1	1.139	.012	.913
SC * Scenario	Linear	507.694	1	507.694	5.407	.023
SC * Occasion * Scenario	Linear	7.946	1	7.946	.085	.772
Error(factor1)	Linear	6854.168	73	93.893		

As can be seen from the table above, tests for with-in subject differences produced a significant Scenario X Self-Construal Interaction ($M_{SGTrait} = 5.27$ vs. $M_{SGState} = 12.82$, $M_{IGTrait} = 2.88$ vs.

$M_{IGState} = 3.18$ $F(1,73) = 5.41$, $p = .023$) thus, replicating and confirming the results in study 2.

As can be seen from the means in Table 9 below, as predicted, individuals became much more independent after being exposed to the self-gift condition. The independent state was much more enhanced after being exposed to the self-gift condition. However, subjects' self-construal did not change that much after being exposed to the interpersonal condition. The self-construal means can be seen in the table below.

Table 9: Self-Construal Means: Trait vs. State

	Occasion		Mean	Std. Deviation	N
	1=Reward 2=Thrpy	Scenario 1=SG 2=IG			
SC1 (Trait)	1	1	5.9565	16.65554	23
		2	3.0625	14.39661	16
		Total	4.7692	15.63643	39
	2	1	4.5000	13.72090	20
		2	2.7222	13.10503	18
		Total	3.6579	13.28131	38
Total	1	5.2791	15.19919	43	
	2	2.8824	13.51714	34	
	Total	4.2208	14.43736	77	
SC2 (State)	1	1	13.8261	22.08177	23
		2	2.6875	17.31173	16
		Total	9.2564	20.77032	39
	2	1	11.8000	15.57866	20
		2	3.6111	14.98681	18
		Total	7.9211	15.65227	38
Total	1	12.8837	19.13761	43	
	2	3.1765	15.87922	34	
	Total	8.5974	18.31469	77	

Gender identity

To replicate the results found in study 1 and test the hypotheses that gender identity will be more masculine for the self-gifting scenarios and more feminine for the interpersonal gifting scenarios, and to test for similar differences between the reward and therapy conditions, a 2(self vs. interpersonal) X 2(reward vs. therapy) ANOVA was run on the measure of gender-orientation based on the BEM scale inventory score. There was a significant main effect for the scenario (SG=4.15 vs. IG=22.11 $F(1, 83) = 27.108, p=.000$.) These results can be seen in table 10 below. Individuals were significantly more masculine in the self-gift scenarios and more feminine in the interpersonal scenarios. Additionally, as in study 1, it was the feminine dimension of the scale that was driving the results ($F(1, 83) = 18.48, p=.000$) and not the masculine dimension ($F(1, 83) = 2.23, p=.140$.)

Table 10: Between Subject Gender Identity (State) Means

Occasion	Scenario			
1=Reward	1=SG			
2=Ther	2-IG	Mean	Std. Deviation	N
1	1	1.8333	19.12810	24
	2	22.7059	11.66600	17
	Total	10.4878	19.31854	41
2	1	6.4583	15.30836	24
	2	21.5789	14.22953	19
	Total	13.1395	16.51778	43
Total	1	4.1458	17.29714	48
	2	22.1111	12.91019	36
	Total	11.8452	17.88012	84

There was no main effect for the Occasion of the gift and no Occasion x Scenario interaction. These results can be seen in the table 11 below.

Table 11: Tests for Gender Identity effects and Interactions

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	6907.535 ^a	3	2302.512	9.385	.000
Intercept	14191.232	1	14191.232	57.842	.000
Occasion	62.819	1	62.819	.256	.614
Scenario	6650.845	1	6650.845	27.108	.000
Occasion * Scenario	169.850	1	169.850	.692	.408
Error	19627.453	80	245.343		
Total	38321.000	84			
Corrected Total	26534.988	83			

a. R Squared = .260 (Adjusted R Squared = .233)

Since we had two measures of gender identity for all subjects, one before they were exposed to the gift condition (Trait) and one after they were exposed (State) we also tested for with-in subject differences using the repeated measures tool.

Table 12: Tests of Within-Subjects Contrasts

Measure:GI: Trait vs. State

Source	Gender Identity	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender Identity	Linear	331.709	1	331.709	2.638	.108
GI * Occasion	Linear	46.474	1	46.474	.370	.545
GI * Scenario	Linear	4517.454	1	4517.454	35.927	.000
GI * Occasion * Scenario	Linear	502.748	1	502.748	3.998	.059
Error(factor1)	Linear	10059.320	80	125.741		

As can be seen from the table above, tests for with-in subject differences produced a significant Scenario X Gender Identity Interaction ($M_{SGTrait} = 11.79$ vs. $M_{SGState} = 4.15$, $M_{IGTrait} = 8.91$ vs. $M_{IGState} = 22.11$ $F(1,83) = 35.92$, $p = .000$) thus, replicating and confirming the results in study 1. As can be seen from the means, as predicted, individuals became much more masculine/instrumental after being exposed to the self-gift condition. In other words, the masculine dimension was much more enhanced after being exposed to the self-gift condition. In addition, their gender identity also became much more feminine after being exposed to the interpersonal gift condition. Both dimensions became much more enhanced after being exposed to the gift scenario. The gender identity means can be seen in table 13 below.

Table 13: Gender Identity Means: Trait versus State

	Occasion Scenario		Mean	Std. Deviation	N
	1=Rewrd 2=Thrpy	1=SG 2=IG			
GI1 (Trait)	1	1	14.0417	10.25110	24
		2	6.9412	11.18856	17
		Total	11.0976	11.09235	41
	2	1	9.5417	12.96141	24
		2	10.6842	11.89329	19
		Total	10.0465	12.36730	43
Total	1	11.7917	11.78163	48	
	2	8.9167	11.55700	36	
	Total	10.5595	11.70352	84	
GI2 (State)	1	1	1.8333	19.12810	24
		2	22.7059	11.66600	17
		Total	10.4878	19.31854	41
	2	1	6.4583	15.30836	24
		2	21.5789	14.22953	19
		Total	13.1395	16.51778	43
Total	1	4.1458	17.29714	48	
	2	22.1111	12.91019	36	
	Total	11.8452	17.88012	84	

Biological Sex

We tested for biological sex as a moderator of the effect of gift scenario on gender identity, self-construal and gift choices. We ran an Anova with biological sex added to the model as an IV along with the gift scenario and gift occasion. To test for biological sex as a moderator of gender identity, a 2(self vs interpersonal) x 2 (reward vs. therapy) x 2 (male vs female) Anova was run on the measure of gender identity. As in study 1, none of the gender interactions were significant. These results can be seen in table 14 below.

Table 14: Tests of Biological sex as a moderator of gender identity

Dependent Variable:Gender Identity (state)

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	8160.271 ^a	7	1165.753	4.945	.000
Intercept	5098.659	1	5098.659	21.626	.000
Occasion	233.707	1	233.707	.991	.323
Scenario	4056.895	1	4056.895	17.207	.000
Gender	507.449	1	507.449	2.152	.147
Occasion * Scenario	356.417	1	356.417	1.512	.223
Occasion * gender	30.604	1	30.604	.130	.720
Scenario * gender	9.186	1	9.186	.039	.844
Occasion * Scenario * gender	83.240	1	83.240	.353	.554
Error	17682.404	75	235.765		
Total	36877.000	83			
Corrected Total	25842.675	82			

a. R Squared = .316 (Adjusted R Squared = .252)

To test for biological sex as a moderator of self-construal, a 2(self vs interpersonal) x 2 (reward vs. therapy) x 2 (male vs female) Anova was run on the measure of self-

construal. As in study 2, none of the gender interactions were significant. These results can be seen in the table below.

Table 15: Tests of Biological Sex as a moderator of SC

Dependent Variable:SC (state)

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	2856.042 ^a	7	408.006	1.123	.359
Intercept	1785.600	1	1785.600	4.916	.030
Occasion	50.287	1	50.287	.138	.711
Scenario	419.768	1	419.768	1.156	.286
Gender	112.852	1	112.852	.311	.579
Occasion * Scenario	298.470	1	298.470	.822	.368
Occasion * gender	364.472	1	364.472	1.003	.320
Scenario * gender	217.433	1	217.433	.599	.442
Occasion * Scenario * gender	299.837	1	299.837	.825	.367
Error	25063.490	69	363.239		
Total	32944.000	77			
Corrected Total	27919.532	76			

a. R Squared = .102 (Adjusted R Squared = .011)

To test for biological sex as a moderator of gift choice, a 2(self vs interpersonal) x 2 (reward vs. therapy) x 2 (male vs female) Anova was run on the measure of each set of gift choice. For the tools (m)/shirt (f), the interaction between gender and gift scenario was significant (Msg= 3.3 vs. Fsg=4.62, Mig=4.75 vs. Fig=3.38, $F(1, 83) = 11.40$, $p=.001$). When self-gifting, men were more likely than women to choose the masculine item, tools, yet when interpersonal gift giving, women were more likely than men to choose the masculine item. These results can be seen in the table below.

Table 16: Biological Sex as a moderator for tools/shirt

Scenario:	Gender				
1=SG	0=F				
2=IG	1=M		Mean	Std. Deviation	N
Total	1	0	4.62	1.381	37
		1	3.30	1.252	10
	Total		4.34	1.449	47
2	0		3.38	1.449	29
		1	4.75	.707	8
	Total		3.68	1.435	37
Total	0		4.08	1.532	66
		1	3.94	1.259	18
	Total		4.05	1.472	84

No other interaction was significant, as can be seen in the table below.

Table 17: Tests for biological sex as a moderator for tools/shirt Means

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	42.598 ^a	7	6.085	3.371	.003
Intercept	748.808	1	748.808	414.756	.000
Occasion	.492	1	.492	.273	.603
Scenario	.243	1	.243	.135	.715
Gender	.187	1	.187	.104	.748
Occasion * Scenario	.205	1	.205	.114	.737
Occasion * gender	1.674	1	1.674	.927	.339
Scenario * gender	20.595	1	20.595	11.407	.001
Occasion * Scenario * gender	2.576	1	2.576	1.427	.236
Error	137.212	76	1.805		
Total	1556.000	84			
Corrected Total	179.810	83			

For the next set of choice items, lotion/cuffs, there was also a significant Scenario X Gender interaction (Msg= 5.10 vs. Fsg=2.16, Mig=4.12 vs. Fig=4.00, $F(1, 83) = 8.29$, $p=.005$). When self-gifting, men were more likely than women to choose the masculine item, cufflinks, and women were more likely than men to choose the feminine item lotion. There was not a big difference between men and womens choices for the interpersonal gift giving condition. These results can be seen in Table18 below.

Table 18: Biological Sex as a moderator for lotion/cuffs Means

Dependent Variable: lotion/cuffs

Scenario: 1=SG 2=IG	Gender		Mean	Std. Deviation	N
	0=F 1=M				
Total	1	0	2.16	1.214	37
		1	5.10	.994	10
		Total	2.79	1.680	47
2	0		4.00	1.558	29
		1	4.12	1.808	8
		Total	4.03	1.590	37
Total	0		2.97	1.645	66
		1	4.67	1.455	18
		Total	3.33	1.745	84

No other interaction was significant, as can be seen in table 19 below.

Table 19: Tests for biological sex as a moderator for lotion/cuffs

Dependent Variable: lotion/cuffs

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	114.021 ^a	7	16.289	8.929	.000
Intercept	675.750	1	675.750	370.420	.000
Occasion	1.905	1	1.905	1.044	.310
Scenario	4.732	1	4.732	2.594	.111
Gender	26.776	1	26.776	14.678	.000
Occasion * Scenario	10.741	1	10.741	5.888	.018
Occasion * gender	.379	1	.379	.208	.650
Scenario * gender	15.130	1	15.130	8.294	.005
Occasion * Scenario * gender	1.557	1	1.557	.853	.359
Error	138.645	76	1.824		
Total	1186.000	84			
Corrected Total	252.667	83			

For the next set of choice items, clothing/cd, there was also a significant Scenario X Gender interaction (Msg= 3.10 vs. Fsg=2.49, Mig=3.12 vs. Fig=4.10, $F(1, 83) = 4.02$, $p=.049$). When self-gifting, women were actually more likely than men to choose the reward item clothing, but, when when interpersonal gift giving, men were more likely than women to choose the reward item. These results can be seen in table 20 below.

Table 20: Biological Sex as a moderator for Clothing/CD Means

Scenario:	Gender				
1=SG	0=F		Mean	Std. Deviation	N
2=IG	1=M				
Total	1	0	2.49	1.850	37
		1	3.10	1.524	10
		Total	2.62	1.788	47
	2	0	4.10	1.698	29
		1	3.12	1.642	8
		Total	3.89	1.712	37
Total	0		3.20	1.947	66
		1	3.11	1.530	18
		Total	3.18	1.857	84

No other interaction was significant, as can be seen in table 21 below.

Table 21: **Tests for biological sex as a moderator for clothing/cd**

Dependent Variable: Clothing/CD

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	51.983 ^a	7	7.426	2.408	.028
Intercept	510.368	1	510.368	165.521	.000
Occasion	1.188	1	1.188	.385	.537
Scenario	3.895	1	3.895	1.263	.265
Gender	.099	1	.099	.032	.858
Occasion * Scenario	3.316	1	3.316	1.075	.303
Occasion * gender	5.872	1	5.872	1.904	.172
Scenario * gender	12.385	1	12.385	4.017	.049
Occasion * Scenario * gender	.323	1	.323	.105	.747
Error	234.338	76	3.083		
Total	1135.000	84			
Corrected Total	286.321	83			

For the last set of choice items, nice/fast food restaurant there was no significant gender interaction. These results can be seen in Table 22 below.

Table 22: Tests for bio sex as a moderator for nice/fastfood means

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	9.215 ^a	7	1.316	1.075	.388
Intercept	171.228	1	171.228	139.769	.000
Occasion	.984	1	.984	.803	.373
Scenario	6.019	1	6.019	4.913	.030
Gender	.857	1	.857	.699	.406
Occasion * Scenario	1.115	1	1.115	.910	.343
Occasion * gender	1.687	1	1.687	1.377	.244
Scenario * gender	2.770	1	2.770	2.261	.137
Occasion * Scenario * gender	4.554	1	4.554	3.717	.158
Error	93.106	76	1.225		
Total	381.000	84			
Corrected Total	102.321	83			

Tests for Mediation

To better understand the process that we observed, we tested for 3 mediators to help explain the results that were found in the third study. Specifically, we wanted to better understand why subjects chose the types of gifts that they did. To do this, we selected the tools/shirt and lotion /cufflinks of choices to look at. We chose these two sets, since they had the most consistent significant results across the different variables.

The three possible mediators that we tested for were: self-construal, gender identity and focus. For self-construal and gender identity, we used the change scores trait minus state. For focus, we used the actual measures of focus. We used the Gift scenario (self vs. interpersonal) as the main IV for the mediation analyses and not the Occasion (reward versus therapy) since in prior analysis, the reward and therapy situations were not significant predictors, so we dropped them from the mediation analysis.

Below are the results.

Gender Identity as a mediator

We tested for gender identity as a mediator using lotion/cufflinks as the choice of gift. First, as can be seen in Table 23 below, the results of a regression analysis showed that the Gift Scenario had a significant effect on the lotion/cuffs choice of gift.

Table 23: Gender Identity as mediator part 1

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model	B	Std. Error	Beta			
1	(Constant)	1.473	.546		2.699	.008
	Scenario	1.277	.359	.363	3.553	.001

a. Dependent Variable: lotion/cuffs

Next, we found significant results for the effect of Gift Scenario on gender identity.

Table 24: Gender Identity as mediator part 2
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	28.486	5.376		5.299	.000
	Scenario	-20.840	3.556	-.543	-5.861	.000

a. Dependent Variable: Gender Identity

Finally, when both gift scenario and gender identity were included in the model, gender identity remained a significant predictor, whereas gift scenario became insignificant, demonstrating complete mediation (Baron and Kenny 1986). The results can be seen in table 25 below.

Table 25: Gender Identity as mediator part 3

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.767	.638		2.770	.007
	Gender Identity	1.054	.434	.299	2.430	.017
	Scenario	-.009	.011	-.102	-.830	.409

a. Dependent Variable: lotion/cuffs

Using Baron and Kenny's approach above, we measured the direct and total effects of the variables and demonstrated complete mediation. We also conducted a Sobel test (1982), which is an indirect effect mediation test which confirmed the mediation demonstrated above ($T= 2.005, p=.044$). The significant p-value indicates that

as predicted, gender identity is in fact a significant mediator between gift scenario and gift choice.

Self-Construal as a mediator

We next tested for self-construal as a mediator, using the other set of gift choices, tools/shirt. We believe that the gift scenario led to a change in self-construal which in turn led to the type of gift chosen. First, as can be seen in table 26 below, the results of a regression analysis showed that the Gift Scenario had a significant effect on the tools/shirt choice of gift.

Table 26: Self-Construal as mediator part 1

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	4.949	.479		10.337	.000
	Scenario	-.637	.315	-.216	-2.020	.047

a. Dependent Variable: tools/shirt

Next, we found significant results for the effect of Gift Scenario on Self-Construal.

Table 27: Self-Construal as mediator part 2

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-14.915	4.734		-3.151	.002
	Scenario	7.311	3.105	.262	2.355	.021

a. Dependent Variable: SC

Finally, when both gift scenario and Self-Construal were included in the model, both remained significant, indicating partial mediation (Baron and Kenny 1986). The results can be seen in table 28 below.

Table 28: Self-Construal as mediator part 3: Partial Mediation

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.283	.529		9.993	.000
	Scenario	-.770	.338	-.260	-2.279	.026
	SC	.028	.012	.261	2.286	.025

a. Dependent Variable: tools/shirt

Using Baron and Kenny's approach above, we measured the direct and total effects of the variables and demonstrated partial mediation. We also conducted a Sobel test (1982), which is an indirect effect mediation test which did not confirm the mediation demonstrated above ($T = -1.525$, $p = .126$). The insignificant p-value indicates that

contrary to what we predicted, self-construal is not a significant mediator between gift scenario and gift choice.

Focus as a mediator

After subjects were told about the gifting scenario, we asked them to indicate on a scale from 1 to 5 who they were focused on, with a low score indicating themselves and a high score indicating others. This was done as a manipulation check to make sure they read and understood each scenario. The mean score for each gift scenario focus was as predicted, with subjects focusing more on themselves in both self-gift scenarios, and focusing on others in the interpersonal gift scenarios ($Focus_{SGR} = 1.50$ vs. $Focus_{SGT} = 1.46$ vs. $Focus_{IGR} = 4.78$ vs. $Focus_{IGT} = 4.47$ $F(3, 81) = 140.54$ $p < .001$).

We then tested for focus as a mediator. We believe that the gift scenario led to a change in focus which in turn led to the type of gift chosen. First, as can be seen below, the results of a regression analysis showed that the Gift Scenario had a significant effect on the tools/shirt choice of gift.

Table 29: Focus as mediator part 1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.949	.479		10.337	.000
	Scenario	-.637	.315	-.216	-2.020	.047

a. Dependent Variable: tools/shirt

Next, we found significant results for the effect of Gift Scenario on focus.

Table 30: Focus as mediator part 2

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.663	.233		-7.152	.000
	Scenario	3.142	.153	.914	20.517	.000

a. Dependent Variable: Focus

However, when both gift scenario and focus were included in the model, neither remained significant, therefore in this particular case, focus did not mediate the results (Baron and Kenny 1986). The results can be seen in the chart below.

Table 31: Focus as mediator part 3: No mediation

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.797	.612		7.841	.000
	Scenario	-.349	.781	-.119	-.447	.656
	Focus	-.092	.227	-.107	-.403	.688

a. Dependent Variable: tools/shirt

Using Baron and Kenny's approach above, we measured the direct and total effects of the variables and did not find that a mediation effect. We also conducted a Sobel test (1982), which is an indirect effect mediation test which confirmed that focus was not a mediator ($T = .3972$, $p = .691$). The insignificant p-value indicates that contrary to what we predicted, focus is not a significant mediator between gift scenario and gift choice.

Study 3: Gift scenarios Post-test

As mentioned previously, one of the purposes of study 3 was to use more comparable gift scenarios than those used in the previous studies, to ensure that the results obtained were due to the manipulation and not to extraneous factors. However, on reviewing the gift scenarios used in study 3, it appeared that the wording of the scenarios were not as congruent as they should have been. This is a problem as it may be that the different wording may have led to different pride factors or focus factors amongst subjects, thereby possibly contaminating the results. We therefore ran another study comparing the original scenarios that were used in study 3 with improved, more congruent ones that should have been used. We compared these gift scenarios on 4 dimensions: individuals focus on themselves, focus on rewarding, focus on cheering up and degree of pride felt.

The new and improved scenarios, hereafter referred to as 'better' as well as the original scenarios used can be seen in the table below:

Gift Scenarios

<p>Self-gift Reward</p> <p><i>Better</i></p> <p><i>Original</i></p>	<p><i>“Suppose you have accomplished something that you are very proud of, so you decide to buy yourself a special item to reward yourself.”</i></p> <p><i>“Suppose you have accomplished something that you are proud of, and so you decide to go out and reward yourself and buy yourself a special item.”</i></p>
<p>Self-gift Therapy</p> <p><i>Better</i></p> <p><i>Original</i></p>	<p><i>“Suppose you have failed to accomplish something you tried very hard on, so you decide to buy yourself a special item to cheer yourself up.”</i></p> <p><i>“Suppose you have experienced a disappointment in your life and so you decide to go out and buy yourself something special to cheer you up.”</i></p>
<p>Interpersonal Reward</p> <p><i>Better</i></p> <p><i>Original</i></p>	<p><i>“Suppose your spouse/girlfriend/boyfriend/significant other has accomplished something they are very proud of, so you decide to buy that person a special item to reward this person.”</i></p> <p><i>“Suppose your spouse/girlfriend/boyfriend/significant other has accomplished something really great and so you decide to reward this person and buy that person a special gift.”</i></p>
<p>Interpersonal Therapy</p> <p><i>Better</i></p> <p><i>Original</i></p>	<p><i>“Suppose your spouse/girlfriend/boyfriend/significant other has failed to accomplish something they tried very hard on, so you decide to buy that person a special item to cheer this person up.”</i></p> <p><i>“Suppose your spouse/girlfriend/boyfriend/significant other has failed to accomplish something they tried very hard on and are very disappointed. You decide to cheer this person up and buy that person a special gift.”</i></p>

After reading the scenarios, individuals were asked the following questions:

- | | | | | | | | |
|-------------------------------------|--------------------|---|---|---|---|---|--------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Scenario X makes me focus on: | myself | | | | | | others |
| 2. Scenario X makes me focus on: | Rewarding myself | | | | | | rewarding others |
| 3. Scenario X makes me focus on: | Cheering myself up | | | | | | cheering others up |
| 4. Scenario X makes me feel I have: | Pride | | | | | | no pride |

We then ran an Anova on the responses and compared the answers for the original and better scenarios. As can be seen in the table below, there was no significant differences in the responses in terms of the focus factor, pride factor and other variables that we measured. Therefore, even though it would have been better to have originally made the scenarios as comparable as possible, we see that the results that we obtained were due to the manipulation and not anything else.

Table 32: Results for Better and Original Gift Scenarios

Gift scenario	Questions1-4 and scenario	'Original' scenario means	'Better' scenario means	F	df	Sig				
SGR	Rewardselffocus1	1.2667	1.2143	.101	1	.753				
SGR	Rewardselffocus2	1.2000	1.2857	.198	1	.660				
SGR	Rewardselffocus3	2.0000	1.8571	.112	1	.741				
SGR	Rewardselfpride	1.9333	2.0714	.134	1	.717				
SGT	Therapyselffocus1	1.3333	1.1429	.784	1	.384				
SGT	Therapyselffocus2	2.3333	2.2143	.063	1	.803				
SGT	Therapyselffocus3	1.2000	1.2857	.198	1	.660				
SGT	Therapyselfpride	3.9333	4.0000	.008	1	.929				
IGR	Rewardotherfocus1	6.5333	6.5000	.008	1	.906				
IGR	Rewardotherfocus2	6.8667	6.7857	.047	1	.580				
IGR	Rewardotherfocus3	5.6667	5.9286	.497	1	.595				
IGR	Rewardotherpride	2.2667	2.2857	.003	1	.967				
IGT	Therapyotherfocus1	6.6667	6.7143	.054	1	.818				
IGT	Therapyotherfocus2	5.9333	6.0714	.098	1	.756				
IGT	Therapyotherfocus3	6.6667	6.5714	.095	1	.761				
IGT	Therapyotherpride	2.7333	2.7143	.001	1	.976				

Study 3 Discussion

Study 3 examined the variable of choice and found that different gift giving contexts affected individual's choices of gifts consistent with their activated self-concept. Individuals consistently chose gifts that corresponded to their activated sense of self. Individuals were consistently more likely to choose the masculine/reward items, as compared to the feminine/therapy items, when self-gifting as compared to interpersonal gift giving. And between the self-gifting scenarios, they were more likely to choose the masculine/reward items when rewarding themselves and the feminine/therapy items when cheering themselves up. This is especially interesting since the large majority of the subjects in study 3 were female.

It is in this category of gift choice, where biological sex did in fact moderate some of the results, again supporting previous research which finds that biological sex can be useful in predicting certain behaviors, while gender identity can often explain other things that biological sex itself cannot.

We also found that an individuals' gender identity mediated the results, whereas individuals' focus did not. It is possible that we did not get results for focus since there were issues of multicollinearity in that we used the measure of focus as both a manipulation check and as a mediator. We found conflicting results for self-construal as a mediator. Based on Baron and Kenny, we found partial mediation, but the Sobel test did not result in significant mediation for this variable.

We also ruled out other possible explanations related to the gift scenario wording, by demonstrating that the four gift scenarios that were used were in fact perceived in the way that we intended.

Finally, this study also replicated the results found in study 1 and study 2, and showed how individuals' gender identity and self-construal were susceptible to change. We reported significant results both between subjects as well as with-in subjects, and showed how different gift giving scenarios affected individuals' gender identity and self-construal such that individuals' became more masculine and independent in the self-gift scenarios and more feminine and interdependent in the interpersonal gift scenarios.

Chapter 7: General Discussion

7.1 Overview

In a series of three experiments, the present research extends research on the malleable self. We add to the malleable self literature by demonstrating how the sense of self changes in gift giving situations, specifically with regards to individuals gender identity and self-construal. Our findings support the notion that the self is not a static, invariant phenomenon, but instead is malleable and hence susceptible to situational influence (Markus and Kunda, 1986). The present research findings show that different gift giving situations act as situational stimuli and can influence the assessment of different aspects of the self-concept. Though typically a person's self-concept is treated as an independent variable, in the present case, this role was reversed and gender identity and self-construal served as dependent variables.

This research is a pioneering study that directly compares self-gifting and interpersonal gift giving and shows how they differ with regards to individuals' psychological states. Additionally, our findings add to the self-gifting literature by demonstrating that there are significant differences in gender identity and self-construal for reward and therapy, the two main contexts of self-gifting. In sum, we found that self-gifting activates the masculine/instrumental and independent self-concept and interpersonal gift giving activates the feminine/nurturing and interdependent self-concept. We found that these differences also exist between the two main contexts of self-gifting: reward and therapy.

These differences that were found in individuals gender identity and self-construal for both with-in subjects as well as between subjects, question the whole notion of personality traits as stable constructs. Often, in consumer research, these constructs are used as traits and serve as independent variables. In this research however, we show that these constructs are in fact more a state of mind, very much dependent on the consumption context. This gives rise to an ongoing research topic where state applications might constitute a contributory element beyond traditional trait theory.

7.2 Theoretical Implications

In many ways, this research contributes to existing literature in the domain of self and gender identity. On the one hand it highlights the main effects of consumption context on individual's self concept while on the other hand it delineates the underlying process through which such an effect takes place. We present hereunder, a brief outline of some of the key theoretical contributions of this research:

First, in both Study 1 and Study 2, different measures of the self-concept changed in predicted ways after subjects were exposed to different gift giving scenarios. These results were replicated in Study 3. Results were reported for both between subjects and with-in subjects and both typically supported our hypotheses.

We found that self-gifting activates the masculine/instrumental and independent self-concept and interpersonal gift giving activates the feminine/nurturing and interdependent self-concept. Additionally, we found similar differences between the two main contexts of self-gifting: reward and therapy. The self-gifting reward context primed the masculine/instrumental and independent self-concept and the self-gift therapy context

primed the feminine/nurturing and interdependent self-concept. This is particularly interesting since much research has suggested that there are differences between the self-gift reward process and self-gift therapy process, but until this study, no research has been undertaken to examine some of these differences. We show very clearly that individuals have a very different view of their self-concept between these types of self-gifting contexts.

Second, based on previous research on gender and gift giving (e.g. Gould and Weil, 1991) we expected that biological sex would moderate the results in that the gender identity of men would change more across the gift giving scenarios, whereas the gender identity of women would remain fairly consistent. However, contrary to expectations, biological sex did not moderate these effects in either study 1, study 2 or study 3, suggesting that self-gifting and interpersonal gift giving affect individuals self-concept in the same way regardless of whether they are male or female. This also confirms what the gender identity literature has consistently found, which is that gender identity can often explain things that gender alone could not. The basic idea being that gender identity has different effects from gender, especially in the consumer behavior context.

To further compliment and underscore the importance of our findings and in line with the traditional research constructs in the field of consumer decision making and consumer behavior research we also show the robustness of these findings on product choices. Study 3 examined the variable of choice and found that different gift giving contexts affected individual's choices of gifts consistent with their activated self-concept. Individuals consistently chose gifts that corresponded to their activated sense of self. Individuals were consistently more likely to choose the masculine/reward items, as

compared to the feminine/therapy items, when self-gifting as compared to interpersonal gift giving. And between the self-gifting scenarios, they were more likely to choose the masculine/reward items when rewarding themselves and the feminine/therapy items when cheering themselves up.

It is in this category of gift choice, where biological sex did in fact moderate some of the results, again supporting previous research which finds that biological sex can be useful in predicting certain behaviors, while gender identity can often explain other things that biological sex itself cannot.

Finally, we found mediation effects which help to delineate the underlying process that we observed. We found that an individuals' gender identity completely mediated the results, whereas individuals' focus did not. It is possible that we did not get results for focus since there were issues of multicollinearity in that we used the measure of focus as both a manipulation check and as a mediator. We found conflicting results for self-construal as a mediator. Based on Baron and Kenny, we found partial mediation, but the Sobel test did not result in significant mediation for this variable.

The complete mediation effect of gender identity is consistent with the purpose of this research, which was first to demonstrate how measures of the self were susceptible to change, and then to show how this change affected consumer behavior, specifically the choice of gifts in this research. By priming individuals and placing them in certain gift contexts, we were able to activate a certain sense of self, and this in turn explained the choice of gifts that individuals chose. This mediation effect helps explain the process of the selection of gifts by individuals as well as reinforces the importance of gender identity in explaining and influencing our consumption.

7.3: Managerial Implications

Our research has multifaceted managerial implications. By understanding that gender identity and self-construal are triggered differently for the two main contexts of self-gifting as well as between self-gifting and interpersonal gift giving, managers can adjust their advertising messages accordingly.

Also, often consuming one item will affect the consumption of others, and if marketers can understand the state of self that consumers are in after consumption, they can help to influence their post purchase behavior and match various marketing activities with the prevalent sense of self.

Our research can also help with gender based promotions. Retailers can plan their category layouts more efficiently during gift seasons, when it is common for individuals to engage in interpersonal gift giving. Our research findings suggest that during gift seasons, retailers should prominently display feminine gift products, as they are more likely to be given for interpersonal gifts.

7.4: Limitations and Direction for Future Research

Our research has several limitations, but also provides future research opportunities. Firstly, the method was paper and pencil and conducted in the lab. While the internal validity of the experiment is high, this limits the external validity. Rather than telling students to imagine certain gift giving contexts, future research might place the students in actual gift giving situations and observe the choices they make to enhance

the external validity. Additionally, we used students for subjects, which limits the generalizability of our results. The wording in the gift scenarios could also be improved upon in future studies, making them more identical to rule out other possible explanations for the results. We also only tested for two aspects of individuals' self-concept. It would be interesting to test for changes in other variables of the self. Also, while we found gender identity to mediate the results, future research could also examine other possible mediators and moderators.

Other factors that would be interesting to examine are potential cultural differences as well as socioeconomic differences. For example, it is possible that we would get different results for blue collar workers versus hedge fund managers for example. There might also be a measure included for how often people self-gift, or their self-gift propensity, to see if this influences people's self-concept as well.

Appendix A: Study 1 Questionnaire

Gifting Survey

We are interested in your thoughts about gift giving. Please read the following 3 scenarios one at a time and answer the questions following them for each one. Thank you.

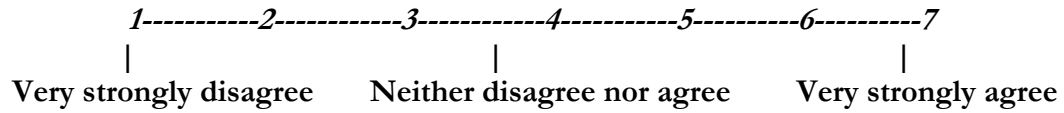
Scenario 1:

Suppose you have experienced a disappointment in your life and so you decide to go out and **buy yourself something special to cheer you up**. Keeping this scenario in mind, please answer the following question.

- | | Myself | | | | Others |
|----------------------------------|--------|---|---|---|--------|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Scenario 1 makes me focus on: | | | | | |

Now again keeping Scenario 1 in mind, please answer the questions on the following page as to how you it makes you feel:

Based on Scenario 1, of buying something to cheer yourself up, please answer the following questions as to how this makes you feel using this scale:



- ___1. Dominant
- ___2. Has leadership abilities
- ___3. Sympathetic
- ___4. Affectionate
- ___5. Gentle
- ___6. Willing to take a stand
- ___7. Sensitive to others needs
- ___8. Assertive
- ___9. Acting as a leader
- ___10. Warm
- ___11. Understanding
- ___12. Strong personality
- ___13. Tender
- ___14. Forceful
- ___15. Aggressive
- ___16. Compassionate
- ___17. Competitive
- ___18. Loyal
- ___19. Eager to soothe hurt feelings
- ___20. Ambitious

Scenario 2:

Suppose it is your spouse/girlfriend/boyfriend/significant other's birthday and you **buy that person a special gift**. Keeping this scenario in mind, please answer the following question.

- | | Myself | | | | Others |
|----------------------------------|--------|---|---|---|--------|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Scenario 2 makes me focus on: | | | | | |

Now again, keeping Scenario 2 in mind, please answer the questions on the following page:

Scenario 3:

Suppose you have accomplished something that you are proud of, and so you decide to go out and **reward yourself** and **buy yourself a special item**. Keeping this scenario in mind, please answer the following question.

- | | Myself | | | | Others |
|----------------------------------|--------|---|---|---|--------|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Scenario 3 makes me focus on: | | | | | |

Now again, keeping Scenario 3 in mind, please answer the questions on the following page:

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

Below are slogans being considered by marketers for use in their advertisements of their products. Please read them each carefully and rate them on the following dimensions:

“You deserve a break today”

Not at all likeable	1	2	3	4	5	6	7	Likeable
Unfavorable	1	2	3	4	5	6	7	Favorable
Negative	1	2	3	4	5	6	7	Positive
Bad	1	2	3	4	5	6	7	Good

“The perfect little thank me”

Not at all likeable	1	2	3	4	5	6	7	Likeable
Unfavorable	1	2	3	4	5	6	7	Favorable
Negative	1	2	3	4	5	6	7	Positive
Bad	1	2	3	4	5	6	7	Good

“Because I’m worth it”

Not at all likeable	1	2	3	4	5	6	7	Likeable
Unfavorable	1	2	3	4	5	6	7	Favorable
Negative	1	2	3	4	5	6	7	Positive
Bad	1	2	3	4	5	6	7	Good

“I like me”

Not at all likeable	1	2	3	4	5	6	7	Likeable
Unfavorable	1	2	3	4	5	6	7	Favorable
Negative	1	2	3	4	5	6	7	Positive
Bad	1	2	3	4	5	6	7	Good

“One for him, one for me”

Not at all likeable	1	2	3	4	5	6	7	Likeable
Unfavorable	1	2	3	4	5	6	7	Favorable
Negative	1	2	3	4	5	6	7	Positive
Bad	1	2	3	4	5	6	7	Good

Focus on Self Versus Others

Please answer the following questions as to how you focus when giving gifts or buying presents.

	Myself				Others
1. When I give gifts to friends, I tend to focus on :	1	2	3	4	5
2. When I buy myself a present, I tend to focus on :	1	2	3	4	5

Your Own Thoughts

Finally, we would like you to share your own thoughts as to how you feel when you buy something as a present or gift for yourself versus buying a gift for an important person in your life such as a significant other. Please write a paragraph or so saying how each type of gift makes you feel and compare the two types of gift in terms of those feelings.

Demographics

1. I am: Male ____ Female_____ (check one)
2. My age is:_____
3. My ethnic group is:_____
4. My country of birth is:_____

Thank you very much for participating in this study!

Appendix B: Study 2 Questionnaire (SGR, no cog busyness)

We would like you to rate how well the following statements describe you, using the 7-point scale below. Please put the number that matches your agreement or disagreement in front of each statement. *Please respond to every statement.*

1-----	2-----	3-----	4-----	5-----	6-----	7
Very strongly disagree		Neither disagree nor agree				Very strongly agree

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

___ I can talk openly with a person who I meet for the first time, even when this person is much older than I.

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

___ I have respect for the authority figures with whom I interact.

___ I do my own thing, regardless of what others think.

___ I respect people who are modest about themselves.

___ I feel it is important for me to act as an independent person.

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

___ I'd rather say "No" directly, than risk being misunderstood.

___ Having a lively imagination is important to me.

___ I should take into consideration my parent's advice when making education/career plans.

___ I feel my fate is intertwined with the fate of those around me.

___ I prefer to be direct and forthright when dealing with people I've just met.

___ I feel good when I cooperate with others.

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

___ If my brother or sister fails, I feel responsible.

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

___ Speaking up during a class (or a meeting) is not a problem for me.

___ I would offer my seat in a bus to my professor (or my boss).

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

___ My happiness depends on the happiness of those around me.

___ I value being in good health above everything.

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

___ I try to do what is best for me, regardless of how that might affect others.

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

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

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

___ It is important for me to maintain harmony within my group.

___ I act the same way at home that I do at school.

___ I usually go along with what others want to do, even when I would rather do something different.

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

Suppose you have accomplished something that you are proud of, and so you decide to go out and **reward yourself** and **buy yourself a special item**. Keeping this scenario in mind, please answer the following question.

	Myself				Others
1. The above scenario makes me focus on :	1	2	3	4	5

Now again, keeping the above scenario in mind, please answer the questions on the following page:

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

Demographics

1. I am: Male ___ Female_____ (check one)

2. My age is:_____

3. My ethnic group is:_____

4. My country of birth is:_____

Thank you very much for participating in this study!

___ I act the same way at home that I do at school.

___ I usually go along with what others want to do, even when I would rather do something different.

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

We are interested in how many of the words below you can remember at the end of the survey. Please take a couple of minutes to study the words.

Blue

Apple

Boat

Shirt

Perfume

Green

Hamburger

Ice Cream

China

Paper

Suppose you have accomplished something that you are proud of, and so you decide to go out and **reward yourself** and buy yourself a special item. Keeping this scenario in mind, please answer the following question.

	Myself				Others
1. The above scenario makes me focus on :	1	2	3	4	5

Now again, keeping the above scenario in mind, please answer the questions on the following page:

*****IN 2 MORE PAGES, YOU WILL BE ASKED TO WRITE DOWN AS MANY WORDS AS YOU REMEMBER FROM THE PREVIOUS PAGE.**

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

Please write down as many words as you remember from the previous page:

Demographics

1. I am: Male ___ Female_____ (check one)

2. My age is:_____

3. My ethnic group is:_____

4. My country of birth is:_____

Thank you very much for participating in this study!

- ___ It is important for me to maintain harmony within my group.
- ___ I act the same way at home that I do at school.
- ___ I usually go along with what others want to do, even when I would rather do something different.
- ___ I feel comfortable using someone's first name soon after I meet them, even when they are much older than I am.

Demographics

- 1. I am: Male ___ Female_____ (check one)
- 2. My age is:_____
- 3. My ethnic group is:_____
- 4. My country of birth is:_____

Suppose you have experienced a disappointment in your life and so you decide to go out and **buy yourself something special to cheer you up**. Keeping this scenario in mind, please answer the following question.

	Myself				Others
1. The above scenario makes me focus on :	1	2	3	4	5

Now again, keeping the above scenario in mind, please answer the questions on the following page as to how you it makes you feel:

___ I act the same way at home that I do at school.

___ I usually go along with what others want to do, even when I would rather do something different.

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

We are interested in how many of the words below you can remember at the end of the survey. Please take a couple of minutes to study the words.

Blue

Apple

Boat

Shirt

Perfume

Green

Hamburger

Ice Cream

China

Paper

Suppose you have experienced a disappointment in your life and so you decide to go out and **buy yourself something special to cheer you up**. Keeping this scenario in mind, please answer the following question.

	Myself				Others
	1	2	3	4	5
1. The above scenario makes me focus on :					

Now again, keeping the above scenario in mind, please answer the questions on the following page as to how you it makes you feel:

*****IN 2 MORE PAGES, YOU WILL BE ASKED TO WRITE DOWN AS MANY WORDS AS YOU REMEMBER FROM THE PREVIOUS PAGE.**

Please write down as many words as you remember from the previous page:

Demographics

1. I am: Male _____ Female_____ (check one)

2. My age is:_____

3. My ethnic group is:_____

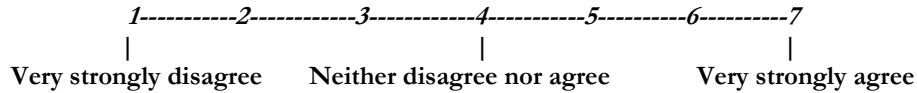
4. My country of birth is:_____

Thank you very much for participating in this study!

Appendix F: Study 2 Questionnaire, (IG, no cog. Busyness)

Survey

We would like you to rate how well the following statements describe you, using the 7-point scale below. Please put the number that matches your agreement or disagreement in front of each statement. *Please respond to every statement.*



- I enjoy being unique and different from others in many respects.
- I can talk openly with a person who I meet for the first time, even when this person is much older than I am.
- Even when I strongly disagree with group members, I avoid an argument.
- I have respect for the authority figures with whom I interact.
- I do my own thing, regardless of what others think.
- I respect people who are modest about themselves.
- I feel it is important for me to act as an independent person.
- I will sacrifice my self-interest for the benefit of the group I am in.
- I'd rather say "No" directly, than risk being misunderstood.
- Having a lively imagination is important to me.
- I should take into consideration my parent's advice when making education/career plans.
- I feel my fate is intertwined with the fate of those around me.
- I prefer to be direct and forthright when dealing with people I've just met.
- I feel good when I cooperate with others.
- I am comfortable with being singled out for praise or rewards.
- If my brother or sister fails, I feel responsible.
- I often have the feeling that my relationships with others are more important than my own accomplishments.
- Speaking up during a class (or a meeting) is not a problem for me.
- I would offer my seat in a bus to my professor (or my boss).
- I act the same way no matter who I am with.
- My happiness depends on the happiness of those around me.
- I value being in good health above everything.
- I will stay in a group if they need me, even when I am not happy with the group.
- I try to do what is best for me, regardless of how that might affect others.
- Being able to take care of myself is a primary concern for me.
- It is important to me to respect decisions made by the group.
- My personal identity, independent of others, is very important to me.
- It is important for me to maintain harmony within my group.

___ I act the same way at home that I do at school.

___ I usually go along with what others want to do, even when I would rather do something different.

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

Demographics

1. I am: Male ___ Female_____ (check one)

2. My age is:_____

3. My ethnic group is:_____

4. My country of birth is:_____

Suppose it is your spouse/girlfriend/boyfriend/significant other's birthday and you **buy that person a special gift**. Keeping this scenario in mind, please answer the following question.

	Myself				Others
1. The above scenario makes me focus on :	1	2	3	4	5

Now again, keeping the above scenario in mind, please answer the questions on the following page:

___ I act the same way at home that I do at school.

___ I usually go along with what others want to do, even when I would rather do something different.

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

We are interested in how many of the words below you can remember at the end of the survey. Please take a couple of minutes to study the words.

Blue

Apple

Boat

Shirt

Perfume

Green

Hamburger

Ice Cream

China

Paper

Suppose it is your spouse/girlfriend/boyfriend/significant other's birthday and you **buy that person a special gift**. Keeping this scenario in mind, please answer the following question.

	Myself				Others
1. The above scenario makes me focus on :	1	2	3	4	5

Now again, keeping the above scenario in mind, please answer the questions on the following page:

*****IN 2 MORE PAGES, YOU WILL BE ASKED TO WRITE DOWN AS MANY WORDS AS YOU REMEMBER FROM THE PREVIOUS PAGE.**

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

Please write down as many words as you remember from the previous page:

Demographics

1. I am: Male ___ Female_____ (check one)

2. My age is:_____

3. My ethnic group is:_____

4. My country of birth is:_____

Thank you very much for participating in this study!

Appendix H: Study 3 Choice of Gift Pretest

Please rate the following products in terms of the masculine/feminine image that you think the product has using the scales below:

Pocket Knife

1	2	3	4	5	6	7
Not at all						Extremely
Masculine						Masculine

1	2	3	4	5	6	7
Not at all						Extremely
Feminine						Feminine

Tool Kit

1	2	3	4	5	6	7
Not at all						Extremely
Masculine						Masculine

1	2	3	4	5	6	7
Not at all						Extremely
Feminine						Feminine

Cuff links

1	2	3	4	5	6	7
Not at all						Extremely
Masculine						Masculine

1	2	3	4	5	6	7
Not at all						Extremely
Feminine						Feminine

Mechanical Pencil

1	2	3	4	5	6	7
Not at all						Extremely
Masculine						Masculine

1	2	3	4	5	6	7
Not at all						Extremely
Feminine						Feminine

Sun glasses

1	2	3	4	5	6	7
Not at all						Extremely
Masculine						Masculine

1	2	3	4	5	6	7
Not at all						Extremely
Feminine						Feminine

Bedroom Slippers

1	2	3	4	5	6	7
Not at all						Extremely
Masculine						Masculine

1	2	3	4	5	6	7
Not at all						Extremely
Feminine						Feminine

Hand Lotion

1	2	3	4	5	6	7
Not at all						Extremely
Masculine						Masculine

1	2	3	4	5	6	7
Not at all						Extremely
Feminine						Feminine

Scarf

1	2	3	4	5	6	7
Not at all						Extremely
Masculine						Masculine

1	2	3	4	5	6	7
Not at all						Extremely
Feminine						Feminine

Silk Shirt

1	2	3	4	5	6	7
Not at all						Extremely
Masculine						Masculine

1	2	3	4	5	6	7
Not at all						Extremely
Feminine						Feminine

Please rate the following products in terms of who you think would benefit from having them most, an individual or a group.

Sports Car

1	2	3	4	5	6	7
Not at all						Extremely
Beneficial to an individual						Beneficial to an individual

1	2	3	4	5	6	7
Not at all						Extremely
Beneficial to a group						Beneficial to a group

MiniVan

1	2	3	4	5	6	7
Not at all						Extremely
Beneficial to an individual						Beneficial to an individual

1	2	3	4	5	6	7
Not at all						Extremely
Beneficial to a group						Beneficial to a group

I-pod

1	2	3	4	5	6	7
Not at all						Extremely
Beneficial to an individual						Beneficial to an individual

1	2	3	4	5	6	7
Not at all						Extremely
Beneficial to a group						Beneficial to a group

Big Screen TV

1	2	3	4	5	6	7
Not at all						Extremely
Beneficial to an individual						Beneficial to an individual

1	2	3	4	5	6	7
Not at all						Extremely
Beneficial to a group						Beneficial to a group

Video Camera

1	2	3	4	5	6	7
Not at all						Extremely
Beneficial to an individual						Beneficial to an individual

1	2	3	4	5	6	7
Not at all						Extremely
Beneficial to a group						Beneficial to a group

Sterling Silver Bracelet

1	2	3	4	5	6	7
Not at all						Extremely
Beneficial to an individual						Beneficial to an individual

1	2	3	4	5	6	7
Not at all						Extremely
Beneficial to a group						Beneficial to a group

Sterling Silver Ware

1	2	3	4	5	6	7
Not at all						Extremely
Beneficial to an individual						Beneficial to an individual

1	2	3	4	5	6	7
Not at all						Extremely
Beneficial to a group						Beneficial to a group

Please rate how likely you would be to engage in the following activities after accomplishing something you are proud of and wanting to reward yourself for this accomplishment.

Buying yourself a nice item of clothing

1 2 3 4 5 6 7
Not at all Very Likely
Likely

Traveling someplace nice

1 2 3 4 5 6 7
Not at all Very Likely
Likely

Going out to eat at a nice restaurant

1 2 3 4 5 6 7
Not at all Very Likely
Likely

Buying yourself a new CD

1 2 3 4 5 6 7
Not at all Very Likely
Likely

Going out to eat at a fast-food restaurant

1 2 3 4 5 6 7
Not at all Very Likely
Likely

Getting a haircut or manicure

1 2 3 4 5 6 7
Not at all Very Likely
Likely

Please rate how likely you would be to engage in the following activities after experiencing a disappointment and needing to cheer yourself up.

Buying yourself a nice item of clothing

1 2 3 4 5 6 7
Not at all Very Likely
Likely

Traveling someplace nice

1 2 3 4 5 6 7
Not at all Very Likely
Likely

Going out to eat at a nice restaurant

1 2 3 4 5 6 7
Not at all Very Likely
Likely

Buying yourself a new CD

1 2 3 4 5 6 7
Not at all Very Likely
Likely

Going out to eat at a fast-food restaurant

1 2 3 4 5 6 7
Not at all Very Likely
Likely

Getting a haircut or manicure

1 2 3 4 5 6 7
Not at all Very Likely
Likely

Thank You!

Appendix I: Study 3: (IG, Reward)

Gift Giving Survey

We are interested in your thoughts about gift giving. Please read the following gift scenario carefully and answer the questions following them. Thank you.

Gift Scenario 1 :

Suppose your spouse/girlfriend/boyfriend/significant other has accomplished something really great and so you decide to **reward this person** and **buy that person a special gift**. Keeping this scenario in mind, please answer the following question.

1. Scenario 1 makes me focus on :

Myself					Others
1	2	3	4	5	

2. Scenario 1 makes me focus on :

Pleasure					Stress Relief
1	2	3	4	5	

3. For each set of items below, please circle the number that represents which gift you would be more likely to buy for this person as a reward for their accomplishment:

1	2	3	4	5	6
Definitely					Definitely
Buy a Tool Kit					Buy a Silk Shirt

1	2	3	4	5	6
Definitely					Definitely
Buy a Hand Lotion					Buy Cufflinks

1	2	3	4	5	6
Definitely					Definitely
Buy a Pocket Knife					Buy a Silk Scarf

1	2	3	4	5	6
Definitely					Definitely
Buy a Blackberry					Buy a TV

1	2	3	4	5	6
Definitely					Definitely
Buy an item of clothing	or				Buy a CD

1	2	3	4	5	6
Definitely					Definitely
Nice Restaurant					Fast food Restaurant

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

Focus on Self Versus Others

Please answer the following questions as to how you focus when giving gifts or buying presents.

	Myself				Others
1. When I give gifts to friends, I tend to focus on :	1	2	3	4	5
2. When I buy myself a present, I tend to focus on :	1	2	3	4	5

	Pleasure			Stress Relief	
1. When I give gifts to friends, I tend to focus on giving them:	1	2	3	4	5
2. When I give gifts to myself, I tend to focus on giving myself:	1	2	3	4	5

Demographics

1. I am: Male ___ Female _____ (check one)

2. My age is: _____

3. My ethnic group is: _____

4. My country of birth is: _____

Thank you very much for participating in this study!

Appendix J: Study 3 Questionnaire (IG, Therapy)

Gift Giving Survey

We are interested in your thoughts about gift giving. Please read the following gift scenario carefully and answer the questions following them. Thank you.

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

Gift Scenario 1:

Suppose your spouse/girlfriend/boyfriend/significant other has failed to accomplish something they tried very hard on and are very disappointed. You decide to **cheer this person up** and **buy that person a special gift**. Keeping this scenario in mind, please answer the following question.

1. Scenario 1 makes me focus on : Myself Others
1 2 3 4 5

2. Scenario 1 makes me focus on : Pleasure Stress Relief
1 2 3 4 5

3. For each set of items below, please circle the number that represents which gift you would be more likely to buy for your friend to cheer them up.

1	2	3	4	5	6
Definitely Buy a Tool Kit			Definitely Buy a Silk Shirt		

1	2	3	4	5	6
Definitely Buy a Hand Lotion			Definitely Buy Cufflinks		

1	2	3	4	5	6
Definitely Buy a Pocket Knife			Definitely Buy a Silk Scarf		

1	2	3	4	5	6
Definitely Buy a Blackberry			Definitely Buy a TV		

1	2	3	4	5	6
Definitely Buy an item of clothing			or	Definitely Buy a CD	

1	2	3	4	5	6
Definitely Nice Restaurant			Definitely Fast food Restaurant		

Focus on Self Versus Others

Please answer the following questions as to how you focus when giving gifts or buying presents.

- | | Myself | | | | Others |
|---|--------|---|---|---|--------|
| 1. When I give gifts to friends, I tend to focus on : | 1 | 2 | 3 | 4 | 5 |
| 2. When I buy myself a present, I tend to focus on : | 1 | 2 | 3 | 4 | 5 |

- | | Pleasure | | | Stress Relief | |
|---|----------|---|---|---------------|---|
| 1. When I give gifts to friends, I tend to focus on giving them: | 1 | 2 | 3 | 4 | 5 |
| 2. When I give gifts to myself, I tend to focus on giving myself: | 1 | 2 | 3 | 4 | 5 |

Demographics

1. I am: Male ____ Female_____ (check one)
2. My age is:_____
3. My ethnic group is:_____
4. My country of birth is:_____

Thank you very much for participating in this study!

Appendix K: Study 3 Questionnaire: (SG, Reward)

Gift Giving Survey

We are interested in your thoughts about gift giving. Please read the following gift scenario carefully and answer the questions following them. Thank you.

Gift Scenario 1:

Suppose you have accomplished something that you are proud of, and so you decide to go out and **reward yourself** and **buy yourself a special item**. Keeping this scenario in mind, please answer the following question.

1. Scenario 1 makes me focus on : Myself Others
 1 2 3 4 5

2. Scenario 1 makes me focus on : Pleasure Stress Relief
 1 2 3 4 5

3. For each set of items below, please circle the number that represents which gift you would be more likely to buy for yourself as a reward.

1	2	3	4	5	6
Definitely Buy a Tool Kit			Definitely Buy a Silk Shirt		

1	2	3	4	5	6
Definitely Buy a Hand Lotion			Definitely Buy Cufflinks		

1	2	3	4	5	6
Definitely Buy a Pocket Knife			Definitely Buy a Silk Scarf		

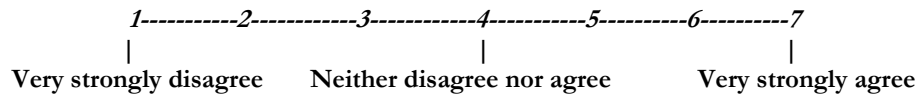
1	2	3	4	5	6
Definitely Buy a Blackberry			Definitely Buy a TV		

1	2	3	4	5	6
Definitely Buy an item of clothing			or	Definitely Buy a CD	

1	2	3	4	5	6
Definitely Nice Restaurant			Definitely Fast food Restaurant		

Now again, keeping Scenario 1 in mind, please answer the questions on the following page:

Based on Scenario 1, of buying something to reward yourself, please answer the following questions as to how this makes you feel using this scale:



- I enjoy being unique and different from others in many respects.
- I can talk openly with a person who I meet for the first time, even when this person is much older than I am.
- Even when I strongly disagree with group members, I avoid an argument.
- I have respect for the authority figures with whom I interact.
- I do my own thing, regardless of what others think.
- I respect people who are modest about themselves.
- I feel it is important for me to act as an independent person.
- I will sacrifice my self-interest for the benefit of the group I am in.
- I'd rather say "No" directly, than risk being misunderstood.
- Having a lively imagination is important to me.
- I should take into consideration my parent's advice when making education/career plans.
- I feel my fate is intertwined with the fate of those around me.
- I prefer to be direct and forthright when dealing with people I've just met.
- I feel good when I cooperate with others.
- I am comfortable with being singled out for praise or rewards.
- If my brother or sister fails, I feel responsible.
- I often have the feeling that my relationships with others are more important than my own accomplishments.
- Speaking up during a class (or a meeting) is not a problem for me.
- I would offer my seat in a bus to my professor (or my boss).
- I act the same way no matter who I am with.
- My happiness depends on the happiness of those around me.
- I value being in good health above everything.
- I will stay in a group if they need me, even when I am not happy with the group.
- I try to do what is best for me, regardless of how that might affect others.
- Being able to take care of myself is a primary concern for me.
- It is important to me to respect decisions made by the group.
- My personal identity, independent of others, is very important to me.
- It is important for me to maintain harmony within my group.
- I act the same way at home that I do at school.
- I usually go along with what others want to do, even when I would rather do something different.

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

Focus on Self Versus Others

Please answer the following questions as to how you focus when giving gifts or buying presents.

	Myself				Others
1. When I give gifts to friends, I tend to focus on :	1	2	3	4	5
2. When I buy myself a present, I tend to focus on :	1	2	3	4	5

	Pleasure			Stress Relief	
1. When I give gifts to friends, I tend to focus on giving them:	1	2	3	4	5
2. When I give gifts to myself, I tend to focus on giving myself:	1	2	3	4	5

Demographics

1. I am: Male ___ Female_____ (check one)

2. My age is:_____

3. My ethnic group is:_____

4. My country of birth is:_____

Thank you very much for participating in this study!

Appendix L: Study 3 Questionnaire (SG, Therapy)

Gift Giving Survey

We are interested in your thoughts about gift giving. Please read the following gift scenario carefully and answer the questions following them. Thank you.

Gift Scenario 1:

Suppose you have experienced a disappointment in your life and so you decide to go out and **buy yourself something special to cheer you up**. Keeping this scenario in mind, please answer the following questions.

1. Scenario 1 makes me focus on : Myself Others
1 2 3 4 5

2. Scenario 1 makes me focus on : Pleasure Stress Relief
1 2 3 4 5

3. For each set of items below, please circle the number that represents which gift you would be more likely to buy for yourself to cheer yourself up.

1	2	3	4	5	6
Definitely					Definitely
Buy a Tool Kit					Buy a Silk Shirt

1	2	3	4	5	6
Definitely					Definitely
Buy a Hand Lotion					Buy Cufflinks

1	2	3	4	5	6
Definitely					Definitely
Buy a Pocket Knife					Buy a Silk Scarf

1	2	3	4	5	6
Definitely					Definitely
Buy a Blackberry					Buy a TV

1	2	3	4	5	6
Definitely					Definitely
Buy an item of clothing	or				Buy a CD

1	2	3	4	5	6
Definitely					Definitely
Nice Restaurant					Fast food Restaurant

Now again, keeping Scenario 1 in mind, please answer the questions on the following page:

Focus on Self Versus Others

Please answer the following questions as to how you focus when giving gifts or buying presents.

- | | Myself | | | | Others |
|---|--------|---|---|---|--------|
| 1. When I give gifts to friends, I tend to focus on : | 1 | 2 | 3 | 4 | 5 |
| 2. When I buy myself a present, I tend to focus on : | 1 | 2 | 3 | 4 | 5 |

- | | Pleasure | | | Stress Relief | |
|---|----------|---|---|---------------|---|
| 1. When I give gifts to friends, I tend to focus on giving them: | 1 | 2 | 3 | 4 | 5 |
| 2. When I give gifts to myself, I tend to focus on giving myself: | 1 | 2 | 3 | 4 | 5 |

Demographics

1. I am: Male _____ Female_____ (check one)
2. My age is:_____
3. My ethnic group is:_____
4. My country of birth is:_____

Thank you very much for participating in this study!

Appendix M: Study 3 Gift Scenario Post-test original

We are interested in your thoughts about gift giving. Please read the following 4 scenarios one at a time and answer the questions following them for each one.

Thank you.

Scenario 1

*Suppose you have accomplished something that you are proud of, and so you decide to go out and **reward yourself and buy yourself a special item.***

- | | | | | | | |
|-------------------------------------|-----------------------|---|---|---|---|-----------------------|
| 1. Scenario 1 makes me focus on : | Myself | | | | | Others |
| | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 2. Scenario 1 makes me focus on : | Rewarding
Myself | | | | | Rewarding
Others |
| | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 3. Scenario 1 makes me focus on : | Cheering
Myself Up | | | | | Cheering
Others Up |
| | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 4. Scenario 1 makes me feel I have: | Pride | | | | | No Pride |
| | 1 | 2 | 3 | 4 | 5 | 6 7 |

Scenario 2

*Suppose you have experienced a disappointment in your life and so you decide to go out and **buy yourself something special to cheer you up.***

- | | | | | | | |
|-------------------------------------|-----------------------|---|---|---|---|-----------------------|
| 1. Scenario 2 makes me focus on : | Myself | | | | | Others |
| | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 2. Scenario 2 makes me focus on : | Rewarding
Myself | | | | | Rewarding
Others |
| | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 3. Scenario 2 makes me focus on : | Cheering
Myself Up | | | | | Cheering
Others Up |
| | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 4. Scenario 2 makes me feel I have: | Pride | | | | | No Pride |
| | 1 | 2 | 3 | 4 | 5 | 6 7 |

Scenario 3

*Suppose your spouse/girlfriend/boyfriend/significant other has accomplished something really great and so you decide to **reward this person and buy that person a special gift.***

- | | | | | | | |
|-------------------------------------|-----------------------|---|---|---|---|-----------------------|
| 1. Scenario 3 makes me focus on : | Myself | | | | | Others |
| | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 2. Scenario 3 makes me focus on : | Rewarding
Myself | | | | | Rewarding
Others |
| | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 3. Scenario 3 makes me focus on : | Cheering
Myself Up | | | | | Cheering
Others Up |
| | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 4. Scenario 3 makes me feel I have: | Pride | | | | | No Pride |
| | 1 | 2 | 3 | 4 | 5 | 6 7 |

Scenario 4

*Suppose your spouse/girlfriend/boyfriend/significant other has failed to accomplish something they tried very hard on and are very disappointed. You decide to **cheer this person up and buy that person a special gift.***

- | | | | | | | | |
|-------------------------------------|-----------------------|---|---|---|---|-----------------------|---|
| 1. Scenario 4 makes me focus on : | Myself | | | | | Others | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. Scenario 4 makes me focus on : | Rewarding
Myself | | | | | Rewarding
Others | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. Scenario 4 makes me focus on : | Cheering
Myself Up | | | | | Cheering
Others Up | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. Scenario 4 makes me feel I have: | Pride | | | | | No Pride | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Thank You!

Appendix N: Study 3 Gift Scenario Post-test better

We are interested in your thoughts about gift giving. Please read the following 4 scenarios one at a time and answer the questions following them for each one. Thank you.

Scenario 1

Suppose you have accomplished something that you are very proud of, so you decide to buy yourself a special item to reward yourself.

- | | | | | | | |
|-------------------------------------|-----------------------|---|---|---|---|-----------------------|
| 1. Scenario 1 makes me focus on : | Myself | | | | | Others |
| | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 2. Scenario 1 makes me focus on : | Rewarding
Myself | | | | | Rewarding
Others |
| | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 3. Scenario 1 makes me focus on : | Cheering
Myself Up | | | | | Cheering
Others Up |
| | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 4. Scenario 1 makes me feel I have: | Pride | | | | | No Pride |
| | 1 | 2 | 3 | 4 | 5 | 6 7 |

Scenario 2

*Suppose you have failed to accomplish something you tried very hard on, so you decide to **buy yourself a special item to cheer yourself up.***

- | | | | | | | |
|-------------------------------------|-----------------------|---|---|---|---|-----------------------|
| 1. Scenario 2 makes me focus on : | Myself | | | | | Others |
| | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 2. Scenario 2 makes me focus on : | Rewarding
Myself | | | | | Rewarding
Others |
| | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 3. Scenario 2 makes me focus on : | Cheering
Myself Up | | | | | Cheering
Others Up |
| | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 4. Scenario 2 makes me feel I have: | Pride | | | | | No Pride |
| | 1 | 2 | 3 | 4 | 5 | 6 7 |

Scenario 3

*Suppose your spouse/girlfriend/boyfriend/significant other has accomplished something they are very proud of, so you decide to **buy that person a special item to reward this person.***

- | | | | | | | |
|-------------------------------------|-----------------------|---|---|---|---|-----------------------|
| 1. Scenario 3 makes me focus on : | Myself | | | | | Others |
| | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 2. Scenario 3 makes me focus on : | Rewarding
Myself | | | | | Rewarding
Others |
| | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 3. Scenario 3 makes me focus on : | Cheering
Myself Up | | | | | Cheering
Others Up |
| | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 4. Scenario 3 makes me feel I have: | Pride | | | | | No Pride |
| | 1 | 2 | 3 | 4 | 5 | 6 7 |

Scenario 4

*Suppose your spouse/girlfriend/boyfriend/significant other has failed to accomplish something they tried very hard on, so you decide to **buy that person a special item to cheer this person up.***

1. Scenario 4 makes me focus on : Myself Others
1 2 3 4 5 6 7

2. Scenario 4 makes me focus on : Rewarding Rewarding
 Myself Others
1 2 3 4 5 6 7

3. Scenario 4 makes me focus on : Cheering Cheering
 Myself Up Others Up
1 2 3 4 5 6 7

4. Scenario 4 makes me feel I have: Pride No Pride
1 2 3 4 5 6 7

Thank You!

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